

## Robert Lundeen OSU Library Faculty Development Grant Report

Please submit the following within 2 months of the project's completion:

- Report (form below – submit to Lundeen Fund Review Committee)
- Executive Summary of Accomplishments and Evaluation for donor report (500 words maximum – to University Librarian)

### END OF FUNDING PERIOD REPORT

**TITLE OF PROJECT:** POS Instructional Modules for Public Services – Pilot Project

**Applicant(s)** Hannah Rempel, Margaret Mellinger, Paula McMillen,

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**Time Period of Grant** November 2007 – December, 2008

**Amount of Award Received** \$2100

#### I. ACCOMPLISHMENTS and EVALUATION

- Describe what was achieved during the time period of the grant.

The overall purpose of this grant was to create a point-of-service pilot video to help guide students through the process of using tools in the library. Many of our students have not used a library this big before and are unfamiliar with everything from how to make copies to how to search in our article databases. As library employees we have tried to simplify using our library through written instructions and by being available both online and at the reference desk, but we are always looking for new ways to help students. We hoped that a visual demonstration of one of these tasks would help students learn how to use our tools better and would help make them more confident library users. In order to accomplish this, we began by polling front line staff from the ULLIA and RCIS departments to determine what library tool to demonstrate in our point-of-service video. They provided us with a list of options, and based on this information we chose to use the add-value machine for our pilot project. The add-value machine is a Diebold machine that allows patrons to add cash value to their OSU ID cards or a purchased copy card. This machine has been a real challenge for many users, and library staff often field questions about the process or must personally help patrons use the machine. We felt that this was a perfect test case for a point of service help video.

Here is a photo of the type of add-value machine used in the OSU Libraries



Once we decided on making an instructional video for using the add-value machine, we explored what equipment would best meet our needs for displaying the video. We talked with members of the Emerging Technologies and Services department to see what equipment they already had available and to see if it would be possible to configure a touch screen setup so that patrons could activate the video. We visited the OSU Open Source Lab's control room and noted how they installed a touch screen monitor for people to get information about the lab. Based on our discussions we were able to proceed with a combination of used equipment and some new equipment for mounting the monitor. Facility services staff mounted the appropriate brackets. We also determined that a web-based video would be the most appropriate way to host the video. The infrastructure for hosting a web-based video was already in place in the copy room where the add-value machine was located, simplifying our set up process. This method would also enable us to get statistics about the number of times the video was viewed.

Next we began working with reference desk student workers to create the video. We gave the students a summary of the project and directions on how they should go about creating a script for the video, a plan for documenting how to use the video recording equipment, and a plan for editing the video. Students created the script, recorded a draft of the video and explored options for editing the video during winter quarter. During spring quarter a final version of the video was created and the video was edited during the summer term. The video was installed on the touch screen in December 2008, and has been in place for testing since that time.

The results of this are inconclusive and somewhat disappointing. First of all working with the students to produce the video was extremely difficult, even with one of our best students. Secondly, the technology we needed to get the video to display on the monitor was not apparent at the outset, and we had to go through a process of trial and error before we had success. And finally, Web statistics for the video show that it has not been frequently used. There are also technical issues with the video screen not displaying the opening screen for the video at all times. While we still think point of service instructional videos could be beneficial for our users, we are not certain that the time and effort required to produce, support and maintain them justifies expanding this pilot project.

## **II. IS YOUR PROJECT COMPLETED?**

**Yes X      No**

## **III. FINANCIAL STATEMENT**

Explain how the funds were spent. Attach your original budget and indicate how well your estimates matched with actual expenditures. Receipts or documentation of expenses are desirable but not essential.

### **Original Budget**

Total amount requested from Lundeen Award Fund: \$3,500

Other funding obtained or expected (amount and source)

Salaries: student hourly salary (\$800), OSU Facilities charge for installation of video monitors (\$400)

Supplies/equipment: video/DVD monitor/player (\$1000); rent/buy cameras (\$600) ; video editing equipment/software (\$500); wiring/cables \$200)

<b>Actual Budget</b>	
OSU Facilities installation of monitor	\$76.50
Arm for mounting monitor	\$119.11
Monitor	Re-used touch screen monitor acquired for another project
Supplies/equipment	Used equipment and software that was available on campus. Did not purchase equipment or software.
Salaries	Reference Desk Students worked on script, filming and editing during their regular work hours
<b>Total spent</b>	<b>\$195.61</b>

#### IV. SHARING YOUR PRODUCT/RESULTS

What are your plans for disseminating the results of your work? If it will be a web page or product, or published article or book, when will it be available to the public? Include citations/URLs if known.

- Point of Service Instruction Video online link:  
[http://osulibrary.oregonstate.edu/POS/POS\\_screen.html](http://osulibrary.oregonstate.edu/POS/POS_screen.html)
- Rempel, Hannah and Margaret Mellinger. Learning from Safeway and JetBlue: Libraries and Self-Service. Presented at Online NW, February 13, 2009. Attended by 44 people and according to the conference organizers, the presentation “was particularly well received.” Audio-recorded by Multnomah Public Library.  
<http://ir.library.oregonstate.edu/jspui/handle/1957/11039>

#### V. NOTE

Information included in this report may be reprinted or posted on the web for dissemination.

Adapted from Librarians Association of the University of California Research Grants Program  
<http://www.ucop.edu/lauc/committees/rpd/endoffundingreport.doc>