



Flipping, Not Flopping: Creating Self-Guided Tutorials and Videos to Stay Afloat during the COVID-19 Pandemic



April Kelley and David Kupas

University Library System, University of Pittsburgh

Johnstown Campus Owen Library

Abstract



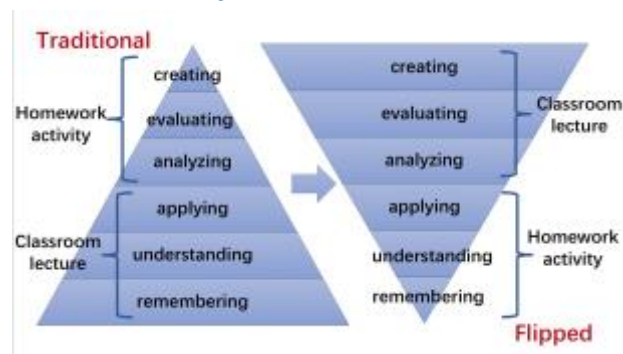
What happens when college campuses and libraries close indefinitely, yet students still need information literacy instruction and everything must translate to an online environment?

This scenario is one that has occurred globally and quickly redefined how librarians do their jobs. For two librarians at the University of Pittsburgh at Johnstown, having some previous experience with instructional tools like [Springshare's LibWizard](#) to create flipped classroom tutorials and [Panopto's video platform](#) prior to the COVID-19 global pandemic made the switch from in-person to online instruction over the past year less daunting than it may have been.

Flipped Classrooms



Bloom's Taxonomy of Educational Objectives



1 - Image obtained from: Flipped classroom - [CLE Online Social Network](#)

As described by Cynthia Brame of Vanderbilt University, in the traditional Bloom's taxonomy "first exposure' [to new material or the lower level of learning] occurs via lecture in class, with students assimilating knowledge through homework." In a flipped classroom, students complete the lower level of learning as homework before class and "[focus] on the higher forms of cognitive work ... in class, where they have the support of their peers and instructor" (Brame, 2013).

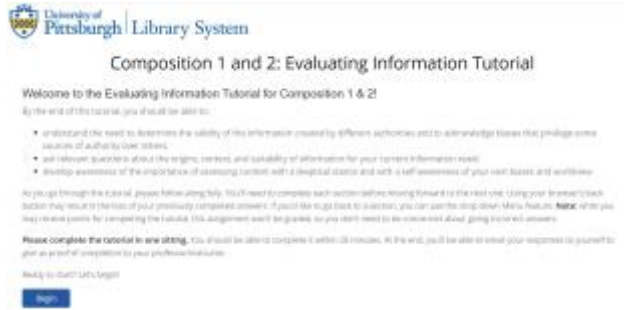
Tutorials & Videos



Tutorials

In the Fall 2018 term (pre-COVID-19), we began using four scaffolded LibWizard tutorials for the English Composition program to flip our instruction on the research process. They are: ***Evaluating Information*** (see screenshots) and ***Constructing Keyword Searches*** for Composition I and ***Understanding Citations*** and ***Developing a Research Question*** for Composition II.

Students complete these web-based tutorials prior to the in-class library instruction session. Not only do these "guide-on-the-side" tutorials allow more time for higher forms of cognitive work in our 50-minute one-shots, we include in them a "test what you've learned" component that provides us with an additional opportunity to assess how well the students are achieving our learning objectives.



2 - Screenshot of the Evaluating Information tutorial's welcome page.



3 - Screenshot of the student statistics page.



4 - Screenshot of the introduction to the CRAAP Test.



5 - Screenshot of the evaluating Accuracy example.

Composition 1 and 2: Evaluating Information Tutorial



6 - Screenshot of instruction on one's own biases.

With the university's move to a hybrid model of online and in-person instruction for the Fall 2020 term during the COVID-19 pandemic, we created additional tutorials to offer faculty the option of asynchronous library instruction as well as synchronous instruction over Zoom. New tutorials included ones on **Academic Search Premier** and **CQ Researcher** databases (see screenshots) for the Public Speaking course, **Finding Primary Sources** and **Secondary Sources** for a History Writing Seminar, and an **Intro to Zotero** that was used by various classes.

For these new, potentially stand-alone, asynchronous tutorials, we embedded short videos that we recorded using Panopto to better replicate our in-person instruction while using LibWizard to still engage the students with a more active learning experience. Asking students in synchronous sessions to also complete the tutorials allowed us to have shorter Zoom sessions, thus helping to lessen students' Zoom fatigue.



7 - Each tutorial starts with a welcome screen with learning objectives.



8 - This tutorial includes an introduction to the library's website and subject and course guides in a video to cover what is normally presented in class.

Public Speaking: CQ Researcher



9 - We demonstrate how to use the CQ Researcher database and ask questions related about the instruction.

Public Speaking: CQ Researcher



10 - Ideally, the website would embed in the viewing window but we direct students to open in a new window.

Public Speaking: CQ Researcher



11 - Students can email themselves their results and forward them to their instructor when finished.

Things to Consider for Tutorials

- Shorter tutorials are better than longer ones for students' cognitive load.
- Avoid language that may be confusing to students, especially for questions used for assessment purposes.
- Embedding websites in LibWizard to display within the tutorial window requires iFrame compatibility. If a site is incompatible, linking its URL and providing clear instructions for opening it in a new window is a workaround, but it's not an ideal one.
- LibWizard also requires using secure HTTPS websites rather than HTTP sites, including library databases. Again, a workaround is to direct students to open these sites in a new window so they don't lose their place in the tutorial.

Videos

In Spring 2020, when the university quickly moved to online instruction at the start of COVID-19, we created stand-alone instruction videos with Panopto for English Composition 2 and Nursing courses (play video) at the request of individual faculty. We continued to create on-demand videos in the 2021 Academic Year and our recording skills improved.



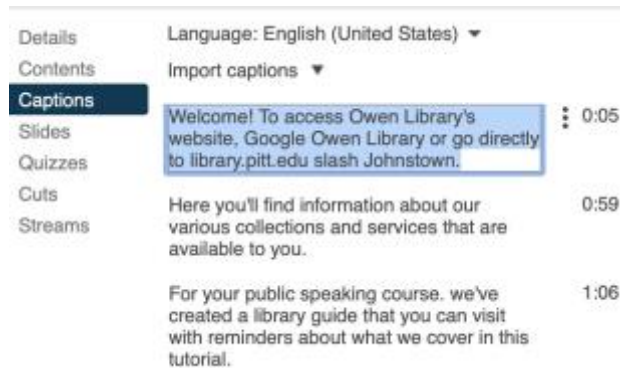
For classes that requested instruction on using [Zotero](#) for citation management, the **Intro to Zotero** tutorial was created in LibWizard that incorporates demonstration videos, such as the example shown here.

Things to Consider for Video Creation

The screenshot shows a Panopto video player interface. The title bar reads "My Pitt VIDEOS | Owen Library > Public Speaking - Library Intro". The left sidebar contains navigation options: Details, Contents, Captions (highlighted), Slides, Quizzes, Cuts, and Streams. The main area displays a list of video segments with their durations:

Segment Text	Duration
Welcome to access our libraries Web site, Google.	0:04
When library or it can go directly to the Web site.	0:08
Just type in library. Don't pit that you forward slash Johnstown.	0:17
Welcome! To access Owen Library's Web site, Google Own Library or go directly to the library.	0:30
Don't pit than you slash town.	0:53
Here you'll find information about our various collections and services that are available to you.	0:59
For your public speaking course, we've	1:07

12 - Screenshot of automatic captions created by Panopto with errors.



13 - Screenshot of captions after manual editing.

- Provide clear directional instructions of your movements on screen; e.g., "click the cite link on the right side." Scripting your lesson can help to ensure you do this.
- Include captions to make your video accessible to everyone. You can improve the auto-generated captions available from Panopto (see screenshots), or upload your own.
- Chunking your instruction into multiple short videos rather than one long video better enables start & stop viewing and let's students "see the organization of [your instruction's] major ideas" (ACRL Presents, 2020).
- When possible, capturing PowerPoint slides with screenshots rather than real-time Web demonstrations can make creating Panopto videos easier (play video). It reduces screen lag time and the subsequent need to cut unnecessary content from recordings. Panopto includes an editing tool, but there's a learning curve and some may find it difficult to use.



Successes & Failures



- We succeeded to reach classes with our asynchronous tutorials and videos that we may not have reached through synchronous instruction during a time of uncertainty and in-person closures.
- Our instruction benefited students with Internet connectivity issues during Zoom sessions as well as those who prefer to learn at their own pace.
- For faculty, it offered the flexibility of either asynchronous or synchronous library instruction sessions or both.
- We initially neglected to include captioning in our first videos due to quick creation turnaround times. Moving forward, captioning videos to improve accessibility at creation has become our standard practice.
- As we fully transitioned to remote teaching, we became better at chunking our lessons in shorter videos, which benefited the students and made video creation more manageable for us.

References



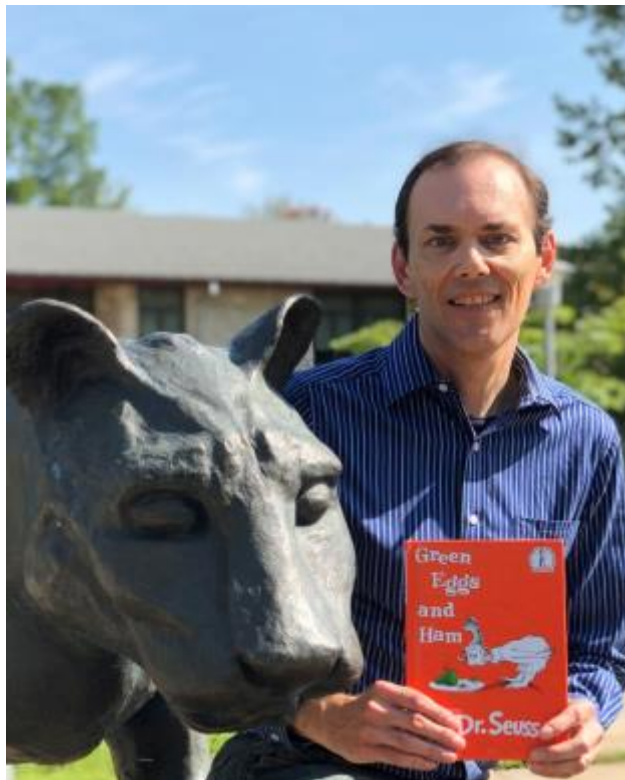
- ACRL Presents. (2020, March 19). *Information literacy at a (social) distance: Strategies for moving online* | Melissa A. Wong [Video]. YouTube. <https://youtu.be/T9yRr4bl1OY>
- Brame, C. (2013). *Flipping the classroom*. Vanderbilt University Center for Teaching. Retrieved March 22, 2021, from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

Authors





14 - April Kelley is a Public Services Librarian at the University of Pittsburgh at Johnstown's Owen Library and is a liaison to the Education, Engineering, and Nursing and Health Sciences academic divisions. She can be contacted at akelley@pitt.edu.



15 - David Kupas is the Interim Library Instruction Coordinator and the liaison to the Humanities and Social Sciences Divisions at the University of Pittsburgh's Johnstown Campus. He can be contacted at dmk24@pitt.edu.