The availability of library-related videos is growing; yet it is difficult to justify the impact of such time-consuming projects. In order to investigate the impact of such projects and a possible solution, the researchers asked students to create videos that appeal to their peers. The following research questions were posed:

- Will creation of media projects enable students to learn core research concepts and skills?
- Will a series of peer-created media engage students and help them acclimate to researching in an academic library?

By asking students to create videos, the researchers were able to observe how users interact with and perceive library resources, such as next-generation discovery tools and information literacy concepts (e.g., differentiating primary from secondary sources). The videos will be used in a workshop setting as teaching tools so researchers can observe if students are engaged by peer-created videos and learn necessary skills. Survey responses will be collected to determine if creating and viewing videos has educational significance. The implications of this research will guide future decisions regarding the creation of instruction-related media and the understanding of user behavior.

Through a new initiative, the COLORS project, all students will have access to peer-created library educational media that is available online for point-of-need use. Nonetheless, it is important to assess students’ reaction to peer-created media and determine whether the COLORS Project addresses the instructional needs of students unfamiliar with navigating library research.

Objectives:
This pilot project will help the researchers determine: (i) if students learn library research concepts and skills by creating educational media, and (ii) the extent to which the use of peer-created instructional materials, as introduced through workshops, is successful in acclimating students to the library. This research will guide decisions regarding future instruction and the use of educational media.

Methodology:
Fifty students in two sections of an undergraduate one-credit research class were divided into groups. Each group created a video to educate peers about either using a specific library tool or explaining a research concept. Projects were selected for inclusion in two educational workshops for students. Quantitative and qualitative survey responses from video creators and workshop attendees will be analyzed in spring of 2012 to determine the effectiveness of the video projects.

While this research is currently in progress, numerical data from surveys of students creating media projects shows positive educational outcomes. Data will be collected in January 2012 from workshop attendees to determine the effectiveness of media projects.

Andrea Falcone  
Instruction Librarian & Assistant Professor  
University of Northern Colorado  
970-351-3043  
James A. Michener Library  
Campus Box 48  
Greeley, Colorado 80639  
Andrea.Falcone@unco.edu

Stephanie Wiegand  
Health Sciences Librarian & Associate Professor  
University of Northern Colorado  
970-351-1534  
James A. Michener Library  
Campus Box 48  
Greeley, Colorado 80639  
Stephanie.Wiegand@unco.edu