The Virtual Resources and Instructional Initiatives survey produced 230 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at http://www.arl.org/bm~doc/vriicompletesurvey.pdf, arranged alphabetically by institution.

In order to assist readers with focused interests, 18 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list. For instance, there is no subtopic specifically for “Camtasia,” instances of which appear across several pre-set searches. A search of the word will reveal all occurrences.
UNIVERSITY OF ALBERTA LIBRARIES

Video: “It Changed the Way I Do Research - Period: Augustana Talks Information Literacy”.

The video It Changed the Way I Do Research - Period: Augustana Talks Information Literacy was developed by the Augustana Faculty Library in 2006 to examine the effects of their Information Literacy initiatives on academic life at Augustana. Over 75 people participated in the project, which examines Information Literacy from a variety of perspectives. This 30 minute video (DVD) documents and promotes the vision of Information Literacy at Augustana and the various components of Augustana’s Information Literacy Program. These components include 21 for-credit discipline-specific Information Literacy courses embedded into the curriculum, a variety of assessment practices, an annual Information Literacy workshop for faculty and librarians, and Information Literacy Awards for students and faculty. In It Changed the Way I Do Research - Period: Augustana Talks Information Literacy, students, librarians, administrators, and teaching faculty speak about the influence of Information Literacy at Augustana.
http://www.augustana.ualberta.ca/library/infolit/video.html
This includes the ability to order, InterLibrary Loan or view the video online.

Goals / Assessment:

NA

BRIGHAM YOUNG UNIVERSITY LIBRARY

Camtasia videos feed instruction to distance learning students.

Short instructional videos produced using Camtasia software have been utilized to provide instruction to distance learning students. The content covers how to find books in the OPAC, how to search for articles in databases, how to find articles from citations, how to narrow results and evaluate articles found, how to order materials from Interlibrary loan and how to get help from the library. These videos, along with the online Library Research Skills tutorial, are incorporated into a Library Services Portal within distance education courses. A science librarian has also created Camtasia tutorials for Biology 100 students to support their research assignment. Currently there are two – How to tell if a journal is peer reviewed and how to do a basic search in Medline. The videos will be placed on her Research Guide.
http://www.lib.byu.edu/coned/video.html (Distance Ed videos)

Goals / Assessment:

NA
Brown University Library

Patent searching tutorials using Camtasia.

This project utilizes patent searching to teach transferable, lifelong learning information research competencies. While it specifically supports a course in the Brown Engineering Division required for all first-year engineering undergraduates, its usefulness extends to all those who would like to learn about the basics of patents and patent searching. The tutorial materials cover U.S. and worldwide patents and patents applications databases, such as the USPTO and esp@cenet. A scenario is presented upon which the video tutorials are based. Camtasia screencasts with audio and text demonstrate searching strategies presented along with text guides to searching and citing patents. http://dl.lib.brown.edu/libweb/screencasts/patentsearching.php

Brown University Library, continued.

Goals:

• How to approach using a database by exploring the difference between searching by keyword versus by controlled vocabulary.
• The importance of identifying features of a database such as truncation or field searching to expedite the search strategy and knowing the limitations in content retrieval inherent in any database.
• About the process of creating a search strategy from the overall statement of information need and refining it.

Assessment:

Student learning is assessed as part of an introductory Engineering course. We are in the third year of assessment, and continually revise and supplement the program.

University at Buffalo, SUNY, Libraries

Proliferation of library portrayals via audio / video / podcasts.

UB librarians have been actively incorporating new technologies into outreach, liaison and information literacy activities. The list below provides some examples. Other projects in process include audio/video podcast library tours in many languages and tutorials on how to find articles.

Instant Librarian Chat Reference Service: http://ublib.buffalo.edu/libraries/help/refchat.html
Research Tips Tutorial:
http://ublib.buffalo.edu/libraries/asl/tutorials/research.html

BISON Catalog online tutorials:
Basic - http://ublib.buffalo.edu/libraries/help/findingbooks-basic.html
Advanced - http://ublib.buffalo.edu/libraries/help/findingbooks-advanced.html

Online videos to introduce librarians to students on- and off-campus:
Cynthia Tysick (click on “Welcome”)  
http://libweb.lib.buffalo.edu/staff/index.asp?ID=18

Goals / Assessment:
NA

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UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Video tutorials cover a broad range of topics.

Various campus libraries have developed tutorials over the past eight years, primarily using Adobe Captivate and Camtasia. These cover a range of approaches such as procedural (connecting to library resources from off-campus), database specific (BIOSIS), tool specific (Refworks), discipline or resource specific (Congressional Research), and process focused (evaluating full text scholarly content online). Librarians can create links to these tutorials from their course-specific web pages. The Library is pursuing approaches to integrate these resources into the campus learning management system, library catalog and other starting points for research. Terry Huwe has been experimenting with a variety of web 2.0 tools for libraries which are described in his ACRL presentation: “Getting Started with Your Library 2.0 Game Plan.”
http://www.irle.berkeley.edu/faculty/huwe/ACRL07.ppt
http://www.lib.berkeley.edu/Help/tutorials.html

Goals / Assessment:
NA

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COLUMBIA UNIVERSITY LIBRARIES

Library Tutorials

Library Essentials, a series of self-help, web-based library tutorials, is being implemented in Spring 08 semester. These research skills screen casts are developed with Camtasia. They will be modular, existing both as an index page on the Library website and also to be used independently on various library or CourseWorks pages. Examples of tutorials that exist or are envisioned: How to effectively search the online catalog using advanced keyword searching; searching the catalog by title, author, subject, journal title; placing a recall or requesting an item from Offsite; finding E-Images using the online catalog, the E-Resources page on the library website, ArtStor, Columbia Image Bank, and Google Images.

http://www.columbia.edu/cu/lweb/services/workshops/essentials/index.html

Also an Undergraduate Chemistry tutorial
http://www.columbia.edu/itc/chemistry/chem-tutorial/

Goals / Assessment:

NA

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CORNELL UNIVERSITY LIBRARY

Vodcasts covering library research concepts. (Olin Library)

Librarians Michael Engle and Kaila Bussert created “Research Minutes,” a vodcast series for undergraduate students covering library research concepts. The series transforms a web-based research guide, Research Strategy: A Tutorial, into short, 90-second vodcasts with music and images. Simulating the reference desk interview, each segment brings together a librarian and a student to discuss common research issues such as how to identify scholarly articles and substantive news articles. For example, in the segment about identifying scholarly articles, we illustrate the audio points with images of a scholarly article and the important components -abstract, author affiliations, specialized vocabulary, and the bibliography. So far, two segments are finished (as MP4 files) and ready to be distributed via the library website, the university’s course management system, and commercial sites like YouTube.

Goals / Assessment:

NA

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Research Library Virtual Resources & Instructional Initiatives:
Podcasts / Vodcasts / video
GEORGETOWN UNIVERSITY LIBRARY

Camtasia library tour tutorial.

Our online camtasia tutorial walks users through the process of obtaining books not available in our library.

Goals / Assessment:

NA

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Camtasia and Captivate video tutorials focus on tools at course-integrated level.

We are beginning to use video tutorials both for instruction on specific tools and for instruction at the course-integrated level. Examples of video tutorials, created using Camtasia or Captivate, include EndNote tutorials on creating a Georgia Tech Connection File, and one on using the USPTO patents database that is being utilized for walk-in patrons when our Patents librarian is unavailable. Several librarians have also created course-specific video tutorials for information literacy instruction for distance learning classes.

Goals / Assessment:

NA

UNIVERSITY OF HOUSTON LIBRARIES

Camtasia tutorials support infolit efforts. (Anderson Library)

Online tutorials: the library has formed a working group to create video tutorials to teach students and other users on campus how to use library resources (e.g. searching library catalog, using databases) and to enhance our users’ information literacy skills. The tutorials are used to reach students and faculty who have not been to the Library for instruction, and probably do not plan to. We believe this is one of the ways to reach our vast user population, especially considering distance learners. We use Camtasia to create these tutorials, and post them on the Library website.

http://info.lib.uh.edu/help_assistance/tutorials/index.html

Goals:

See above

Assessment:

NA
McGill University Library

Videos created with iPod version.

Videos were created by librarians to be used in Chemistry, and also on IPODS.

Goals / Assessment:

NA

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McGill University Library

IPods used to provide e-reserve music clips for student review.

Support of music teaching using IPods.

Goals / Assessment:

NA

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Michigan State University Libraries

Tier I Writing Modules for First-Year Writing, Rhetoric and American Culture Courses.

In collaboration with the university director for Tier I writing, we have created a series of instructional modules based on new objectives and outcomes of the Tier I curriculum: “Scholarly/Popular/Technical Periodicals,” “Searching with a Purpose,” “Web Evaluation,” and “Ask a Librarian.” Although these categories are traditional information literacy topics of instruction, it is noteworthy that, for the first time at this university, the outcomes and objectives were developed by the writing faculty to mirror curriculum objectives. Also of note, the supporting materials are available to all students on individual course pages through the newest version of the ANGEL course management system’s “Learning Object Repository.” Material formats include video, online quizzes, feedback and assessment reporting. Still in development are a series of related “canned library assignments” for the LOR for use by faculty in place of their own scavenger hunts, etc. Modules are protected behind individual course pages. Information can be obtained by contacting coordinator, Leslie Brown at brownles@mail.lib.msu.edu.
Goals:

- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly).
- Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs).
- Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

Assessment:

NA

BIBLIOTHÈQUES DE L’UNIVERSITÉ DE MONTRÉAL

Tutorials adapted from others.

We have adapted a general information literacy tutorial developed by another university. Ours is called InfoSphère UdeM (www.bib.umontreal.ca/infosphere). Some libraries have developed short specialized tutorials with Viewlet (animation) on specific databases. An example of this would be the CINAHL tutorial: http://www.bib.umontreal.ca/SA/tutoriel/default.htm.

Goals / Assessment:

NA

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

LOBO, an online tutorial combining screen shots, video, and text slides.

LOBO: LOBO stands for “Library Online Basic Orientation,” an online tutorial that introduces students to the NCSU Libraries and guides them through their research assignments. LOBO is required for English 101 students at NCSU. Students complete LOBO in several settings, not all at once, and in conjunction with a class assignment. Non-students may also find LOBO helpful as a general introduction to library research. LOBO addresses many goals, among them forming a common basis for information literacy instruction, reaching virtually all incoming students, balancing conceptual and practical lessons, and providing interactivity and communication. In 2005, LOBO was the subject of an assessment study investigating the use of rubrics to score student answers to the open-ended questions located throughout the tutorial. Documents in the Engineering toolkit: http://www.lib.ncsu.edu/instructiontoolkit/

We have filmed ourselves for several classes—two examples from Fall 07:
CHE 205 (engineering):
http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?
mode=Default&peid=db9d06ca-cefe-4141-932b-6d54f8aecc58&pid=4119dfe-
4846-498b-adef-
664b9adb5825&playerType=WM64Lite&overridePort25PluginInstall=true

E101(engineering):
http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?
mode=Default&peid=a3118ebd-b4ad-4f52-87cb-ad60de7aa651&pid=ef1af36a-
2441-4ec5-9a9c-2993a230623f&playerType=Port25

Tour of Textiles Library Movie, Fall 2007:
http://streamingserver.tx.ad.ncsu.edu/ramgen/promo_videos/cot/library.rm

Goals / Assessment:

NA

UNIVERSITY LIBRARIES OF NOTRE DAME

Initiatives cover Captivate tutorial; Caching in @ the Libraries; ice cream socials.

- Captivate tutorial in order to demonstrate QuickSearch (an Ex Libris meta
  search engine).
  http://www.library.nd.edu/tutorials/findarticles9.swf

- Caching in @ the Libraries in order to familiarize students with library
  locations, resources, and services and to foster positive image of the
  libraries.
  http://www.library.nd.edu/instruction/cachingin/

- Ice cream socials for College of Science graduate students in order to
  provide a relaxed way to encourage bibliographic instruction.

Goals / Assessment:

NA
Ohio University Libraries

Podcast library tours in several languages.

The library produces podcast library tours in many languages: Swahili, Japanese, Mandarin Chinese, Spanish, Malay, and Portuguese. We are working on one in Arabic now. Students can download these and listen with their own ipod. We also provide an ipod for check-out.

http://www.library.ohiou.edu/podcasts/?page_id=14

Goals:

- International students will be able to learn about the Library before their English language skills are strong.
- Students studying those languages will have a listening exercise which will probably also introduce them to facilities and services they didn’t know about.

Assessment:

NA

University of Oklahoma Libraries

Camtasia modules cover general library topics; part of comprehensive university initiative.

The University of Oklahoma Libraries has implemented several online, interactive instruction modules. These modules are automated and contain audio. These modules were created in collaboration with other units on campus including the College of Liberal Studies and the Provost’s Office. The modules cover general topics such as evaluating information sources, choosing search terms, academic integrity, and understanding scholarly information. They also teach how to use various services such as Interlibrary Loan and how to use our specific resources to find information.

http://libraries.ou.edu/help/tutorials/

Goals / Assessment:

NA
Podcasts / vodcasts feature library services, collections, events, tours.

In February 2007, the University of Oklahoma Libraries launched a program of podcasts and vodcasts entitled “University Libraries Presents...” The podcasts feature information on the services and collections available through the University Libraries; special events in the libraries and on campus in general; special interest episodes related to particular holidays, exhibits, or events (e.g. Earth Day, Black History Month); and interviews with notable figures on campus. The vodcasts feature tours of the branch and special collections. Users can access the productions via the webcast directory on the libraries’ website as either streaming files, or, if they prefer, they can download them onto a personal computer or portable media player (e.g. iPods). These productions are also featured on Apples ItunesU.

http://libraries.ou.edu/media/

Goals / Assessment:

NA

UNIVERSITY OF PENNSYLVANIA LIBRARY

Penn Engineering Information and Communication (EIC) Program.

The Penn Engineering Library is a founding partner of the Penn Engineering Information and Communication (EIC) Program. This curriculum-integrated program addresses core research skills in communication and information literacy within the undergraduate engineering curriculum. These skills have been recognized as essential by the ABET Accreditation Board, which stipulates that accredited engineering programs must demonstrate that their graduates have attained the ability to communicate effectively and engage in life-long learning as part of modern engineering practice. When fully implemented, the EIC will provide instruction and support to three required classes in each of the six engineering departments; one in the freshman year, one in the sophomore or junior year, and the capstone senior design course. In this way, students receive targeted instruction to ensure that they develop these critical skills as they progress through their respective disciplines. The program employs different modalities to deliver instruction. We have piloted an online introduction to basic resources, tools and competencies with bioengineering and undeclared major freshmen. This introduction was delivered via nine interactive video tutorials, with associated quizzes to assess mastery of the material. By the end of this academic year, course-integrated instruction developed in close collaboration with faculty will have reached 13 classes and close to 1,000 students. These interactions typically consist of an in-class presentation, course guide, and assignment. The assignments range from brief search exercises to look up materials properties for a lab report, to research reflections utilizing a class wiki, to detailed annotated bibliographies as part of the senior design project proposal. Wherever feasible, the information and communication components are coordinated and higher-level skills such as critical thinking and evaluation are required.

http://www.seas.upenn.edu/~eic/information_literacy.html
Goals:

- Senior Design Information Literacy Skills (still under development).
- Provide undergraduate students with the tools and resources needed to understand the organization of information, understand and assess research topics, identify and evaluate resources, and effectively communicate the results of research.
- Freshmen will be able to use the major Penn Libraries finding tools (Franklin, FindIt) to locate print and electronic materials.

Assessment:

We have not made a comprehensive effort to assess progress, but have instead assessed individual classes through surveys and pre- and post-tests. We are exploring the possibility of conducting a more widespread effort next academic year, working with a group of incoming freshmen and tracking them through their four years on campus.

Pennsylvania State University Libraries

Video tutorials provide insight into information cycle.

We have created a series of specialized tutorials. The Information cycle, which traces how a topic moves from news into the research domain, has been very popular. Some of the tutorials are used in teaching, e.g., company information and patents. A new tutorial on evidence-based nursing is very popular.

http://www.libraries.psu.edu/instruction/tutorials.htm

Goals / Assessment:

NA

Vanderbilt University Library

Library orientation an aspect of required freshman program.

Vanderbilt developed a program called “Vanderbilt Visions” to serve as a common orientation experience for all first-year undergraduates. It is the Quality Enhancement Plan for the university’s SACS accreditation. The library was invited to create a session for Vanderbilt Visions. Library staff presented a program that orients students to the library through the use of videos, interactive clicker response questions, and online tutorials embedded in a PowerPoint slide show.

http://www.library.vanderbilt.edu/visions/
Goals:

- Understanding different tools for locating different types of information.
- Evaluating information.
- Understanding what kind of information is needed.

Assessment:

This effort has not been formally assessed, but we have received feedback from faculty and students on the program.

Vanderbilt University Library

Video tutorials used to portray specific topics.
(Peabody & Anne Potter Music Libraries)

The Peabody Library and the Anne Potter Music Library have developed video tutorials on specific topics, such as Intellectual Property (http://www.library.vanderbilt.edu/music/visions_intellectual_prop_final_video.wmv) and “Scholarly vs. Popular”. The latter tutorial has been posted to YouTube. http://www.library.vanderbilt.edu/peabody/tutorials/

Goals:

- Evaluating Information.
- Using information effectively.
- Understanding what kind of information is needed.

Assessment:

Informal and quantitative in that it considers usage statistics. The YouTube “scholarly vs. popular” video is very popular.

University of Virginia Library

Video tutorials (Arts and Media Library)

Video tutorials on a wide variety of topics are under development at the Arts and Media libraries. A comprehensive listing of video tutorials is available at http://www2.lib.virginia.edu/instruction/tutorials.html

Goal:

- Provide easy access to useful information about entry-level technologies or methods.

Assessment:

Project underway; not yet fully implemented.
“How Do I” Project (Health Sciences)

Our “How Do I” project aims to provide short, targeted content in a consistent, predictable, branded web interface. Topics are suggested mainly by library staff, but also by patrons and other library collaborators. An extensive range of topics is covered, with content a mix of textual description and illustrative images. [http://www.healthsystem.virginia.edu/internet/library/wdc-lib/services/howdoi/](http://www.healthsystem.virginia.edu/internet/library/wdc-lib/services/howdoi/)

**Goal:**

- Provide short, targeted content in a consistent, predictable interface.

**Assessment:**

NA

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**Video Tutorials / Camtasia**

Using Camtasia, we have sought to demonstrate library and web resources to our remote users. Tutorials include basic overviews of Google Books and Google Scholar; the online catalog; Requesting a Book from off-Grounds; and online databases like America: History and Life. We have also begun to compile successful web tutorials from other institutions and from our vendors. [http://www.lib.virginia.edu/usered/tutorials.html](http://www.lib.virginia.edu/usered/tutorials.html)

**Goals / Assessment:**

NA

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**Video-based tutorials to be developed for media technologies. (Arts & Media Libraries)**

Video-based tutorials on media technologies are under development at all of the Arts and Media Libraries. These tutorials are intended as lightweight, easily produced presentations, available online, on a variety of media production topics.

**Goals / Assessment:**

NA
Video capture of individual infolit training sessions provides opportunity for later review.

Individual consultations are a great opportunity to teach information literacy skills to users because the literature searching examples are based in the reality of the user’s needs at the moment. While the user is able to follow and grasp points made during the consultation, they often leave with insufficient notes to recall the search techniques, strategies and the reasoning involved. In order to reinforce concepts and techniques covered during these sessions, librarians in the Health Sciences Library started video capturing the screen activity and posting the video online for the user to refer to at his/her convenience. Informal feedback indicates this method of information literacy instruction has been well received.

Goals / Assessment:

NA