



# CARLI

# COUNTS

*Analytics and Advocacy for Service Development*

<b>Section Header</b>	<b>Description</b>
Team Name	Tutorials 2
CARLI Counts Participants and Mentor on Team	Belinda Bolivar, Library Assessment Specialist at UIUC Loren Mixon Academic Engagement and Outreach Librarian at Coastal Carolina University Sarah Thorngate Data Analysis Librarian at Northwestern University Mentor Elizabeth Nelson Cataloging & Collection Development Librarian at McHenry County College
Project Name/Title	“Trials, Tribulations, and Tutorials”
Single Sentence Abstract	We conducted an investigation into how librarians create online tutorials using focus groups and found that there is a gap in the perception of the labor it takes to create tutorials which undervalues the work of librarians.
Motivation(s) for Project	<p>Online tutorials have become a regular and an important part of the library instruction. During the pandemic there was an increase in the number of online tutorials created by libraries. Having to adapt to the increasing changes in digital pedagogy has left some librarians at a disadvantage. While some institutions had the resources to adapt quickly, other institutions did not. In order to understand the limitations of tutorial creation, one must understand the “pain points” or the difficulties some institutions and individuals go through in creating these tutorials.</p> <p>Understanding the challenges of creating online tutorials could lead to a Community of Practice where librarians could collaborate to better work through the pain points. Thus, leading to better tutorials being produced by librarians for students.</p>



CARLI

COUNTS

*Analytics and Advocacy for Service Development*

Partners and Stakeholders	IRB offices of University of Illinois- Urbana Champaign, Kankakee Community College and Coastal Carolina University and Northwestern University
Inquiry Question	What is the impact of creating online tutorials on librarians?
Study Participants/Population	Who were the participants in the study? Library workers in academic libraries who create or have created online tutorials.
Method(s) of Data Collection and Analysis	<p>A series of six focus groups were conducted with a total 40 participants. Questions were asked to understand the tutorial creation process and institutional processes (Appendix A).</p> <p>While there were initial insights, due to amount of data collected, there needed to be transcriptions of the recordings. Qualitative analysis software (Dedoose) will be used to code participant responses.</p>
Findings	<ul style="list-style-type: none"><li>• Creating a tutorial can be time consuming and there might not be support for librarians to create tutorials due to a lack of resources and ambiguity about what this process actually entails in their job role.</li><li>• The ambiguity also increases the expectations to create tutorials even if it is not in their job description.</li><li>• Creating tutorials is iterative and creates work that might appear invisible. This work could include learning new software, recording and editing the tutorial, and maintaining the tutorial.</li><li>• Time constraints contribute to the inability to maintain tutorials in the long term, being able to make modifications for accessibility, and the</li></ul>



CARLI

COUNTS

*Analytics and Advocacy for Service Development*

	ability to access the impact these tutorials have on student learning.
Use of Findings	The findings will inform the work that is done at our local institutions, however, it might be difficult to apply any findings locally due to the difference sizes of our institutions.
Next Steps and Other Results	Next steps include further analysis of the data, preparing manuscripts for publication, and submitting proposals for conferences.
Additional Reflections	n/a
Timeline	December 2021- February 2022: IRBs submitted and approved April 2022: Focus Groups Conducted July 2022: Focus Group Transcriptions available July - August 2022: Data Analysis, drafting initial findings September - December: Begin work on manuscripts and conference proposals
Bibliography/Works Cited	n/a
Appendices	Appendix A: Focus Group Questioning Outline



## Appendix A: Focus Group Questioning Outline

Host: enable CC immediately

### **Opening Script**

#### *Intros and Consent*

Welcome everyone and introduce yourself

Attached to the participant email was a document giving an overview of this study including information about the scope of your participation and the steps we will take to maintain your privacy and confidentiality.

We hope that you were able to review this document and that by you being at this meeting, you are granting us consent.

We would like to remind you that your participation is voluntary, you can decline to answer any question, and that you can leave this session at any time.

#### *Housekeeping*

Make sure everyone knows how to raise their hand and use the chat feature.

Ask everyone to change their name to whatever pseudonym they'd like us to use for them. Ask that they include their pronouns.

"Do you have any questions for us before we begin?"

Ask for permission to record, then start recording.



# CARLI | COUNTS

*Analytics and Advocacy for Service Development*

Our aim in having this conversation is to understand the work that you do. Online tutorials have increasingly become a part of library instruction. However, as you know, it is not as easy as it seems. While librarians have made it appear that this process is simple, it is not. That is why we want to hear your story. Which leads us to our overarching question is...How do academic librarians experience the process of creating tutorials for their libraries?

## **WARM UP QUESTION (5-10 minutes)**

To get started, I'd like to hear from each of you about the first academic library tutorial you created.

- 1. What was the first academic library tutorial you created? Could you share the story of how that tutorial came to be?**

## **CREATION PROCESS (20-30 minutes)**

For this first segment, I'd like you all to discuss the process of creating tutorials. I'm interested in understanding how you approach creating tutorials and any challenges you encounter in the creation process.

### **2. a. What would your ideal process for creating tutorials look like?**

- 1. Where would the ideas come from?*
- 2. How would you go about designing the tutorial?*
- 3. What sorts of things would you incorporate?*
- 4. How would other people be involved?*

### *b. What does your typical process for creating tutorials look like?*

- 1. How do you feel about your typical process?*
- 2. If you could change just one thing about your typical process, what would it be?*
- 3. What's keeping your typical process from being more like that ideal process you described?*
- 4. How long does a typical tutorial take you to create?*

### **3. What types of topics do you cover in tutorials?**

- 1. We've talked about [category/topic]. Are there other topic areas or genres of tutorials that people have made (or have considered making)?*
- 2. Why those topics?*
- 3. Who's driving the decision about what topics are covered?*
- 4. Are there other types of topics or tutorials you wish you could create? What's stopping you?*

### **4. What software and formats do you use for making tutorials? How satisfied are you with them?**

- 5. Why [x tool]?*
- 6. What do you like about [x tool]?*
- 7. What do you dislike about it?*



*Are there other tools/formats you'd prefer to use?*

## **INSTITUTIONAL SYSTEMS AND STRUCTURES (30-40 minutes)**

For the second segment, I'd like you all to discuss the institutional context you're working in as it relates to tutorials. I'm interested in identifying any barriers or challenges that arise from your workplace structures.

### **5. Is making tutorials officially part of your role?**

- 8. How does it fit in with your other job duties?*
- 9. How much time are you able/expected to devote to it?*
- 10. If unofficial, how did it become something you were responsible for?*
- 11. Where is the demand for tutorials coming from?*

### **6. a. What skills and knowledge did you need to learn in order to make tutorials?**

- 12. Technical skills?*
- 13. Instructional skills?*
- 14. Other sorts of skills?*

*b. How did you learn those skills?*

- 15. In your MLIS program or on the job?*
- 16. What support did you have for learning?*

### **7. Do you interact with other departments external to the library that are involved in instructional design or online learning?**

### **8. Think through the whole process of getting a tutorial made and published at your school. Who besides you is involved?**

- 17. Who's involved in deciding that a particular tutorial is needed?*
- 18. Is there a review process?*
- 19. Where is it published?*



# CARLI | COUNTS

*Analytics and Advocacy for Service Development*

9. Looking forward, what goals do you have for tutorials at your institution? What institutional processes or systems would need to be in place for you to get there?

## EXIT QUESTION (5-10 minutes)

10. Is there anything else you'd like us to know about any challenges you've experienced creating tutorials in libraries?

## Probing Strategies:

1. Librarians are too nice! I think we will need to specifically ask about agreement / disagreement / different perspectives on what's being said.
2. Can ask people to say more about the things they put in the chat.
3. Generic lead-in ideas for probes:
  1. "Can you tell me more about...?"
  2. "Anyone have a similar experience?"
  3. "Anyone experience that differently?"
  4. "What do other people think about that idea?"
  5. "What would need to change for that to happen?"
  6. "Give me an example of a time when you..."
  7. "Do others have examples of a time when..."
  8. "Do you have any examples of that?"
  9. "I'm wondering if others here share that concern."