# Comparing Video Tutorials and Slide Show Tutorials: A Library Usability Study

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## OVERVIEW

This poster presents the results of a usability study comparing online video tutorials and online slide show tutorials. This study focused on four basic instructional library tutorials: How to Request a Book from the Library Service Center, How to Recall a Book that is Checked out, How to Create a Document Delivery Account, and How to create a Refworks Account. Patrons were randomly shown two tutorials in video format and two tutorials in slide show format. The goal of this study was to determine whether patrons preferred viewing these tutorials in the video format or in the slide show format. The patrons' ability to complete the specified task after watching the two types of tutorials was also measured. Results of this study identify areas where the online tutorials could be improved and suggest recommendations for changes.

## EVALUATION MEASURES

• **Success Rate**: Whether users can perform the task explained in the tutorial. This is a binary response; participants either complete the task assigned, or they do not complete it. The Success Rate only looks at the end result. If the participant was able to complete the task that was described in the online tutorial, then they succeeded. Any missteps during the completion of the task were recorded using the Error Rate below.

• **Time on task**: The length of time spent completing a task

• **Error Rate**: This is considered a deviation from the optimal navigation path. For example, if there are two ways to perform a task, in this study, the most efficient path is considered optimal, and any other paths are defined as an error. Any deviation from the optimal path is considered an error. This is a binary response; either the participant deviated from the optimal path or they did not. Duplicate errors for each task are not recorded. Even if the participant was able to complete the task, if they deviated from the optimal path at any point while completing the task, then an error was recorded. The participants were not alerted to the fact that they had committed an error and they were allowed to continue with the task after they had committed an error.

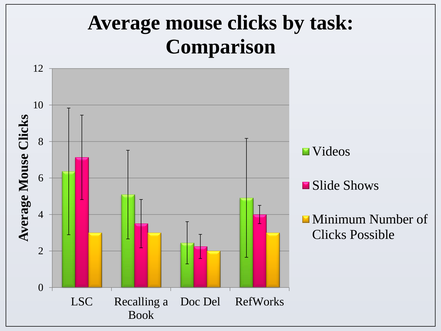
• **User Subjective Satisfaction**: measured by the survey questions answered after each task.

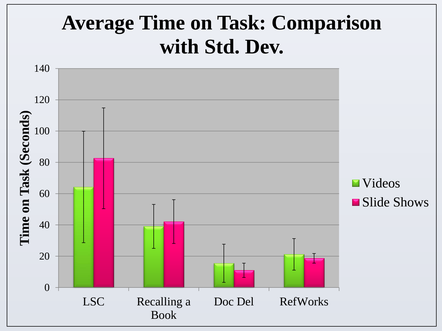
• **Mouse Clicks**: The number of times the participants clicked the mouse during each task.

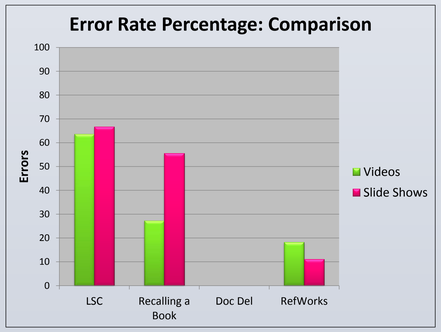
• **Comments, Responses, and Observations**: These were gathered from the participants' comments as they "thought aloud" while performing the tasks and their responses to direct questions. Observations are insights gathered by the facilitator during the study.

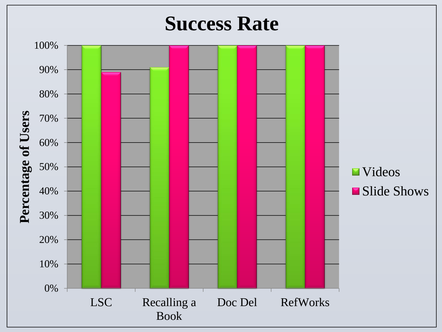
## TASK COMPLETION ANALYSIS

The participants were asked to view four library tutorials and then complete the corresponding task. The tutorials included: **1)**Requesting a Book from the Library Service Center (an off-site storage facility) **2)**Recalling a Book that is Checked Out **3)**Creating a Document Delivery Account **4)**Creating a RefWorks Account. After viewing each tutorial the participants were presented with a corresponding task to complete.

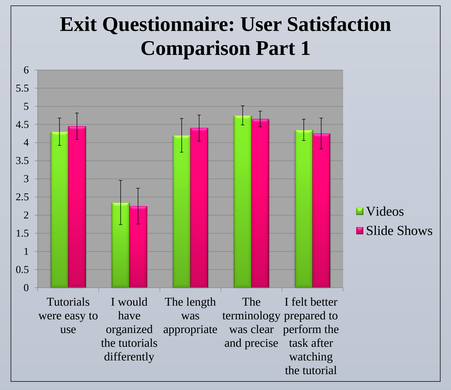


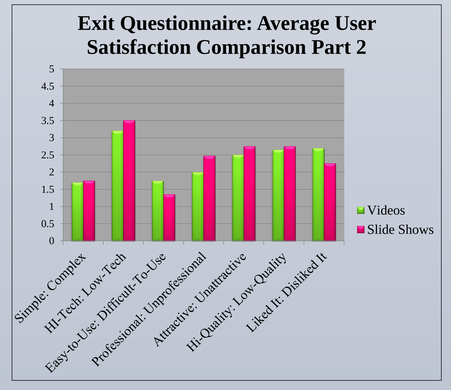




## USER SUBJECTIVE SATISFACTION




In assessing the users' subjective satisfaction with the library tutorials, their responses to the Exit Questionnaire were evaluated. Values were assigned to their responses as follows: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. Those ratings were averaged and the 95% confidence interval was calculated. The figure above reveals that participants had similar feelings about the video and slide show tutorials for all five questions.

The figure above displays the participants' responses to the comparison questions for the video and slide show tutorials in the Exit Questionnaire. Values one through five were assigned to responses. Lower numbers were associated with more favorable responses for this question. For example, using the first question from the figure above, simple = 1, somewhat simple = 2, neither simple nor complex = 3, somewhat complex = 4, and complex = 5.

## TUTORIAL PREFERENCE

Participant's responses to the Exit Survey were analyzed to determine their preference for either the Slide Show tutorials or Video tutorials. Participants were asked the following question: "Did you prefer the video tutorial or the slideshow tutorial? Please explain why." The twenty participants were evenly split with 10 preferring video tutorials and 10 preferring slideshow tutorials.

When referring to the video tutorials one participant stated, "It was more clear and easy to follow and the movement kept me focused. The slide show was harder to concentrate on and there was more distraction". This seemed to be the general consensus among the patrons who preferred the video tutorials. They claimed that the videos kept them focused because of the mouse movements and they liked being able to see exactly where to click on the screen.

For the students who preferred the slide show tutorials many noted that they liked being able to control the pace of the video and click backwards if they missed any information. One participant said, "I preferred the slide show tutorials because I didn't feel as rushed trying to read the instructions and I absorbed the information better". Another participant noted, "I preferred slide show because of the pacing. I could learn and go back as I pleased".

## SUGGESTIONS

• Given the difficulty that participants had navigating the library catalog to find a specified book, and the fact that two participants specifically asked for more training on how to search for books, it is recommended that a tutorial be developed that explains how to search for books by their title, author, and call number.

• In the light that five participants noted that they felt they would better understand the tutorial instructions if there was a voice-over for the video tutorials, it is recommended that all future video tutorials include optional audio as well.

• As some users had difficulty keeping pace with the current video tutorials, it is recommended that future video tutorials be slowed down or allow for adjustable speed.

• Provide easy-to-use controls that allow the patron to rewind or replay the video.

• To cut down on the amount of distracting text in the background of the slideshow tutorials, it is recommended that all content that is not relevant to the current slide be blurred out of the picture to avoid distraction and confusion.

• Since the number of participants preferring video tutorials and slideshow tutorials is equal it is suggested that academic libraries provide both types of tutorial to ensure that participants of all learning styles have the opportunity to get information in the most effective way possible.

## ACKNOWLEDGMENTS

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