



OPEN ACCESS

Research Article

Developing videocasts for integration into a library information literacy program at a medical college

Sally Birch, Alice Burnett and Ellen N. Sayed

ABSTRACT

Established in 2001 as a partnership between Cornell University and Qatar Foundation, Weill Cornell Medical College in Qatar (WCMC-Q) is part of Weill Cornell Medical College in New York and shares its mission of dedication to excellence in education, patient care and research.

The Distributed eLibrary (D eLib) at the WCMC-Q is a library without walls, existing in a distributed electronic environment, transcending space and place. One of its key defining features is its disseminated yet interconnected services, resources, and presence that are accessible, flexible, and dynamic.

D eLib's strategic plan, Futura, charts the future for information resources and services and the library's role in supporting WCMC-Q's tripartite mission. It is a challenging and innovative plan, with eight pathways focusing on different aspects of an interconnected world of information, including end-user instruction, application of technology and promotion of library programs and services.

The ACRL Information Literacy Competency Standards for Higher Education was selected as the conceptual framework for the D eLib Information Literacy Program. It was this planning effort that prompted the librarians to consider multi-media tools, such as videos, to compliment the librarians' classroom instruction, and to enhance the students' information related learning experiences and knowledge base.

Within this distributed environment infused with technology D eLib introduced DeLibCasts on select, pre-defined topics from the D eLib Information Literacy Plan to facilitate utilization of our resources and services: keyword search, search limits, my account, among others.

This paper discusses the planning and implementation process of producing videocasts, from identifying a need, acquiring the right software, development of a consistent layout for each video cast, creation of a framework, involving library staff, promotion and delivery. D eLib currently has nine videocasts available and more under production.

An assessment of the D eLibCasts will be part of the comprehensive assessment of D eLib's Information Literacy Program.

Keywords: Videocasting, Screencasting, Reference services, Information literacy standards, Instruction, Software

Distributed eLibrary, Weill Cornell
Medical College in Qatar, Doha, Qatar

DOI: 10.5339/pil.2010.5

Published: 28 March 2010
© 2010 Birch et al.; licensee
Bloomsbury Qatar Foundation
Journals. This is an open access
article distributed under the terms
of the Creative Commons
Attribution License
(<http://creativecommons.org/licenses/by/3.0>) which permits
unrestricted use, distribution and
reproduction in any medium,
provided the original work is
properly cited.

INTRODUCTION

Strategic planning provides a structure and framework for organizations to move into the future, aligning their mission, vision and values with their environment (McClamroch 2001). In the Distributed eLibrary (D eLib) at Weill Cornell Medical College in Qatar (WCMC-Q), a five-year strategic plan, Futura, was implemented in 2008. D eLib was established as an electronic library; a reading room being its only physical space. In this electronic environment, D eLib was determined to make itself relevant by establishing a 'presence' with its patrons. In Futura, D eLib's mission is defined as: *"Supporting the mission of WCMC-Q: Applying our concept of Library as Presence, our mission is to deliver diverse information resources and services that engage students, faculty, and staff of WCMC-Q, as well as local, regional, and international communities"*.

Futura consists of eight inter-connected pathways, of which one, *Patron Engagement & Learning*, addresses information literacy and patron-librarian interaction. During the implementation of this pathway, D eLib introduced a liaison program, intended to provide the librarians with a mechanism to offer information support to the students by forming collaborative partnerships with faculty. Librarians met with faculty members to seek their input in developing D eLib's collections and to discuss how D eLib could assist faculty members in their teaching and research related activities. As the librarians built relationships with faculty, this increasingly facilitated the integration of information support into the continuum of the WCMC-Q curriculum, a key point in D eLib's strategic plan.

As D eLib's presence in the curriculum grew, D eLib librarians began developing a structured information literacy program in late 2008. The purpose of this program is to teach WCMC-Q students critical information seeking and retrieval skills to benefit them in their studies at WCMC-Q, and to lay the foundation for life-long learning. The ACRL Information Literacy Competency Standards for Higher Education was selected as the conceptual framework for the D eLib Information Literacy Program. It was this planning effort that prompted the librarians to consider multimedia tools, such as videos, to complement the librarians' classroom instruction, and to enhance the students' information related learning experiences and knowledge base.

This paper discusses the planning, methodology, production and promotion of brief, instructional videos by the D eLib librarians and staff, which, in addition to supporting D eLib's Futura, also support the ACRL Information Literacy Competency Standards for Higher Education.

BACKGROUND

Weill Cornell Medical College in Qatar (WCMC-Q) was established by Cornell University in partnership with Qatar Foundation for Education, Science and Community Development, in January 2001. WCMC-Q is part of Weill Cornell Medical College in New York and is affiliated with Cornell University in Ithaca, NY. WCMC-Q offers a one-year foundation program, followed by a two-year pre-medical program, preparing students for admission to the four-year medical program leading to the MD degree. The curriculum consists of lectures, including streaming video lectures from New York, laboratory sessions and problem-based exercises.

The first medical school in Qatar, and the only US medical school offering a US MD degree outside of the United States, WCMC-Q has grown rapidly from its inaugural class of 15 students in 2001 to more than 270 students in 2010, representing over 30 countries. To support the curriculum, WCMC-Q currently has about 60 faculty members, and about 180 affiliated faculty members at local health care facilities, including the Hamad Medical Corporation, a tertiary care public hospital in Doha, where WCMC-Q medical students attend their clerkships and clinical rotations.

The Distributed eLibrary (D eLib) at WCMC-Q is a library without walls, consisting of a reading room and a growing electronic collection in excess of 13,000 ebooks, nearly 8000 journals, more than 250 databases and about 4000 print books. D eLib's resources are available globally to all affiliated patrons via remote access.

Given WCMC-Q's affiliation with Weill Cornell Medical College in New York and Cornell University in Ithaca, NY, the libraries at the three locations have a collaborative approach to collection building and sharing. Increasingly, these collections are available electronically, requiring sophisticated and robust information technology support spanning different continents to provide all patrons with uninterrupted access.

At WCMC-Q these electronic information resources are available from Mac desktops at twelve "pods" distributed throughout the building and from seminar rooms, or classrooms, equipped with six Mac desktops per room. The pods and seminar rooms facilitate group discussion, research and

study in support of the problem-based curriculum, and provide about 120 computers as points of access to D eLib's electronic information resources and services at the point of need and just-in-time. Further access is available in D eLib's reading room, which houses nine Mac desktops and seats about thirty-two patrons. Finally, a wireless network provides access from laptops and mobile devices.

With limited physical space and multiple points of access within the building and beyond, D eLib's patrons have many other access points to information than D eLib's reading room. To reach out to WCMC-Q patrons, D eLib implemented a successful liaison program followed by an information literacy program, both supporting D eLib's strategic plan, Futura.

STRATEGIC PLAN

As a foundation for D eLib's structured activities is the strategic plan, Futura, an interconnected matrix, consisting of eight 'pathways' including one on *Patron Engagement & Learning*. This pathway provides an outline for flexible services and dynamic instructional programs, facilitating new and compelling patron experiences with D eLib's resources. Specifically, the pathway has two goals:

Goal 1—Offer relevant patron services in support of the pre-medical and medical programs, clinical medicine, and research. Utilize appropriate media and technology to effectively respond to patrons regardless of location. The objective of this goal is to ensure the presence of knowledgeable and user-friendly D eLib staff. To this end, D eLib will: provide suitable customer service training; offer continuing education on timely topics in medical librarianship; stay abreast of changes and upgrades in available resources; adapt document and lending services as needed to provide timely information from a broad set of lenders; take necessary steps to protect patron privacy, including safeguarding their personal information in D eLib databases; abide by appropriate laws and recommended guidelines in library business practices (e.g. copyright and contract/licensing); develop subject expertise among the information services staff to collaborate and support WCMC-Q research initiatives; market D eLib services within the WCMC-Q; communicate policies related to D eLib services to patrons employing multiple media and formats; publish a newsletter at regular intervals; maintain statistics on patrons' services and education.

Goal 2—Within the D eLib, build a progressive and academically robust information literacy program that supports lifelong learning. The objective of this goal is to use imaginative techniques and technology to develop and maintain instructional blocks that support the WCMC-Q curriculum. To achieve this goal and objective, D eLib will: develop individual learning objects; follow international standards in e-learning; expand course support pages; develop an extensive set of tutorials on D eLib resources, using multiple formats and technologies; include reference resources, reference tracking, course reserves, and information services on the D eLib website; apply librarian subject expertise in the education program; market classes and workshops in WCMC-Q publications and the D eLib web page; communicate and collaborate with faculty and teaching support staff on how to best deliver D eLib educational content.

INFORMATION LITERACY AND COMPETENCY STANDARDS

Building on the goals and objectives outlined above, D eLib librarians set out to develop an information literacy plan that suited the D eLib electronic environment as well as the age and learning styles of the students at WCMC-Q.

Most incoming students at WCMC-Q are recent high school graduates, fitting well within the definition of Generation Y. Weiler (2005) defines Generation Y as those born between 1980 and 1994. In their article "Educating Generation X and Generation Y: Teaching Tips for Librarians", Kipnis and Childs (2004) summarize the qualities of the Generation Y students. These students, among other things, "value group interactions; do not like being passive recipients of information; must be engaged to retain information; want a variety of learning experiences, and are used to being entertained".

Kipnis and Childs also provide librarians with some helpful hints on how to capture and retain the attention of students in this generation, such as designing visually appealing handouts and short online tutorials. These students grew up with the internet, computer games and multimedia presentations. They much prefer images and screen shots to text. Weiler confirms that Generation Y students are visual learners, who turn quickly to the internet for information, because it is intuitive, quick and not strictly text-based. Tempelman-Kluit (2006) found that students learn more when the information is presented both verbally and visually. The problem-based curriculum at WCMC-Q seems

logical with this generation of students, whose unique qualities are further satisfied with streaming video lectures from across the Atlantic and the use of iPod Touch applications at the bedside for the third and fourth year medical students.

Building on its liaison program from 2008, D eLib began developing a formal information literacy program, which initially is focused on WCMC-Q foundation and pre-medical (or undergraduate) student populations and is based on the ACRL Information Literacy Competency Standards for Higher Education. Developed by the Association of College and Research Libraries (ACRL) in 2000, this framework consists of five standards for information seeking and retrieval:

1. Know; determine nature and extent of information needed.
2. Access; access needed information effectively and efficiently.
3. Evaluate; evaluate information and its sources critically.
4. Use; use information effectively to accomplish a specific purpose.
5. Ethical and legal; understand economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

The information literacy program will teach WCMC-Q students information literacy skills related to scholarly information as a viable alternative to the Internet. D eLib's Information Literacy Program is also an integral part of Futura, which is aligned with WCMC-Q mission to support lifelong learning. The ACRL Information Literacy Competency Standards for Higher Education culminates a long history of instruction in libraries. Accreditation agencies in the U.S. have included information literacy in their standards. ([Grassion and Kaplowtiz, 2010](#))

To enhance the implementation of these information literacy standards, D eLib librarians designed a set of strategically planned instructional videos, D eLibCasts. It was hypothesized that D eLibCasts would be an effective and technologically appropriate tool to capture the interest of our Generation Y students.

METHODOLOGY

Planning

Charged with the mandate to infuse technology into the D eLib Information Literacy Program, D eLib staff proposed to develop short, effective, entertaining and informative videos that would be accessible from anywhere. These videos would instruct on topics at the point of need, such as how to search the catalog or how to order unavailable articles through D eLib's document delivery system.

One librarian and a technical assistant were assigned as project coordinators, neither of whom had any prior experience creating videos.

Literature review

Much of the literature discussing how academic libraries use videos, focus on streaming videos to promote the library and its services ([Harinarayana and Raju, 2010](#)). [Carr and Ly \(2009\)](#) discuss screencasting on the fly as part of virtual reference service to Millennials. Screencasting was found to be useful in illustrating complex search strategies and to enhance the patrons' reference and learning experiences. [Xiao et al. \(2004\)](#) suggests that short instructional videos could prove useful for library staff training, a component of virtual reference and marketing of library services and events. He also suggests that integrating videos into new mobile devices could extend the library's reach even further. Finally he outlines the process of developing videos for database instruction. [Chen and Williams \(2009\)](#) describe the integration of multi-modal media information in an online technology and information literacy class. Their findings indicate that students who are familiar with computer technology have fewer technical problems and have more positive learning experiences. They also suggest that exposing students to technology prepares them for dealing with technology in a networked world.

1/ Research Tips: <ul style="list-style-type: none"> • Keyword Search • Finding Books On Reserve • Using e-Books • Finding Journals • Limiting a Search • Your Library Account • Finding Images • How To Read a Call Number • Preferred Search 	4/ Subject Specific <ul style="list-style-type: none"> • Medical Ethics: <ul style="list-style-type: none"> ○ Encyclopedia of Bioethics ○ ETHX on the web • EBM <ul style="list-style-type: none"> ○ Clinical Queries in PubMed ○ PICO • Journal Clubs <ul style="list-style-type: none"> ○ Paper Presentation ○ Article Evaluation
2/ Finding Articles <ul style="list-style-type: none"> • GetIt@WCMC-Q • Journal Citation Reports • Searching PubMed with MeSH • Web of Science Cited Reference Search • Subject Guides 	5/ Citations <ul style="list-style-type: none"> • Basic RefWorks • RefWorks, Importing PubMed Records • RefWorks, Saving Articles • Basic EndNote® • Copyright Do's & Don'ts • Paraphrasing • Citing Manually, MLA
3/ Document Delivery <ul style="list-style-type: none"> • Sign up for ILLiad™ • How to Order a Document • How to Order a Book • Retrieving Your Article Request • How To Check Status Of Request 	6/Other Resources <ul style="list-style-type: none"> • Exam Master Online ®

Figure. 1 Topics arranged by series.

ACRL Standard	DeLibCast
I. Determine nature and extent of information needed	<ul style="list-style-type: none"> • Keyword Search • Understanding Call Numbers • Finding Course Reserves; • Preferred Search; • My Account • New ILLiad™ Account
II. Access needed information effectively and efficiently	<ul style="list-style-type: none"> • Limiting a Search • Keyword Search • Clinical Query
III. Evaluates information and its sources critically	<ul style="list-style-type: none"> • Exam Master Online ® • Article Evaluation
IV. Uses information effectively to accomplish a specific purpose	<ul style="list-style-type: none"> • RefWorks • RefWorks, Importing Records • EndNote® • Paper Presentation • Article Evaluation
V. Understands economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally	<ul style="list-style-type: none"> • Copyright Do's & Don'ts • How to Order a Document • How to Order a Book • Retrieving Your Article Request • How To Check Status Of Request

Figure. 2 D eLibCasts mapped to ACRL Information Literacy Competency Standards.

Integrating information literacy and videocasts

To integrate the D eLibCasts into the ACRL Information Literacy Competency Standards, a master list of topics was developed. Criteria for selecting topics included faculty or student questions, Ask-A-Librarian queries and questions received through D eLib's virtual reference software. Some of the topics selected were; keyword search, preferred search, finding books on reserve, limiting your search; all topics related to D eLib's catalog, PearlCat. Other topics selected were *Sign up for ILLiad™* and *Exam Master Online®*. Later, all the selected topics were divided into separate categories or 'Series'. (Fig. 1: Topics arranged by series). Finally, the selected topics were mapped to the ACRL Information Literacy Competency Standards. This step was taken to make sure WCMC-Q students had access to videos directly related to the information literacy program and its conceptual framework. (Fig. 2: D eLibCasts mapped to ACRL Information Literacy Competency Standards).

Software

WCMC-Q is a Mac environment. Three software applications; Snapz Pro X, Jing[®] and Camtasia were reviewed for screen capturing in a Mac environment. Some considerations for determining selection criteria were; synchronization of audio and video, ease of use and multi-platform capabilities. Final selection criteria are outlined in Fig. 3 (Fig. 3: Software comparison chart).

The best software for our purposes available at the time this project began (2008), in Mac format, for screen recording, was Snapz Pro X. Later in the project, Camtasia for Mac was released. All the

Selection Criteria	Jing®	Snapz Pro X	Camtasia for Mac (2010)
Separate Audio	No	No	Yes
Can annotate with text, arrows, and highlights	Yes	No	Yes
Time Limit	Yes (5 min)	No	No
Insert PowerPoint Slides	Yes	No	Yes
Transitions	No	No	Yes
Insert Live Video	No	No	Yes
Video Editing	No	No	Yes
Save in multiple formats	SWF MP4	QuickTime	MP4 QuickTime Avi HD HTML

Figure. 3 Software comparison chart.

videos were migrated to this product for its ease of use, extensive features and flexible, and multiple formats.

IMPLEMENTATION

After recording the first video, the AV Support Manager within the Information Technology Services Division at WCMC-Q was consulted to critically appraise the video. He provided a comprehensive set of feedback:

- Do not assume the viewer knows anything, always start at the most basic point and explain each and every move;
- Speak slowly and clearly;
- Avoid “library speak”, use common terminology or explain;
- Do not move your mouse out of sync with the audio;
- Synchronize audio with video shots;
- Avoid all extraneous movements or sounds;
- Keep it short;
- Be precise, describe each movement;
- Have obvious opening and closing screens;
- Outline logical sequence of actions, work from a script.

In response to this valuable information a script template was developed. (Fig. 4: D eLibCast script template). To illustrate the verbal alongside the screenshot and activity, two columns were set up on each page; the left column noting what was to be shown on the screen, mouse movements, etc.; The right column detailing the audio portion. Each series was given its own unique opening title slide, stating the series name and the title of the video. In addition, screen size, fonts, font sizes and colors; slide animations and transitions were determined for each series. Below are two of the series opening screens:

Developing script content

All D eLib staff was encouraged to participate in writing scripts. The master list of topics was circulated along with the script template. Staff members generally chose a topic based on their expertise and knowledge base. Individual style and creativity were both evident in the final product.

Recording the video

With the script in hand, the recoding process began. Below are some factors to consider when recoding a video:

- Room with no distractions;
- Quiet area;

DeLibCast	TITLE
Screen shot	Audio script
WCMC-Q picture	Eurotrance.wav
Introduction PPT Slide: DeLibCastOpen.ppt	Eurotrance.wav
DeLib Homepage	Welcome to the DeLibCast on
Point cursor to.....	Click here to.....

Figure. 4 D eLibCast script template.

- Script ready;
- Built in microphone and camera;
- Speak clearly and enunciate;
- Ensure clean screen i.e.: no extra tabs open;
- Review and practice movements and script;
- Record in segments to ensure easier editing;
- Insert transitions and any extras i.e.: opening/closing slides;
- Review for quality assurance;
- Submit video to scriptwriter for final review.

All the videos are available on D eLib's website in multiple formats (.mp4, .mov, and .pdf) for both viewing and downloading. A dedicated webpage was developed to provide a full list of the D eLibCasts. Additionally, an icon of a video camera was used as a link throughout the website at point of access.

View a D eLibCast: Understanding Call Numbers
<http://qatar-weill.cornell.edu/elibrary/delibCasts/delibCast.html>

Promotion

To raise awareness about the D eLibCasts and encourage D eLib patrons to use them, D eLibCasts have been promoted in several different ways:

- An article was published in the newsletter *DeLib Bytes*;
- A small camera icon has been placed on the D eLib webpage beside each topic that has a corresponding video cast;W8269
- All the video casts are listed on the D eLib website under the Resources link.
<http://qatar-weill.cornell.edu/elibrary/delibCasts/delibCast.html>
- At the end of each video another video is promoted;
- D eLib librarians have integrated the D eLibCasts into their workshops;
- A presentation was given at the recent Internet Librarian International Conference in London, UK in October 2010;
- A featured article, *Videocasts at point of need*, has been published on the *Information Today Europe* website at <http://www.infotoday.eu/Articles/Editorial/Featured-Articles/Videocasts-at-point-of-need-71746.aspx>

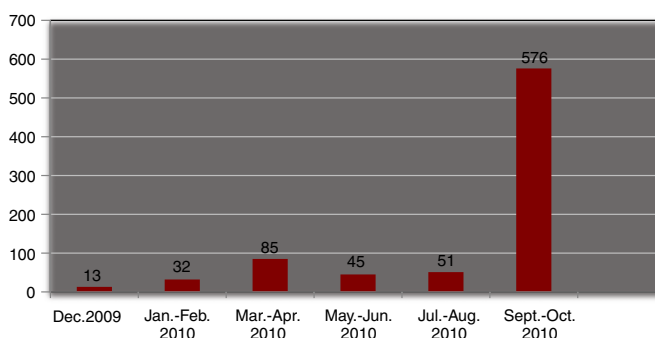


Figure 5 Combined total usage chart.

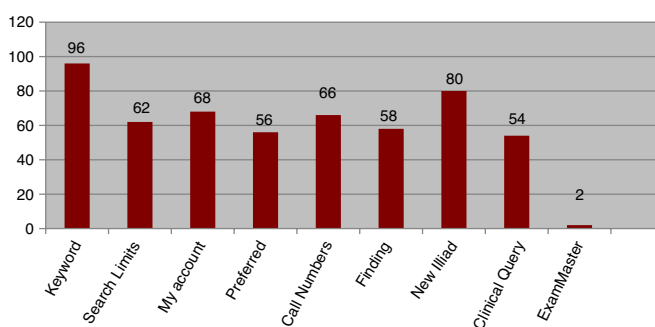


Figure 6 Usage for individual D eLibCasts October 2010.

RESULTS

At the time of this writing, nine videos have been completed. These videos represent the beginning of meeting the goals and objectives outlined in Futura with regards to developing multi-media tools for instruction. The topics of the videos have been mapped to the ACRL Information Literacy Competency Standards for Higher Education, enhancing D eLib's workshops supporting the Information Literacy Program.

Usage statistics have been compiled monthly since December 2009. The statistics were compiled for each video as they were added to the collection. Usage naturally was low at first when the concept was new and fewer videos were available, showing 13 hits for December 2009. By the middle of the spring semester in 2010, however, usage had increased to about 40 hits per month, tapering off again toward the end of the semester. (Fig. 5: Combined total usage chart).

Anecdotal evidence from faculty and students indicate that the videos have been favorably received. A number of faculty members have asked for specific videocasts to be created. The students have indicated that they like to view the videos from their dormitory rooms.

Usage for Oct. 2010 rose significantly, which is attributed to the presentation at the Internet Librarian International Conference in London in October 2010 on D eLibCasts. Usage showed that in October 2010, the scripts were viewed 434 times while the .mov and .mp4 files were not used as often. (Fig. 6: Usage for individual D eLibCasts October 2010) and (Fig. 7: Usage by file format for October 2010).

A limitation of this study is the lack of formal assessment of the usefulness and impact of the D eLibCasts beyond usage statistics. D eLib is currently implementing an information literacy course, "D eLib 101", which is also based on the ACRL Information Literacy and Competency Standards for Higher Education. "D eLib 101" includes D eLibCasts to enhance the explanation of concepts covered in the course. The videos will be part of the comprehensive assessment planned for "D eLib 101".

DISCUSSION AND CONCLUSION

Academic libraries are using videos for various purposes. Some libraries are reporting using streaming videos to promote the library (Harinarayana 2010), while other libraries use screencasting for virtual reference purposes (Xiao et al., 2004). The D eLib at WCMC-Q opted to integrate brief

DeLibCast	Video.mov	mp4	script
Keyword	26	10	60
Search-Limits	4	2	56
My-Account	22	2	44
Preferred-Search	0	2	54
Call-Numbers	2	6	58
Finding-Reserves	4	4	50
New ILLiad™			
Acct	14	4	62
ClinicalQuery	2	2	50
Exam Master			
Online®	0	2	0
Totals	74	34	434

Figure. 7 Usage by file format for October 2010.

videos into its Information Literacy Plan, which supports its strategic plan, Futura, and is based on the ACRL Information Literacy Competency Standards for Higher Education.

The students at WCMC-Q fit within the Generation Y, those born between 1980 and 1994. [Weiler \(2005\)](#), [Kipnis and Childs \(2004\)](#) as well as [Weiler \(2005\)](#) confirm that Generation Y students are visual learners, making instructional videos particularly suitable as a teaching tool. It has also been shown that students learn more when the information is presented both verbally and visually. (Tempelman, 2010).

D eLib librarians and staff had no prior experience with making videos. The video production process was refined as the staff acquired more experience. The literature on academic video casting and an in-house resident expert were consulted. Both provided important details on how to design and produce the videos. A quiet area and good preparation are essential to the quality of the video. Choosing a person with a good speaking voice is also necessary for making a successful video. A script template was developed to provide consistency among the videos. The software should be carefully selected to accommodate the expectations of the final outcome, allowing the videos to have appropriate style and visual appeal to the students. D eLib changed software mid-way, which required re-making several videos. Another important factor to keep in mind is that the videos must be revised as the resources or services they describe change. D eLib is anticipating the revision of select videos with the upgrade of PearlCat.

The topics of the videos were determined based on questions received from D eLib patrons and direct requests from faculty and students. The topics of the videos were mapped to the ACRL Information Literacy Competency Standards for Higher Education. The intention is to map all the videos to these standards.

The videos were promoted in a number of ways, including D eLib's web page and publications. The videos are marketed directly by the librarians in their workshops, and on the final slide of each video, referring the viewer to other D eLibCasts available.

Accumulating statistics with appropriate detail is worth discussing early in the project to determine the level of detail available, and to ensure the availability of sufficient data later. Based on usage up to this point, the D eLib Information Services Librarians will continue to use D eLibCasts to reach out to students unable to utilize our face-to-face services and to promote resources to D eLib patrons.

Future plans for the D eLibCasts include highlighting learning objectives in each video, integrating D eLibCasts into D eLib's Information Literacy class in the Angel Learning Management System, and to conduct a formal assessment of patrons' satisfaction and learning outcomes.

BIOGRAPHICAL NOTES

Sally Birch has more than twenty years of experience working in a variety of libraries ranging from public libraries (including a few years in a bookmobile in Canada) to children's libraries, academic libraries and currently an academic medical library. Professional interests include evidence-based medicine, information literacy and anything that is new in the technology field for use in a library.

Alice Burnett has worked as a cataloger for more than twenty years primarily in medical libraries in the U.S.A. Prior to coming to Qatar Ms. Burnett served as the Head of Cataloging in a major medical library in the United States. Her current position encompasses managing a large collection of electronic resources.

EllenSayed brought sixteen years of experience in academic medical librarianship to Weill Cornell Medical College in Qatar when she arrived in 2007, spanning a wide range of library services, including reference, resource sharing and outreach, instruction, and collection development. Ms. Sayed is an active member of the Medical Library Association and related chapters. As such, she has made frequent presentations, and has authored a number of publications. Currently, Ms. Sayed is the editor of the international column of *MLA News*. In addition, Ms. Sayed is a member of the Special Library Association (SLA) and the European Association for Health Information Libraries (EAHIL). She is also a member of the Academy of Health Information Professionals (AHIP) at the distinguished level. Areas of interest include collection development, open access, library management and innovative applications of technology to promote library services.

References

- Carr A and Ly P, (2009). More than words: Screencasting as a reference tool. *Reference Services Review*. 37.4, 408
- Chen H and Williams JP, (2009). Use of multi-Modal Media and tools in an online information literacy course: College students' attitudes and perceptions. *The Journal of Academic Librarianship*. 35.1, 14–24.
- Grassion ES and Kaplowtiz JR, (2010). Information literacy instruction. 3rd ed., *Encyclopedia of library and information sciences* Vol. 1:1, CRC Press, Boca Raton, FL. 2429–2444.
- Harinarayana NS and Raju NV, (2010). Web 2.0 features in university library web sites. *Electronic Library*. 28.1, 69–88.
- Information literacy competency standards for higher education. Retrieved November 10, 2010, from Association of College and Research Libraries website:
<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>.
- Kipnis DG and Childs GM, (2004). Educating Generation X and Generation Y: Teaching tips for librarians. *Medical Reference Services Quarterly*. 23.4, 25–33.
- McClamroch J, Byrd JJ and Sowell SL, (2001). Strategic planning: Politics, leadership, and learning. *The Journal of Academic Librarianship*. 27.5, 372–378.
- Tempelman-Kluit N, (2006 July). Multimedia learning theories and online instruction. *College and Research Libraries*. 364–369.
- Weiler A, (2005). Information-seeking behavior in Generation Y students: Motivation, critical thinking, and learning theory. *The Journal of Academic Librarianship*. 31.1, 46–53.
- Woodberry E and Barnes C, Facilitating students' success - Student support and learning resources in universities. *International encyclopedia of education*. (2010). Elsevier, Oxford. 427–432.
- Xiao DY, Pietraszewski BA and Goodwin SP, (2004). Full stream ahead: Database instruction through online videos. *Library Hi Tech*. 22.4, 366.