

**ADOPTION OF SHORT VIDEO CLIPS FOR TEACHING LIBRARY  
USER EDUCATION IN COLLEGES OF EDUCATION IN NORTH WEST  
STATES,NIGERIA**

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***Abstract***

*This paper explore the adoption of Short Video Clips for Teaching Library User Education (LUE) in Colleges of Education in North West States, Nigeria. The objective of this paper is to proffer solutions to the problems identified. To achieve the aims of this study, the following objects were set: identify the policy requirements for the adoption of SVCs for teaching LUE in the Colleges of Education in the North West States, Nigeria; identify the skills and competencies required for the adoption of SVC by lecturers for teaching LUE programs in the Colleges of Education in the North West States, Nigeria; and to identify the perceived challenges associated with the adoption of SVCs for teaching LUE course in the Colleges of Education in North West States, Nigeria. A quantitative research methodology was adopted using survey research design for the study. The population of the study was comprised of all academic staff teaching Library User Education in the Colleges of Education in Northern States, Nigeria. The sample size of the study is one hundred and three (103) academic staff teaching Library User Education across the twelve Collages of Education in North West States, Nigeria. A Total Enumerative sampling technique was used for the study. The instrument used for data collection for this study was a self – developed questionnaire. The study found among others that the policy requirement for the adoption of SVCs for teaching was on monitory and evaluation as well as policy on learning resources. While content development and pedagogical skills were revealed to be the main skills required for the adoption of SVCs for teaching LUE Course in Colleges of Education. The study concluded that even though there is currently no policy on the adoption of SVCs for teaching Library Users Education in Nigeria Colleges of Education the respondents were able to identify some policies that they consider important for the adoption of SCVs. The study went*

*further to identify the skills and competency that could facilitate the adoption of SVCs for teaching as well as some of the perceived challenges.*

## **Introduction**

Library user education equip learners with the ability to navigate and evaluate a variety of information sources effectively and enhances academic performance of students. Library user education, often referred to as user education, user instruction, reader instruction, library orientation, and library familiarization. These terms refer to organized programmes practiced across various types of libraries to enable library patrons acquire skills which will help them effectively use the library information resources. Fjallbrant (2010) defined user education as “the teaching of those skills that will enable students and other library users to locate and use library materials effectively and feel confident in using the library”. Singh (2010) reported that the aim of user education is to acquaint users with the use of materials in the library. Bello (2013) noted that user education is a device used by the librarians to educate users on how to use the resources available in the library in a result-oriented ways. Osagie (2013) opined that the major aim of user education is to facilitate easy and quick search and retrieval of information resources in the library. According to Uwakwe, Onyeneke & Njoku (2016), LUE is a course whereby potential users of the library are made to learn how to make efficient use of it and its resources through the acquisition of knowledge and skills in the identification, location and retrieval of information. Supporting this assertion, *Liu, Lo, Zhou, Jiang, Allard, & Itsumura (2019)* posited that Library User Education have positive effects on students’ learning outcomes, research practices, and motivation for independent learning, as well as inspire quest for knowledge. Library User Education (LUE) programmes are necessary for learning as evident through its pivotal role in cultivating information literacy, fostering critical thinking skills, and promoting independent research capabilities among students. The diffusion of digital information resources in the library are so complex that College of Education students find it difficult to use digital resources without attending the library users education course. As a college of education student, locating, using, managing, sharing and synthesizing information effectively is a complex task in this digital era. It therefore becomes imperative that Library User Education is taught effectively in such a way that its objective is achieved. Library User Education (LUE) is expected to have various positive effects on students’ learning outcomes, research practices, and self-motivation for independent learning. In a broad sense, it is teaching users to make effective use of library systems (Liu et. al. 2019). It can therefore be argued that one of the primary goal of LUE is to enable library users to effectively use the library resources for learning and research. However, a major problem faced by lecturers/librarians teaching LUE is how to organize user education more

effectively in the face of explosive growth in the number of students and limited classroom sizes. Several methods have been used for teaching LUE programmes such as library orientation, library tours, use of OPACs, and information literacy (IL) instructions via inquiry-based instruction methods. Wanja, Namande, & Awuor (2022) also identified the various types of user education practices to include: Course-related instructions, course-integrated instructions, individualized learning, library orientation/instruction, bibliographic instruction, computer-assisted education, and web-based instructions. The focus of this article is course-integrated instructions which involves a formal classroom instruction for library students of the college of Education. In most academic institution in Nigeria it is a credit earned course.

Short Video clips are short digital movies that consist of pictures and voices. Their subject content could vary. They are short clips of movies, usually part of a longer recording. The idea of short video clips in educational use is that a student or a group of students could experience the content of the short video clip and not just look at pictures and read texts. It is proposed that two to four short videos that last from 30 to 120 seconds, regularly shown after 20 minutes into a lecture, are most effective in engaging students. Richards & Renandya (2004) re-echoed that the short video clip is an 'extremely dense' medium in which there are combinations of visual elements, sound effects and audio. Short Video clip is a powerful teaching aid since learners can experience things they have never seen before (Isiaka, 2007). In addition, Canning-Wilson (2000) defined short video clip as "the selection and sequence of messages in an audio-visual context" that can portray settings, verbal and non-verbal signals and paralinguistic features of speaking, which can provide important "visual stimuli" for language practice and learning. However, today a new trend has emerged: video clips for education nowadays are presented with only a short duration.

Short videos when done objectively have the advantage of explaining in a few seconds something that needs several pages when written. This, together with the fact that students may see them whenever they can and play it as many times as they need it, makes them a very powerful tool in enhancing learning efficiency (Vieira, Lopes & Soarres (2014). Some of these benefits of SVC include: offering more flexible learning experiences, opening channels for synchronous and asynchronous communication and interaction, allowing for more collaboration and interaction with peers, providing access to learning resources in various formats, and promoting authentic and situated learning (Ally, 2008; Davies, 2014; Fuller & Yu, 2014). Bell and Federman (2013) argued that SVC had the potential to afford and support access to higher education for those who have socioeconomic, academic, and health issues that prevent them from attending on-site classes. Keengwe, Schnellert, and Kungu (2014) added to the noted benefits

and potentials of SVC learning by opining that it offers cross-cultural experiences in which learners could learn about and communicate with people from other cultures. SVCs also cautiously mention feeling anonymous as another benefit of SVC learning. Other benefits that SVCs may gain include more flexibility as regards to teaching location and hours; being able to reuse and immediately update the learning materials; increasing the number of ways to individually communicate, supervise, and direct learners; and enhancing their ability to determine learners' educational needs and to design personalized learning experiences accordingly (Ally, 2008).

Adoption is the act of accepting, embracing or to start to use an idea, behaviour, characteristics, technology or principle. It is also a process of starting to use a new method, system, law, technology, product or service. The term "adoption" is found in Roger (1971), as "Making full use of a new idea as the best course of action available". This definition is explicitly or implicitly used by virtually all adoption analysts. Adoption is a process of composed learning, decided over a period of time. The adoption of a specific practice is not a single decision to act upon but series of actions through decision making (Wilkening, 1959). The definition of Technological Adoption observed by Gershon and Umali (1993) is:

*"... a factor that changes the production function and regarding Which there exists some uncertainty, whether perceived or objective(or both).The uncertainty diminished over time through the acquisition of experience and information, and the production function itself may change as adopters become more efficient in the application of the technology"*.

This research focuses on technology adoption of short video clips for teaching and learning Library User Education. Hence, SVC is seen as the new innovation to be diffused, adopted and used that requires special strategies. Rogers (2003) defined the innovation as "an idea, practice or object perceived as new by an individual or other unit of adoption". Rogers (2003) considered that the existing degree of uncertainty about the innovation's functioning and reinforcement from the social system are affecting the attitude towards the technology. Further, he considered the adoption rate of an innovation to depend on the persuasion of five innovation attributes, namely relative advantage, compatibility, complexity, trialability and observe ability Diffusion; on the other hand, it is "the process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 1995). Therefore, the IDT theory argued that "potential users make decisions to adopt or reject an innovation based on beliefs that they form about the innovation" (Agarwal, 2000). One of the most effective strategies used by scholars and library professionals is the diffusion of the innovation theory. It provides a framework for scholars to study the processes

and strategies of introducing innovations in communal setting. In this case, it is the introduction of SVC to teach LUE programs in higher institutions of learning.

### **Statement of the Problem**

The adoption of short video clips for teaching library user education in the classroom can effectively supplement classroom lectures leading to increased student interaction. Other benefits that SVCs may gain include; more flexibility as regard to teaching location and hours; being able to reuse and increasing the number of ways to individually communicate, supervise, and direct learners; and enhancing their ability to determine learners' educational needs and design personalized learning experiences. The research observed that the Nigerian Colleges of Education still teach using traditional methods to overpopulated students with different learning abilities in congested lecture theatres. There is no doubt that the increasing student population in Nigerian Colleges of Education and the traditional teaching of the LUE method is becoming less effective. In this circumstance very little is achieved in terms of meeting the objective that the library user education course is set to achieve. Despite the advantages of SVCs in education, observation through preliminary investigation has shown that lecturers in Colleges of Education in Nigeria are yet to adopt this technology, despite its perceived advantages in teaching LUE. There is exist of a knowledge gap concerning the feasibility of employing this new innovation to enhance instructional delivery. It is against this background that this study intends to explore the adoption of SVC as one of the innovations used in teaching with the view to recommend it to teaching LUE, to address the problem of congestion and the management of a larger group of students during lectures in the Colleges of Education in North Western States, Nigeria.

### **Research Questions**

The following research questions were raised

1. What are the policy requirements for adoption of SVCs for teaching LUE at the Colleges of Education in the North West States, Nigeria?
2. What are the skills and competences required for the adoption of SVC by lecturers for teaching LUE programs in the Colleges of Education in the North West States, Nigeria?
3. What are the perceived challenges associated with the adoption of SVCs for teaching LUE course in the Colleges of Education in North West States, Nigeria?

### **Literature Review**

The Short Video clip is widely used as an effective tool for teaching. It can facilitate students effectively to gain better achievement through the use of

technology (Masruddin, 2018). It increases students' learning process in the institutions of higher learning. Bruce and Levin (2003) stated that video clips could be a helpful tool in classroom settings because it encourages inquires, helps in communication, constructing teaching product and assists students' self-expression. Pranav, Bhounsule & Manteufel (2016) had conducted a study on the adoption of SVCs in the senior-level mechanical engineering mechatronics course at the University of Texas, San Antonio. The study reported that two to four short videos that lasted from 30 to 120 seconds, regularly shown after 20 minutes into a lecture, was most effective in engaging students. They proposed that video clips could effectively supplement classroom lectures, leading to increased student learning. Masruddin (2015) also stated that using SVC innovation as a tool in the classroom, could help students to work with their classmates. In addition, Masruddin, 2015; Dudney & Hocley, 2007; Chappe, 2001, mentioned that video technology can create faster and easier ways in delivering the learnt message to students in the classroom. In addition, teaching and learning with video clip technology teachers and material are an interesting new phenomenon. Short video clip materials have a lot of advantages.

Accessibility is a great advantage for normal students, who might have missed classroom lectures due to illness or vacation. This gives these students the chance to keep up with the group without requiring special arrangement from the lecturer (Windermere, 2015). Another unique aspect of short video clip lectures is that the lecturer has the opportunity to use the material in its shortest and easiest form. These possibilities the lecturer does not have in the live classroom setting. With short video clip you can play, stop and rewind the short video clip as you please to ensure that you learn the material. This gives the learner control over the pace that the material is perused and helps to focus on important points in the material. The possibility to control the speed of studies offers an equal playing field for students of different skill levels (Windermere, 2015). Also, several researchers such as; Distasio (2016) and Hegeman (2015) have discussed the benefits of Short Video clips. There are so many benefits to be derived from instructional videos. Among these are:

- i. Improve Teaching and Learning Outcome;
- ii. Reduce Bulky Print Based Materials;
- iii. Increase Self-Paced Learning;
- iv. Time Management:

### **The Policy for the Adoption of Video Clips for Teaching**

A policy is a plan of action designed to guide decisions and achieve national outcomes, which may be applied to the government, private sector organizations

and groups, as well as individuals. It forms the pillar for the successful implementation of any program. Policy is a set of rules and regulations documented to guide the day-to-day activities of a given organization or institutions. It could also mean a statement of intent and implemented as a procedure or protocol for achieving some goals and objectives. According to Posner (2012) in Masruddin (2018) a policy/guideline is also a deliberate system of principles to guide decision and achieve regional, national and/ or international outcome. It can be a course of action selected from among alternatives and in light of the given conditions to guide and determine present and future decisions on certain phenomenon (Fuller & Yu 2014). ICT policy generally covers three main areas: telecommunications (especially telephone communications), broadcasting (radio and TV) and the internet. It may be national, regional or international.

Policies are vital for ensuring compliance with procedural and legal requirements within an organization. By clearly defining procedures, roles and responsibilities, policies help to promote transparency and accountability. Also, they provide an overall cohesion within an organization and offer guidance for best practice. Eight policy themes are commonly identified in educational technology policies around the world. These relate to 1) vision and planning; 2) ICT infrastructure; 3) teachers; 4) skills and competencies; 5) learning resources; 6) EMIS; 7) monitoring and evaluation; and 8) equity, inclusion and safety.

The adoption of short video clip has increasingly become popular in the delivery of teaching and assessment in tertiary institutions. In the 21st century, technology adoption has gone through innovations and transformed our societies that have totally changed the way people think, work and live. The Short Video clip is normally utilized as a supplement to teaching and learning in order to enrich regular lessons and situate or visualize knowledge for a better understanding of a topic at hand. Arnseth & Hatlevik (2012) stated that the aim of short video clips adoption in teaching is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students. Therefore, the process of the adoption of video in teaching is not a single step, but ongoing and continuous steps that fully support teaching and learning and information resources.

Jonassen (2000) in their study on the adoption of short video clip for teaching, stated that it can be used in various ways. It helps both teachers and students to learn about their respective subject areas in almost all ranges of subjects, such as mathematics, science, languages, arts and humanities. In addition, short video clip provides help and complementary supports for both teachers and students (Jorge et al., 2003). There is the need for short video clip adoption, because with the help

of technology, teaching and learning is not only happening in the school environment, but also can happen even if teachers and students are physically at a distance. Short Video clips are well-placed to support the learning and teaching approach, particularly in their ability to provide a broader context and the visual point that can help to develop a fuller understanding of the focuses of the study.

### **The skills and competencies required for the adoption of SVC for teaching**

Skills are the expertise or talent needed in order to do a job or task. It is the ability to use one's knowledge effectively and readily in execution or performance. According to McIntosh and Vignoles (2001), skill can be thought of as a specific ability that an individual possesses. It is typically applied in a specific setting in order to accomplish a predefined desired result. It is also learned through training or by experience. A skill is the learned ability to perform an action with determined results with good execution often within a given amount of time, energy or both. Scott (2015) defined '21st Century Skills' as 'the knowledge, skills and attitudes necessary to be competitive in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technologies and cope with rapidly changing workplaces'. In addition, Chalkiadaki (2018), defined 21st Century Skills as encompassing a broad range of skill sets and professional attributes, including: creativity, divergent thinking, critical thinking, team working (especially in heterogeneous groups), work autonomy, developed cognitive and interpersonal skills, social and civic competences, responsible national and global citizenship, consciousness of interdependence, acceptance and understanding of diversity, recognition and development of personal attributes, interactive use of tools, communication in mother tongue and foreign languages, mathematical and science competence, digital competence, sense of initiative and entrepreneurship, accountability, leadership, cultural awareness and expression, physical well-being.

Similarly, Masruddin (2018) classified ICT competencies into two: basic and educational ICT competence. UNESCO designed a competency framework for teachers (ICT-CFT), which was launched in 2008 to help educational policy-makers and curriculum developers identify the skills teachers need to harness technology in education (UNESCO, 2008). The Competency Standards were developed in cooperation with Cisco, Intel, and Microsoft, as well as the International Society for Technology in Education (ISTE). The framework was created by crossing three approaches to ICT integration in education (Technology Literacy, Knowledge Deepening, and Knowledge Creation) with the six components of the educational system (Policy & Vision, Curriculum & Assessment, Pedagogy, ICT, Organization & Administration, and Teacher Professional Development). By competence we mean the ability of a learner to



apply knowledge and skills, job competency centered personal skills and experience in a certain area of life activity. Competence is thought of as a combination of professional knowledge and skills, ways of professional activities, certain competences mastery, including information and communication. Hence, one of the most important components of the professional competence of a teacher is the competent use of ICT tools in solving professional and teaching problems. Currently, teachers have the opportunity to implement their job competence following modern information and communication technologies and interactive teaching techniques by means of the Internet network resources.

In addition, Liu (2017), reviewing and analysing literature to confine skills and competencies that instructors need to effectively adoption in teaching and learning environments in a short video clip. These skills and competencies are classified into six categories: (a) pedagogical skills, (b) content skills, (c) design skills, (d) technological skills, (e) management and institutional skills, and (f) social and communication skills.

There are several techniques of adopting and using short video clips in teaching in the classroom and examples of clips. Many scholars have identified several techniques of adopting and using short video clips in teaching in the classroom which include: Clemens and Wolff (1999), Disibio (2006), Golden (2001), Higgins and Striegel (2003) and Pluth (2007) in Fuller and Yu (2010). Based on the literature review the most common procedures for adopting a video clip in teaching consists of the following steps:

1. Pick a particular clip to provide the content or illustrate a concept or principle
2. Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the clip? Make it clear to the students;
3. Introduce the video briefly to reinforce purpose;
4. Play the clip;
5. Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
6. Set a time for reflection on what was scene;
7. Assign an active learning activity to interact on specific questions, issues, or concepts in clip; and
8. Structure a discussion around those questions in small and/or large group format.

## Factors affecting the Competency of a Teacher

Possessing a skill is highly important in the use of an innovation. Several scholars have conducted studies, which explored the skills required for the adoption of short video clips for teaching. Pappas, Giannakos & Mikalef (2017) in their study on the adoption of SVC examined the factors and skills that influence students' intention to adopt SVC assignments. Their findings revealed that students perform all the assignments with SVC than ordinary assignments. Similarly, the findings highlight the importance of students' emotions in the adoption of SVC assignments. Jonassen (2000) was concerned with using video content to connect students learning to other knowledge. They are existing knowledge and skills; real world contexts and practical examples; related contexts and possibilities; providing access to experts in the field. The scholars also observed the other strategies requested to be employed; firstly, video clips can be chosen to introduce a concept, introducing new information by providing contexts that are familiar to students. Second, video clips can be used to elaborate or expand on what has already been covered in lectures and texts, taking information that students are already familiar with and expanding this out to new contexts or possibilities. Third, short video clips can be used to summarise or consolidate learning by displaying a number of interlinking ideas in one piece and demonstrating to students how related concepts work in practice (Mardis, 2009).

Short Video clips must be analysed and criteria for selection employed to ensure their relevance and a positive learning experience for students. By reviewing many publications in the area, which tackle the selection of video clip (Berk 2009; Mitra *et al*, 2010), given a list of criteria for selection can be drawn together as follows:

- i. Short Video clips should display unique or alternative perspectives
- ii. Short Video clips should provoke thought
- iii. Short Video clips should contain visual information
- iv. Short Video clips should be engaging and designed to interest and motivate learners
- v. Short Video clips should contain material appropriate to the students' age range
- vi. Short Video clips should be contextually relevant in terms of theme and language
- vii. Short Video clip should extend or build upon students' previous knowledge
- viii. Short Video clips should be related to an instructional goal and serve an instructional purpose
- ix. Presentation should be clear, logical and appropriate for easy viewing

- x. Short Video clips should be concise and to the Content should be available for students to access.

### **The Challenges Associated with the Adoption of SVCs in Teaching**

There are numerous challenges associated with the adoption and use of video clips in the teaching and learning process in literature. These challenges had been discussed by scholars (Guo, Lin & Robin, 2014; Waters, 2011; Stover & Verse, 2013). They are;

1. There are some teachers who do not yet have the skills, experience, confidence, understanding or expertise to teach students using video clip effectively.
2. There are teachers who also lack knowledge, support, guidance and training to integrate ICTs in teaching and learning processes (Guo, Lin & Robin 2014),
3. There is an element of fear or lack of confidence for some teachers to be recorded on video. This exposes their teaching skills to a wider public (Waters, 2011)
4. There is inadequate fund for the successful implementation and integration of ICTs in education. It is obvious that countries with higher financial resource bases stand a good chance than those with limited resources to reap the benefits offered by ICTs (Stover & Verses, 2013).
5. There are difficulties in accessing videos due to power failure, especially in rural areas (Greenbeing & Zanetics, 2012).
6. There are no conducive atmospheres for teaching and learning using SVCs in Nigeria.
7. There is a lack of technical know-how among teachers in the institutions for higher learning in Nigeria.

Other challenges encountered include school restriction on access to some websites, platform distractions and finding quality video. Radloff (2001) highlighted some of the challenges to ICT adoption among academic staff as; Lack of fund, Lack of sponsorship by the school management, Proximity to ICT facilities, Inability to acquire personal ICT facilities, No ICT facilities at workplace, Poor electricity supply. Lack of ICT knowledge, insufficient time due workload, no patience to learn, No interest in learning, Personal office not secure to install ICT facilities, No opportunity for training and Lack of time for practice. In a study by Archibong and Effiom (2009), lack of interest, limited access to ICT facilities and lack of training opportunities were among the obstacles to ICT usage among academic staff found. In another study conducted by Kathryn (2011) titled 'Influences on the adoption of mobile technology by students and teachers: Technology offers new possibilities to provide effective teaching and learning.

The study described one of the most recent technologies that has ignited considerable interest among educators is mobile technology. The study concluded that mobile devices are becoming more and more powerful and they are taking over tasks that would normally be done on traditional PCs.

### **Methodology**

A quantitative research methodology was adopted using survey research design for the study. The population of the study comprised of all academic staff teaching Library User Education in the Colleges of Education in North Western States, Nigeria. The sample size of the study was one hundred and three (103) academic staff teaching Library User Education across the twelve Collages of Education in North Western States, Nigeria. A Total Enumerative sampling technique was used for the study. The instrument used for data collection for this study was a self – developed questionnaire. Descriptive statistical tools i.e. frequencies, percentages, mean and standard deviation was used to analyse the data collected. For questions 1 and 2 a bench mark of 3.0 was used. This is to indicate the responses of the respondents on the variables asked in the questionnaire on their acceptability using the bench mark. Any variable that received mean score of 3.0 and above means that variable was accepted and considered the one that was significant. Any one that received mean score below 3.0 was considered not acceptable. Also, on the research question 3 a bench mark of 0.5 and above was used. Therefore, 0.5 as a mean score bench mark, which means any mean from 0.5 to above was considered acceptable. Any one that received mean score below 0.5 was considered not acceptable

### **Result and Discussion**

#### **Policy Requirements for the adoption of SVC for teaching the LUE at Colleges of Education in North West States, Nigeria**

The first research question was raised to find out policy put in place for the adoption of SVC for teaching LUE in the Colleges of Education in the North western States, Nigeria. In order to answer this question, a list of items were provided and the respondents were asked to indicate their responses on policies requested for the adoption of SVCs.

**Table 1: Policies requirements for the adoption of SVCs for teaching LUE in the College of Education**

Policy requirements	Frequency	Percentage
Safety of sight and location	50	67.56%
Access of ICT Infrastructures	58	83.3%
Learning resources	60	81.08%
Skills and competencies	59	79.72%
Monitoring and evaluation	64	86.48%
Vision and planning implementation	58	78.37%

**N =74**

The data collected revealed that there were currently no policy on the adoption of SVCs, however, the policies requirements for the adoption of SVCs for teaching LUE in the College of Education were identified by the respondents. Table 1 revealed that the most popular policy requirement as indicated by the respondents was the policy on monitoring and evaluation of process of adoption of SVCs for teaching which recorded highest figure of 64 (86.48%). This was closely followed by policy on learning resources 60(81.08%).Relatively few respondents indicated that the policy on safety of sight and location was important as indicated only 67.56% of the respondents. The implication is that when SVC is adopted for teaching many lecturers will place emphasis on monitory and evaluation which will eventually result in the production of quality SVC for teaching and learning.

### **Skills and Competencies required for the Adoption of SVC by Lecturers for teaching LUE in the Colleges of Education in North West States, Nigeria**

The second research question was raised to find out the skills and competencies required for the adoption of SVC for teaching LUE in the Colleges of Education in the North western States, Nigeria. In order to answer this question, a list of items were provided and the respondents were asked to indicate their responses on skills and Competencies required for the adoption of SVCs.

**Table 2: Skills and Competencies required for the Adoption of SVC for teaching LUE in Colleges of Education in North Western States, Nigeria**

S/N	Skills require for the Adoption of SVC	Frequency	Percentages (%)
1	Pedagogical Skills	60	81.08%
2	Content development skills	65	87.83%
3	Design Skills	57	77.02%
4	Technological Skills	50	67.57%
5	Management and institutional Skills	54	72.97%
6	Social and communication skills	54	72.97%
7	Practical ICT Skills	60	81.08%
8	General ICT Skills	51	68.91%
9	Specialized ICT Skills	58	83.3%
10	Specific ICT Skills	56	75.67%
11	Advanced ICT Skills	53	71.62%

  

S/N	Competencies requested for the adoption of SVCs	Response Rate	Percentages (%)
1	Communication Competencies	50	67.56%
2	Pedagogical Competencies	58	83.3%
3	Technological Competencies	60	81.08%
4	Design Competencies	59	79.72%
5	Management Competencies	64	86.48%
6	Instructional Competencies	61	78.37%
7	Social Competencies	60	81.08%
8	Assessment Competencies	58	78.37%
9	Personal Competencies	57	77.02%
10	Content Competencies	56	75.67%
11	Professional Competencies	57	77.02%

Table 2 indicated that content development skills which recorded the highest figure of 65 (87.83) as a skill required for the adoption of short video clips for teaching. This was closely followed by pedagogical skills and skill and practical skills were recorded 60 81.08% each skill for teaching LUE Course. The respondents indicate technological skills as part of the requirements for the Adoption of SVC as indicated 67.57%. Many lecturers do not have technological skills required for the adoption of SVC for teaching. This finding was in line with a study of Fatimah (2020) and Chalkiadaki (2018) on reviewing and analysing literature to confine skills and competencies that instructors need to possess effectively in teaching and learning environments with a short video clip.

Table 2 revealed that management competencies which recorded the highest figure of 64 (86.48%) as the most popular competencies identified for the adoption of SVCs for teaching LUE Course. This was closely followed by instructional competencies which recorded 61 (78.37%). Very few respondents indicated that communication competency was required as a core competency for the adoption of SVCs for teaching LUE. This finding is in line with Marija and Palmira (2007) and Boyatzis (2008) studies which revealed in their studies that majority of the respondents agreed that instructional competencies was required for the adoption of new ICT innovation in teaching and learning activities.

### **Perceived challenges associated with the adoption of SVCs for teaching the LUE in the Colleges of Education in Nigeria**

The research sought to find out the perceived challenges associated with the adoption of SVC for teaching LUE in the Colleges of Education in the North West States, Nigeria. To achieve this a list of items were provided and the respondents were asked to indicate their responses on the challenges associated with the adoption of SVCs in their respective institutions.

**Table 3: Perceived challenges associated with the adoption of SVCs for teaching in Colleges of Education in Nigeria**

<b>Challenges associated with adoption of SVCs</b>	<b>Response Rate</b>	<b>Percentages (%)</b>
Poor implementation of ICT and SVC policies by Government	72	97.29%
Insufficient competence in handling ICT and SVC resources	73	98.64%
High cost of implementation of SVC innovation	72	97.29%
High cost of e-learning SVC facilities	72	97.29%

Epileptic power supply	73	98.64%
Lecturers are not interested to integrate SVC in in teaching and learning	72	97.29%
Lecturers are not interested to integrate SVC in in teaching and learning	73	98.64%
Inadequate funding of the Colleges by Government	73	98.64%
Lack of government total support on ICT	71	95.94%
Lack of adequate awareness about importance of SVCs in teaching	72	97.29%
Corruption	72	97.29%
There are some lecturers who do not yet have the skills, expertise, confidence and understanding to teach students using SVC effectively	71	95.94%
There are some lecturers who lack knowledge, support, guidance and training to integrate SVC for teaching and learning process	71	95.94%
There are lecturers who do not have time to use the SVC in teaching and learning purposes	69	93.24%
Some lecturers are afraid of use SVCs	72	97.29%

Data collected as shown in Table 3 revealed that the perceived challenges associated with the adoption of SVCs for teaching in Colleges of Education in North West States, Nigeria are numerous which include: lecturers are not interested in integrating SVC in teaching and learning; insufficient competence in handling ICT and SVC resources, epileptic power supply, and inadequate funding from the Colleges by Government which were recorded the height figures of 73 (98.64%) each. Only few despondence 69 (93.24%) indicated that they do not have time to use the SVC in teaching and learning purposes. The implication is that the challenges associated with adoption cut across the area of study and there are some lecturers who are reluctant to adopt SVCs for teaching because of lack of adequate awareness about the relevance of SVCs in teaching and learning.

### Summary of the Findings

Looking at the result, the following conclusion was drawn to summarize the followings.

1. The policy requirement for the adoption of SVCs for teaching LUE as indicated by the majority of the respondents was policy on monitory and evaluation as well as policy on learning resources



2. The Content skills and Management competencies were identified as the major requirement for the adoption of SVCs for teaching LUE Course in Colleges of Education.
3. The perceived challenges associated with the adoption of SVCs for teaching in Colleges of Education in Nigeria are numerous, they include: lack of lecturers to integrate SVC in teaching and learning, insufficient competence in handling ICT and SVC resources.

### **Conclusion and Recommendations**

From the analysis and summary of findings of this study, it was evident that the adoption of Short Video Clips for Teaching Library User Education by Lecturers in Colleges of Education will address many of the challenges faced by lecturers teaching LUE in North western States, Nigeria. The study revealed that even though there is currently no policy on the adoption of SVCs for teaching Library users education in Nigeria Colleges of Education the respondents were able to identify some policies that they consider important for the adoption of SCVs. The study went further to identify the skills and competency that could facilitate the adoption of SVCs for teaching as well as some of the perceived challenges. In the light of the above, the following recommendations were made:

1. The Federal Ministry of Education should formulate appropriate policy for the adoption of short video clips for teaching Library User Education in Colleges of Education in Nigeria.
2. Training on technological skills that focus specifically on the development of short video and competency skill training should be put in place for the teaching staff of the Collages of Education in Nigeria
3. Adequate funding should be given to all Colleges of Education in North Western States so as to address the challenges associated with the adoption of short video clip in teaching and learning.

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