

A woman with dark curly hair and glasses is shown in profile, looking down at a laptop. She is wearing a blue long-sleeved shirt and a thin necklace. The background is a blurred office space with a plant and a window. The text is overlaid on the right side of the image.

# “I love your video!”

Using Zoom to Teach Asynchronously

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I need help finding articles on my topic

HOW DO I GET A SYSTEMATIC REVIEW ARTICLE

Can you help me?

I need to find a THIS ARTICLE IN FULL-TEXT?

Which database should I use?

I NEED A PUBMED REFRESHER

Are there more articles like this one?

## WHAT I DID

- Started replying to students' questions by emailing recorded Zoom sessions
- Quick informal recordings with screen sharing, narrating, & navigating
- Brainstorming off the top of my head with my thoughts as they came to me

## WHY I DID IT

- Global pandemic
- Much easier to visually demonstrate
- Zooming together as a first step is less productive
- Faster to respond to questions without finding a time to meet

## THEN WHAT HAPPENED

- Students returned to ask me more questions
- More students started reaching out to me

# WHAT HAPPENED NEXT



- Overwhelmingly positive feedback
- Playlist of personalized videos to my LibGuide
- Created & posted several online videos on LibGuide



“This video was SO helpful! Thank you so much!”

“I love your stream of conscious speaking – very helpful!”

“I love that I can pause and rewatch it as many times as I need to.”



# THEN WHAT HAPPENED

O'Grady, K. (2022). Zoombrarian: Using Zoom to provide personalized database instruction. *College & Research Libraries News*, 83(1), 31–33. <https://doi-org.sandiego.idm.oclc.org/10.5860/crln.83.1.31>

*the way I see it*

Karen O'Grady

## Zoombrarian

Using Zoom to provide personalized database instruction

I was recently enrolled in an excellent evidenced-based nursing course. My classmates were nursing educators. None of them were librarians. As part of the course, one of the university's medical librarians gave us a PubMed searching lesson. In my rare role as a student of database searching rather than as a librarian, I had an epiphany.

**ONE-SHOTS ARE HARD**

**ONE-SHOT DEMOS TEACH VERY LITTLE**



- Students' topics vary
- Students' skill level varies
- Faculty assume students know more than they do
- Students' intimidation prevents asking questions in a classroom










# WHY PERSONALIZED RECORDED ZOOM VIDEOS WORK (FOR ME)

- Graduate nursing students
- Google generation
- Assume they know nothing
- Assume this is bo-ring
- Demonstrates the trial and error of searching



# WHAT WORKS & WHAT DOESN'T WORK (FOR ME)

- **Do** narrate your navigation & explain your every click 
- **Don't** make assumptions about what your student already knows 
- **Don't** use intimidating, off-putting “Librarianese” 
- **Don't** take yourself too seriously 
- **Do** make videos short & get right to the point 
- **Don't** rehearse or pre-search before you record 
- **Do** end every video with an offer to meet one-on-one 



# THANK YOU!

**Nurses want an answer not a lesson**

They don't care how much you know  
Until they know how much you care

Librarians like to search. Everyone else likes to find.

**REDUNDANCY IS THE BASIS OF PEDAGOGY**

# QUESTIONS?



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