



Faculty Use of Moving Images

in teaching and learning and their perceptions of the library's role in that use

New Jersey Library Association

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Jane Otto

Rutgers University Libraries

University Faculty Describe Their Use of Moving Images in Teaching and Learning and Their Perceptions of the Library's Role in That Use

Jane Johnson Otto

The moving image plays a significant role in teaching and learning; faculty in a variety of disciplines consider it a crucial component of their coursework. Yet little has been written about how faculty identify, obtain, and use these resources and what role the library plays. This study, which engaged teaching faculty in a dialogue with library faculty, revealed a gap between faculty's film and video information retrieval needs and provision of access by the library. Ultimately, the findings of this study can inform and transform library practices to make more moving images available for use in coursework and research.



urs is a culture pervaded by images. The moving image, in particular, surrounds us: on television, on the web, via mobile devices, and, increasingly, in teaching and learning. Use of video in higher education is accelerating rapidly; it is expected to increase further, and the demand for educationally targeted video archives and services is high.¹ In a culture where processes of media creation, distribution, and consumption are faster and cheaper than ever before,² faculty more and more are integrating moving images into the classroom, as a way of informing discussion, enriching understanding, and bridging the generational divide that can mark both media fluency and faculty/student relations.

It is surprising, then, that so little has been written on faculty use of moving images: how they are used, by whom, and why, what types are favored, where faculty identify and obtain appropriate titles, the role of the library catalog, and barriers to use. Without these data, it is difficult to define the library's role in this increasingly important aspect of the educational process. In fact, a 2009 Intelligent Television report on video use in higher education reveals that, of all obstacles to video use cited by faculty, a substantial number were rooted in library services: the library lacked copies; the library catalog was poor; there was inadequate information about library acquisitions.³

This paper reports findings from a discussion forum, survey, and interviews

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Moving Images at Rutgers

- 30 libraries spread all over the state
- 20K titles in 5 libraries on 5 campuses, but mostly in the Media Center (New Brunswick)
- Variety of formats, platforms, restrictions, etc.
- Discovery tools scattered
- Where a title is listed can be a function of subject, provenance, authorship, acquisition workflow
- Record displays

The Libraries at a Crossroads

- Staff changes
- forthcoming changes to cataloging rules and systems
- proliferation of streaming video

**Comments can make a difference
in transforming video cataloging, availability, and use**



"It's a challenge to get undergraduates, who take the video material at face value, to look at the videos critically as texts reflecting points of view just like the texts they read. But they appreciate very much acquiring these critical skills." Louisa Schein, Anthropology and Women's Studies

"The overwhelming majority of students state in their evaluations that they like the use of films, (because) films help to clarify issues, make substantive points, and round-out material that is presented in lectures and readings." Richard Wilson, Emeritus, Political Science

"Students often spend far more time exposed to television and movies than they do to printed texts, yet they are far less equipped by their academic training to deal critically with those visual texts so central to our culture. I believe that students at every stage of their education from pre-school through graduate school should be taught how film and television work, and how best to understand and interpret those texts." Leslie Fishbein, American Studies and Women's Studies

RUTGERS
University Libraries

FACULTY FORUM ON VIDEO IN THE CURRICULUM

THURSDAY, OCTOBER 20, 2011

12:00 TO 2:00

ALEXANDER LIBRARY - PANE ROOM

WITH TELECONFERENCING TO DANA AND ROBESON LIBRARIES

This forum will include presentations by three faculty members, who will set the stage for a moderated open discussion designed to solicit faculty perspectives on how they use video, its impact on their teaching and scholarship, how they identify titles, where they obtain video content, and how the Libraries might support increased faculty use of video.

ULLA D. BERG, *Latino & Hispanic Caribbean Studies and Anthropology*

Professor Berg's research interests include migration, globalization, media, and Latino Studies. She is the co-editor of *El Quinto Suyo: Transnacionalidad y Formaciones Diaspóricas en la Migración Peruana* (IEP, 2005) and a filmmaker of documentaries, including *Waiting for Miracles* (2003).



RICHARD KOSZARSKI, *English and Cinema Studies*

Professor Koszarski's research interests include the American film industry, and cinema and museology. He is editor-in-chief of the journal *Film History*, and the author of *Hollywood on the Hudson: Film and Television in New York from Griffith to Sarnoff* (Rutgers, 2008).

DEEPA KUMAR, *Journalism and Media Studies*

Professor Kumar's research interests include political Islam, imperialism, globalization, class, gender and media. She is author of *Outside the Box* (Illinois, 2007), and the forthcoming *Islamophobia and the Politics of Empire* from Haymarket Books.



For more information, please contact Jane Otto at JJOtto@rulmail.rutgers.edu or 732 445 5904.
Lunch will be provided to attendees on all three campuses. Space is limited and reservations are encouraged.
RSVP by October 14 to jsloan@rulmail.rutgers.edu or events@rulmail.rutgers.edu
or call 732-932-7505 or 848-932-5037

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- Range of classes: intro surveys to smaller scale seminars and production courses
- Using clips short docs, feature films from the library, her own personal collection, YouTube & other online videos
- Teaching research methods and how to effectively incorporate video in ethnographic field work, using her own research footage as example

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- Increase media literacy
- Pedagogical tool to explain abstract concepts
- Reclaim lapsed attention in very long class sessions
- Bring distinguished lecturers into the classroom



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- Cinema studies
- Analogy with art
- Studying film as film, not used as media adjuncts to primary course of study
- Classical tradition
- Need for artifacts

The Survey

- 17 questions
- Media Center (300) contacts
- Other faculty (via library liaisons)
- 250 completed the survey

Literature review

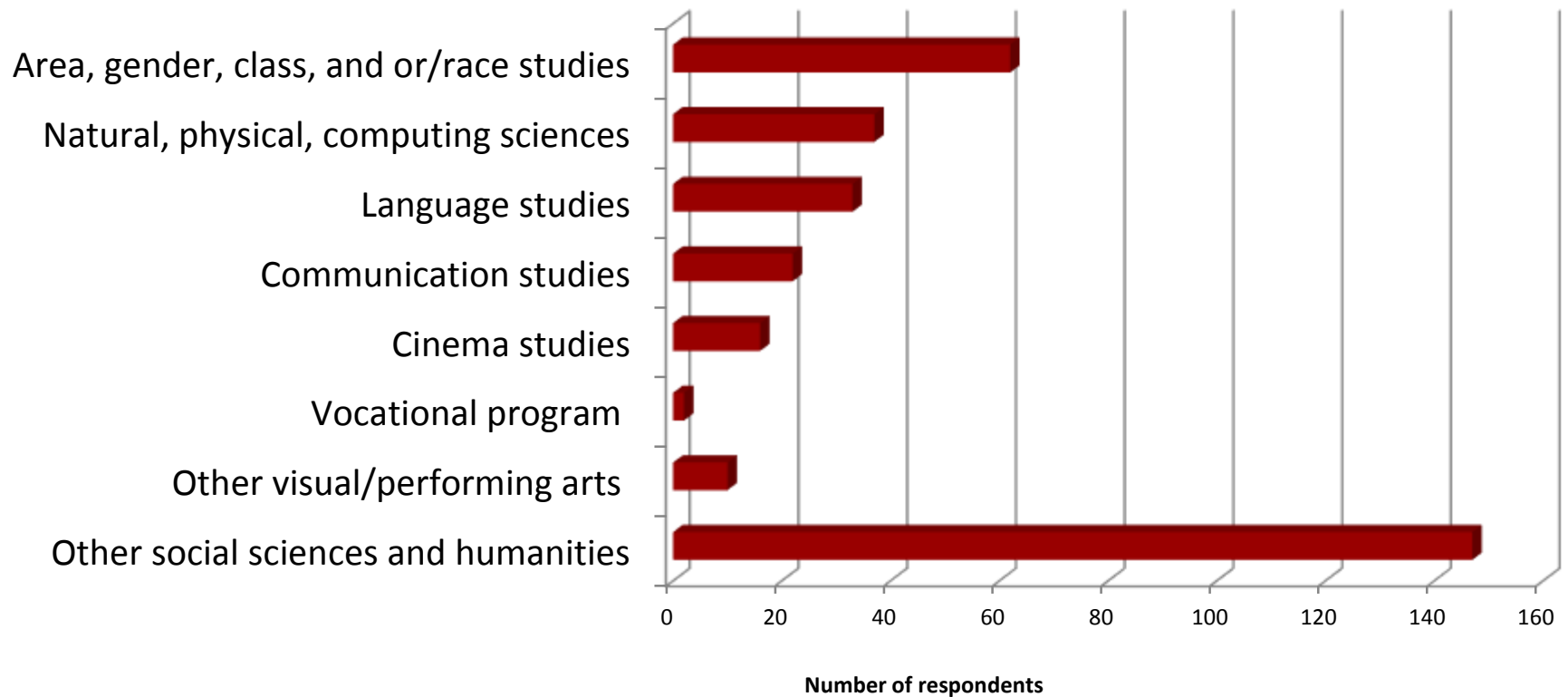
- Sheppard (2003)
 - Lack of metadata
 - Technical issues
- Barford and Weston (1997)
 - Selection & acquisition independent, individualistic
 - Confusion as to stewardship of resources

Literature review

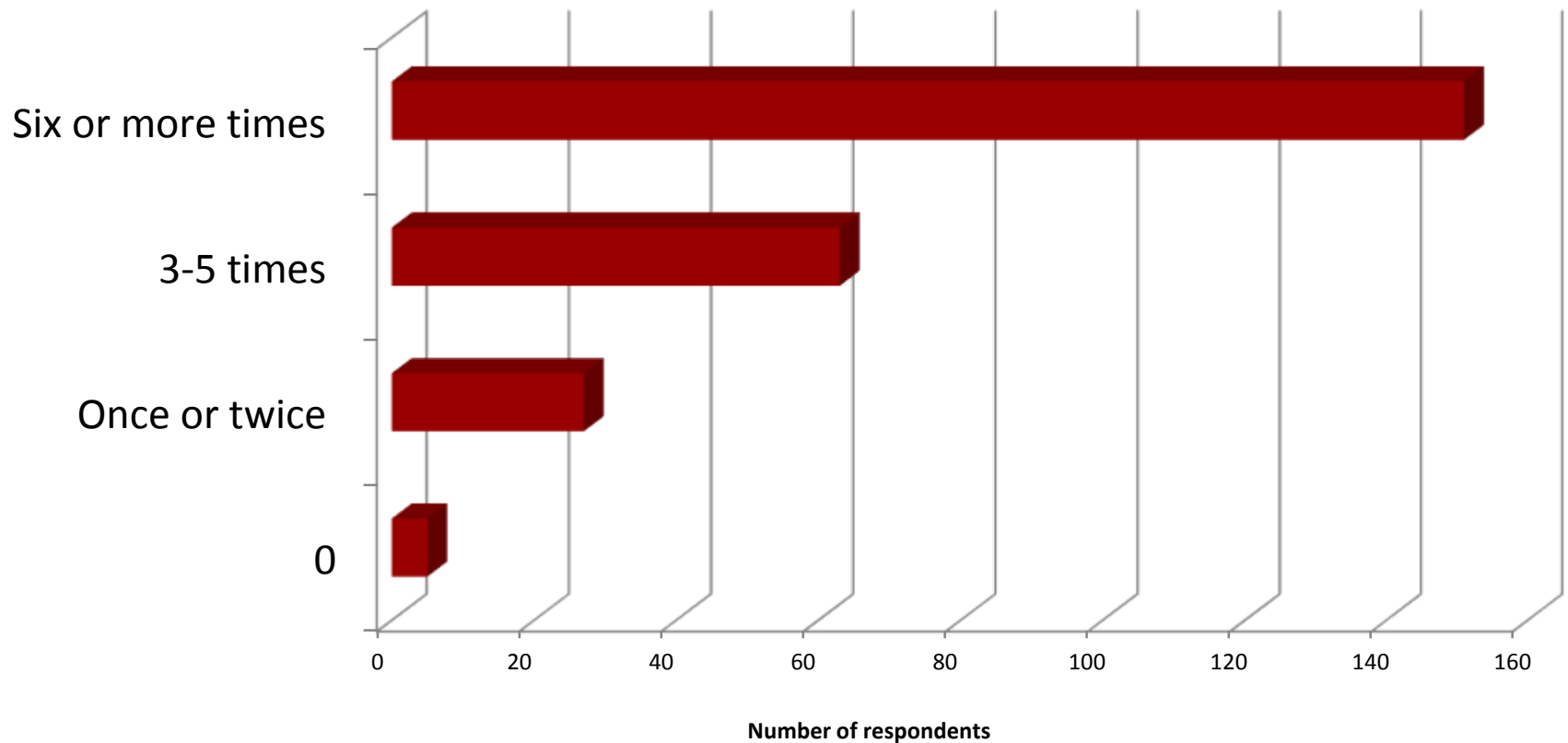
- Intelligent Television (2009)
 - Accelerating demand
 - Faculty thwarted by technological, legal, other barriers
 - Librarians and faculty eager to collaborate
- Library Trends (1967, 1971, 1985, 2010)
 - Metadata, rights, budget, format changes, technology

“The more things change the more they stay the same”

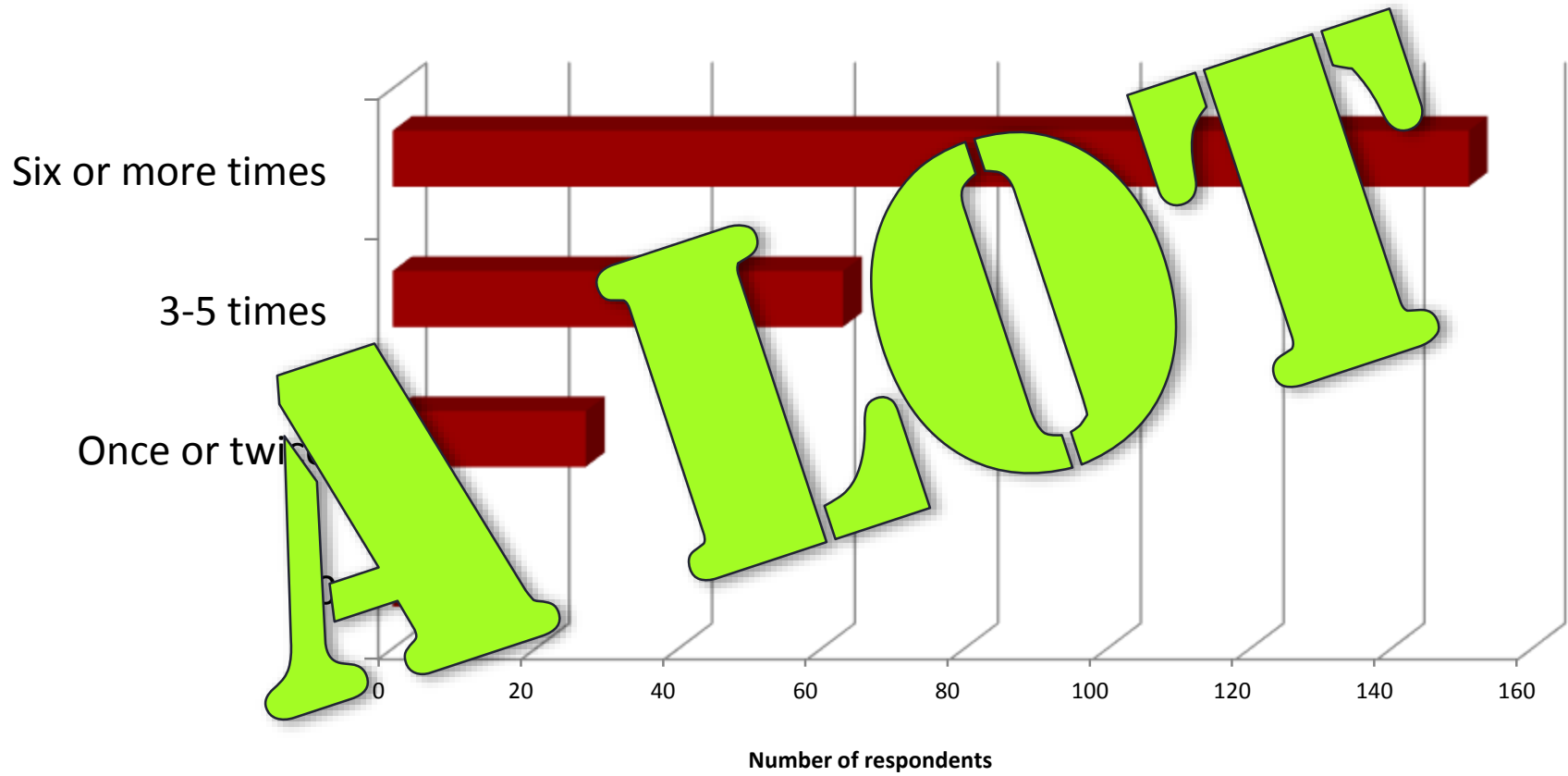
Respondents' Disciplines



Frequency of Use (per academic year)



Frequency of Use



Factors Influencing Frequency of Use

- Discipline
- Specific course topic
- More in undergraduate education
- Increase with class size and duration
- General increase

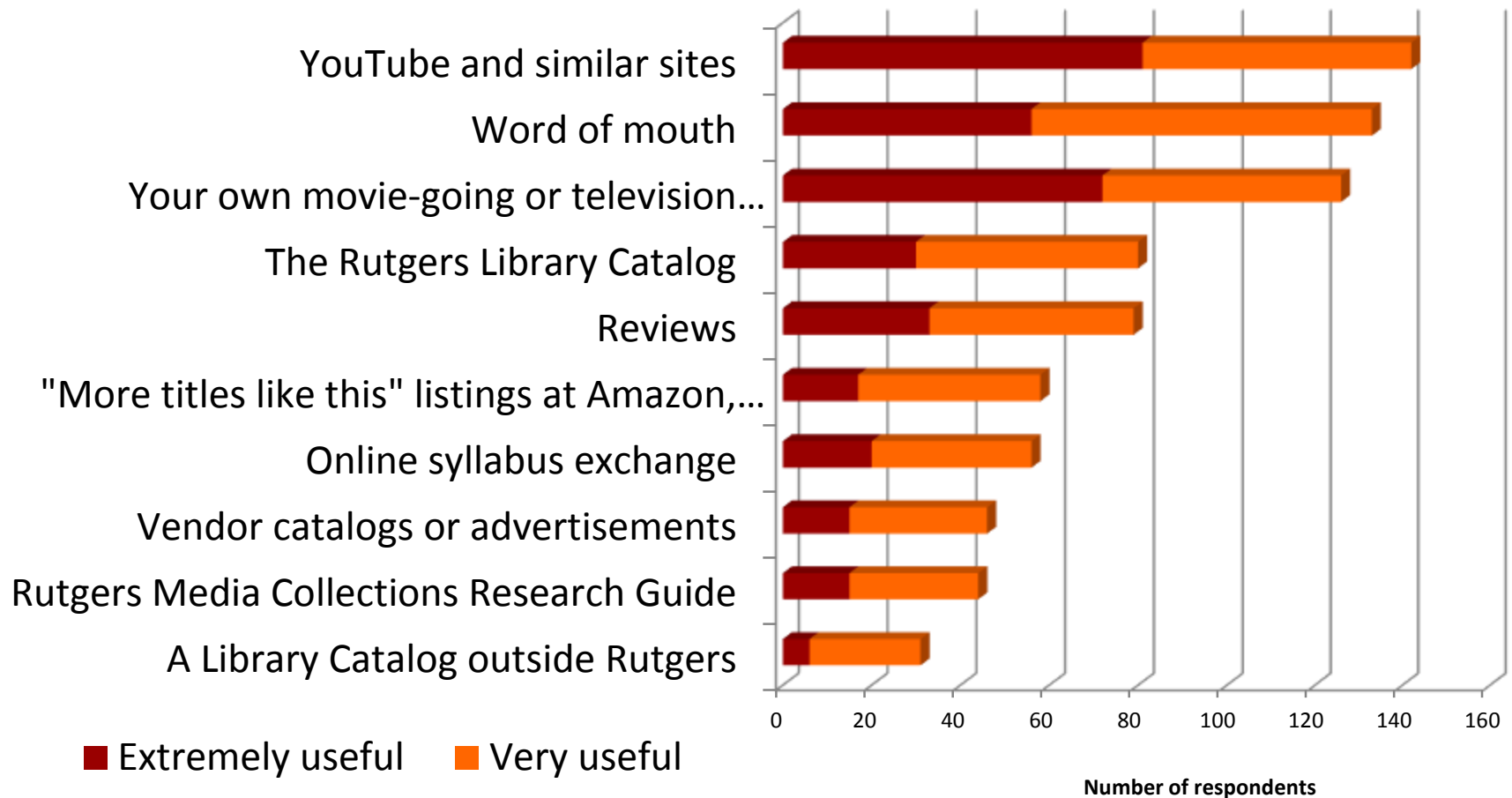
Types Used (by Discipline)

- **Social sciences & humanities** – documentaries, fictional films, “locally produced video from YouTube and similar”
- **Communication Studies** – news and TV edges out fiction
- **Sciences** – more reliance on research video and footage documenting a process or activity

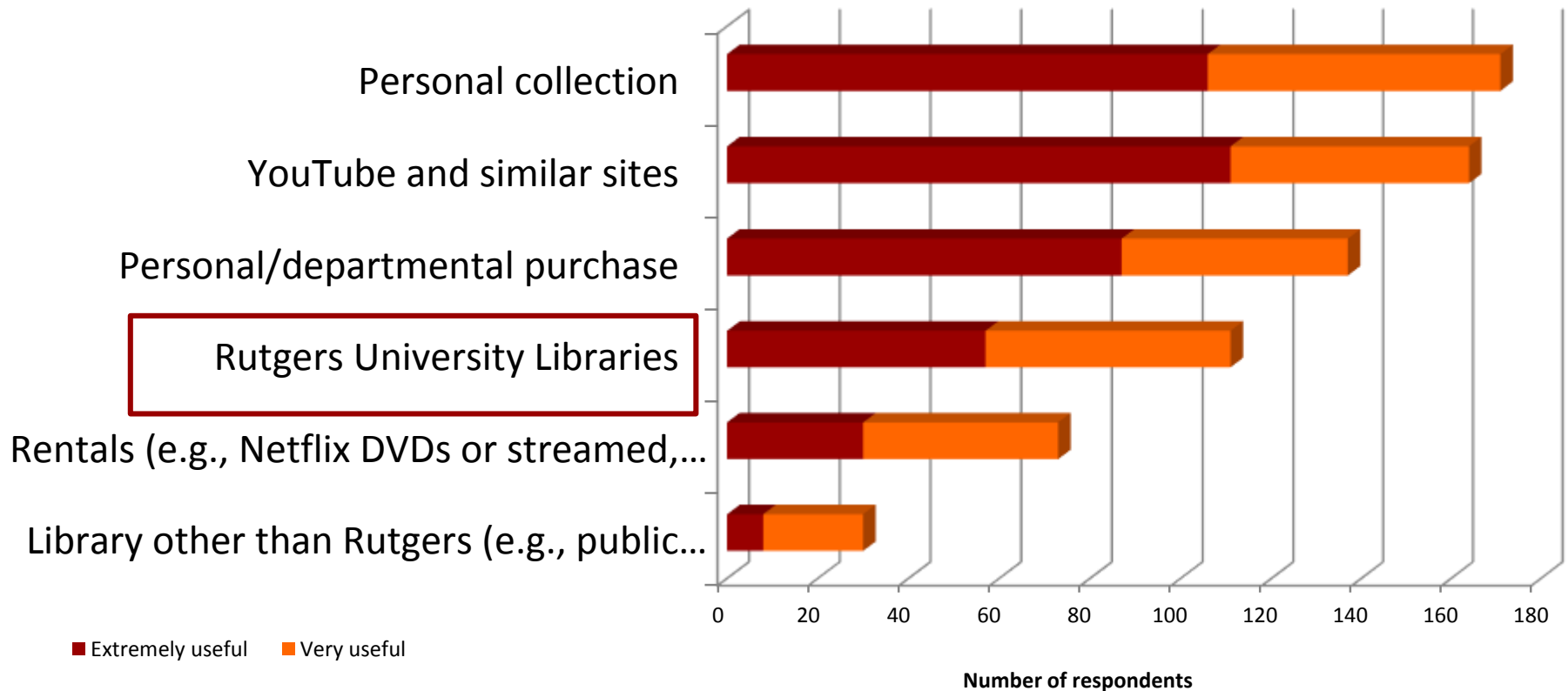


likely far and away the richest source of footage

Sources for Identifying Titles



Sources for Obtaining Titles



Most video content is not coming from library collections

Discovery Issues

- Many are unaware of the Libraries moving images collections and services
- 50% “not sure where all the Rutgers Libraries’ films/videos are listed”
- many faculty don’t recognize the Library catalog as the primary discovery tool, or even *a* discovery tool, for the Libraries’ moving image collections

confusion as to stewardship of the resources

Preferred Formats

- VHS – for bookmarking and titles no longer available in current formats
- DVDs – for reliability
- Streaming

Preferred Formats

**“I will never pick up a DVD to use.
That is like starting fire with flint stones.”**

Streaming and Clips

- Class starter
- Introducing a topic
- Demonstrating a concept
- Saving precious classroom time

Use of clips puts the instructor in the driver's seat.



Summarizing the Literature

- Exposes learners to problems, equipment, and events not easily demonstrated otherwise
- In language learning, offers the language's culture content alongside the more traditional lexical and grammatical aspects
- Addresses boredom and attention lapses

Summarizing the Literature

- Visually obtained information is more memorable than that obtained through listening
- Learner preferences differ
- Research findings conflict as to moving images' contribution to understanding and retention, however ...

Words and images together are “a powerful team.”

Rutgers Faculty Use of Moving Images

- Impact
- Timeliness
- Immediacy
- Communal learning experience

Rutgers Faculty Use of Moving Images



“It makes all the difference in their learning and retention.”

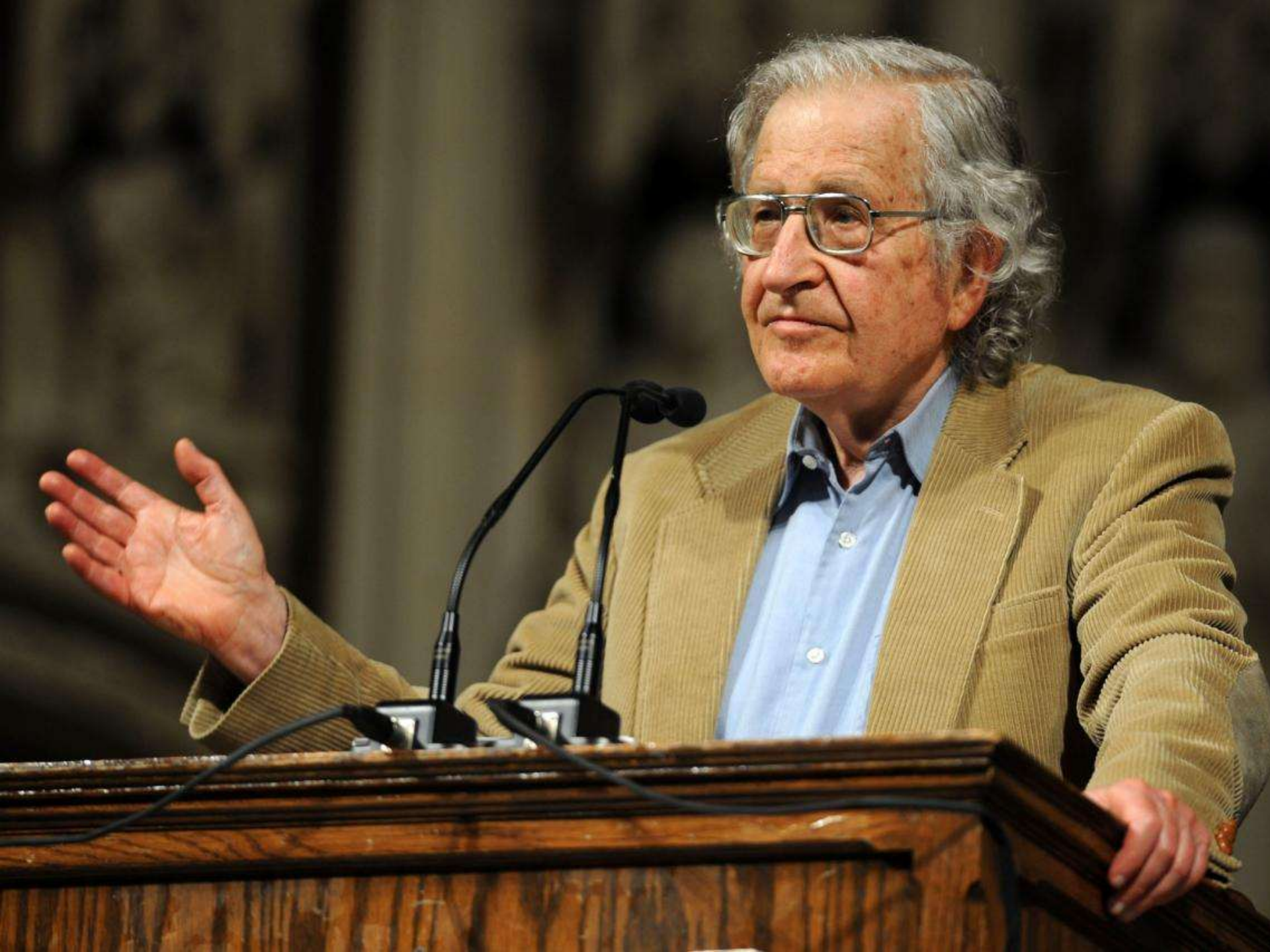


Balseros



Occupy Wall Street





Capturing and Sustaining Attention

- Variety in instructional delivery
- “An immediate common experience that we all have in the same room”
- Students “seem to feel empowered to analyze” visual information more readily than verbal information

“Nothing engages students in the classroom more than moving images.”

Furthering Understanding & Discussion



Moving images are a way, “*against all odds,*” to make a very large class become interactive and collaboratively learn.”

A Pedagogical Tool

- Not a supplement to the lecture and readings, but a specific, selected medium of learning.
- “extremely useful in helping students understand complex issues”
- To explain and illustrate abstract theories, making them “more real and understandable” with clips
- Not detracting from intellectual development, but enriching and enhancing the subject matter

Advancing Media Literacy

- Access
- Analyze
- Evaluate
- Create messages

in a wide variety of media, genres, and forms

What Next?

- There are a lot of moving images out there
- They are extremely useful pedagogical tools
- They're being used more and more
- Faculty aren't finding them through library collections and services

What Next?

- Provide more outreach to raise awareness of library collections, tools, and services
- Better integrate moving image resources into bibliographic instruction and presentations
- Improve cataloging searching, retrieval, and navigation

Provide More Assistance

- Finding streaming content
- Facilitate use of clips
- Understanding associated IP rights
- Navigate the technology, infrastructure, and delivery issues

In Conclusion

Stake out our territory
Marshal our resources
Focus our efforts
Get the word out



Questions?