It's Showtime for Instruction Librarians!

Sunday, June 24, 2007

LIRT Program Bibliography

Cavanaugh, T. W. (2006). Creating a video booktalk kiosk. *Library Media Connection, 25*(2), 56-59.
Practical information on how to create video booktalks as a way of introducing students to new titles. "Reviewers" can be videotaped or narration can be used over screen shots. Information on software programs and video booktalking sites included. The video kiosk idea is also one that could be used in the context of marketing library services or resources.

Cox, C., & Pratt, S. (2002). The case of the missing students, and how we reached them with streaming media. *Computers in Libraries, 22*(3), 40-45.
Conversational summary of how Worcester Polytechnic Institute created streaming videos to assist off-campus students in using the library's resources. Details on software and hardware requirements included. Provides links to other academic libraries using streaming video.

Crowther, K.N.T., & Wallace, A.H. (2001). Delivering video-streamed library orientation on the web: Technology for the educational setting. *College & Research Libraries News, 62*(3), 280-285.
Focuses on the use of video streaming for library orientation and provides information on equipment and technical support requirements, as well as instructional considerations. Includes a selection of helpful URLs for video streaming.

Johnson, S. (2005). Comparing online streaming video sources. *Library Media Connection, 23*(6), 58-60.
Brief overview of the benefits of streaming video in a K-12 environment. Compares three commercial providers of streaming videos: Curriculum Resource Bank, United Streaming, and PowerMediaPlus.

Lee, S. & Burrell, C. (2004). Introduction to streaming video for novices *Library Hi Tech News*, 21(2), 20-24.
This article investigates how streaming video technology can be used for distance library instruction. It outlines the important aspects of the streaming video production process. The technical requirements for streaming video production are also included.

Lynn-Nelson, G. (2007). The Next Generation of Learners. *AALL Spectrum, 11*(6), 8-11.
Describes the learning preferences of Generation X and Millennial learners, and discusses how to design a lesson plan for training purposes. Several practical, interactive activities are outlined. While the article is directed toward teaching legal research, it has broader applications.

Maness, J. M. (2006). An evaluation of library instruction delivered to engineering students using streaming video. *Issues in Science & Technology Librarianship,* 47, 6-6.
Reports on a study examining engineering student attitudes toward the use of streaming video in library instruction. Students were asked to respond to an online survey after attending either an in-person instruction session or one delivered over the Internet using Tegrity software. Results showed that students felt positively toward both online video and in-person instruction.

Redden, L. (2005). Videostreaming in K-12 classrooms. *Media & Methods, 42*(1), 14-15.
An introduction to video streaming and how it can be used in the classroom. Includes a sample lesson that incorporates video streaming into a science class related to the weather.

Schulz, C. D. (2006). Timing is everything: Using videos and DVDs with students. *Library Media Connection, 24* (4), 14-17.
This article discusses the usage of video and other multimedia in upper elementary school classes. The author addresses the issue of timing when using these tools, contending that these mediums should be strategically employed in accordance with information teachers possess regarding child development and behavior.

Sorrough, G.R., & Olson, L.M. (2005). Forget the E-newsletter, Here's the E-movie. *Information Outlook, 9* (2), 26-28.
Discusses the production of a news video produced for library patrons and employees at the Fishbon Library of the UCSF Medical Center at Mount Zion in California.

Tempelman-Kluit, N. (2006). Multimedia learning theories and online instruction. *College & Research Libraries, 67*, 364-369.
Compares an HTML tutorial with a streaming audio and video tutorial in terms of multimedia learning theories. Highlights the benefits of the streaming tutorials in terms of student learning.

Yi Xiao, D., Petraszewski, B.A., & Goodwin, S.P. (2004). Full stream ahead: Database instruction through online videos. *Library Hi Tech, 22*: 366-374.
Details the Let-It-V (Learning E-Resources through Instructional Technology Videos) project at Texas A & M University Libraries designed to use screen-captured videos to deliver instructional support for database searching and other skills. Benefits and drawbacks are discussed.

Tempelman-Kluit, N. (2006). Multimedia learning theories and online instruction. *College & Research Libraries*, 67, 364-369.
Online library instruction has not traditionally been designed based on educational learning theories. Rather, much of it has been designed in the structure and format of print, with little thought given to the pedagogical approaches that support Web-based earning. Several relevant multimedia learning theories are surveyed in this article and compared with two versions of the same library tutorial—an HTML tutorial, and a streaming -m5(a)2oriUuss iUussosutorial,