



McLAUGHLIN
LIBRARY

Media Studio Report

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Introduction

In the following report, we share the development and activities of the McLaughlin Library's Media Studio with stakeholders in the University of Guelph community. In particular, we describe the aims and findings of the initial pilot of the Studio and we outline the scope as of Winter 2020.

Campus Need

Literacy is one of the University of Guelph's five key learning outcomes, and as students increasingly engage with information and ideas online, digital literacy—the ability to consume and create digital information with critical awareness—has emerged as a key competency for university graduates. The University has recently launched a minor in Media and Cinema Studies, and an increasing number of programs have begun to integrate digital technology into their course content and assessment.

As the library began receiving an increasing number of faculty and student requests for course support related to digital technology use, we decided to pilot a Media Studio to explore how we might help meet this growing demand for support. To this end, in 2017, a space was constructed, and a librarian was seconded to lead the process of equipping and staffing the space.

Library Response - Media Studio Pilot Project 2017-19

The Media Studio, constructed on the second floor of the library, includes the following spaces: a filming studio, audio-recording studio, and editing suites.

Scope

- Integrate digital media creation skills, such as digital storytelling, podcasting, creating infographics, and creating animated videos) into the curriculum.
- Teach these academic and professional skills via:
 - One-to-one assignment design consultations for instructors on how to design digital media assignments that align with on course learning outcomes;
 - Course-integrated instruction, including in-class guest lectures;
 - Access to the library's Media Studio spaces, including software, hardware, and equipment; and
 - Online help with media skills.

Staffing

- Digital Media Librarian (internal secondment, contractually limited)
 - New librarian position requested in 2019-20 budget submission—not funded
- Digital Learning Specialist (P&M position—internal secondment, contractually limited)
- 8-10 Media Studio Student Consultants
- 1-2 MLIS co-op students from Western University and University of Toronto

Link to Campus Priority

Improve capacity to support innovations in teaching and learning

Pilot Project Results

The Media Studio pilot project proved to be extremely successful and gained faculty support (see p.7).

Students from following courses used the Media Studio in 2018-19, participating in classroom workshops, Media Studio appointments, or both:

| LANG | COA | CSAHS | OAC | Interdisc/Other | CEPS |
|--|-------------------|-----------|-------------------|---------------------------------------|----------|
| BUS 6050 | FREN 3140 | ECON 2600 | ENVS 6501 | UNIV 1200 | IPS 3000 |
| COOP 1100 | FREN 3160 | FRHD 2400 | ENVS 6900 | UNIV 2260 | |
| HTM 2740 | FREN 4600/6020 | PSYC 1500 | LARC 4510 | UNIV 6050 | |
| HTM 4190 | ITAL 1070 | PSYC 3470 | LARC 4610/6360 | Communication III (IAP Program) | |
| MCS 1000 | ITAL 2090 | SOAN 3850 | LARC 6380 | | |
| MCS 2000 | SART 1050 | SOAN 4210 | | | |
| MCS 4600 | THST 1200 | SOAN 4260 | | | |
| MGMT 3020 | THST 4500 | SOC 3850 | | | |
| John F. Wood Centre for Business and Student Enterprise (formerly CBaSE) | | | | | |

Lessons Learned

- 1) **Establishing the scope of media support is essential.** The possibilities of digital media support are vast, but resources are limited. The library, in conjunction with the campus, must clearly define the scope of its support based on student and faculty needs and our own capacities of space, equipment, and staff.
- 2) **Media support requires a significant and ongoing investment** in terms of space, equipment, and staffing:
 - *Space:* The film studio, sound booth, and editing suites required specific construction to ensure they could be used for media projects (sound proofing, lighting, software). We anticipate that additional spaces will soon be needed to keep up with demand (particularly for sound recording, which is the most popular space we offer).
 - *Equipment:* Significant start-up costs and ongoing refreshment costs are involved in establishing and maintaining the Studio. We are also conscious of an unmet demand for equipment sign-out (currently all equipment must be used on site).
 - *Staff:* A mix of professional and student staff are needed to fully manage Studio operations and provide instruction and programming. Professional staff provide expertise in both the

technical aspects of media use and the pedagogical grounding of digital learning, and student staff provide hands-on troubleshooting and support.

3) **Instructors benefit most from having a media expert lead in-class training** rather than attempting to acquire these skills themselves.

- Because of the type of knowledge and skills required to teach students how to use media tools, it is usually more efficient for Media Studio staff to provide instruction to students than to teach instructors how to teach this content.

4) **Library can provide a central, cross-disciplinary hub**

- As the uptake of our services indicates, media instruction crosses all disciplines, and the library is well-situated to provide a central hub for this support. However, the broad demand for this support (particularly for in-class support) exceeds our current capacity. A campus-wide approach to digital learning support would allow us to better match resources to needs.

Moving Forward

The Media Studio pilot, including the secondment of a dedicated librarian, was completed in December 2019. The Library will continue to offer Media Studio services, but without a dedicated librarian. We have adapted our plan accordingly, aligning with campus and Library goals as follows:

Link to Campus Teaching & Learning Plan

The Media Studio directly facilitates Goal 4 (Innovate Spaces and Technologies to Enhance Teaching and Learning)¹ by:

- 1) Providing an inclusive and rich learning space to facilitate innovative pedagogical practices and improved student experiences
- 2) Supporting faculty/instructors to align educational technologies with pedagogical goals and strategies
- 3) Teaching instructors to use new technologies in a pedagogically inclusive manner (including the intentional use of media/technology)

Alignment with Library Strategic Priorities & Core Activities

The Media Studio's work also aligns with the Library's priorities, including the following:

- **Strategic Priority #2: Integrate services and resources into teaching and learning** in order to deliver library content to users at point of need.

¹ *Improve Life through Teaching and Learning: University of Guelph's 5-year Strategic Plan* (October 2019 v12)

- **Core Activity:** the Library facilitates student success by supporting the development of a range of academic and professional skills (information, data, **media/digital literacies**, copyright, publishing; research impact, citation management, and systematic reviews).

Scope

As of January 2020, the Media Studio will continue to support students in developing digital skills, with the following activities in scope:

- Integrating digital media creation skills, such as digital storytelling, podcasting, creating infographics, and creating animated videos) into the curriculum.
- Teaching these academic and professional skills via:
 - One-to-one assignment design consultations for instructors on how to design digital media assignments that align with on course learning outcomes;
 - Co-curricular workshops;
 - Access to the Library's Media Studio spaces, including software, hardware, and equipment;
 - Online help with media skills.

Staffing

- We continue to have a mix of professional and student staff, including a Digital Learning Specialist and Media Studio Student Consultants
- Librarians will continue to connect instructors with media literacy resources
- Head, Learning and Curriculum Support will continue to monitor demand and staffing needs, and will consider the possible future participation of media co-op students with technical expertise

Conclusion

As the findings of this report suggest, the Media Studio provides a broad array of opportunities for teaching and learning on campus, fostering greater awareness of, enthusiasm for, and skill in digital forms of learning and expression. The pilot project surfaced not only a wide range of needs, but also a high and growing demand for the kinds of supports we can provide. Understanding that it is impossible for us to meet all needs, the challenge is to identify what role our Media Studio can sustainably play on campus, given our current complement of equipment, space, and staffing. With this in mind, our current model places direct student service as a priority, aiming to support students in developing their digital creation skills.

We will continue to monitor the use of the Studio and evaluate the effectiveness of our approaches for students and instructors, and we invite feedback and suggestions from the community as we progress. If you have comments or ideas you would like to share, please contact Barbara McDonald, Associate University Librarian, Academic.

Faculty/Instructor Feedback

The following feedback was provided by faculty and instructors. These comments are anecdotal, but they provide a useful sampling of the value the Media Studio brings to campus. In the future, the University might consider conducting a formal survey to understand the digital learning support needs of faculty and instructors more broadly.

“Our physics majors have many opportunities to communicate in highly technical ways, but we feel it is tremendously important for them to develop the skills necessary to communicate science to non-technical audiences, with a variety of media. Melanie’s [Melanie Parlette-Stewart, Digital Media Librarian 2017-19] support last year was invaluable and the podcasts and videos that the students created were impressive, especially considering they have never done anything like this before.”

[Joanne O’Meara, Physics, CEPS]

“I heard about the loss of the librarian position for the Digital Studio. I take this as terrible news. . . the library position was particularly helpful for ‘teaching the teachers’ and critical for scaling digital literacy across campus.” **[Tyler Zemlak, Business Incubation Services Manager, LANG]**

“Digital Media Studio brings an exciting and forward-thinking new resource to the toolbox that is available to instructors through the university, and it was something I was proud to speak about to potential new students and their parents at promotional events such as Fall Preview day. I would be disappointed to see this resource crippled by lack of funding... I was able to redesign my class’s major project in a way that noticeably increased student engagement and provided my students with valuable and transferable digital literacy skills. **[Kelly Boddington, Molecular and Cellular Biology, CBS/First Year Seminars]**

“I teach a 400-student capstone course... [including the] creation of a video as a new assessment. It was already difficult for the Media Studio to support a large class like mine, but Jacqueline [Jacqueline Kreller-Vanderkooy, Digital Media Librarian 2019] worked with me to find alternative solutions to make sure the students still benefit from the quality of the Media Studio equipment and expertise.” **[Nadège Levallet, Hospitality - Food & Tourism Management, LANG]**

“The in-class, hands-on instruction that you have provided in the past was fantastically helpful and... got the students excited about making videos and gave them the confidence to go ahead.” **[Clive Thomson, French Studies, CoA]**

“I am upset by the recent announcement regarding the Digital Media Librarian position. For the last two years I have had support for blogging in six courses, guidance on digital storytelling in two courses, and this fall term my students will be learning to podcast and producing podcasts as outreach for the larger community. Students have ranged from first year to fourth, and are in courses based in Geography, First-Year Seminars/UNIV, and Environmental Science. The opportunity to not only work with but also bounce ideas off of this person has given me the confidence to continue to foster innovative assignments for my students.” **[Amanda Hooykaas, Geography, CSAHS]**

“I teach the Communication III course the IAP program. One of the primary assessments (20% of the course grade) in the course is a digital story. Fundamental catalysts for this innovative assessment was knowing interdisciplinary expertise was available to learners and me, and proactively establishing

sustainable professional collaborations with library staff. As a result, space was created within the course curriculum for learners to comfortably and safely explore their digital literacy learning curve. In addition, I was able to focus content and learning related areas in my teaching without the pressure of becoming ‘an expert’ in digital literacies.” **| Cynthia Eden, English Language Programs, Open Learning and Educational Support |**