



Going Beyond the Classroom: Incorporating Information Literacy with Jing

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ACRL Information Literacy Standards

5.1.1 Virtual reference is an extension of an institution's existing reference services. While staffing models and the location of the service may be different from face-to-face reference services, accord virtual reference service the same status and quality goals as face-to-face reference, and view it as a part of the larger service of reference. ~RUSA Guidelines for Maintaining and Implementing Virtual Reference Services

Using Jing Supports the Following Outcomes:

Jing gives users the ability to understand information sources and autonomously become more familiar with them.

- Outcome 1.1.c: Explores general information sources to increase familiarity with the topic

Jing gives users the ability to access the information retrieval system firsthand. Instead of just receiving a link from the librarian, Jing demonstrates how users might access databases, the catalog, and other interfaces. This inherently allows the user to weigh the effectiveness of the information retrieval system and to also have knowledge of access to other systems in order to conduct new searches.

- Outcome 2.1.d: Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
- Outcome 3.4.e: Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions

By giving users access to how the search was conducted (including what limiters were used, what facets were utilized, what thrashing was performed), users are better able to see not only where gaps exist in their search but also why. This is important because it allows users to better perform future searches while giving them confidence (and thus, reducing anxiety) that they can perform a better or more narrow search, if needed.

- Outcome 2.4.a: Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- Outcome 2.4.b: Identifies gaps in the information retrieved and determines if the search strategy should be revised
- Outcome 2.4.c: Repeats the search using the revised strategy as necessary

~Association of College and Research Libraries (2000), *Competency Standards for Higher Education*, ACRL.

Strengths:

- Time-efficient
- More concise
- Assists both visual and kinesthetic learners
- Decreases the risk of "losing" the patron
- Promotes digital literacy

Weaknesses:

- Inability to "fast-forward"
- Can't synthesize information quickly
- Disadvantages text-based learners
- Doesn't allow for leading; only modeling

Further Research:

- Accessibility
Are diverse users able to effectively learn from screencast software? How can we resolve issues for users with learning disabilities or screen readers?
- Cost- Effectiveness
Does Jing have enough cloud storage for large libraries? What is the transaction threshold of purchasing screencast software?
- User Preferences
Do users appreciate screencasts or would they prefer to see instructions written out? Does that depend on the user's preferred learning style? The assignment? The interface?

The Dilemma

Many articles within the profession address instruction at the reference desk and even instruction in a virtual atmosphere. Library scholars have applied RUSA's Guidelines as well as ACRL's Information Literacy Standards to their desk's reference transactions and mission statements. Yet, there is a significant disparity in the literature (and maybe even in the practice) of using screencast software and other Web 2.0 technologies as a means to facilitate learning in chat reference, particularly after the advent of chat reference or approximately 2006. While it isn't the only answer to this issue screen casting, *in addition to other instructional techniques*, might simplify the instructional challenges facing many reference services.

When Should I Use Jing?

- When you want to personalize a screencast for a specific search or database
- When you want to visually emphasize the capabilities of a specific interface
- When you want to simply give the patron the answer but they express some interest in learning
- When you think that an explanation might be too complicated or complex written out
- When you know that using the specific resource will be imperative to the user in the future and you think they might need something to quickly refer to later



Adapted from TechSmith.com and assets.techsmith.com/Docs/sales/TSC-Product-Comparison.pdf	Price	Storage	Capability
Jing	Free with an account!	Cloud storage space at Screencast.com provides up to 2 GB per user; videos are viewed on a web browser	Basic editing capacity with highlighting, arrows, textboxes, and audio functions. All videos have a 5 minute time limit.
Camtasia	Windows: \$299 per user Mac: \$99 per user *There are some educational discounts	More complex; storage can include CDs, DVDs, and the web. Saves as an AVI, SWF, WMV, RM, CAMV, MOV, and animated GIF.	Professional-grade/ high quality editing. Ability to do call-outs, cursor effects, transitions, and clip speed adjustment. Able to capture 10+ minutes of video.
Snagit	\$49.95 per user *There are some educational and multi-user discounts	Videos automatically save to your AppData folder. This can be problematic but are ways to transfer to another drive.	Similar to Jing but with more editing capabilities. Perfect for screenshots and annotating images for handouts. No video time limits.