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Pennsylvania Libraries: *Research & Practice*

Online Job Tutorials @ the Public Library

Best Practices from Carnegie Library of Pittsburgh's
Job & Career Education Center

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This article describes the Job & Career Education Center (JCEC) tutorial project completed in September of 2012. The article also addresses the website redesign implemented to highlight the tutorials and improve user engagement with JCEC online resources. Grant monies made it possible for a Digital Outreach Librarian to create a series of tutorials with the purpose of providing job-related assistance beyond the JCEC in the Carnegie Library of Pittsburgh—Main location. Benchmarking, planning, implementation, and assessment are addressed. A set of best practices for all libraries (public, academic, school, special) are presented. Best practices are applicable to tutorials created with software other than Camtasia, the software used by the JCEC project.

Introduction

In February of 2012, the Job & Career Education Center (JCEC) at the Carnegie Library of Pittsburgh (CLP) received funds from an existing Library Services and Technology Act (LSTA) Services for Urban Populations grant to hire a Digital Outreach Librarian (DOL). The JCEC Senior Librarian (SL) hired the DOL to create online video tutorials to supplement the classes, in-person assistance, and online job-seeking resources available to the CLP community. The DOL and the SL in charge of the JCEC collaborated on this project, which included benchmarking, planning, creation, and ongoing assessment of the video tutorials. In addition to video tutorials, the DOL and SL redesigned the JCEC webpages to highlight the video tutorials and improve user engagement with all JCEC online resources. The primary goal of this article is to present a broadly applicable set of video tutorial creation best

practices learned through the combination of literature and practice during the JCEC video tutorial project. The best practices presented are adaptable to all library types and many different video tutorial creation applications. In addition, this article will raise awareness about the JCEC video tutorials for job seekers, encouraging librarians across Pennsylvania and the United States to use this innovative digital collection.

The JCEC video tutorial project had two goals. The first goal was to provide more high-quality content for our users navigating a job search. The second goal was to provide leadership and resources to other libraries and librarians as they work to provide services to job seekers and other patrons.

Carnegie Library of Pittsburgh (CLP) founded the JCEC in 1978 to assist patrons with job and career information needs. The JCEC provides materials, offers classes, and holds workshops for job seekers of all ages with a wide range of technology and job skills. As technology changes, job seekers need to stay up-to-date in order to be competitive, especially in an "employer's market" (American Library Association, Office for Research & Statistics, 2011; Bance, 2012; Callahan, 2012; Cappelli, 2012; da Costa & Schnurr, 2011; Glassman, 2013; Moran, 2013; Swinging the Axe, 2009; US jobless claims fall, 2013). As part of its continuing services for job seekers, the JCEC developed classes and digital materials to facilitate outreach to patrons who cannot access the JCEC during regular business hours.[1] Video tutorials complement and extend JCEC content to patrons who cannot or do not visit the JCEC at CLP—Main. The tutorials and associated webpage redesign described in this article were an attempt to enhance the resources and usability of our website for JCEC and CLP users, library staff, and the librarians and users of the greater Pittsburgh-area libraries that link to the JCEC resources.

The tutorials operate in two ways. First, as autonomous learning modules, they present information to job seekers and other library patrons. Second, they also exist as adjuncts to the classes, workshops, speakers, databases, print materials, and computers offered by the JCEC. The video tutorials extend and reinforce the topics covered by JCEC staff members in these various modes. We hope that these tutorials will establish the JCEC and CLP as leaders in providing digital outreach services to job seekers in Pittsburgh, Allegheny County, Pennsylvania, and the United States.

Literature Review

We approached the literature review with two objectives in mind. These included finding evidence of libraries, especially public libraries, using video tutorials and identifying best practices. While numerous articles exist on video tutorial projects in libraries, two things became clear very quickly. Few of these articles discuss video tutorials in a public library setting and few articles present best practices, though they may offer tips, guidelines, or ideas for video tutorial creation. Most of the library literature comes from tutorials created by and for academic libraries. Often the articles are specifically interested in how video tutorials support information literacy or library instruction of the kind most common in academic libraries (Belanger & Izenstark, 2011; Betty, 2008; Ergood, Padron, & Rebar, 2012; Notess, 2013; Oehrli, Piacentine, Peters, & Nanamaker, 2011; Oud, 2009; Silver & Nickel, 2007; Slebodnik & Riehle, 2009; University of Illinois, 2009; Verstegen, Barnard, & Pilot, 2008). Our empirical evidence, gathered through web searches, reflected the literature. Online video tutorials are much more common in the academic library setting than in the public library setting. We did find points in the academically focused articles that support the best practices presented in this article and cite these as appropriate throughout the best practices section. We were less successful at identifying articles that address concerns likely to be issues in public libraries. For example, many articles written about academic library video tutorial production seem to assume users with basic (or better) computer and Internet skills. This assumption is unstated as articles frequently fail to mention technological unfamiliarity at all. Some articles, in fact, cite literature to underscore that "students are used to multimedia environments and to figuring out things online for themselves" (Lippincott, cited in Oud, 2009, p. 164). For a public

library project, familiarity with technology is a serious consideration we cannot assume (Zickuhr & Smith, 2012). We concluded that our tutorials would be supplementary and we could accept that some users would not be able to use the video tutorials unless they were in the library to access computers and get help.

The best practices we encountered in the literature were often scattered between research articles (Betty, 2008; Ergood et al., 2012; Oud, 2009; Oud, 2011) and informal tip sheets (Belanger & Izenstark, 2011; Jacobsen, 2011; Zepper, 2009). It was easier to pull tips from the informal literature because it often presents suggestions in short, bulleted formats. Research articles, while more authoritative, given the inclusion of their own literature reviews and citations, were harder to parse for best practices. However, the literature generally agrees on the best practices for video tutorial creation. Most authors urge shorter length, focus, user control, and consistency of design. Only one article explicitly suggesting best practices, including a workflow, appeared after we completed our project (Ergood et al., 2012).[2] The best practices outlined by Ergood, Padron, and Rebar (2012) agree with ours, though they chose to conclude each tutorial with a summary slide rather than contact information. Ergood et al. (2012) also discuss the time associated with establishing a workflow in their institution.

Many articles include some discussion of assessment in addition to information about creation of video tutorials. For example, Oud (2011) assesses the accessibility capabilities of various software applications. She also assesses the need for accessibility features more generally. Wakimoto and Soules (2010) evaluated accessibility features of software application options. Mehlenbacher (2002) provides a solid, early example of assessing online learning objects. The focus is not on video tutorials only, but the article, especially Table 11.1, is applicable to tutorial projects.

Literature reviews often include information about instructional design and the efficacy of online learning or video tutorials specifically. For especially detailed reviews, see Betty (2008), Ergood et al. (2012), Oehrli, Piacentine, Peters, and Nanamaker (2011), Oud (2009), and the "Recommended Resources on Online Tutorials" list in Slebodnik and Riehle (2009). The succinct presentation of cognitive load theory by Nguyen and Clark (2005) was especially useful for our project. Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) provide more in-depth discussion of learning styles in *How Learning Works.* Fabry (2009) focuses on designing online courses, but her article frames the entire design process around the comparability of online and "on-ground" learning (p. 253). Jorgensen (2008) similarly focuses on course creation but presents "styles and standards" that are equally applicable to video tutorials specifically (p. 16). Verstegen, Barnard, and Pilot (2008) address a very real issue applicable to library creators, non-expert instructional designers. They posit that increased support of novices can help projects avoid the need to turn over content creation to designers rather than subject matter experts (Verstegen et al., 2008). Finally, Baker, Noriega, Echtenkamp, Rose, and Richards (2008) use narratives to describe the benefits of creating online learning materials for different types of libraries. According to the article, video tutorials benefit libraries, librarians, library students, and library patrons (Baker, Noriega, Echtenkamp, Rose, & Richards, 2008).

Though we did not need to choose a software application for our project, there is ample literature available to assist librarians making this choice. Much of the literature supports the use of Camtasia as a feature-rich application at a reasonable price. Belanger and Izenstark (2011), Betty (2008), Ergood et al. (2012), Jacobsen (2011), Notess (2013), Rethlefsen (2009), Slebodnik and Riehle (2009), and Wakimoto and Soules (2010) all discuss choosing a software application. Jacobsen (2011) only covers free options, while Belanger and Izenstark (2011), Betty (2008), and Notess (2013) all examine both free and paid software options. The most recently published comparison we found was Notess (2013), though even this article is already out-of-date; Camtasia Studio 8 has replaced Camtasia Studio 7. Rethlefsen (2009) examines paid software in a follow-up article to an earlier comparison of free software. Slebodnik and Riehle (2009) incorporated a review of peer institutions to assist in their choice, and Ergood et al. (2012) point out the potential problems of not investigating options and features fully before choosing a software application. Finally, Wakimoto and Soules (2010) compare three major paid options in light of their accessibility features. While many of

these articles are older and/or compare older versions of screencasting software, many of the criteria and conclusions are still useful, and the major software applications are still available.

Tutorials: What's Possible?

Online video tutorials, also called screencasts, webcasts, or modules, are videos of a process carried out on a computer, recorded and often narrated, to provide instruction or information on how to perform that process. They allow multiple users to experience the same information at different times in different locations (Slebodnik & Riehle, 2009). The CLP PC Center currently seats nine and all JCEC classes meet in the PC Center, meaning that one instructor can provide instruction and service to no more than nine patrons at a time. Even with multiple class offerings a month, the number of patrons served through face-to-face instruction is limited. We frequently have a number of patrons on the waiting list for the classes we offer. Given staff limitations and scheduling constraints, we cannot offer job-specific classes each month. This is not to suggest that classes are not valuable or that online tutorials could or should replace them, but online tutorials have the significant advantage of bringing information to patrons when and where the patrons are. If patrons cannot attend a class or wants to review class material, they can access a tutorial. [3] The instructor does not have to be available, and patrons do not have to wait until the CLP class schedule aligns with their schedules. Patrons need not view tutorials unsupported. Tutorial viewing can happen in the library, with library staff available to answer questions or address concerns.

Online tutorials can repackage information in a way that differs from traditional face-to-face instruction. For example, libraries can use video tutorials to address patron accessibility concerns. Visibility problems are less common than in classes, since tutorial editing technology allows the addition of zooming and callouts, or emphasis-creating graphics, to a screencast. If a patron has a visual impairment, the patron can increase the size of the video and/or the text on a page. Online tutorials can also provide an enhanced learning experience for patrons with hearing impairments. All tutorials created by the JCEC include captions and will include downloadable scripts in the future. This gives the patron options for receiving information. If vision or hearing impairments create a barrier to use, technology makes it possible to mitigate or, in some cases, eliminate the obstacle.

Some patrons prefer to learn away from the library, sometimes referred to as remote or distance learning. If patrons are uncomfortable in a classroom setting or prefer to pace their own learning, online tutorials make it possible for them to access high-quality, targeted information from their library 24/7.

Finally, Internet technology means that the JCEC can provide online video tutorials to serve CLP patrons while also establishing itself as a leader in online tutorial services for other libraries. The JCEC expects other libraries to use these tutorials especially if a library lacks the funding or expertise to create remote materials in-house.

The video tutorials serve the needs of CLP's immediate patron base and establish a needed link between libraries as they seek to meet the "increased demand for . . . free and varied services" from library patrons across the city and around the country (Pew Charitable Trusts, 2012, p. 2). Library patrons in the Pittsburgh area and beyond can benefit from the efforts of CLP and the JCEC. Appendix A includes information about other libraries and library systems that offer similar material. However, few libraries offer online video tutorials. By seizing the opportunity to address this dearth of online content, the JCEC joins other visionary libraries in guiding library services for job seekers into the 21st century.

Tutorials: What's Available?

One goal of this project was to establish the benefit of creating tutorials in-house with the intention of disseminating them widely. In support of this goal, we did extensive benchmarking to establish what online resources were available locally, at the state level, and nationally.

Tutorials in the Pittsburgh Region (Allegheny County Library Association)

CLP is a member of the Allegheny County Library Association (ACLA). In addition to CLP, 44 ACLA member libraries provide services to Allegheny County residents. We reviewed the websites of each ACLA library and found that none offered online tutorials about job-searching topics. Only three had tutorials of some kind available or linked from their site. One had a single tutorial, focusing on social media in that library. None of the in-house or linked tutorials addressed job topics.

Our initial benchmarking showed that 11 ACLA libraries linked to the CLP website in March 2012. Six were direct links to some page of the JCEC/PC Center sites. This suggests that these ACLA libraries saw the JCEC as a resource for job-related information and services. For example, four of the libraries that linked to CLP had job centers and all of them linked directly to the JCEC/PC Center pages. This finding encouraged us to pursue the tutorial project.

The data did not suggest that ACLA libraries were remiss for not providing job-search materials. The ability to offer classes, produce websites, and create online tutorials, especially with a specific subject focus, requires staff time, expertise, and software that may not be available in all libraries. The economic climate and looming library cuts in Pennsylvania in March 2012 made the lack of these materials unsurprising (Commonwealth of Pennsylvania, 2013; Pennsylvania Budget and Policy Center, 2012).[4] Our goal was to maximize the potential impact of our grant funds to support digital outreach in the JCEC. We considered the fact that non-CLP patrons and staff may use these materials as a strong reason to pursue an ambitious course of content creation and reorganization.

Tutorials in Pennsylvania

We collected data from all Pennsylvania county library systems. Where county systems existed, we reviewed their websites to determine the presence of job centers, online tutorials, and job-related tutorials. Of the 67 counties in Pennsylvania, 55 have some kind of federated county library system. Of those, 10 have job centers identified at the county or system level. None of the counties had online tutorials. The two counties (other than Allegheny) with the most comprehensive job-related offerings were Cumberland County (Cumberland County Library System) and Philadelphia County (Free Library of Philadelphia).

Tutorials in US Public Libraries

To support the ambitious goals of our project, we collected data on public libraries and library systems across the United States.[5] We collated three different lists to establish search parameters. *The Nation's Largest Libraries: A Listing by Volumes Held* listed the 15 largest public libraries (American Library Association, 2006). As an adjunct to this list, we consulted Lavoie's report, *The Top 25 US Public Libraries' Collective Collection, as Represented in WorldCat* (2011). This added 10 libraries to the list, with much overlap. Finally, we consulted the Public Library Association's *Public Library Data Service Statistical Report 2009* (the most recent year available locally) to determine the top 27 public libraries by population of legal service area. We assumed that the top libraries in the United States with high usage, populations, or collections would be the most likely to provide users with job-specific materials, services, classes, and online content. It is possible that these libraries do not appropriately represent public library offerings in the United States. To supplement these lists, we conducted Internet searches in an attempt to identify libraries that do offer online tutorials with job-related information or instruction. Using the lists above, our Internet search results, and accounting for overlap, we searched 50 public library websites for job centers and online video tutorials (Appendix A). This was in addition to the Pennsylvania county systems and the ACLA libraries.

Figure 1 presents the breakdown of libraries with job centers and/or tutorials as a percentage of the group of 50 libraries searched. The figure shows that video tutorials covering job topics are neither uncommon nor ubiquitous.

All of the benchmarking data we collected convinced us that creating online video tutorials for job seekers was a logical step for the JCEC.
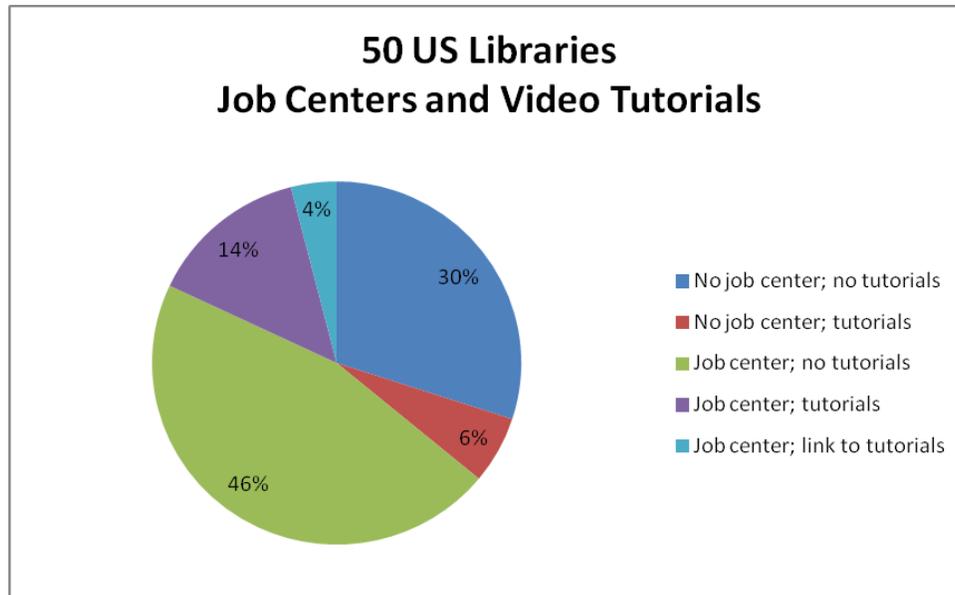

Figure 1

50 US public libraries with job centers and/or video tutorials

Tutorial Creation

The results of our benchmarking research, showing a relatively small number of video tutorials available for job seekers from public libraries, motivated us to pursue as ambitious a program of tutorial creation as possible with the funds, staffing, and time available. The Digital Outreach Librarian (DOL) worked for eight months at 25 hours a week. She completed benchmarking data collection and analysis in March 2012, leaving seven months for tutorial creation. On average, assuming she spent all work hours on tutorial creation, each tutorial took 33 hours to create. However, she did not spend all work hours on creation. The DOL had teaching, public service, and web redesign duties in addition to her primary job of creating tutorials. The first tutorials took longer but as the workflow evolved and the DOL's expertise increased, production time dropped. Based on this project and our recommendation that individuals create tutorials, we recommend planning on 20 to 35 hours of staff time to create a tutorial, from planning through completion. We hope that the proposed best practices will make this an overestimation of the time needed, even for novice creators. A final note about creation time: Recorded PowerPoint presentations are much faster to create than screencasting videos. If time is a concern, using PowerPoint (or another presentation application) with Camtasia may be the most efficient creation route.[6]

When brainstorming to create a list of potential tutorial topics, we ordered topics by priority. Along with questions about using email, we considered résumé and cover letter tutorials our first priority because questions about job searching and résumés/cover letters are the most common questions (after class registration) in the JCEC.[7] In addition to these priority topics, which each required multiple tutorials, we referred to Gutsche's *Five Stages of the Job Search Process* (2012) to frame further topics. See Table 1 for the final list of tutorials. You can also find the tutorials through the Job and Careers portal page at carnegielibrary.org/research/jobsedu.

Table 1
Alphabetical list of tutorials and their categories

Tutorial Title	Job Search Stage (Gutsche, 2012)	JCEC Portal Category (**see** Error! Reference source not found.**)**
Attaching a file to email: Gmail	Stage 2: Prepare Job Search Tools	Email
Attaching a file to email: Hotmail	Stage 2: Prepare Job Search Tools	Email
Attaching a file to email: Yahoo	Stage 2: Prepare Job Search Tools	Email
Career Cruising Basics	Stage 1: Establish Your Career Objective	Careers
Creating an information reference sheet	Stage 2: Prepare Job Search Tools	Job Postings—Organize your search
Creating a job search grid	Stage 2: Prepare Job Search Tools	Job Postings—Organize your search
Editing your résumé in ResumeMaker	Stage 2: Prepare Job Search Tools	Résumés
Exporting a résumé from ResumeMaker	Stage 2: Prepare Job Search Tools	Résumés
Formatting your résumé	Stage 2: Prepare Job Search Tools	Résumés
Interviewing Basics	Stage 5: Interview	Interviewing
LinkedIn Basics	Stage 3: Find Hiring Companies; Stage 4: Network (Social and Face-to-face)	Networking
Naming and sorting files and folders	All stages	Job Postings—Organize your search
Printing from ReferenceUSA	Stage 3: Find Hiring Companies; Stage 4: Network (Social and Face-to-face); Stage 5: Interview	Job Postings—Research a Company
Printing your résumé in ResumeMaker	Stage 2: Prepare Job Search Tools	Résumés
ReferenceUSA Basics	Stage 3: Find Hiring Companies; Stage 4: Network (Social and Face-to-face); Stage 5: Interview	Job Postings—Research a Company
Sending a professional email	All stages	Email
Using Marcellus ShaleNET	Stage 2: Prepare Job Search Tools; Stage 3: Find Hiring Companies	Job Postings—Marcellus Shale
Using UPMC Careers	Stage 2: Prepare Job Search Tools; Stage 3: Find Hiring Companies	Job Postings—Healthcare

Tutorial Title	Job Search Stage (Gutsche, 2012)	JCEC Portal Category (see Error! Reference source not found.)
Why do I need an email address	All stages	Email
Writing a targeted cover letter	Stage 2: Prepare Job Search Tools	Cover Letters
Writing effective cover letters	Stage 2: Prepare Job Search Tools	Cover Letters

Prior to this project, CLP purchased Camtasia Studio 7 and some basic audiovisual equipment (e.g., microphone, pop filter) with the goal of producing e-book video tutorials. Though CLP did not create those tutorials, we were able to use the equipment to create our job-related video tutorials. The DOL was already familiar with Camtasia and created all of the video tutorials using Camtasia Studio 7.1. In the planning stages of the project, the DOL researched suggestions for best practices, covering issues of style, branding, accessibility, and workflow. The existing literature on video tutorial creation supported some of the best practices suggested in this article. Other best practices evolved during the tutorial creation process. Finally, some emerged from our analysis of other libraries' video tutorial offerings.

We began our research into best practices by familiarizing ourselves with the tutorials discovered during our benchmarking research. For example, we were very interested in tutorials from the Dallas Public Library, the Orange County (Florida) Public Library,[8] the Richland County (South Carolina) Public Library, and the San Francisco Public Library. In all of the tutorial sets, we noted inconsistencies in design, length, and focus. Some libraries grouped job-related tutorials together. In other cases, all library tutorials were on a single page, without clear indications of subject matter. We felt that while these projects were exciting and valuable, their inconsistencies detracted from their credibility and clarity.

Before creating any tutorials, we committed to producing consistently designed tutorials that would extend the CLP brand while making it easier for users to navigate and engage with video tutorials that offered standardized features. Based on Americans with Disabilities Act (ADA) recommendations that we reviewed, tutorials we viewed, and concerns about accountability, we made sure to include the following features in each video tutorial:

- ADA-compliant captions
- Navigable table of contents
- Introductory slide stating the presenter's name and the tutorial's learning objective
- Contact information for the JCEC
- Embedded survey link[9]

To support our consistency goals, we created a template for use with each video tutorial. Tutorial templates are available to all CLP employees wishing to make a tutorial. The templates included a standard title slide (Figure 2), a standard contact slide (Figure 3), and a standard closing slide (Figure 4) with a survey link (not pictured). Every tutorial uses these opening and closing slides. We worked with the Communication and Creative Services (CCS) and Information Technology (IT) teams at CLP to appropriately brand and host our tutorials. The CCS team creates templates and makes Pantone values available to all CLP units. We used the CCS PowerPoint template provided to design the title and closing slides, then used the templates for any tutorials created as recorded PowerPoint presentations.

The DOL created each tutorial, with a final review by the head of the JCEC. Using the resources available in the JCEC and online, the DOL wrote scripts covering each tutorial's learning objective. She used scripts to record narration. The DOL created video captures (screencasts) and image captures (screencaps) to build the video portion of each tutorial. She added callouts and other visual elements in Camtasia to emphasize important points during the tutorials. For example, when the narrator instructs the viewer to click on a link, a callout circles that link to indicate its location clearly on the screen.

The DOL inserted captions and markers after she finished editing the audio and video into a finished product. Camtasia uses markers to create a navigable table of contents in the final tutorial. The DOL rendered the project to create an .mp4 file after she finished adding all of the video elements. Camtasia creates a folder of associated files necessary for hosting an .mp4 on a server. The DOL forwarded these files to the IT department. The IT liaison for the project posted the video tutorial. In practice, IT posted the tutorials en masse after we completed the website redesign. The IT liaison posted individual tutorials to troubleshoot hosting issues (e.g., size) before uploading all video tutorials to the new webpages. We were fortunate that our funding supported this arrangement. Other tutorial projects we investigated suffered from attempts to distribute the tutorial production process between too many individuals. Ergood et al. (2012) created three tutorials in four months. We felt that we could improve on this level of productivity. We strove to avoid similar problems and our resulting best practices include suggestions for the number of persons to involve in the creation of a tutorial. When the DOL's contract was finished, she left copies of all files created in support of a tutorial with CLP to facilitate tutorial updates and corrections.

Tutorials: Best Practices

We offer these best practices to help you begin planning and creating video tutorials. While we feel that these best practices are comprehensive and applicable in all library settings, we recommend that any library or
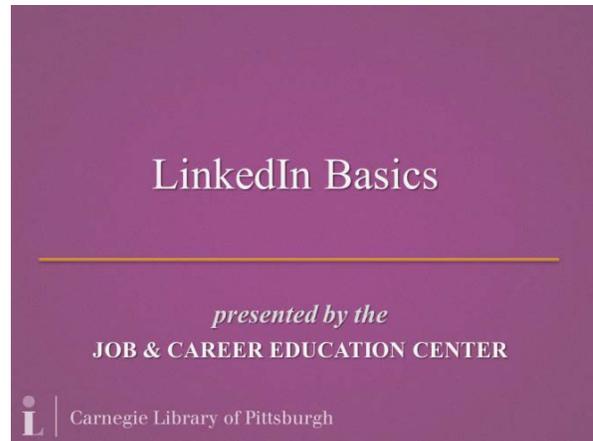

Figure 2
JCEC tutorial title slide example
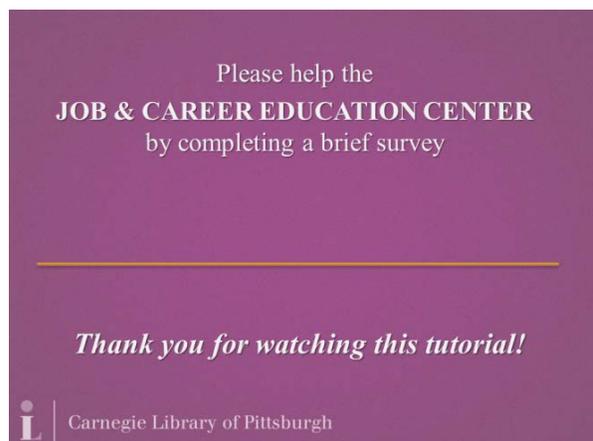

Figure 3
JCEC contact slide

Figure 4
JCEC thank you slide

librarian interested in video tutorial creation use all available resources. For example, academic librarians may have access to a campus teaching center or interested parties in the education, computer, design, or marketing departments. Information technology departments and instructional designers may be available in your organization or area. Public libraries may be able to reach out to their communities for consultants. Teachers and administrators well versed in sound educational theory surround school librarians. Finally, special libraries, especially in corporate settings, may be able to hire professional creators. In that case, we offer these best practices not to an in-house creator, but as a way to structure consultation, using the best practices to suggest questions to ask during the bidding and planning stages of an outsourced project.

While we strongly encourage adherence to these practices and consider their comprehensiveness unique and valuable in the library literature, we do not believe that flexibility is impossible. We recognize that library culture will be a factor in the adoption of templates and best practices and hope that the research included in this article will help other librarians strengthen their case for consistent, well-planned video tutorials. Finally, we hope to hear from libraries as they pursue tutorial projects. We welcome questions and recognize that best practices, to be useful, must be open to revision.

We have grouped the 14 best practices into five areas: Planning & Creation, Recording & Content, Workflow, Assessment, and Fun.

Planning & Creation

1. Context. Consider the online context of your proposed tutorials. Do you have a page for them? Will they be visible? How will you incorporate them into your current website? Consider whether a new page, site, or page/site redesign makes sense as part of your tutorial project.

2. Creator.[10] Have individuals or pairs create tutorials—not a group. If a template or set of best practices exist, and training is appropriate, there is no need to potentially bog down a tutorial in a committee. It is possible to incorporate final or incremental approval into the workflow, but piecework is not time- or effort-efficient. There is no reason to overthink or over-assign the creation of a tutorial.[11]

3. Focus (TechSmith, 2012a). Have a single learning outcome for an instructional tutorial (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Fabry, 2009; Slebodnik & Riehle, 2009). Do not be tempted to add something to your focused idea (Oud, 2009). For example, if you are demonstrating how to get to a website, show only that. Do not include things you can do from the site or otherwise clutter your tutorial. Never be afraid of making multiple tutorials.

4. Length (Oehrli et al., 2011). Focused tutorials are shorter and to the point, resulting in a higher likelihood of user engagement (Oud, 2009). The goal is a tutorial under 5 minutes.

5. Consistency (Jorgensen, 2008). Good design requires consistency. Using the same colors, fonts, and layouts for all tutorials leads to a seamless, polished, professional set of videos. This can help users learn to navigate your tutorials more easily (Jorgensen, 2008). They will know where to look for common features, like controls and contact information. Consistency of design also helps brand tutorials. Finally, consistency of design makes it easier for multiple creators over long spans of time to create tutorials that fit together. Templates make consistency easier while still allowing creativity and flexibility. To maintain consistency across all rendered videos, create a standard document that details rendering specifications (e.g., size of video, type of controls).

Recording & Content

6. High-quality Sound (Frater, Arnold, & Vahedian, 2001; TechSmith, 2011; TechSmith, 2012a; TechSmith, 2012b).[12] Use a good USB microphone and record in a quiet environment. Use editing tools (e.g., Camtasia, Audacity[13]) to clean up the sound and adjust levels. If using music, consider how well it works (or does not work) with any narration. When using music, be aware of issues of copyright. Camtasia Studio includes a library of content, including music, to use freely in your tutorials.

7. Accessibility (Association of Specialized and Cooperative Library Agencies, 2013a; Association of Specialized and Cooperative Library Agencies, 2013b; Henry & Education and Outreach Working Group, 2005; US Department of Justice, 2007; Wakimoto & Soules, 2010). Include features that make it easier for users with different preferences or abilities to use your tutorials. Captions, navigability (via table of contents and internal links), and consistency all make access easier for users and help tutorials meet ADA guidelines for online accessibility.

8. Contact Information. Including contact information increases accountability. Users should have a way to ask further questions, get further help, or register concerns, complaints, or compliments.

Workflow (See Appendix B)

9. Script (TechSmith, 2012a). Scripts allow you to create smoother, more professional tutorials more easily. Even excellent speakers and presenters do better work with a focused script. Scripts help speakers avoid filler language and digressions. Recording scripts include both narration and actions. These cues can be helpful when planning the tutorial recording. They act as reminders about what steps are actually necessary to accomplish the demonstrated task. You may be surprised how many steps there really are. Scripts make a tutorial easier to edit and update later, even if the original creator has moved on or is unavailable. See Appendix C for sample scripts.

10. File Management. Naming and organizing files is an important record-keeping best practice for any creative endeavor. Having all related files grouped and named clearly and consistently helps others to use and understand your files and process.

11. Time. Two aspects of time are relevant for tutorial creation. Think about how the tutorial will age and whether or not (or when) it will need to be updated or redone (e.g., database or website updates may require a new or edited tutorial). Consider how much time your tutorial will take to create. For example, a recorded PowerPoint presentation is generally much quicker to finish than a screencast or complicated tutorial. Beginning tutorial creators will take longer to create a tutorial than an experienced creator. Do not rush through a tutorial but don't overthink it. Focus on professional, polished tutorials, but remember that we (usually) are not professional tutorial developers.

Assessment

12. Feedback. For libraries and other educational institutions, collecting feedback helps us to assess the efficacy of our tutorials. Including a link to a survey or otherwise collecting in situ feedback is a good plan. Any web-based survey using a link works with Camtasia. At this level, assessment can be smooth and cost-free.

13. Stated Learning Outcomes (Ambrose et al., 2010; Fabry, 2009; Slebodnik & Riehle, 2009). To assist with feedback and focus, having a stated learning outcome for each tutorial is useful. It signals to the user the goal of the tutorial and helps the creator shape and organize the tutorial. Learning outcomes can tie directly to the feedback requested of the user.

Fun

14. FUN! Tutorials are an excellent way to apply creativity to a librarian's primary goal of engaging, instructing, and assisting users. They should be fun! If you become frustrated, irritated, or stuck, ask for help and give yourself a break. Do not let tutorials become a chore or a bore.

Web Redesign

In addition to the primary goal of creating online tutorials, the JCEC project team recognized a need to redesign its website. Navigating to specific content was difficult for both library staff members and patrons. We were concerned that the video tutorials would be lost in a shuffle of mis-clicks without a redesign of the JCEC pages.

As we worked on the tutorials, we collaborated with IT and CCS to rework the JCEC pages to improve usability and the ability to find current and newly created content. Library administration agreed to create a button directly to the JCEC from the CLP homepage (Figure 5). The intention was to drive web traffic to our newly redesigned portal page, which we reorganized into categories with highly visible video tutorial content.

Just as we grouped the video tutorials using the Gutsche model (2012), we regrouped the current JCEC content. We chose groups that reflected the areas in which our users have questions and that correspond to one or more stages of the model: résumés, cover letters, testing, and email. We created 10 areas designed to guide users directly to relevant content:

- Job Postings
- Résumés
- Cover Letters
- Careers
- Education
- Just for Teens
- Test Prep
- Email
- Interviewing
- Networking
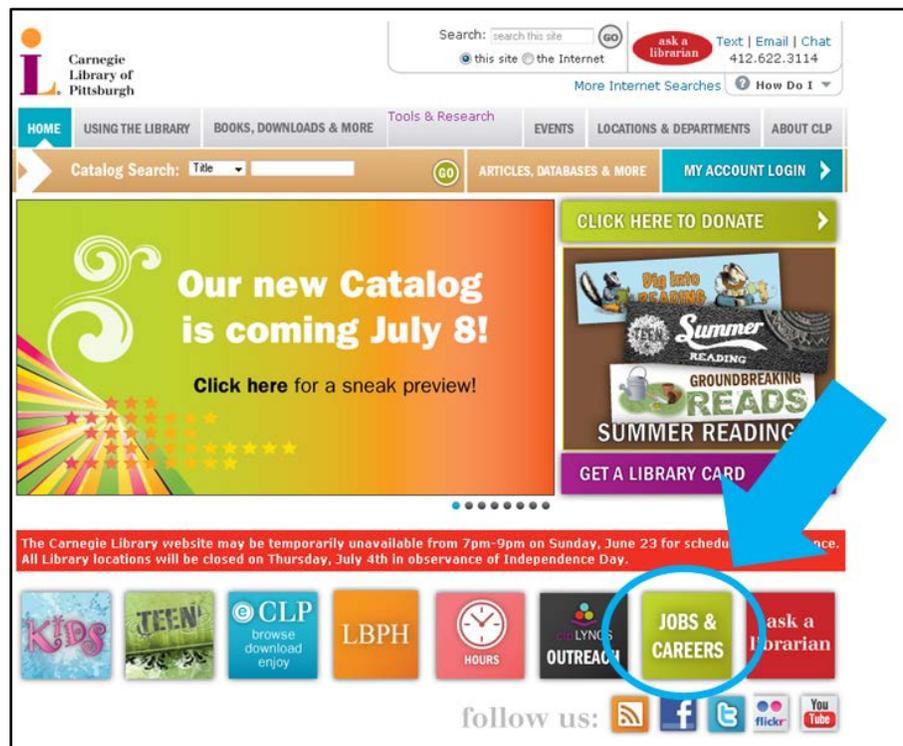
Figure 5

CLP homepage showing the Jobs & Careers button

Each group gathers web links, recommended books, video tutorials, databases, classes, and events together, bringing users to resources quickly and directly. For example, the new groups gather all résumé-related material under the résumés button. Before the redesign, résumé databases, like ResumeMaker, were buried under a databases link, our one-on-one résumé service was under the link "résumé assistance," and our Résumé Tune-Up class was under our events calendar. Now, in addition to those pages, we gather all of those services, along with tutorials and book recommendations, in a single page.

We redesigned the website with the further intention of assisting non-JCEC librarians when directing users to our services. Within our own building, librarians were not always able to find things on the JCEC webpage. They would avoid using the JCEC site because of the overwhelming "word salad" on the pages (W. Roberts, personal communication, July 2, 2013). Our goal of making the video tutorials a resource beyond CLP dictated that we make our webpages easier to navigate. During the redesign process, we kept in mind that we would not be able to explain or demonstrate our pages to all librarians or users. Librarians and users from around Pennsylvania or the United States would have to navigate the page without assistance. With this in mind, we concentrated on creating clear categories for the portal page, using directional language at each page level, and grouping all related content in a single category. The redesign portion of the project involved reordering content and switching from a text- and link-based interface (Figure 6) to a graphic interface using "buttons" (Figure 7). Our previous text-based page was not always clear about what content could be found in each category. Finding all resources related to a single topic was very difficult.
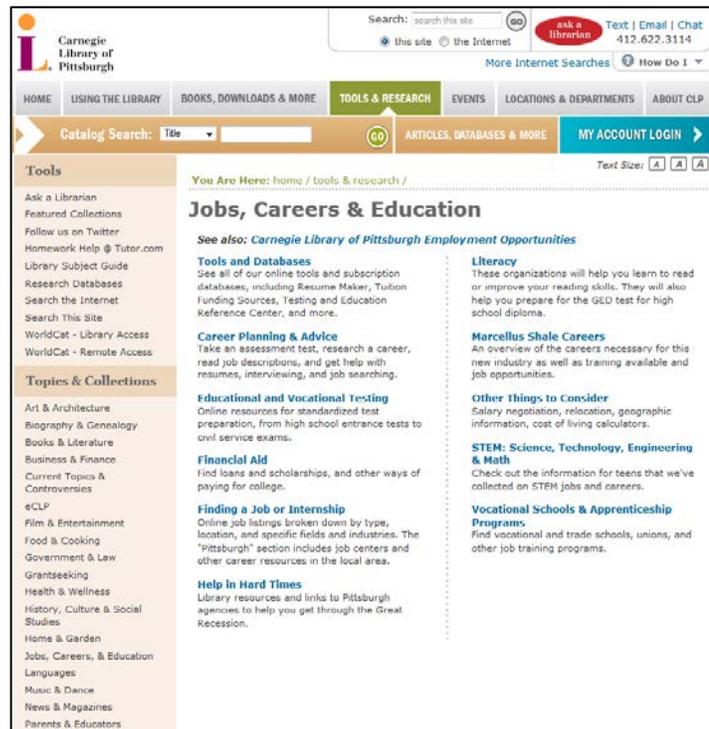
Figure 6
Previous JCEC page
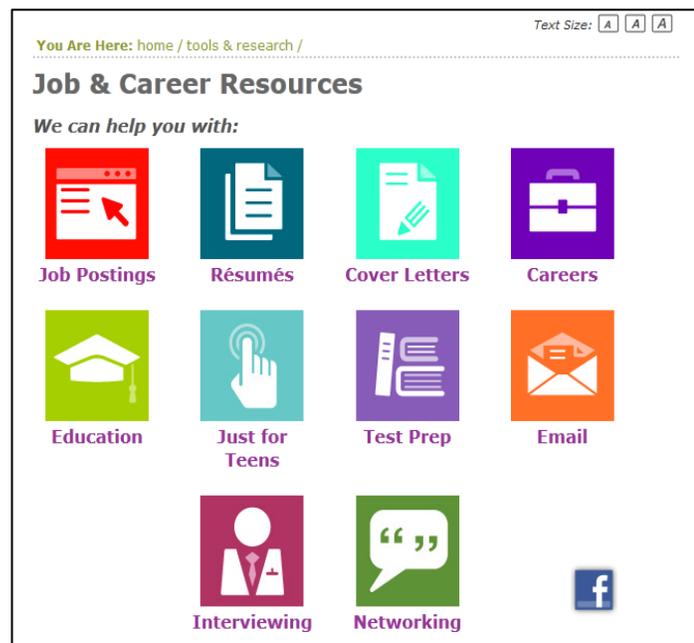
Figure 7
The new JCEC resource portal page

Figure 8

Richland County VCR page (May 2012)

Figure 9

Example JCEC subpage

The Digital Outreach Librarian (DOL), a JCEC Library Assistant, and a JCEC volunteer all spent time examining each link and page of the JCEC. Our first goal was to ensure that all content was current with no dead links or outdated information. Our second goal was to begin sorting current information into categories that would guide users to the content they needed. For example, two of our commonly recommended tools, ResumeMaker and Career Cruising, were available under Tools and Databases. We felt that they made more sense under categories for Résumés and Careers, respectively. When mocking up new interface options, we again investigated other public library webpages. The Richland County Public Library Virtual Career Resources (VCR) page and its button navigation struck us as especially attractive and effective (Figure 8).[14]

In addition to the updated look of the portal and pages, we updated the language to help guide users and librarians. We used the phrase "we can help you with" on the portal page and each subpage (Figures 7 and 9). Our goal was to indicate those things with which we can help and to point users and librarians toward the related resources.

Assessment

Tutorials

In order to assess the impact and efficacy of our video tutorials, we embedded a survey link in each tutorial. At the end of each tutorial, we ask the viewer to complete a five- to eight-question survey (Appendix D). The survey is not required and all questions are optional. Depending on how a respondent answers the second question, "Is this the first online tutorial you have watched?" they will answer five or eight questions. The survey does not collect personally identifying information. We created the survey with Google Forms and track responses through Google Drive. While we recommend including a survey, we do not endorse a particular survey tool. We used Google Forms because it was free, easy to use, and allowed us to embed a link into a Camtasia video tutorial.

As of June 2013, we have received 24 survey responses reviewing seven different tutorials. Table 2 lists the tutorials with survey responses and gives the number of responses to each tutorial.

Table 1

Tutorials with survey responses, listed by number of responses

Tutorial title	Number of survey responses
Career Cruising Basics	12
ResumeMaker Basics	6
Formatting Your Résumé	2
Writing Effective Cover Letters	1
Writing a Targeted Cover Letter	1
Editing a Résumé in ResumeMaker	1
Interviewing Basics	1

Since we did not have a large number of survey responses, it was difficult to make many assumptions from the data. The responses did show that only a third (seven) of the 21 tutorials garnered any survey response. Career Cruising Basics and ResumeMaker Basics were the most reviewed of the seven tutorials with responses.

Based on responses to two questions "Did the tutorial you just watched help you learn about the topic?" and "Would you recommend this tutorial to a friend, family member, or co-worker?," the response to the reviewed tutorials was overwhelmingly positive. Seventy-five percent of respondents would recommend the tutorial they viewed. Another 8% selected "maybe" in response to this question. Only 16% of respondents would not recommend the tutorial they viewed. Similarly, 71% of respondents said that they learned about the topic in the tutorial. Another 8% were unsure. Twenty-one percent of respondents reported that they did not learn about the tutorial topic. Table 3 summarizes the response breakdown. While the preliminary survey responses are encouraging, we are committed to reviewing and improving the tutorials as suggested by our assessment. For example, while there are only two responses for the "Formatting a Résumé" tutorial, both respondents reported not learning and neither would definitely recommend it. This suggests that it may be beneficial to reexamine this tutorial and consider revising or replacing it.

It is also worth noting that a significant number of survey respondents submitted responses when the library was not open. Sixteen (66%) of responses are date-stamped during regular library hours. Eight (33%), however, are date-stamped outside of opening hours. Having a full third of survey responses occur when the library is not open supports one project goal of making information available to job seekers 24/7. Future analysis, including IP address filtering, will indicate whether all of the 16 responses during opening hours were sent from a library computer.

Table 2
Detailed survey responses to "learning" and "recommendation" survey questions

Tutorial Title (total survey responses)	Did the tutorial you just watched help you learn about the topic?			Would you recommend this tutorial to a friend, family member, or co-worker?			Notes
	Y	N	Maybe	Y	N	Maybe	
Career Cruising Basics (12)	10	1	1	9	2	1	One respondent replied Y to learning, but N to recommending
ResumeMaker Basics (6)	4	1	1	6	0	0	One respondent replied N to learning, but Y to recommending
Formatting a Resume (2)	0	2	0	0	1	1	Both respondents replied N to learning, but 1 might recommend
Writing Effective Cover Letters (1)	1	0	0	1	0	0	
Writing a Targeted Cover Letter (1)	1	0	0	1	0	0	
Editing a Resume in ResumeMaker (1)	0	1	0	0	1	0	
Interviewing Basics (1)	1	0	0	1	0	0	
Total (24)	17	5	2	18	4	2	Majority reported learning (71%) and would recommend (75%) 8% of responses to both questions was "maybe" 21% reported not learning and 16% would not recommend

Web Redesign

In addition to survey responses, we are monitoring webpage hits. We used Google Analytics to review the new site's web traffic statistics from July 2012 through May 2013. The new website, including video tutorials, launched in September 2012. Table 4 gathers the webpage statistics. Figure 10, Figure 11, and Figure 12 show trends in these statistics.

Table 3
JCEC webpage statistics

Month	Visits	Visitors	Page Views	Pages per visit	Avg. visit duration
2012					
July	2,297	1,813	4,032	1.76	00:01:32
August	2,591	1,965	5,460	2.11	00:02:02
September	3,027	1,632	8,797	2.91	00:01:53
October	3,070	1,497	7, 964	2.59	00:01:42
November	2, 789	1,438	6,648	2.38	00:01:24
December	2, 547	1, 423	5, 781	2.27	00:01:21
2013					
January	4, 035	2, 216	9, 848	2.44	00:01:40
February	3, 532	1, 815	8, 536	2.42	00:01:28
March	3, 510	1, 856	8, 569	2.44	00:01:20
April	3, 715	1, 812	9, 077	2.44	00:01:28
May	3, 211	1, 635	7, 792	2.43	00:01:36

JCEC Website Statistics:
Visits, visitors, and page views
July 2012-May 2013
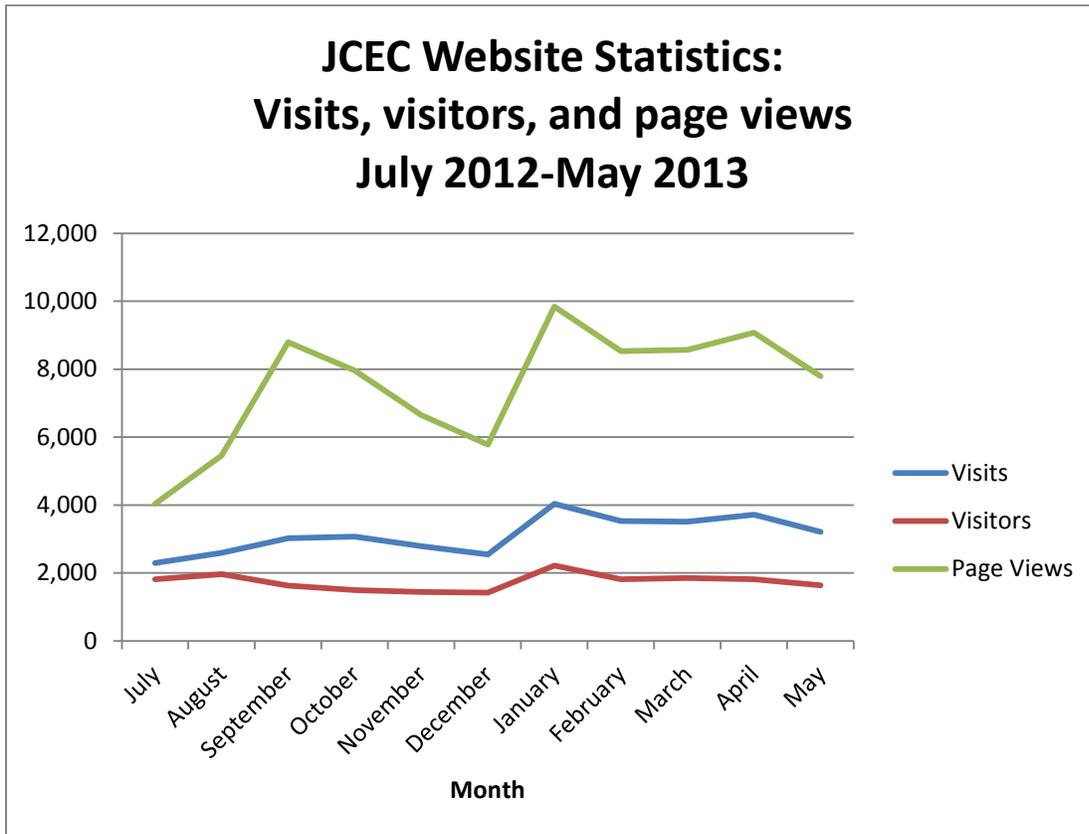
Figure 10

JCEC website statistics: visits, visitors, and page views

JCEC Website Statistics: pages per visit
July 2012-May 2013
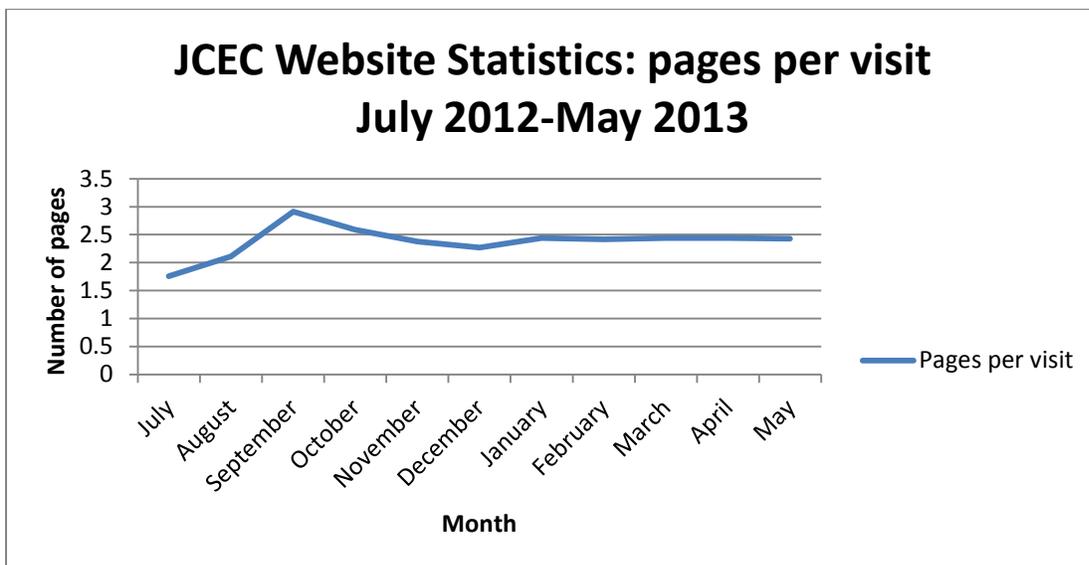
Figure 11

JCEC website statistics: pages per visit
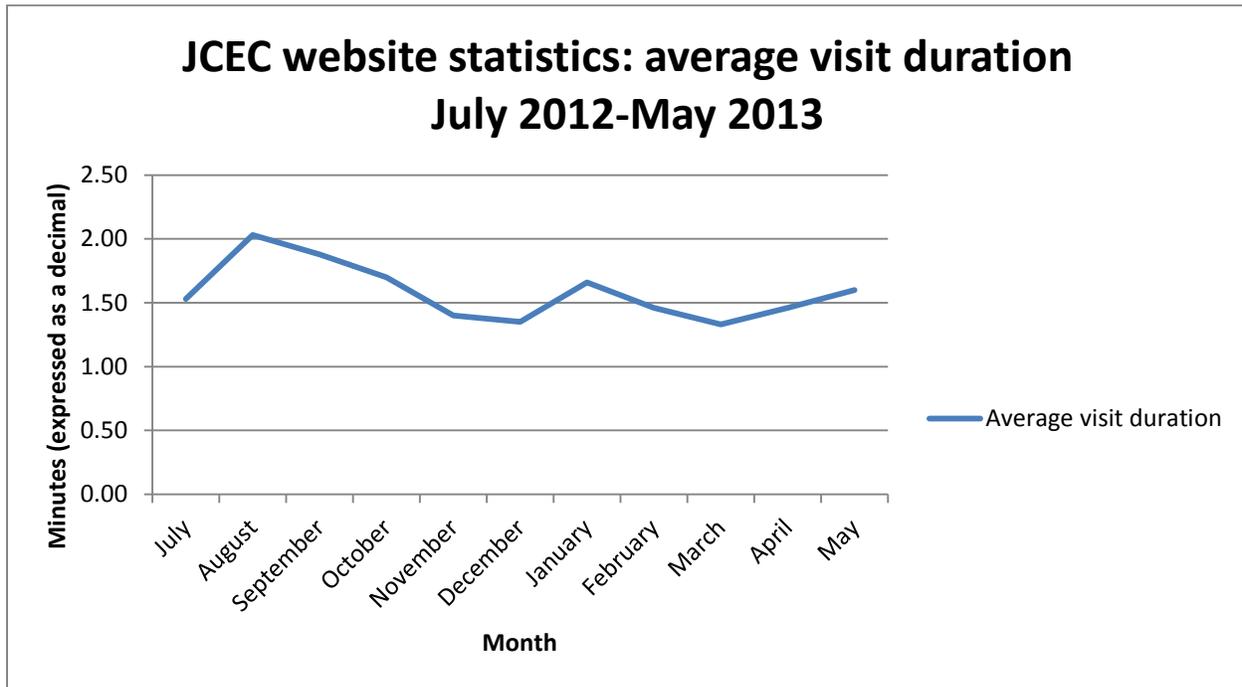
Figure 12
JCEC website statistics: average visit duration

The general trend is an increase in page views, visits, and pages per visit, with the number of visitors and the average time on page staying relatively steady. This suggests that visitors are viewing more pages than in the past. If this is true, then the steady figure for average time on page is encouraging. It suggests that visitors are spending some amount of time on each of the pages they visit, keeping this average number from falling as the number of pages viewed increases. While the overall trends are as described above, there are some interesting spikes in the data. Visits, page views, and the average number of pages viewed jumped from August to September of 2012.[15] Visits to the site increased by 16.8% and page views increased by 61%. The average number of pages viewed increased by 38%. Visits and page views have remained much higher throughout 2013 than any month in 2012 for which we have data, other than the spike in September 2012. The September spike likely relates to the outreach the head of the JCEC did for CLP and ACLA librarians and staff. The Senior Librarian offered training on the new JCEC website in late 2012 and 19 librarians, most of them from ACLA libraries, attended the training.

The new JCEC button from the CLP homepage is driving the majority of the traffic to the new JCEC portal page (Figure 7). Almost 36% of all traffic to the portal page came through the CLP homepage button, and the homepage button is responsible for the largest number of hits on the portal page.[16] The new homepage button is an example of the benefit of making sub-pages visible to patrons by linking to them directly from a highly visible location like a homepage. The consistent increase in page views and pages per visit suggests that visitors are using more of the JCEC web resources once they find them, which suggests the newly designed page is easier and more appealing to use. In addition to driving traffic to the portal page, the homepage button has one of the highest average pages per visit counts and visit duration lengths.

There are 44 non-CLP ACLA libraries. In March of 2012, we analyzed the websites of all Allegheny County Library Association (ACLA) libraries other than CLP. We found that six libraries (14%) linked to the JCEC directly in March 2012. Another five linked to CLP for technology-related content in March 2012.

Since our initial benchmarking indicated that area libraries were linking to the JCEC pages and perhaps relying on our resources, we repeated our analysis of the ACLA libraries in June 2013 to discover changes in links to the JCEC. The results of this follow-up analysis suggest that our web redesign and added content are finding a wider audience than our previous webpages. We found that 13 libraries (30%) now link to the JCEC directly. Another two libraries (4.5%) now link to the JCEC indirectly with nine of the 13 directly linking libraries (69%) linking to the redesigned resource portal (Figure 7) and three (23%) linking to the JCEC location page (Figure 13). One library had an incorrect/dead link.

Figure 13
JCEC location page

Table 5 summarizes the number of libraries linking directly and indirectly to the JCEC. As shown in the table, a much greater percentage of the total number of libraries linking to the JCEC is linking directly in June 2013 (13 out of 15 or 86%) as compared to March 2012 (6 out of 11 or 54%).

Table 4

ACLA libraries linking to JCEC (May 2012 and June 2013)

	March 2012	June 2013
Total # of ACLA libraries (not including CLP)	44	44
# of ACLA libraries linking to JCEC directly	6	13
# of ACLA libraries linking to JCEC indirectly	5	2
Total ACLA libraries linking to JCEC	11	15

Our original plans call for follow-up assessment to indicate which tutorials are viewed, which are not viewed, which are considered helpful, and which are recommended. We will analyze survey responses again in six months (December 2013) and a year (June 2014) to identify trends in usage and feedback. We may hold focus groups to publicize the tutorials further while seeking feedback from users who have viewed one or more tutorials. Finally, to assess the navigability of the redesigned JCEC pages, we may do a usability study on the JCEC pages in the coming year.

Informal Feedback

Anecdotal feedback suggests that the tutorials are making an impression at CLP and on ACLA librarians and administrators. In September 2012, shortly after we launched the new JCEC pages, the Senior Librarian emailed the ACLA to announce the new design, new content, and offer training sessions. Responses to the email were very positive. Many librarians wrote about their excitement about the new resources and JCEC look. One wrote, "Wow. Just wow. Good job, on all counts." Other librarians echoed this, writing, "WOW! Thank you so much for sharing—what a fabulous presentation of targeted materials!" and "Outstanding! This will be great for the County library personnel. Thanks for the inclusion." Email messages included words like "wow" and "awesome," and writers expressed interest in the training and the JCEC's interest in sharing these resources.

Finally, while revising this article, the DOL tweeted about her progress from her personal Twitter account. The CLP Twitter account, @CLP_tweets, replied with encouragement and enthusiasm about the tutorials (Figure 14). This unexpected response and the positive emails from CLP and ACLA librarians indicate that a more formal survey of CLP and ACLA librarians' use of the tutorials may be helpful in understanding how non-JCEC librarians use and recommend the tutorials.

Figure 14
@CLP_tweets reply about tutorials

Conclusion

The JCEC video tutorials are still new and we need to engage in continued marketing and outreach to reach the largest possible number of users. In addition to word-of-mouth marketing and the Senior Librarian's training sessions, the Digital Outreach Librarian (DOL) presented a poster session on this project at the 2012 Pennsylvania Library Association (PaLA) annual conference and followed up with a number of interested librarians who stopped to discuss the project. We encourage other librarians to link to our tutorials, make use of these best practices, and pursue their own tutorial projects as funding and staffing allow. We believe in collaboration and connecting, not operating in isolation and reinventing the wheel. We stress that video tutorials are not a static creation. Updates and re-creation are part of the workflow and any project should assume that a finished tutorial should be evaluated and may need to be redone, edited, replaced, or discarded.

We used these best practices to offer training to interested CLP librarians and staff members, and the DOL has applied these best practices in her new position at Carnegie Mellon University (CMU) Libraries. She has used them to create an ongoing series of video tutorial training workshops for CMU librarians and library staff members. We are confident that these best practices will be a valuable resource for libraries throughout and beyond Pennsylvania. We are always interested in hearing from other libraries and are eager to answer questions about this article, our project, the proposed best practices, or anything related to video tutorials, web redesign, or resources for job seekers.

Notes

[1] Current JCEC hours: Monday-Thursday 10 a.m.-8 p.m., Friday-Saturday 10 a.m.-5:30 p.m., and Sunday 12 p.m.-5 p.m.

[2] The San Francisco Public Library pilot project on video tutorials in the public library did produce a best practices document, but it has not been published as an article.

[3] We recognize that not all users have access to a computer or Internet in their homes (Zickuhr & Smith, 2012). This limitation is another reason we do not advocate replacing a class with a tutorial. Of course, we also recognize that budgetary concerns, space issues, or other institution-specific situations may suggest replacing a service with digital content. That is not, however, our focus here.

[4] The 2013-2014 PA Budget is the "first time in six years" that libraries have seen increases in funding in Pennsylvania (G. Miller, personal communication, July 2, 2013).

[5] We did not look for or include job-search tutorials available from academic libraries or university career centers since those tutorials are more likely to focus on job seekers with at least a college degree.

[6] Camtasia Studio has a PowerPoint Add-In that makes recording presentations straightforward and smooth.

[7] Based on in-house statistics collected.

[8] The job "tutorials" at the Orange County Public Library are labeled "self-paced online classes" and require a library card to access. We viewed them using a guest pass arranged by a librarian after we contacted them about our project.

[9] All of these features are possible using the Camtasia Studio software. For other software applications that support these features, see Wakimoto and Soules (2010) (still relevant, though somewhat dated) and Oud (2011).

[10] For example, the San Francisco Public Library tutorial project produced three tutorials with some confusing inconsistencies (visual and script). According to a librarian who worked on the project, the tutorials were "bogged down in committee."

[11] After working at CLP, the DOL was hired by Carnegie Mellon University (CMU) Libraries, where she has used these best practices with success. Some CMU tutorials are created by a single person, some by pairs, and one project is being created with the DOL as a consultant. In this last example, one person is writing the script and creating the final tutorial but a third person is providing the voice narration. Using this last method, three tutorials were created in only a few months (no one involved in the project has tutorial creation as their primary job responsibility). CMU Libraries created eight tutorials in 4-5 months.

[12] This seems to be a commonly accepted idea, with the further assumption that "sound can make or break your video" (see batescreative.com/blog/10-tips-for-using-video-as-a-content-marketing-tool and contentmarketinginstitute.com/2012/08/5-tips-for-creating-professional-quality-audio-content). There is less clear research that indicates this assumption is still true (if it was true before). Frater, Arnold, and Vahedian's (2001) research suggests that there is a link between audio and video quality perception but mention that further research is needed to determine if sound quality is important (the original research used "high-quality audio") (p.1062).

[13] Audacity is "free, open source, cross-platform software for recording and editing sounds." You can download it at audacity.sourceforge.net. We recommend using Audacity to record and edit your narration; export the file as an .mp3 for use in Camtasia. For an introduction to Audacity, we recommend the 01:45:00 lynda.com Audacity course.

[14] As of June 2013, the page as shown here is no longer available.

[15] CLP switched from Webtrends to Google Analytics in July 2012 to track website traffic. According to the CLP IT department, a "true comparison" between the data sets is not possible "as the two systems don't count things the same" way (E. Wolfe, personal communication, June 24, 2013).

[16] For the period January 1, 2013-July 9, 2013, tracked through Google Analytics.

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APPENDIX A: Public Library Websites Searched for Video Tutorial Content

Table A1

Public library websites searched for video tutorials (March 2012), showing the presence of job centers and/or video tutorials (ordered alphabetically)

Library name	Location	Job Center	Job-related video tutorials	Website (June 2013)
Allegany County Library System	Cumberland, MD	N	Y	http://www.alleganycountylibrary.info/
Allen County Public Library	Fort Wayne, IN	N	N	www.acpl.lib.in.us/
Boston Public Library	Boston, MA	Y	N	www.bpl.org/
Brooklyn Public Library	Brooklyn, NY	Y	N	www.brooklynpubliclibrary.org/
Broward County Libraries Division	Broward Co., FL	Y	N	www.broward.org/library/
Buffalo & Erie County Public Library	Buffalo, NY	Y	Y	www.buffalolib.org/
Chicago Public Library	Chicago, IL	Y	N	www.chipublib.org/
Cleveland Public Library	Cleveland, OH	Y	N	www.cpl.org/
County of Los Angeles Public Library	Los Angeles, CA	N	N	www.colapublib.org/
Cuyahoga County Public Library	Parma, OH	N	N	www.cuyahogalibrary.org/
Dallas Public Library	Dallas, TX	Y	Y	dallaslibrary2.org/
Detroit Public Library	Detroit, MI	Y	N	www.detroit.lib.mi.us/
District of Columbia Public Library	Washington, DC	Y	Y	www.dclibrary.org/
Fairfax County Public Library	Fairfax Co., VA	Y	N	www.fairfaxcounty.gov/library/
Flint Public Library	Flint, MI	Y	N	www.fpl.info/

Franklin Park Public Library	Franklin Park, IL	N	N	www.franklinparklibrary.org/
Free Library of Philadelphia	Philadelphia, PA	Y	N	www.freelibrary.org/
Harris County Public Library	Harris Co., TX	Y	Y[a]	www.hcpl.net/
Hawaii State Public Library System	Hawai'i	N	N	http://hawaii.sdp.sirsi.net/custom/web/
Hennepin County Library	Minnetonka, MN	Y	N	http://www.hclib.org/
Houston Public Library	Houston, TX	Y	N	http://catalog.houstonlibrary.org/
Jacksonville Public Library	Jacksonville, FL	N	N	http://www.jaxpubliclibrary.org/welcome.html
Kansas City Public Library	Kansas City, MO	Y	N	http://www.kclibrary.org/
King County Library System	King Co., WA	Y	Y[b]	http://www.kcls.org/
Las Vegas--Clark County Library System	Las Vegas, NV	N	N	www.lvccld.org/
Los Angeles Public Library	Los Angeles, CA	Y	N	www.lapl.org/
Loveland Public Library	Loveland, CO	Y	N	www.lovelandpubliclibrary.org/
Maine State Library	Augusta, ME	N	Y	www.maine.gov/msl/
McAllen Public Library	McAllen, TX	Y	Y[c,d]	http://www.mcallenlibrary.net/
Miami-Dade Public Library System	Miami-Dade Co., FL	N	N	http://www.mdpls.org/
Mid-Continent Public Library	Kansas City, MO area	N	N	www.mymcpl.org/
Middleton Public Library	Middleton, WI	N	N	www.midlibrary.org/
Montgomery County Public Libraries	Montgomery Co., MD	N	N	www.montgomerycountymd.gov/library/
New York Public Library	New York, NY	Y	N	www.nypl.org/

Newark Public Library	Newark, NJ	Y	N	www.npl.org/
Orange County Library System	Orlando, FL	N[e]	Y	www.ocls.info/
Phoenix Public Library	Phoenix, AZ	N	N	www.phoenixpubliclibrary.org/
Pima County Public Library	Tucson, AZ	Y	N	www.library.pima.gov/
Providence Public Library	Providence, RI	Y	N	www.provlib.org/
Public Library of Cincinnati and Hamilton County	Cincinnati, OH	N	N	www.cincinnatilibrary.org/
Queens Borough Public Library	Jamaica, NY	Y	N	www.queenslibrary.org/
Richland County Public Library	Columbia, SC	Y	Y[f]	http://www.richlandlibrary.com/
Riverside County Library System	Riverside Co., CA	N	N	www.rivlib.info/
Sacramento Public Library	Sacramento, CA	Y	N	www.saclibrary.org/
San Antonio Public Library	San Antonio, TX	Y	Y[c]	www.mysapl.org/
San Bernardino County Library	San Bernardino, CA	N	N	www.sbcounty.gov/library/
San Diego County Library	San Diego, CA	Y	N	sdcl.org/
San Diego Public Library	San Diego, CA	Y	N	www.sandiego.gov/public-library/
San Francisco Public Library	San Francisco, CA	Y	Y	sfpl.org/
Tampa-Hillsborough County Public Library System	Tampa, FL	Y	N	www.thpl.org/

[a] "Tutorial" in this case is a slide show.

[b] "Tutorial" in this case is videos, not screencasts.

[c] This library links to external video tutorials.

[d] This library uses podcasts (audio-only presentations) to present job search instruction.

[e] It was not clear whether this library had a dedicated job center.

[f] Richland County Public Library no longer has job tutorials on its website.

      In March 2012, 12 out of 50 (24%) libraries offered job-related tutorials. Only seven (14%) offered tutorials created in-house. The other five linked to external video tutorials, used podcasts, or used slideshows. Most libraries did not offer tutorials on job topics.
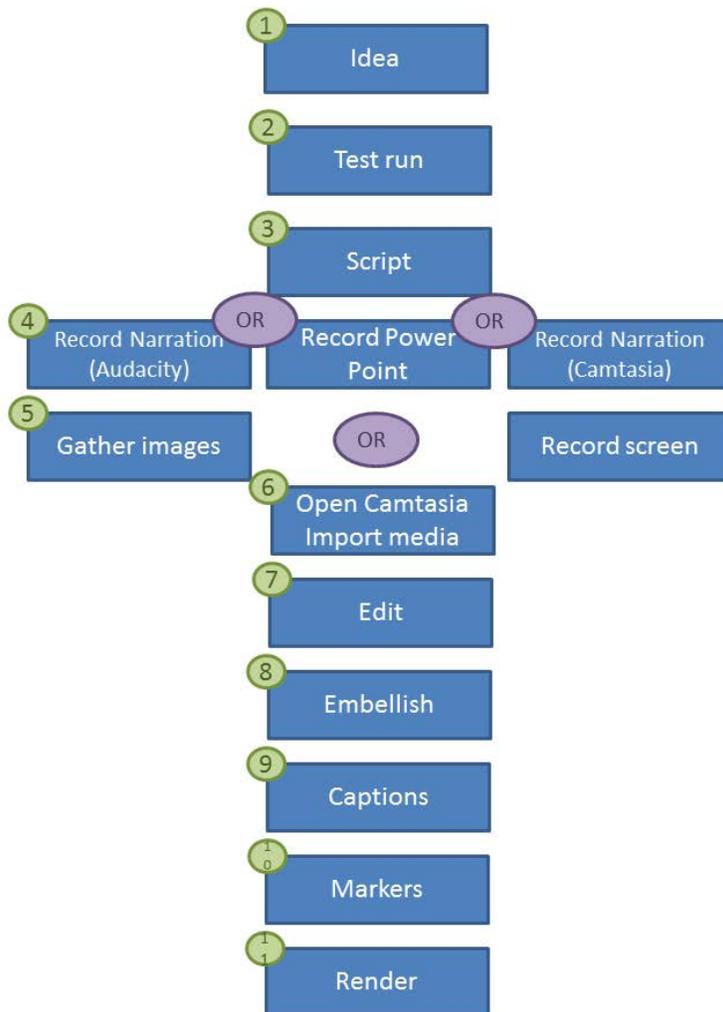
APPENDIX B: Tutorial workflow

Figure B1
Tutorial workflow graphic

The language of this workflow assumes use of Camtasia Studio. If you use different software, the workflow would be the same, with adaptations for application-specific processes. For example, you can create captions in Camtasia with a .txt file and the Camtasia syncing feature. In another application, the process may differ. We would still recommend adding captions and table of content elements after the audio, video, and embellishments are complete.

The proposed workflow emphasizes strong planning before tutorial creation begins. The Idea and Test run steps are iterative and can take a lot of time, especially when the tutorial is being planned by more than one person. The Script step can also be iterative; you may need multiple drafts of a script before you are ready to record the narration and create the video tutorial.

1. Idea—what is the focus of your tutorial? Choose one specific topic/learning objective.

2. Test run—do the planned process, analyzing and noting each distinct step involved.

3. Script—write a script (see Appendix C). Save an unformatted copy as a .txt file (for creating captions).

4. Record the narration—record the audio (using Audacity or another application) and/or the PowerPoint presentation.

5. Gather image (PNG) files—create screenshots as necessary AND/OR record video.

6. Open Camtasia and import all needed media (images, audio, and video).

7. Edit—as you add media pieces, edit out any "dead" areas in your video (or audio).

8. Embellish/emphasize—as you add media pieces, add callouts, zooms and pans, visual effects, and transitions.

9. Captions—once the tutorial is finished, add captions using the .txt file from step #3.

10. Markers—after you add the captions, add markers (for creating a table of contents).

11. Render—render the tutorial.

APPENDIX C: Sample Video Tutorial Script

Text-only script

All JCEC video tutorials used a text-only script, with bracketed section headers indicating changes in visual content (e.g., new slide, new web page, new image).

Job & Career Education Center Tutorial Series

"LinkedIn Basics" by DOL

[Welcome]

Welcome to "LinkedIn Basics" presented by the Job and Career Education Center at Carnegie Library of Pittsburgh. My name is [_____].
The goal of this tutorial is to give you a brief explanation of how to sign up for and get started with LinkedIn, a free professional networking site. LinkedIn offers a number of tutorials to help you; check out our Networking page for direct links.

[LinkedIn homepage]

If you're ready to sign up for LinkedIn, start at www.linkedin.com.
To sign up, you'll need to provide your first name, last name, email address, and create a password.
When you've entered the required information, click "Join Now."

[Building a profile]

Once you've signed up, you'll need to add information to have a complete profile. Complete profiles are more likely to help you establish connections using LinkedIn.
A 100% complete profile includes a photo, an executive summary, education information, 3 recent positions, and 3 recommendations.
To get started with your profile, go to "Profile" and click "Edit Profile."
As you add information, be careful about including contact information; email, phone numbers, and addresses may be visible to others. The email address you use to sign up will only be visible to users you connect with.
You can track your progress as you build your profile by watching the "profile completeness" bar on the right-hand of your profile.

[After your profile is complete]

As soon as you start working on your profile, you can start connecting with other LinkedIn users. You can search for them and request a connection.
You can also join groups in order to further extend your network.
To get the most out of LinkedIn, see their tutorials and tips for a better, more effective LinkedIn experience.
If you need more help with LinkedIn, please see our Networking page, with links to tutorials and tips created by LinkedIn, or ask a librarian!

[Contact]

If you have questions about this tutorial, please contact the Job & Career Education Center at 412-622-3133 or jcec@carnegielibrary.org.
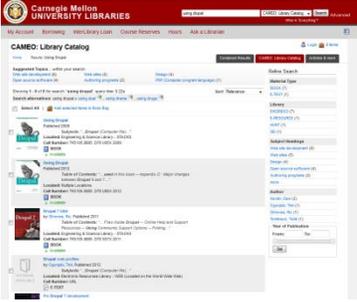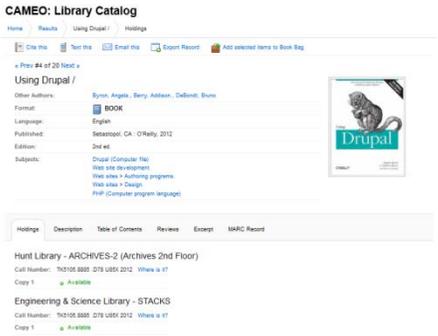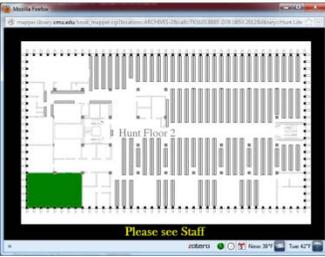
[Thank you]

Thank you for watching this tutorial. Please help the Job & Career Education Center by completing a brief survey.
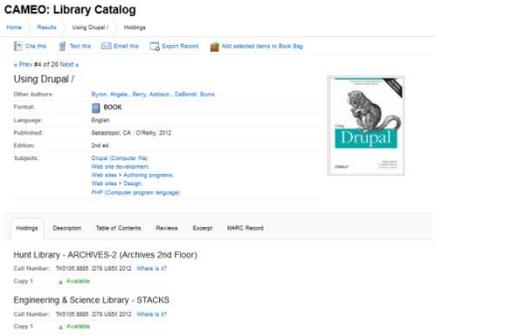
Storyboard script

In her new position at CMU Libraries, the DOL began using storyboard scripts, as recommended by TechSmith, makers of Camtasia Studio.

1.	Title	Do you need to find a book in the library?
	Carnegie Mellon University — University Libraries — How do I... FIND A BOOK?	My name is [_____] and this tutorial will guide you to the information you need to find the book you're looking for.
		I'll also talk about some tools the library's created to help you.
2.	CAMEO search: **using drupal** Callout: **search.library.cmu.edu** Zoom in: CAMEO search box Sketch square callout: search area Short video: select CAMEO from drop-down menu Sketch circle callout: **Search**	The first thing you'll need to do is search for the book in CAMEO, the library catalog.
		Go to the library's homepage at search.library.cmu.edu.
		Enter your title in the search box.
		Select **CAMEO: Library Catalog** from the drop-down menu.
		Click **Search**.

3.	CAMEO results	In the results page, find the book you want.
		In this example, I'm looking for the 2012 edition of *Using Drupal*.
		When you look at the item in the results list, you can see whether the item is available.
	PIP: individual result	
		There are also areas called **Located** and **Call Number**.
		You'll need the information from both of these areas.
	Highlight callout: availability	
		In this example, the **Located** area just says **Multiple Locations**, which isn't what I need.
	Highlight callout: **Located** then **Call Number**	
		To find helpful location information, I'll need to open the full item record.
	Highlight callout: **Multiple Locations**	
	Sketch circle callout: book title	
		To open the full item record, click on the book title.
4.	Individual record	Once you open the full item record, you can find all the information you need, as well as a couple of helpful library tools.
		In the **Holdings** section, you'll find the call number and locations of the book.

Zoom in: **Holdings**	In this example, there's one copy in the Hunt Library and one copy in the Engineering & Science Library.
Highlight callout: Hunt then E&S Zoom out	Both are available, so you can choose which one to get.
	You'll need the call number.
Zoom in: **Text this**	Write it down or use our **Text this** feature to send the call number to your phone.
	Enter your phone number without dashes and select your carrier from the drop-down menu.
Sketch square callout: phone # and carrier Sketch circle callout: **Send**	Click **Send**. The location and call number will be sent to you via text—quick, easy, paper-free.
Zoom out	If your book is in Hunt, note which floor it's on. You can also use the **Where is it?** feature to see which shelf or area the book is in.
Zoom in: **Holdings** Highlight: 2nd floor Sketch circle callout: **Where is it?**	A pop-up window will appear and the book's location will flash in green.
Video clip:	If the book is in Engineering & Science, Mellon, or SEI, there's only one floor. You just need to find the correct row in the library.
	Now you have all the information you need.
Highlight callout: Engineering & Science	You have the location and the call number! But…what does that number really mean and how do you use it?

5.	Individual record: text and reading a call number	A call number is a book's address in the library.
	CAMEO: Library Catalog	
		If you feel a little lost, that's normal--call numbers can be confusing!
		Carnegie Mellon uses the alphanumeric Library of Congress classification system.
		The basic rule is to read the call number alphabetically and then numerically.
	Zoom in: call number	
	Highlight callout: individual sections of call number	First, go to the correct alphabet range. In this example, it's TK.
	Hotspot callout: link to Kristin's call # tutorial (open in a new window)	
		Then, go to the numeric range within the TKs. In this example, it's 105.8885.
		Continue to read the call number sections alphabetically and then numerically.
		If you get stuck, please ask a librarian!
		For more information about call numbers, please see our call number tutorial and example videos.

6.	Contact us	If you have questions about this tutorial, please contact us at 412-268-2442 or huntref@andrew.cmu.edu.
7.	Thank you Hotspot callout: link to survey	Thank you for watching this tutorial. Please help the University Libraries by completing a brief survey.

APPENDIX D: Tutorial Survey Questions

The survey is available at http://bit.ly/19ZsNex

[drop down menu to select tutorial title]

Is this the first online tutorial you have watched? [Y/N]

If #2 is Y:

Did the tutorial you just watched help you learn about the topic? [drop down menu with scale: "No, not at all," "Not really," "Maybe," "Yes, some," and "Yes, I learned a lot"]

Would you recommend this tutorial to a friend, family member, or co-worker? [drop down menu with scale: "No, not at all," "Probably not," "Maybe," "Probably yes," and "Yes"]

What is your zip code?

Please share any other feedback, comments, or suggestions you have.

[Submit]

If #2 is N:

Have you viewed other CLP tutorials? [Y/N]

How many online tutorials have you viewed? (Please tell us how many online tutorials (from CLP or other sites) you have viewed.) [drop down menu with "1 to 3" to "10 or more"]

[Continue to same questions as if #2 were Y]