Publications and Research   Borough of Manhattan Community College

2010

Management of Online Tutorials: A Model for a Step-by-Step Approach

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*A*bstract: *Online tutorials have great potential to reach a large population and to accommodate multiple learning styles anytime and anywhere. This paper describes the management of online tutorials and related concepts in detail. The review of literature method is used to study the variables. The variables under study include the mission, objectives, funding, manpower, in-house creation, outsourcing, incorporation in curriculum, content, type, technology, metadata, discovery services, script design, standards, assessment, professional training, marketing techniques and future goals for creation and management of online tutorials in libraries. A practical model based on literature study and the authors' experience with online tutorials is designed and recommended for libraries for a step-by-step approach to planning and designing online tutorials for their library user population.*

1. 0 Introduction:

For over a decade, academic libraries have been providing online instructional tutorials to their patrons. Online tutorials provide ease, flexibility, speed and a convenient method to reach large populations, including distance education communities who get fewer opportunities to attend library instructional classes. The use of online tutorials for library instruction is on the rise because they provide the potential for "anytime, anywhere" learning experiences. Accordingly the roles of information literacy and instructional librarians have become more challenging because of the high demand for instruction to larger and more diverse populations in academic, public, and special libraries. In this digital age, college students, whether part-time, full-time, or distance-learners, find themselves needing to know how to do something

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library related at various locations and times. Many libraries now have elements of online point-of-need instruction tutorial methods such as webcasts, podcasts, video, and audio files that address this information seeking gap (Boulos et al. 2006, 2; Kraemer et al. 2007, 331; Sekyerek 2010, 158). Both 'digital natives' and 'digital immigrants' want answers to their "how do I…?" questions quickly, succinctly, understandably, and on demand. The same may be said for patrons of public and specialized libraries who want quick accurate information 24/7 through computers and popular mobile devices.

Online tutorials can be easily integrated into course management systems like blackboard and virtual research commons. The beauty behind these point-of-need methods is that they are usable as stand-alone learning/teaching tools or can be incorporated into any course.

(Bailin & Peña 2007,109; Blake 2009,12, Kraemer et al. 2007, 334; Plumb 2010 ,53) state that online tutorials which are also called webcasts, libcasts, or screencasts require careful topic selection, design, script, and useful assessment rubrics. (Blummer and Kritskaya 2009, 201) talked of isolating the factors that improve the success of these learning tools which include the use of standards, student engagement, and evaluation, whereas, most IM/Chat platforms are plug and play that require little specialized training.

According to Slebodnik and Riehle (2009, 33) academicians' interest in online tutorials is increasing for a multitude of reasons. The availability of user-friendly screen capture software is one of the main reasons that this trend is growing. Other reasons are library staffing shortages, a desire to provide more point-of-need assistance, an increase in academic distance learning programs, and a rising awareness of the learning styles, especially of the 'Millennial Learner' or digital native who prefers interactive, technology-based learning experiences.

Many scholars from varied disciplines have done extensive research on online tutorials (Bianco 2005, 1). According to ACRL Information Literacy guidelines for best practices, the pedagogy for information literacy and instruction programs should respond to multiple learning styles. Some of the most recognized learning styles (Reese 2002, 20) may include, but are not limited to, these categories:

1 Visual / Verbal Learners: Individuals learn from text, writing out information from diagrams, charts and visual materials in sentences or phrases.

2 Visual / Non Verbal Learners: learns from visual aids like videos, pictures, maps, charts and transform learning into drawings or diagrams to get the picture.

3 Auditory / Verbal Learners: learn through oral language, lectures, discussion, audio tapes, and recording lectures. They might talk out loud to learn things and their musical intelligence means speaking rhythmically or turning lessons into lyrics that enable them to stimulate learning.

4 Tactile / Kinesthetic Learners: learn by active learning like role-playing, field trips, hands on training, using tools or quizzes, working in laboratory settings that give the physical engagement that works best for them.

5 Other categories may include: learners who are tech savvy, learners who have high motivation for structured learning but low persistence, field dependant and field independent learners etc.

Online tutorials have a strong potential to serve all these learner categories. The instruction provided through online tutorials can be high in structure (Bianco 2005, 1), rich in visual presentation and narration, captioned, and allow students to access them from different locations, environments/platforms whenever and wherever they want. They are versatile in their usage: they may be included in course

management systems; have assessment features or feedback; and, include interactive features for active learning. Webcasts are popular because they tend to be short, task-oriented demonstrations that tie into lesson modules and answer student questions. They allow patrons to move around while learning and to stop and come back later to pursue that or another topic.

Digital learning objects aid students' who have visual, auditory, or language difficulties. They also adjust to the varied aforementioned learning styles. Downloadable mp3 audio recordings of textbooks by chapter allow any student to "read" or review texts while walking or commuting. Captioned online tutorials allow the visually impaired to adjust the screen size while auditory impaired students read the same lesson. ESL students may stop and start the webcast to hear new vocabulary words better while absorbing their correct spelling and learning how to cite using MLA. Nursing students may hear the differences between respiratory ailments, not just read about them

There are many initial decisions and choices to make before starting an online tutorial project. One should be aware that there are challenges that come with the choices made in making and implementing online webcasts. One has to consider that the making of these digital learning objects requires time beyond any librarian's usual duties (Plumb 2010, 49). There are inter-departmental and/or intra-departmental collaborations to consider along with making effective use of the library's webmaster or a college's information technologist's input. According to Blummer & Kritskaya (2009, 199) Good online tutorials require decisions on how they are (to be continually) funded and maintained. Choice of equipment is equally important, as is the software. However, once these online point-of-need digital learning objects are in place, they should effectively reduce time and resource demands on library staff. Nowadays, librarians have to do more with limited resources. As the technology advances, new items are added to librarian job requirements and descriptions. Part of instructional, electronic, systems and media resources librarians' duties now includes designing, creating and managing tutorials.

> *"There are many initial decisions and choices to make before starting an online tutorial project."*

The practice of designing, creating, implementing and assessing tutorials varies from library to library. One has to take into account staff scheduling, technical know-how, the budget, and the institution's and its population's needs. It also varies due to lack of use of available standards and common framework for instructional tutorials. This paper sheds light on current practices, issues, experience of libraries through a review of literature to form common ground and practical model for further development of online tutorials.

2.0. Methodology:

The review of literature method was used to study and research the management of online tutorials and related concepts in-depth. The literature was reviewed and organized in number of categories and variables in section 3 and section 4 of this paper to arrive at a step-by-step approach for designing and managing online tutorials for libraries. Based on study of literature and authors experience with online tutorials, a model is created and its key concepts are highlighted.

3.0. Review of Literature:

This section focuses on review of literature for online tutorials in different categories.

3.1.   Mission, Objectives and Planning of Online Tutorials:

Bianco (2005, 1) reported, online tutorials are significant for multiple learning styles of patron population. The tutorials' need to be clear, well written, and have a thoughtful design. He suggested that design process should include objectives with an index, teaching concepts not just mechanics, technology check, easy navigation with options for choosing or skipping segments for structured learning, short and compact webpage content, agreeable color schemes, ease of accessibility and should have quick loading ability and effective use of screen shots.

According to Brumfield (2008, 365) online tutorials have the potential to reach students who do not get a chance for face to face instruction. It provides learning experience that reduces uncertainty in the information seeking process and reduces the load on working memory. The tutorial's step-by-step sequential approach provides a well designed structure for behavioral architectural instruction which encourages gradual learning through chunking the units of information and at the same time help in managing cognitive load. He emphasized that tutorial should be carefully designed for expert to novice users who may have symptoms of stress, uncertainty and anxiety caused by their use of technology and information retrieval.

Blake (2009, 14) reports online tutorials are essential for distance education students who get little chance to come to the library for instructional sessions. The author stated that her tutorial design process for the College of Georgia was based on a step-by-step approach which included picking a topic and a style, writing, practicing and recording scripts, and getting feedback from users. She said her library's future goals are focused on building segments of tutorials, interactive components, quizzes, and FAQs. She stressed the need for continuous updates and refinements because of the interface and platform changes of electronic resources.

Verlander and Scutt (2009, 31) investigated an interactive teaching method of tutorials for a group of instructional sessions at Liverpool Hope University. The use of interactive online tutorials is a good opportunity for all users on and off campus to get a 'hands on' learning experience. The authors reported that an elegant teaching method for student learning is to incorporate online tutorials into a lecture-based session followed by an exercise with evaluative worksheets. This in combination with a librarian's help and/or online support is an excellent example of active learning.

> **"The authors reported that an elegant teaching method for student learning is to incorporate online tutorials into a lecture-based session followed by an exercise with evaluative worksheets."**

3.2.   Incorporating Online Tutorials into Curriculum and Course Management Systems:

Braaksman et al. (2007, 10) described that the online tutorial encourages a deeper engagement with learning materials which proves highly useful for international students' information literacy tutorials placed on Virtual Research Commons of the University of Manitoba. It enables students to interact outside of the classroom through web 2.0 functionality which can improve desired learning outcomes. Kraemer et al. (2007, 333) reported conflicting results of previous comparisons between web-based and live instruction. Their study found that the hybrid method of combining web-based and live instruction showed the greatest amount of improvement in learning of information literacy skills.

Ganster and Walsh (2008, 314) advocate replacing and/or supplementing traditional in-class instruction with course-specific online tutorials. They designed, tested, and incorporated library tutorials for University at Buffalo's curriculum. The students and faculty are open and enthusiastic in their use of online

tutorials as an addition to instruction. The tutorials are more effective if the content covered in the tutorial is course related or specific to assignments. They found the Blackboard platform to be very user friendly and easy to customize for both class and library tutorials. The tutorials can be a lifesaver for absent students to learn the material from missed classes. Though there were differing opinions among teaching faculty about using online tutorials as a standalone and/or replacement for in-class instruction, the authors stressed that the tutorials also provide supplemental interactive materials for students to engage in further work and research activities. Kimok and Heller-Ross (2008, 527), described the incorporation of short, task-oriented demonstrations into lesson modules, answers to student questions, and assignment instructions and feedback in an online information and technology literacy course at University of Plattsburgh. Both students and instructors gave feedback rating of high satisfaction with this method. The authors' future goals are focused on increasing the interactivity in tutorials, assessment, addressing accessibility standards and accommodating multiple learning styles by providing narrations.

3.3. Technology, Accessibility, Discovery, Software Selection and Professional Training:

Blevins and Elton (2008, 1) reported on evaluation of three software programs: PowerPoint, Media Site, and Camtasia for creation of identical online tutorials. The study was done at WEL health sciences library at East Carolina University to determine best practices for creating and delivering online database instruction tutorials for optimal information accessibility. The software packages were measured and compared based on the four parameters of usability, accessibility, cost, and time to create the tutorial. Camtasia delivered optimal results for short sessions and was the best fit for their college library's science online tutorial. Media Site proved to be good for instructional situations where audio and video of the instructor were required along with screenshots. Microsoft's PowerPoint tutorials were an easy and acceptable solution where the budget is tight.

The study performed by Slebodnik and Riehle (2009, 33) reports on the criteria and software products being used by academic institutions. The authors compared them using parameters such as audio capability, ability to provide captions, file output options, looping for instant feedback, interactivity, cost factors, interaction with LMS and Blackboard, ability for PowerPoint import, platform, and pricing. The authors provide recommendations that a number of short and clear tutorials are better instead of a single long one. They found that the time consumed from start to finish for creation of a 3-5 minute tutorial might take 20 or more hours. Whereas Yang (2009, 684) investigated the nature, the technological tools and other related factors used in 372 online tutorials from 100 academic libraries. The author provides guidelines for specific software giving their advantages and disadvantages. Yang's investigation revealed that one third of the tutorials in this study were created using specialized software and others used HTML, common gateway interface scripts, streaming video, mp3, and portable document formats.

During the tutorial creation process Gravett and Gill (2010, 66) faced some unexpected challenges such as needing significantly more time than initially expected for editing, captioning, and voiceovers. They also found that the computers on their campus did not have the required auxiliary software like flash player for all computers. Another complication was the incompatibility of database interfaces after the creation of tutorials, which is an ongoing matter of concern for the library.

3.4. Nature and Content of Tutorials and Managing them with Limited Resources:

Dewald (1999, 26) described how librarians are being challenged to perform more with limited time, staff and resources. Libraries often cannot afford to hire more librarians, yet the need for library and information instruction is growing. As a result, libraries are starting to create online environments and tutorials to overcome these challenges. Dewald postulates that the traditional library instruction class already in practice can guide librarians in the building of their online tutorials. The author investigated twenty online tutorials selected by LIRT of ALA as examples of guidelines for tutorial creations. Dewald's main recommendation regarding the nature of tutorials were to use active and collaborative learning using online exercises, to provide explanations of concepts not merely mechanics, to create course related tutorials with exercises and stand alone tutorials with quizzes and assignments which may be followed by in-class instruction. Whereas Brown-Sica, Margaret Sobel & Pan. (2009, 81) advocate a quick and dirty approach for making online tutorials. They prefer sacrificing perfection for quickly responding to on-campus and distance learners' needs with short and rapidly produced screencast tutorials. They emphasize that they would rather make many brief yet effective tutorials rather than concentrating primarily on the screencasts' content. They want to fill their learners' educational demands at point-of-need as soon as possible.

Somoza-Fernandez and Abadal (2009, 126) investigated the characteristics of 180 early stage tutorials from English speaking universities from three continents. The main areas of investigation were general characteristics, content, educational features, browsability, design, and technological features. The authors found that there were sixteen common subject tutorials which they further broke down into general searching, library concepts, evaluation of internet content, library services and resources, citations, plagiarism and copyright, and database selection. The majority of the tutorials have modular formats which allow patrons to structure their learning.

3.5. Narrative and Script Design:

Bailin and Pena (2006, 106) who teach at the same university as the authors of this paper, discussed the significance, use, and implementation of scripts in online tutorials. The authors recommended creating a clear hierarchy with labeling for classes, subclasses, and sequences for online tutorial categories. They emphasized careful designing of script keeping in mind how one single question may have different answers or possibilities. Authors described Schank and Abelson's concept of a script as one approach to deal with challenges for online tutorial creation, which is how they produced their online tutorials at CUNY's Baruch College library. Script based tutorials enable patrons to use and explore in segments (in a linear or nonlinear way) and provide the ability to skip around to pinpoint the information they need. Whereas Udell (2005) likes the idea of being able to "revisit" learning scenes at the individual's own pace. He breaks down the making of a screen cast into a three-step process: capturing audio and visual content, editing it, and making it deliverable. These stages are integrated but separable. Each step requires preparation and thought but above all simplicity in design and execution.

3.6. Value, Assessment, Marketing and Promotion of Online Tutorials:

Friehs and Craig (2008, 493), reported tutorials can serve as supplements or standalones and also serve as backups when an online database is unavailable for live demonstrations. They tested 140 undergraduate business students in finance classes through a two-part survey. The survey's qualitative measures

reveal the importance of factors such as simplicity in design, ease of use, and brevity. Also, step-by-step instruction promoted better understanding of the tutorials' concepts and content. Based on the study, the authors recommended parameters for assessment which include pilot testing during the process of tutorial creation, pre-test and post-test after completion of the tutorial, evaluation of students final grades, as well as demographic data such as age, language proficiency, previous GPA, and technology skills to compare the responses.

Betty (2008, 295) describes various creation, management and assessment challenges of providing online instruction to six distance campuses at Regis University. He described the use of screencasting software products to create tutorials along with related tips, issues and project management pointers for online tutorials such as using Google analytics to track usage statistics for tutorials. The author recommended that software selection consideration be given to choosing a product that meets library's technical specification when planning to incorporate interactive features and streaming videos in a tutorial project. Betty recommended using free demo versions of different screen casting software and assessing them for library's networked technical requirements. He argues that creating tutorials is not the end of the process. Additional work includes marketing, troubleshooting, updating, collecting usage statistics and assessment etc. Google analytics was an assessment tool used by author. The author also recommended qualitative analysis to determine the efficacy of the tutorials.

4.0. Planning Online Tutorials: A Model for a Step-by-Step Approach

This model recommends practical points to consider and answers to have before designing or redesigning library online tutorials. It will also help librarians who want to propose and present a case for creating online tutorials for their libraries to higher administration and managers for funding and staffing.

The following points are based on extensive literature study in the field and our own experience with online tutorials and library instruction at a large public university. Following the outline of points we have provided in *Figure 1: A model for management of online tutorials* a graphic that depicts in one place all the essential points in this section.

1. **Background, Inception and Objectives:** Understand, learn and know the objectives, need and background for creating tutorials for your library and its launch.
   Answers to get:
   a. When did your library first begin to create online tutorials and what was the main objective then and/or now to create online tutorials?
   b. What is the number and nature of the courses (distance, hybrid, regular, other) taught? What is the diversity of the population at your institution?
   c. What is the popular demand and supply rate for creating online tutorials for your Library?
   d. What are the areas of interest of your library's stakeholders?
   e. How large is the total population served versus librarians in your library?
   f. What are the objectives of tutorial design?

2. **Mission and Policy:** To learn and know the mission and policies for designing and updating tutorials.
   Answers to get:
   Does your library include following items for online tutorials in information literacy instructional policy?

	Items	Yes	No	If yes, review it	If no, plan it now
i.	Instructional policy for online tutorials specific to parameters like design, creation, budget, designated team, in-house/outsourcing, implementing, troubleshooting, updating, assessment and weeding of tutorials.				

If not, include and document for justification to upper administration or accreditation boards.

3. Finance and Budget: To understand funding sources and allocation for tutorial projects in library.
Answers to get:
Do you have enough budget allotment for online tutorials in the library? Get the data below.

Year	Amount spent on Tutorial	Library Instruction Dept. Budget	Total Library Budget

If no, how you will secure funds for project and what could be other funding sources for tutorial project? Choose below.

	Source	Yes	No
i.	Grants		
ii.	Donations		
iii.	Others (specify)		
iv.	All of the above		

4. Library faculty and Staff: How many library faculty and staff members are involved in this activity directly or indirectly? How might it be done? How will job responsibilities change or shift?
Answers to get:
Are there any changes or new titles introduced for library faculty (e.g. instruction design librarian) and supporting technical or adjunct staff for library instruction department for library to start/plan/create online tutorials?
If no, are you planning/ expecting to get more staff for this purpose? Get details in following categories.

Job Title	Job requirements	Job Description	Job duties

5. In-house Creation vs. Outsourced: Who is creating the point-of-need tutorials for instruction? Who is guiding and coordinating this effort? The activities are to be performed in-house or are to be outsourced?
Answers to get:
a. Who is responsible for creation of tutorials?

	Items	Yes	No	If yes, provide details
i.	A committee			
ii.	Only librarians and library staff			
iii.	Outsourced to vendor			
iv.	Any other (specify)			

b. Please mention criteria/ guidelines to select vendors.

6. Content, Nature, Time Duration and Type of Tutorials: Know the content, subject, time duration, last reviewed and type of media for tutorials of your library.

Answers to get:

Define your library tutorials using the list below.

Items	Type*	Duration	Software	Quantity	Subject	Last Reviewed	NA
i. General searching skills							
ii. Subject research specific							
iii. Database specific							
iv. Readymade database tutorial							
v. Gaming tutorials							
vi. Library Conceptual							
vii. Plagiarism and Copyright							
viii. Searching skills							
ix. Evaluation of Internet							
x. Tutorials from other universities and educational sites							
xi. Any other (Please specify).							

(* Type =Video, webcast, podcast, audio files, visual with text, any other)

7. Metadata, Discovery, Virtual Research Commons and Course Management Systems: Learn how tutorials are organized, searched and available on what platforms for your library

Answers to get:

a. Framework and outline institution website, course management systems, virtual research spaces and other virtual spaces and platforms.

b. Do you have the following items for online tutorials in your Library?

Items	Yes	No	If yes, list details	If no, plan it
Metadata/ Standard procedures to organize tutorials				
Discovery services				
Are the tutorials embedded in virtual research commons?				
Are the tutorials embedded in any course management system?				
Any other virtual space /platforms				

8. Technology, Equipment, Software: Understand and learn the types of software needed and how to select them. Understand the challenges in using the technologies and tools.

Answers to get:

a. What type of tutorial are you planning? Video/webcast/ podcast/audio files/visual with text/ streaming videos/any other?

b. Plan and build list of tutorials with their type.

c. Do you use following options for tutorials?

Items	Yes	No	If yes, provide details	If no, plan now
i. Criteria for software selection				
ii. Do you have enough storage space on computer to create tutorials?				
iii. Are you considering different browsers?				
iv. How fast will your tutorials be loaded?				

     v.   Does it have animation and media features?
     vi.   Is the programming/scripting language compatible with library website?
     vii.   Are the tutorials available in segments?
     viii.   Are captions available?
     ix.   Does the Tutorial allow zooming the text and screen?
     x.   Is branching / feedback looping available?
     xi.   Do you have an option for color schemes?
     xii.   Do you have exercises or quiz at the end?
     xiii.   Are the tutorials downloadable on multiple electronic devices?
     xiv.   Do your tutorials provide options to change the DPI?
     xv.   Any other (specify)

   d. List design software in use or used since development of first tutorial in library?
   e. Design/review the feedback and troubleshooting procedures and forms.

9. **Script Design, Recording Studio:** How will script be designed, recorded for tutorials and what to include.
   Answers to get:
   Various options to consider for design, preparation and review of tutorial's scripts.

Items	Yes	No	If yes, provide details	If no, plan now
i. Criteria for preparing and reviewing scripts				
ii. Is there any theory/principle used to plan structure?				
iii. Are you covering multiple learning styles for tutorials?				
iv. Is there a recording studio available in library?				
v. Are you planning to have voice to text software?				
vi. Do you have female/male voice options?				
vii. Is script available in transcript format as well as audio & visual?				

10. **Standards:** The standards you plan to cover when creating your tutorials.
    Answers to get:
    Does your library use or plan to use any national, international or local standards like ACRL, ADA Compliant for creation of online tutorials? If yes, provide a list of standards used.

11. **Promotion and Marketing:** How do you plan to market online tutorials on campus and what strategies will be used to make users aware of point-of-need instructional tutorials.
    Answers to get:
    Please select the methods and provide details on how selected methods will be used by your library to market the online tutorials?

Method	Yes	No	If Yes, Provide details	If No, Plan Now
i. Blogs				
ii. Listserv				
iii. News announcement				
iv. Newsletter articles				
v. College wide emails				
vi. Digital or print display boards				
vii. Any other (please specify).				

12. Assessment: Understand and learn what practices are followed by libraries to assess and get feedback at different stages of creation of online instructional tutorials and in what ways? How is that feedback utilized?

Answers to get:

a. How is assessment done for online instructional tutorial in your library?

Items	Yes	No	If yes, provide details	If no, plan
i. Pilot study				
ii. Pre and Post surveys				
iii. Usability study while designing				
iv. Tracking and monitoring of usage				
v. Standards for usage statistics for online tutorials				
vi. Online feedback form for users				
vii. Any qualitative methods				

b. What are the procedures and steps for updating, maintaining, and weeding online tutorials in your library?

13. Professional Training: What training opportunities are available for your librarians?

Answers to get:

Does your library provide or plan to provide any special software training and/or professional training for creating online tutorials?

If yes, provide details.

If no, how you will arrange training? Choose from options below:

Trial /demonstrations/ webinars/ any other

14. Future Goals: How will you gain insight for the next steps, challenges, and difficulties you may encounter?

Answers to get:

a. Did the use of online tutorials increase, decrease or remain the same since the year of inception?

b. Please indicate below whether you think the trend will increase, decrease, or remain the same:

Items	Increase	Decrease	Same
i. Growth in number and coverage of Tutorials			
ii. Proportion of Budget			
iii. Number of Electronic devices in Library			
iv. Use of standards for creation of Tutorials			
v. Library staff engaged in this effort			
vi. Interest of population			

15. Expected Outcome: How the project will help meet the users' needs, the institutional goals, accommodate multiple learning styles, and reach diverse and large population at anytime and anywhere.

The model is designed to be useful to either an individual librarian or a committee committed to the design or revamping of library's online instructional tutorials. It will provide clarity and direction for not only the design but for overcoming the unforeseen and inevitable hiccups and snags encountered in preparation and implementation. *Figure 1: A model for management of online tutorials* provides all the
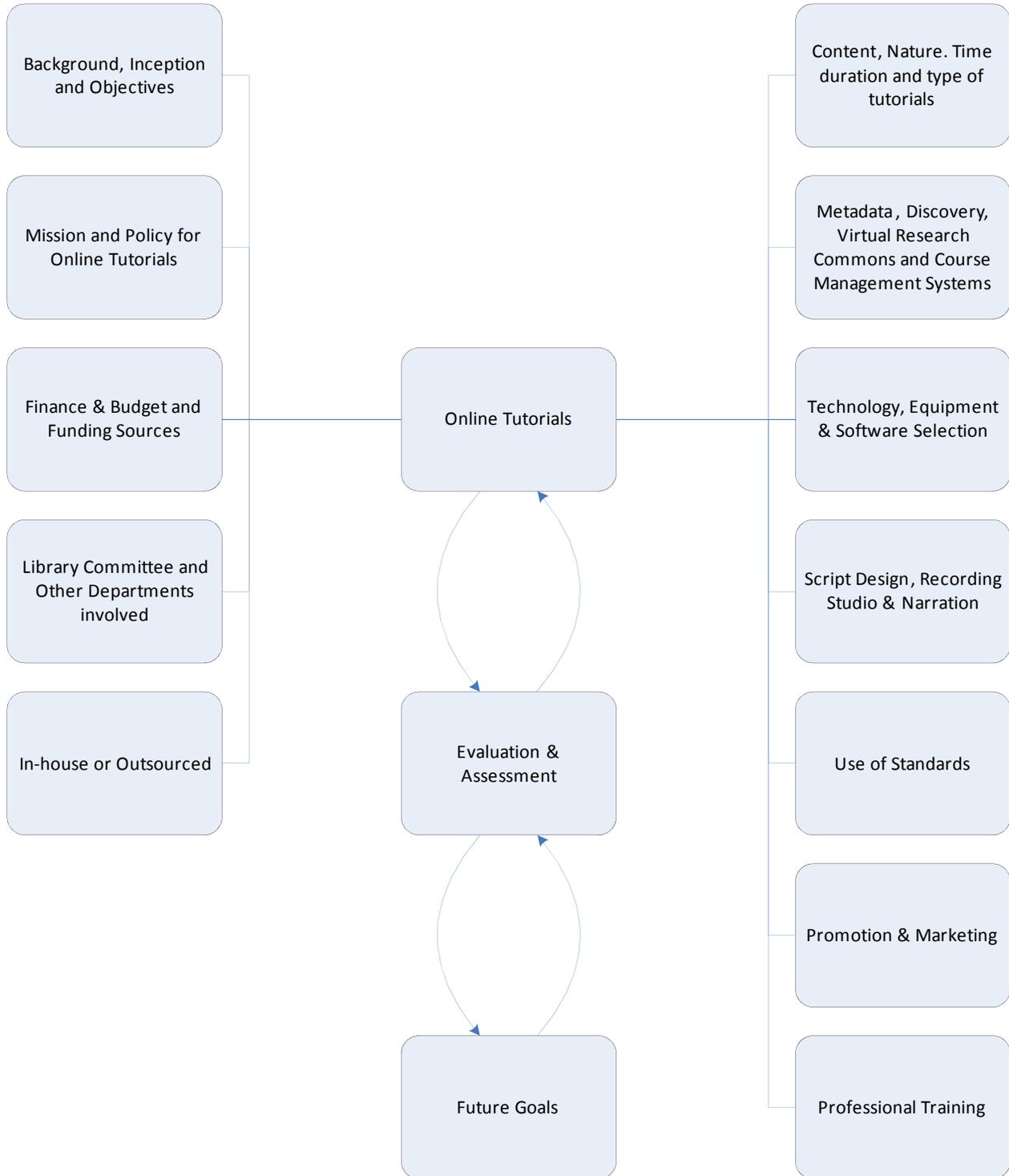
A Model for Management of Online Tutorials

Background, Inception and Objectives		Content, Nature. Time duration and type of tutorials
Mission and Policy for Online Tutorials		Metadata, Discovery, Virtual Research Commons and Course Management Systems
Finance & Budget and Funding Sources	Online Tutorials	Technology, Equipment & Software Selection
Library Committee and Other Departments involved	Evaluation & Assessment	Script Design, Recording Studio & Narration
In-house or Outsourced		Use of Standards
		Promotion & Marketing
	Future Goals	Professional Training

Figure 1: A Model for Management of Online Tutorials

15

points to consider in one place for designing online tutorials and related steps. Whether your library tutorials are short or long, whether they takes 20 or more man hours for 3-5 minute tutorial or they are made in quick response to library user needs, this model can be used to navigate the process successfully.

5.0. Conclusion:

Online tutorials are significant instructional tool in present digital age. There are varying practices for designing, creating and implementing online tutorials in different institutional libraries based on availability of resources, demands and user population. The creation and management of online tutorials is often added to librarian's existing duties and require collaboration at interdepartmental and at intradepartmental level for design and implementation process. The access point for the online tutorials is not just the library website; those could be located and accessed on institution's course management system, research commons, virtual learning site or institution's social networking site. The central idea is to reach users and to provide the users with point of need instruction anytime, anywhere at their own convenience on variety of platforms. The model presented in this paper provides the common ground for planning and implementing tutorial projects. The model can be used for any type of library with or without adjustment for local variations.

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Management of Online Tutorials

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