

Camera Rolls:

ESOL Student Library Orientation

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NUTRITION INFORMATION

Introduction: Based on information and instructions provided by the librarian and class instructor, English for Speakers of Other Languages (ESOL) students write their own script and use their smartphones to make a two-minute orientation video to teach their classmates how to find, borrow, and renew books. Students enjoy using smartphones or video cameras as media to post information. This fun group activity uses a familiar tool for ESOL students to make sense of their library collections and basic services.

NUMBERS SERVED

20 students: Four groups of five students. Two groups work on the same topic.

COOKING TIME

One hour

DIETARY GUIDELINES

This activity provides opportunities for ESOL students to:

- Speak with staff at library service desks and remove barriers between students and librarians.
- Use the library catalog to locate books and understand how books are organized.
- Practice reading comprehension and public speaking.

- Teach and empower their peers through their videos.

ACRL FRAMEWORK ADDRESSED

- Searching as Strategic Exploration
- Information Creation as a Process

MAIN INGREDIENTS

- Students bring their smartphones or video cameras, tripods, selfie sticks, and peripheral devices to connect to library computers
- Librarian and instructors prepare sets of information for each group
- Tables for group work
- Props such as mascot, cardboard, markers, etc.
- Computers with video and image capture apps; for example, Jing

MAIN COOKING TECHNIQUE

Active learning, flipped jigsaw, group participation, storytelling, reflective questioning

PREPARATION

- Pre-test and post-test (<http://bit.ly/1WIUNvO>)
- Instructions and grading rubric for producing videos to:
 - » Find books (<http://bit.ly/1WIVaXf>)
 - » Borrow and renew books (<http://bit.ly/25SPLi3>)

- Summative assessment rubric (<http://bit.ly/1Ub1UcO>)

COOKING METHOD

1. Librarian will:
 - a. Administer pre-test clicker survey.
 - b. Introduce the aims of the two activities.
 - c. Remind students to read the step-by-step instructions sheets, especially the tips.
 - d. Provide examples of what they can do; stress that planning is most important.
 - e. Assure students that their videos will not be published. (10 minutes)
2. Students, in their groups, will:
 - a. Decide on style and choice of props, if using.
 - b. Write script and storyboard.
 - c. Shoot video. (30 minutes)
3. Screen videos. (four 2-minute videos)
4. Group reflection questions:
 - a. What were some problems your group encountered?
 - b. What did your group learn from completing this video?
 - c. What did you enjoy most?
 - d. Post-test survey. (10 minutes)

ALLERGY WARNINGS

- Students tend to spend more time videoing than planning.
- Some personal equipment may not be compatible with library equipment.
- Time may be needed to sync different user interfaces, smartphones, and projector.

CHEF'S NOTE

Having two groups working on the same topic is not repetitive because each group is likely to present the information in a different way. This contributes to a richer learning experience for their peers.

ADDITIONAL RESOURCES

- Benedict, L., & Pence, H. (2012). "Teaching chemistry using student-created videos and photo blogs accessed with smartphones and two-dimensional barcodes." *Journal of Chemical Education*, 89(4), 492–496.
- Greene, H., & Crespi, C. (2012). "The value of student created videos in the college classroom: An exploratory study in marketing and accounting." *International Journal of Arts and Sciences*, 5(1), 273–283.