

# Assignment 4: Group Project: Designing an Electronic Library Tutorial

*Due date: June 19*

**Points:** /26 (25% of total grade)

## **Purpose:**

To apply instructional knowledge and skills to an online teaching experience. Also, to become familiar with the technology (screencast software, video editing software, web tutorial design software, etc.) that we employ as teachers and librarians to convey information online.

## **Learning Outcomes:**

Through completion of this assignment, you will...

- work in a group to complete an electronic tutorial
- demonstrate collegiality and professionalism through group work
- create an effective tutorial that teaches a particular piece of knowledge/skill in a specific context
- use technology effectively
- demonstrate knowledge and skills learned in this course, including
  - creating an engaging learning experience
  - creating a clear learning experience
  - application of learning theory where appropriate
- reflect as a group on the experience and the product created
- evaluate the product created in objective terms

## **Task:**

In small groups (3-5 people), create an instructional video tutorial of 4 to 6 minutes on one of the topics below:

- How to use one or more of the search functions of an article database such as Psycinfo, CINAHL, ABI Inform, Medline, etc. (Choose from UBC's list of databases)
- How to use UBC's Summon discovery layer
- How to use the UBC library catalogue
- How to use an archival finding aid
- How to use the Libby app
- How to use an online searchable resource such as Archive of Our Own, Ravelry, glazy.org, Statistics Canada, etc. (Check with instructor first if not one of these)
- Advanced searching functionality in Google or Google Scholar
- How to evaluate web resources
- How to create a Boolean search string
- How to do controlled vocabulary searching in an article database (eg. PsychInfo)
- Field searching vs. Keyword searching
- The pros and cons of AI search tools
- How AI use can result in plagiarism
- Creating an effective AI search prompt (for a function that will not result in plagiarism!)
- Other: If you have an idea, but it doesn't fit neatly into one of the above points, discuss it with me as it may be appropriate.

## Why?

Post COVID, libraries are making more and more use of online resources to teach information literacy related topics, providing ease of access and maximum flexibility for the learner. Librarians are increasingly asked to create tutorials like the ones outlined above. In public libraries, the topics could range from library resources such as Libby to Internet resources popular with their users, such as Google or Ancestry.ca. In academic libraries, teaching tutorials tend to focus on course-related content and information literacy skills and concepts. This assignment gives you an opportunity to try employing teaching technique in the explanation of a topic relevant to library users' needs.

You will have control over what goes into the tutorial, and if it's successful, this is another resource you could include in a job application portfolio, especially if you're applying for the type of position where your tutorial would be relevant. It will showcase your skills to future employers. This project will also allow you to delve deeper into an area of information literacy where perhaps you feel you need a skills/knowledge upgrade. We learn through teaching. Use this opportunity to learn more about this particular topic!

## Tutorial Length

Note that the tutorial length has been deliberately kept short. 4-6 minutes is not long, but is generally recommended for today's viewers' attention span. You will need to plan carefully what it is you want to show the viewer. For the above topics, you will likely find that you can't cover everything, so choose only a few features to highlight.

## Audience and Purpose

It will be important to have a clear sense of your audience and the purpose of your tutorial. This will help you to make the 4-6 minutes as efficient and effective as possible.

Audience: For example, if your audience is first year undergrads embarking upon a Psychology degree, they will likely need to know the basics of searching in a database like PsycInfo. However, third or fourth year Psychology students would benefit from a more complex exploration of the database, looking at advanced search functionality.

Purpose: If your tutorial aims to teach the viewer how to develop a skill, the approach you take will be different from a tutorial that aims to build knowledge. For example, teaching how to put together a Boolean search string (skill development) would involve a different approach from explaining the pros and cons of Generative AI (knowledge building).

**Please sign up for a group** on the course Wiki in the "Sign ups" section. You can form a group and then all sign up together, or you can sign up and wait for people to join you. Either approach works. We will spend some time in class to forms groups in case that is helpful.

## What will you submit?

**As a group**, you will hand in (to Canvas):

- A **link** to your teaching tutorial. Upload your video to UBC’s media space and give me the link. Or, creating a private/unlisted YouTube video also works. Be sure you **give me permission** to view the video.
- A **group document** which should include the following elements:
  - Group members’ names
  - Tutorial topic
  - Who is the intended audience and what is the intended context for your tutorial? What is the tutorial’s purpose? The audience will impact what you choose to cover, so be clear about this.
  - How did you decide what to include and what to leave out?
  - What challenges did you meet with? Technological, logistical, pedagogical?
  - How did you solve those challenges?
  - Does your final product fill the purpose for which it was designed? (How do you know?)
  - Analysis of two similar tutorials – strengths, weaknesses
  - Evaluate your tutorial – What are its strengths? What could have been done better?
  - What grade would you give your tutorial? Why? Refer to the rubric (below). (This is not a self graded assignment. I’m asking you to reflect on your work and practice assigning a grade and justifying it – don’t spend a lot of time on this)
- **How long should the group document be?** Aim for 8-12 pages, double spaced. However, this is not a hard and fast rule as every group writes differently and includes their own unique elements. I’m open to variation.
  - You’ll probably need at least 6-8 pages to fit everything in, and you will likely not need to go over 12 pages. If you think you will go over 12 pages, please discuss with me. And please remember that conciseness is helpful and encouraged.

Each team member must also submit:

- Your peer and self assessment – How well did everyone (including you) contribute to the team’s work? Give everyone a grade out of 5 and tell me why you have assigned that grade for each person.
- Submit this document individually, in the assignment submission folder titled “Assignment 4: Peer Assessment” so as to preserve privacy for all parties.
- The template for this part of the assignment is located on the **last page** of this document, after the rubric. Scroll to the end to see it.

To help you with assigning grades to yourself and your peers, you are welcome to use this rubric. Having a rubric can assist with depersonalizing the grading process and with objectivity:

Point Value	Exceeding 5	Meeting 4	Developing 3	Beginning 2-1
<b>Participation</b>	Participates actively. Helps direct the group in setting goals. Helps direct group in meeting goals. Thoroughly completes assigned tasks. Actively participates in helping the group work together better.	Participates in group. Shows concern for goals. Participates in goal setting. Participates in meeting goals. Completes assigned tasks. Demonstrates effort to help the group work together.	Sometimes participates in group. Shows concern for some goals. Participates marginally in goal setting. Participates in meeting goals. Completes some assigned tasks.	Participates minimally. Shows a little concern for goals. Watches but doesn't participate in goal setting. Completes assigned tasks late or turns in work incomplete.
<b>Communication</b>	Shares many ideas related to the goals. Encourages all group members to share	Freely shares ideas. Listens to others. Considers other	Shares ideas when encouraged. Allows sharing by all group members.	Does not share ideas. Watches but does not contribute to discussions.

	their ideas. Listens attentively to others. Empathetic to other people's feelings and ideas. Responds in a timely manner.	people's feelings and ideas. Responds quickly most of the time.	Listens to others. Considers other people's feelings and ideas. Responses are delayed, typically.	Does not show consideration for others. Does not respond or is extremely delayed in responding.
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Here is another rubric for your consideration (scroll down the page to see the rubric):

<https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning/how-evaluate-group-work>

You're welcome to find a different rubric if neither of these speaks to you. Look for "teamwork rubric" or "group work rubric" or "peer evaluation rubric" if you're searching online.

### Tips for this assignment:

A potential challenge of this assignment is the fact that some of you may not have created videos of this nature before. This assignment requires you to learn by doing, which is an effective way to build new skills. Having said that, **please be clear with yourselves about your capabilities** going into the assignment. There is no need to create something fancy if that goes well beyond your skill set. Simple can work very well. It's better to create something simple but professional-looking than something striving for more complexity that misses the mark in terms of professionalism and/or functionality. Remember that **simple and professional** is the way to go.

Some tips to keep in mind:

- When you are recording narration, be sure that you are in a **quiet space** without any distractions or external noise.
- Use headphones/a microphone to control the **quality of the sound**, and be sure that the audio is of **similar quality** throughout the video. It's often necessary to edit segments of the video and put them back together in a different order, or to cut out big chunks. Be sure that when the segments flow from one to the next in the final product, the audio quality is similar in each segment. This might mean re-recording the audio in some places, as needed.
- If filming with a camcorder or phone (i.e. not screencasting) **use a tripod** (or similar) to keep the camera steady for recording a static subject, and be sure to zoom in enough so that what you're talking about is **clearly pictured** in the frame. Naturally, this also means that the subject should be **in focus**.
- Be sure to set a **clear timeline** for yourselves
  - It's helpful to articulate **feedback turnaround expectations**, so that people are responsive in a timely manner. This might mean identifying busy times in the semester for group members, and letting everyone know, so that you can work around those periods and ensure that no one is waiting too long for feedback from others.
    - Within your group, you'll want to get input and feedback from each other throughout the project.
  - Do some **advanced planning** about where you expect to be with the tutorial at various points through the semester, so that you all know what the timeline looks like.
  - It's always helpful to be slightly ahead of schedule, because "life happens" and you never know if you or your team members might have an emergency arise, or an unexpected busy period. This has happened in past semesters. It goes without saying, but **starting early**, where possible, is typically a good idea.

- And of course, if you experience challenges with any part of this assignment at any time, feel free to talk with me. I'm happy to brainstorm and help problem solve.
- Most importantly, have fun!

### Final tips for video tutorial effectiveness....

First tip: **Avoid making the viewer multi-task.**

➡ Make sure that the audio and the video match exactly and are not competing with each other.

- For example, perhaps you are showing the landing page of the library catalogue on the screen, and you're showing a search being conducted, and then the results page. Meanwhile, your audio is saying "Here's the opening screen of the library catalogue. To start a search on this screen, you'll type your terms into the search box here, and then you'll click on "Search", and now we see the results...." Etc. This is an example of the audio and video aligning. There is no competition and the viewer is happily following along.
- However, what if you had the library catalogue landing page on the screen, and the video is showing text being typed into the search box, and the search button being clicked, and the results page showing up, and meanwhile your narration is talking about library lending policies and how to do an interlibrary loan (for example). The audio is not unrelated, but it's not in sync with the video. Now we have competition. The viewer must choose either to watch what's happening on the screen, or listen to what you're saying. It will be extremely difficult for them to do both at the same time.

Second tip (related to first): **Make it easy for the viewer to follow along.**

➡ **Point to the things you're doing** on screen as you talk about them. Create a **visual cue** to go with what you're saying, so that the viewer can keep up with you easily.

- For example, you say "Click on the search button to do this search. Notice that we see the number of search results on the page that appears." We have two elements the viewer needs to focus on – the search button and the number of results.
  - If you are **circling** these elements with your cursor as you talk, or you have **arrows** pointing them out, the viewer can easily stay with you and follow along.
  - However, if you don't point out where on the screen those things are, the viewer's attention may get pulled away into figuring out what you're referring to. You will lose their attention until they have satisfied themselves that they've found it. If the thing is easy to scan for, that lapse of attention may be minimal. However, if it's a more complex page and/or the thing is not easy to find on the page, scanning for the information you're referencing may take longer, and the whole time they are scanning for that information they are not listening to what you're saying. You've essentially lost them for that period.

**So... to sum up:**

- Make sure that what you're saying in your narration matches what you're showing on the screen, at all times.
- Make it very clear where on the screen the things you are mentioning can be found. Point to them with your cursor, use arrows to point to them, add a box or circle around those elements, etc.

- Make the experience of the viewer a single task experience and don't make them choose what to focus their attention on.

**Rubric:**

	<b>Exceeding</b>	<b>Meeting</b>	<b>Developing</b>	<b>Beginning</b>
<b>Tutorial /8</b>	<ul style="list-style-type: none"> <li>- Teaching techniques highly effectively employed</li> <li>- Clear instruction</li> <li>- Appropriate/skillful use of technology</li> <li>- Appropriate for audience and context set by outside institution</li> <li>- Highly effective according to stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching techniques effectively employed</li> <li>- Instruction is mostly clear</li> <li>- Appropriate use of technology</li> <li>- Appropriate for audience and context set by outside institution</li> <li>- Achieves stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Significant areas where teaching techniques are lacking effectiveness</li> <li>- Instruction contains areas of confusion or lack of clarity</li> <li>- Technology could be used more appropriately or skillfully</li> <li>- Some lack of relevance for audience and context set by outside institution</li> <li>- Some gaps in achieving stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Ineffective teaching technique</li> <li>- Instruction is not clear</li> <li>- Technology not used appropriately and/or skillfully</li> <li>- Lack of relevance for audience and context set by outside institution</li> <li>- Does not achieve stated purpose</li> </ul>
	<b>Exceeding</b>	<b>Meeting</b>	<b>Developing</b>	<b>Beginning</b>
<b>Group document /8</b>	<ul style="list-style-type: none"> <li>- Superior critical thinking is evident</li> <li>- Includes highly detailed notes on the experience of creating the tutorial and decisions made</li> <li>- Reflection shows a high degree of transparency, indicating thought process in putting together tutorial and liaising with external institution</li> <li>- Effective and detailed assessment of two similar tutorials, including areas of difference and similarity with own tutorial and why those decisions were made               <ul style="list-style-type: none"> <li>o includes excellent detail and analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking is evident</li> <li>- Includes notes on the experience of creating the tutorial and decisions made</li> <li>- Reflection shows transparency, indicating thought process in putting together tutorial and liaising with external institution</li> <li>- Assessment of two similar tutorials is included and decisions are explained</li> <li>- Assessment of group's own product (ie. tutorial), highlighting strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>- Some critical thinking is evident</li> <li>- Much more detail needed</li> <li>- Reflection shows little transparency</li> <li>- Assessment of two similar tutorials is missing detail and/or tutorials are not as similar to group's own and/or connection with own tutorial is less detailed</li> <li>- Assessment of group's own product (ie. tutorial) is missing significant detail and/or is not effective in some areas               <ul style="list-style-type: none"> <li>o Lack of objectivity in self assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking is minimal or lacking</li> <li>- Very little detail included</li> <li>- Reflection shows little to no transparency</li> <li>- Assessment of two similar tutorials lacks detail and/or tutorials are not similar enough and/or connection with own tutorial is missing</li> <li>- Assessment of group's own product (ie. tutorial) is missing or seriously ineffective               <ul style="list-style-type: none"> <li>o Lack of objectivity in self assessment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ tutorials examined are very similar to group's own</li> <li>- Effective assessment of group's own product (ie. tutorial), highlighting strengths and weaknesses</li> <li>○ Shows evidence of objective self assessment (eg. evidence based)</li> </ul>			
	<b>Exceeding</b>	<b>Meeting</b>	<b>Developing</b>	<b>Beginning</b>
<b>Participation/ Professionalism /4</b>	<ul style="list-style-type: none"> <li>- Shows evidence of objective <b>self</b> assessment (eg. evidence based)</li> <li>- Shows evidence of objective <b>peer</b> assessment (eg. evidence based)</li> <li>- Reflection demonstrates superior self knowledge and ability to assess oneself</li> <li>- Superior critical thinking is evident</li> <li>- Includes detailed notes on the reasons behind the grade assigned (to self and others)</li> <li>- Reflection shows transparency, indicating thought process</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly shows evidence of objective <b>self</b> assessment (eg. evidence based)</li> <li>- Mostly shows evidence of objective <b>peer</b> assessment (eg. evidence based)</li> <li>- Reflection demonstrates self knowledge and ability to assess oneself</li> <li>- Critical thinking is evident</li> <li>- Includes less detail in notes on the reasons behind the grade assigned (to self and others)</li> <li>- Reflection shows some transparency, indicating thought process</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of objectivity in <b>self</b> assessment</li> <li>- Lack of objectivity in <b>peer</b> assessment</li> <li>- Self knowledge and ability to assess oneself needs more practice/awareness</li> <li>- Some critical thinking is evident</li> <li>- Much more detail needed</li> <li>- Reflection shows little transparency</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of objectivity in <b>self</b> and <b>peer</b> assessment</li> <li>- Minimal self knowledge and ability to assess oneself</li> <li>- Critical thinking is minimal or lacking</li> <li>- Very little detail included</li> <li>- Reflection shows little to no transparency</li> </ul>
	<b>Exceeding</b>	<b>Meeting</b>	<b>Developing</b>	<b>Beginning</b>
<b>Communication /4</b>	<ul style="list-style-type: none"> <li>- Formal tone and vocabulary appropriate for academic communication</li> <li>- Clarity of meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Formal tone and vocabulary appropriate for academic communication</li> <li>- Meaning is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>- Tone and vocabulary mostly appropriate for academic communication</li> <li>- Some gaps or inconsistencies in meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Inappropriate tone and/or vocabulary</li> <li>- Meaning is unclear</li> </ul>
<b>TOTAL /24</b>				

Updated May 10, 2026

(See next page for Peer and Self Evaluation form)

## Peer and Self Evaluation

Name:

Group:

Grade for self and group members:

Your name:	Grade: __/5
Group member name:	Grade: __/5
Group member name:	Grade: __/5
Group member name:	Grade: __/5
Group member name:	Grade: __/5

**Narrative comments:**

*Write comments in space below (expand space as needed).*

Why did you give yourself the grade that you did? (150-200 words)

Why did you give your team members the grade that you did? (150-200 words for each team member)

Include any evidence/examples to support your evaluation (can be attached as a separate document), if you wish. Note that this is **not mandatory**. Sometimes students wish to document what they are saying in the above sections.

NB: If you wish to use a group work rubric to help you assess yourself and your team members, you could look at this one (also mentioned in the assignment instructions): <https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning/how-evaluate-group-work>. It may assist with staying objective in your assessments. There is another rubric in the instructions document as well. Choose the one that works best for you.