

## **Faculty Readiness in teaching Video Information Creation in Nigerian Library and Information Science Departments**

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### **Abstract**

*Videos are powerful tools in learning. They can spark curiosity, promote scientific enquiry and help students make connection between their experiences and the content to be taught. Teaching video creation is therefore very important. The aim of this study is to establish faculty readiness in teaching video creation in LIS departments in Nigerian universities. Descriptive research design was used for the study. The population of the study is 25 accredited universities that offer Library and Information Science programme. Proportionate random sampling was used to select 12 universities for the study. Observation checklist and questionnaire were used for data gathering. Data collected were analyzed using descriptive statistics involving frequencies and mean. The findings of the study show that lecturers possess some of the skills needed for teaching video creation. However, the study revealed that most of the universities studied lacked the required facilities needed for teaching video creation. To enhance video creation, it was suggested that workshop/training should be provided for the lecturers.*

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## Introduction

Videos are powerful tools in learning. From the development of video cassette in 1964 to streaming video of the 21<sup>st</sup> century, video has penetrated into higher education and is gradually transforming teaching and learning. Greenberg and Zenetis (2012) observed that video has the highest traffic in internet use. Videos can be described as recorded content that has sound and motion which can be stored or delivered live, and can be streamed to a variety of devices (Woolfitt, 2015). Videos as used in this context refer to recorded content in digital format that has motion and can simultaneously appeal to multiple senses of the body. The importance of videos in education cannot be over emphasized. They can spark curiosity, promote scientific enquiry and help students make connection between their experiences and the content to be taught. In developed nations, videos are an important part of higher education. More than half of institutions of higher learning in developed nations use integrated video solutions, integrated into their learning management systems for teaching and learning while about 72% of all lecturers in developed nations use videos for students' assignment (Lee, 2016). Lee further noted that more than half of all students in higher institution in developed nations can create videos. Videos especially video streaming has lent itself as a viable means through which institutions of higher education can wriggle out of budget cuts being experienced in institutions of higher learning orchestrated by economic recession in many countries.

The availability of internet connectivity and technological tools like digital camera and smart phone has made Video (streaming) possible. Video streaming has enabled higher education institution overseas to implement globalization strategy of reaching out to wider students without regional barrier. Palmer (2008) noted that use of video streaming in higher education is more cost effective, time effective and sustainable method of teaching and learning. In a survey of Lecturers of Research Methods in institutions of higher learning in United Kingdom (UK), Gibbs, (2015) discovered that video use was common. Among Library and Information Science (LIS) professionals, video offers itself as a way of packaging information to meet the information consumption styles of various library clients. Teaching video creation in LIS faculties will equip LIS professionals with the requisite knowledge of video creation. Among some foreign LIS faculties, video creation has been adopted into the curriculum of many library schools. This is to enable librarians acquire the skill needed to package information in a form it will be accessible to different categories of clients. Unfortunately despite all the gains of using video in higher education not much is known about teaching video creation among African Institutions of Higher learning including Nigeria, especially Library and Information Science departments. This work looked into the objectives below and propounded a way forward.

## Objectives of the study.

The main objective of this study is to examine LIS Faculty Readiness in teaching video creation. Specifically, this study looked into:

1. Skills possessed by LIS Faculty for teaching video creation
2. Facilities available in LIS Faculties in Nigeria for teaching video creation
3. Curriculum coverage of video creation in LIS faculties in Nigeria
4. Hindrances of teaching video creation in LIS Faculties in Nigeria
5. Strategies for enhancing video creation in LIS faculties in Nigeria.

## Literature review

The internet revolution has affect the library and information profession in all its dimensions. It has affected the way information is stored, retrieved and disseminated. It has also affected teaching and learning within departments of Library and Information Science(LIS). ICT has made it possible that information can be packaged and repackaged to suit the way information is consumed by various people. Creating videos is one of the ways in which librarians through ICT can package information to meet the different ways in which their users consume information and also the information needs of distant users. Goodfellows, Sich, and Torabi (2013) noted that Western University Libraries create online video tutorials to make information easily available to their numerous distant users. Teaching video creation in LIS departments is therefore of utmost importance in recent times. However, Nwangwu (2013) stated that in order to teach video creation, the lecturer should possess the skills needed to capture, embed, edit and produce instructional digital videos. Sentlowitz (2009); Greenberg and Zanetis (2012) highlight and extensively discussed some of these skills. These skills include: planning and organization, time management, communication, technology, cooperative learning, problem solving, information synthesizing, leadership and followership and social skills. Sentlowitz (2009) adds that other skills such as speaking, writing, reading, listening and mathematics skills are expressed and used in the process of video creation. The importance of teaching video creation can never be over-emphasized. Apart from helping LIS professionals to repackage information, Greenberg and Zanetis (2012) noted that teaching video creation help students to develop critical problem solving skills, communication and collaborative skills which are highly needed in the modern world.

Not very much is known about video creation coverage in LIS curriculum in Nigeria. Interactions with some LIS departmental heads show that each university design and adopt a curriculum that best suits them. The situation is not different in other countries as there is a paucity of literature on teaching video creating. The only available reference to video creation in LIS department was in India where it was recorded that an elective course, Multimedia application and development was introduced in 2002 for M.Sc students as an elective (Nagarkar, 2010). The course was designed to equip librarians with the skill to repackage information for different library patrons.

Many facilities are required for teaching video creation. These includes phones, computers with internal or external video/audio recorder; and the software which consist of video editing, word processing and image editing software, as well as internet access (Sentlowitz ,20090. Kilburn (2014) expanded these resources to include: camcorder, boundary microphone,

Cardoid microphone, High Definition (HD) video, Memory card, Omni-directional microphone, Optical zoom, Shotgun Microphone, Thunderbolt and Webcam. Gibbs (2015) also listed a number of resources for video creation which include camera, Smartphone, screen recording software (e.g. Camtasia), tripod, etc. Tassinari (2014) also argue that, apart from the listed resources above, there are other basic requirement the faculty should have before embarking on teaching video creation. These may range from strong support by administration, robust technical infrastructure, technical and pedagogical training and mentoring by staff and faculty to recognition of time spent in learning, preparing, and teaching.

A number of challenges have been observed to militate against the teaching of video creation in LIS departments and other faculty departments. Sentlowitz (2009) observes that inadequate technology infrastructure, lack or inadequate power supply and unsteady internet access, lack of training, funds, skilled and experienced lecturers in multimedia creation and knowledge of video creation tools as well as lack of support from curriculum decision makers can create a big huddle in teaching video creation. Woolfit (2015) submits that low digital fluency of faculty and inappropriate technological experience are some of the challenges facing video creation in teaching. He explains that many lecturers in higher institutions do not come from technological background, thus there is always a generational gap between the technological capability of the lecturer and that of their students. Secondly, the lecturers' inadequate technological experience on how to create and use the new technology can be complicated and time consuming. But Brynjolfesson and McAfee (2014) maintains that if teachers are to provide students with the skills needed to survive in the 'Second Machine Age', then it is imperative they understand the technology at deeper level.

## **Methodology**

Descriptive research design was used for the study. The population of the study is 25 accredited Nigerian Universities offering library and Information Science programme which include Federal, State and Private Universities. All lecturers in the department of Library and Information Science Departments of the accredited universities formed the population of the study. Using proportionate random sampling technique, 12 universities that offer Library and Information Science were selected for the study. These include eight federal universities, three state universities and one private university. Two instruments were used for the study- Observation checklist and questionnaire. The observation checklist was used to find out facilities that are available in the universities under study for teaching video creation. Questionnaire was used to identify the skills possessed by LIS faculty, curriculum coverage of video creation in Nigerian LIS departments and hindrances in teaching video creation among LIS departments in Nigeria. There was also an open ended question in which the respondents were required to suggest ways of enhancing video creating in LIS departments in Nigerian Universities. Out of 144 copies of questionnaires distributed, 92 useable copies of the questionnaire were returned. This gives a response rate of 64%. Data collected were analyzed using descriptive statistics involving mean, standard deviation, frequencies and percentages.

## Data presentation

The outcome of the survey is presented in the tables below.

**Table 1: Extent to which LIS Lecturers Possess the Required Skills?**

S/n	Skills needed to capture, edit, and produce instructional videos.	Mean	Std
1	Planning skill	3.05	.070
2	Time Management skill	3.10	.742
3	Technology skill	3.07	.768
4	Team playing skill	3.14	.779
5	Cooperative learning skill	3.12	.709
6	Organization skill	3.24	.685
7	Communication skill	3.32	.681
8	Problem solving skill	3.23	.665
9	Information synthesizing skill	3.14	.720
10	Leadership skill	3.14	.750
11	Followership skill	3.07	.723
12	Speaking	3.03	.870
13	Writing	3.05	.843
14	Reading	3.13	.867
15	Listening	3.10	.915
16	Mathematics	2.53	.966
17	Video editing skill	2.29	.469
18	Recording Skill	2.98	.784
	Others Please specify		

Table 1 shows the skills possessed by LIS lecturers for teaching video creation.

The study revealed that the respondents to some extent possessed the required skills for video creation. In Table 1 above, most of the items were rated within the range of 2.9 – 3.0 and above mean score. Mathematics skill, though, rated low at 2.5 mean score, is still within acceptable level. Therefore, the rating indicate that most of the skills are possessed by lecturers. But the only skill that was rated below acceptable level is Video editing skill with 2.29 approximately 2.3mean score.

**Table 2: Facilities Available in LIS Faculties in Teaching Video Creation in Nigeria.**

	Items	A B U	A BS U	AT BU	B I U	B U K	BS U	FU TM	M U	U C	N A U	U N N	U U
19	Digital video camera	√	√	√	√	×	×	×	√	√	×	√	√
20	Micro phones	√	×	√	√	×	×	√	√	√	√	√	√
21	Computers with internal video recorder	√	√	×	√	×	×	×	√	√	√	√	√
22	Action camcorder	×	√	×	×	×	×	×	√	×	×	×	×
23	Shot gun	√	×	×	×	×	×	×	√	×	×	×	×
24	Webcam	√	×	×	√	×	×	×	√	√	√	√	√
25	High definition video recorder	√	×	√	√	×	×	√	√	×	×	×	×
26	Memory card	√	√	√	√	×	×	×	√	√	√	√	√
27	Computers with external audio recorder	√	√	√	√	√	×	×	√	×	√	×	√
	<b>Software</b>												
28	Editing software	√	×	√	√	√	√	×	√	√	×	√	√
29	Word processing software	√	√	√	√	√	√	√	√	√	√	√	√
30	Imaging editing software	√	√	×	×	×	√	×	√	√	×	×	√
31	Internet access	×	×	×	×	×	×	×	×	×	×	×	×
	<b>Human resources</b>												
32	Videographer	√	×	√	×	√	×	×	√	√	×	×	×
33	Systems consultants	√	×	×	√	×	×	√	√	√		√	
34	Video editors	√	×	×	×	×	×	×	×	×	×	×	×
	<b>Others</b>												
35	Video Creation Laboratory	×	×	×	×	×	×	×	×	×	×	×	×
36	Project vehicle	×	×	×	×	√	√	×	√	×	×	×	×
37	Computer laboratory	×	×	×	×	×	×	√	√	√	√	√	√

Key: Available =(√); Not available=(×)

ABU= Ahmadu Bello University, Zaria  
 ABSU= Abia State University  
 ATBU= Abubakar Tafawa  
 BelewaUniversity Bauchi;  
 BIU= Benson Idahosa University;  
 BUK= Bayero University, Kano  
 BSU= Benue State University

FUTM= Federal University of Technology,  
 Minna  
 MU=Madonna University  
 UC=University of Calabar  
 NAU=Nnamdi Azikiwe University  
 UNN= University of Nigeria,Nsukka  
 UU=University of Uyo

Facilities needed for teaching video creation in LIS departments is shown in table 2 above. From the table, all the LIS faculties in Nigerian higher institution lack steady internet access and video creation laboratory. Only the LIS faculty in Ahmadu Bello University, Zaria (a federal institution), has a video editor. Items like shotgun and action camcorder are possessed by only two institutions namely Madonna University and Abia state university (private and state owned universities respectively). Out of 12 universities, only 3 have project vehicle for carrying

the equipment. They include Bayero University, Kano (federal), Benue State University (State) and Madonna University (private). Also, out of 12 institutions only 5 have High Definition Video (HDV) recorder and Videographers respectively. The table shows that all institutions used for the study lack three or four 3 items required for video creation. The only item possessed by all the institutions is word processing software.

**Table 3: Video creation related courses offered in LIS departments in Nigeria**

	Items	A B U	A BS U	AT BU	B I U	B U K	BS U	FU TM	M U	U C	N A U	U N N	U U
38	Introduction to multimedia basics	√	×	×	×	×	×	√	√	√	×	×	×
39	Components of multimedia	√	×	√	×	×	×	√	√	√	√	×	×
40	Multimedia file format	√	×	√	×	×	×	√	×	×	×	×	×
41	Multimedia applications	×	×	×	×	×	×	√	×	×	×	×	×
42	Copyright in multimedia	√	×	√	√	×	×	√	×	×	×	×	×
43	Software tools used	√	×	×	√	×	×	√	×	×	×	×	×
	<b>Image presentation and process</b>												
44	Image editing	√	√	×	×	×	×	×	√	×	×	×	×
45	Use of GIMP, Paintbrush	√	×	×	×	×	×	×	×	×	×	×	×
	<b>Multimedia information delivery</b>												
46	Internet, multimedia digital libraries	×	×	√	×	×	×	√	√	√	√	×	×
47	Multimedia products and applications	×	×	×	×	×	×	×	×	×	×	×	×
48	E-learning multimedia tools	√	√	√	×	×	×	√	√	√	×	√	×
	<b>Project work in multimedia</b>												
49	Use of software tools to create a multimedia information products	√	×	√	×	×	×	√	×	×	×	×	×

Adopted from Ngarkar, S. (2010). Key: Offered = √; Not Offered=×

Table 3 shows video creation related courses offered in departments of Library and Information Science in Nigeria Universities. This is an adopted curriculum of video creation related courses. The checklist of courses offered by institutions in this study indicated the following: three universities in this study do not offer any video creation related course in their LIS departments. One university offers only one video creation related course which is E-learning multimedia tools. However three universities offer two different video creation related courses. On the other hand one University offers six of these courses, while two other universities offer five and four

of the courses respectively. However, two of the universities in the study offer as many as 9 video creation related courses.

**Table 4: Challenges of Teaching Video creation in Nigerian Universities.**

S/n		Mean	Std
50	Lack of required infrastructure	3.54	.732
51	Lack of knowledge of video creation tools	2.86	.933
52	Lack of relevant training outlet	3.23	.757
53	Lack of funds	3.51	.638
54	Lack of skilled lectures in teaching multimedia usage in teaching	3.24	.717
55	Lack of support from curriculum decision makers	3.09	.821
56	Inadequate power supply	3.37	.752
57	Unsteady internet access	3.32	.678
58	Lack of awareness of teaching video creation among LIS Faculty	3.16	.788
59	Lack of opportunities to go for training	3.11	.733
60	Lack of interest among lecturers in teaching video creation	2.75	.921

There are a lot of challenges facing the teaching of video creation in Nigerian LIS departments. From Table 3 above, lack of required infrastructure and lack of funds were rated high with a mean of 3.50 and above. On the other hand, inadequate power supply, unsteady internet access, lack of skilled lecturers in teaching multimedia usage, lack of training outlet, opportunities to go for training, as well as lack of support from curriculum decision makers were rated with a mean of 3.0 to 3.37. Lack of knowledge of video creation tools and lack of interest among lecturers in teaching video creation were rated 2.86 and 2.75 mean score respectively. These scores were just slightly above the criterion mean of 2.50. However, all the items were the challenges militating against video creation teaching in LIS departments in Nigeria. The low scores of standard deviation in all the items is an indication that there is not much divergent of opinions among the respondents

**Table 5– Suggestions for Enhancing video creation teaching in LIS**

Rk	Suggestions for enhancing video creation	Frequency
1	Workshop/training should be provided for LIS lecturers on video creation	25
2	Adequate infrastructure should be provided for video editing	24
3	Adequate funds should be provided to finance video editing courses	13
4	Incorporate video creation into LIS curriculum	13
5	Create awareness among LIS educators on video creation	13
6	Uninterrupted and sustained power supply should be extended to LIS Departments	9



7	Lecturers with interest in video creation should be employed in LIS departments	6
8	Opportunities for training should be created for LIS Staff	3
	Internet bandwidth in Universities should be expanded to enhance video streaming	3
9	Lecturers skilled in video creation should be employed	2
10	Encourage students to use YouTube & other video websites.	
11	Lecturers should be encouraged to use the video conferencing function of the moodle platform that is presently in use in the university	1
12	Department should liaise with the University Library to utilize their materials	1
13	Create a video editing laboratory	1
14	Technical knowhow should be provided for LIS departments	1
15	Video creation laboratories should be provided in LIS departments	1
16	LIS staff should be encouraged to incorporate videos lectures in their teachings	1
17	Collaboration should be encouraged between LIS departments and Video creation outfits	1
18	Video creation should be made a compulsory course for both undergraduate and post graduate students.	1

Table 5 shows suggested ways of enhancing teaching video creation in LIS departments in Nigeria. Among these suggestions, providing workshop/training for LIS lecturers on video creation and providing adequate infrastructure for video editing have the highest frequencies ( 25 and 24 respectively). This was followed by provision of adequate funds to finance video editing courses; incorporating video creation into LIS curriculum and creating awareness among LIS educators on video creating. The other suggested items with appreciable occurrence include having uninterrupted and sustained power supply in LIS Departments; and employing Lecturers with interest in video creation for LIS departments. However, other suggested items for enhancing video creation are important though they were mentioned only once.

## Discussion

For teaching of video creation to be effective in Nigerian Universities, there are some facilities that are required. These facilities include Digital video camera, micro phones amongst others. Unfortunately, there is no institution in Nigeria that has all the facilities for teaching video creation. The basic facilities are lacking in most of the universities. Support staff that can help the lecturers such as video graphers, video editors and system consultants are not available in all the universities studied. Other essential facilities not available but necessary for teaching video creation are video creation laboratory and computer laboratory. Without such laboratories, much cannot be achieved.

None availability of video editing and computer laboratories in most of the universities may explain the absence of video editing software in the universities. None availability of facilities may lower the moral of people interested in teaching video creating. Almost all the universities

studied indicated that they do not have steady internet access. This may not mean that there is no internet connectivity in the campuses, but that the internet connectivity is not sufficient to support the departments. It is clear that from the Universities studied, that the department do not have adequate facilities to teach video creation.

Findings from this study show that few universities in Nigeria have courses related to video creation. Many have not included video creation courses in their curriculum. This is not a very good situation. Nigerian LIS faculties should leverage the gains of ICT in information repackaging by including video creation in their curriculum. Nagarkar, ( 2010) stressing the usefulness of teaching video creating in LIS faculties opined that teaching video creation to LIS professional will equip them with the necessary skill to repackaging information for various users.

Teaching video creation requires some skills on the part of the lecturers. These include skills such as planning, management, technology, team playing etc. Findings from this study revealed that lecturers in Nigerian Universities possesses the skills necessary for video creation except one (Video editing skill with a score of 2.29). These finding is consistent with the assertion of Sentlowitz (2009). Greenberg & Zanetis (2012) that to teach video creating lecturers need skills in planning, time management, technology etc. This finding shows that LIS departments in Nigeria are ready to teach video creating as it affects skills for teaching video creating. Though the lecturers possess the required skills for video creating teaching, it is likely that those skills were acquired to be used in other activities.

Findings also revealed a lot of challenges militating against teaching video creation in Nigerian universities. These challenges include lack of infrastructure, lack of relevant training outlets, lack of funds, lack of skilled lecturers in teaching video creating, lack of required infrastructure etc. Among these problems, lack of required infrastructure scored highest followed by unsteady internet access, inadequate power supply. Poor infrastructural development has been the bane of many projects in Nigeria, so is the case of incessant power outage. It is good to note that trying to overcome some of these challenges is the only way forward for teaching video creation in LIS faculties.

It is the opinion of the respondents that workshops and training should be organized for LIS faculty to enlighten them on the merits of teaching video creation to LIS professionals as well as equip them with the skill to teach it. With awareness and appropriate skill, LIS faculties may seek out available resources with which to teach video creation. Teaching video creation effectively will never take place unless the problem of infrastructure is tackled. Availability of infrastructure may even spur people without interest to develop interest in it.

### **Conclusion and Recommendation**

Findings from the study show that many lecturers in the department have the required skills for teaching video creating though the skills were gained from other activities other than video creating. Three universities offer up to six related courses in video creating. These three

universities are probably those who are ready to teach video creation. However further analysis showed that lack of required infrastructure and funds are the major challenges that hinder the teaching of video creating. Based on the above, the respondents suggested ways of enhancing teaching video creating in LIS departments. Top on their suggestions were organizing workshop/training for lecturers, provision of adequate infrastructure amongst others.

Based on the findings of this study, it is therefore recommended that:

1. There should be awareness on the importance of video creating to LIS profession to lecturers and students.
2. Video creation should be included in LIS curriculum
3. Video creation and computer laboratory
4. Workshop and short trainings should be organized for lecturers in LIS faculties to arouse their interest in video creation and also equip them with the necessary skills.
5. Support staff like video graghers should be employed in LIS faculties in Nigeria.

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