

**LEHMAN COLLEGE'S ANIMATED INFORMATION LITERACY ADVOCATE
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**Transcript of Focus Group 1: Animated Video in Lecture Format
Facilitated by Jennifer Poggiali, with Michael Ferraro
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Poggiali: How did you guys feel about the video? Well, let me ask that differently. What did you notice about the video? [pause—many hands] Ah, ok.

Male 5: I noticed about the video that I find that they made the character kinda help us focus more on the thing that she was talking about.

Poggiali: So the character helped you focus more...

Male 5: Yeah...

Poggiali: ...on what she was talking about? How do you feel that that happened?

Male 5: I feel that, and she was funny, too... [inaudible] ...and I feel like if it was a real person, it wouldn't be the same. It would be like, you know, things that we see more often in... [inaudible] ...they made a character kinda trying to catch our attention.

Poggiali: So the fact that it was an animated character drew you in more than you think a person, a real person would have?

Male 5: Yeah.

Poggiali: Yeah. Does anybody want to respond to that? Ah, ok. Yes, go ahead.

Female 24: I think her personality and also being that it was animated, drew me closer to actually looking, and I thought the length of it was very brief and it was right to the point and straightforward and it wasn't as long and it wasn't dragged out as I think it would be if it was an actual person.

Poggiali: Ok. Ah, yeah?

Male 2: I think the character, the personality is what really tells you if the person is really good explaining and things, because if a real person were explaining and had used the same personality as she did, it would have been the same way because, like, there's some people that when they explain things they really don't try to make you focus on what they're saying and that makes it a little bit difficult to understand.

Poggiali: So you're saying that you thought the animated character was more effective than a real person or less—or just depends on the person?

Male 2: It depends on the person—on the personality.

Poggiali: Ok.

Male 2: Um-hm.

Poggiali: Ok. Um, yeah?

Female 25: I agree them too, on the fact that the animation did work, because I'm a visual learner and even usually—sometimes, like, just to see words on a screen can be boring, but a person actually saying it—an animated person—actually draws my attention more into what she was trying to tell us. And also her personality draw us in, like it could be—there are some animations that are boring, but she said jokes such as, like, "Duh" and stuff like that. But she kept me alert and I was interested in the video because she was an animation.

Poggiali: Ok. Are there any—yes?

Female 22: I think the video emphasized its point because when she would say words like relatable or accountable they pop back up on the screen.

Poggiali: Ok, so the texts as well as the—the texts were actually aiding you in your learning, you think?

Female 22: Um-hm.

Poggiali: Ok. Does anybody have a contrary opinion? [silence] Ok. How did you feel about... Oh! I didn't tell you that this character has a name. We've called her Jasmyn. So her name is Jasmyn, and we just talk about her like she's a real person at this point... [laughter] ...so what did you guys think about Jasmyn as a person—as a character?

Male 27: Really different from how she appeared in one of the Lehman Comics. I recognized her from the Lehman library comic.

Poggiali: Yes! You're right. She is in one of the Lehman library comics. We've worked on a comic, a web comic series together and Jasmyn was developed for the web comic and then we liked her so we made her into the animation. So you've read the web comic, I guess?

Male 27: Um-hm.

Poggiali: Yeah? And so how did you feel about her animated and as a...

Male 27: She looks really different from the way she looks in that comic.

Poggiali: Um-hm. What did—what do the rest of you guys think about Jasmyn as a character?

Female 24: I think her personality draws your attention, and she's outspoken and funny at the same time, so it's easier to relate to her.

Poggiali: Ok.

Female 24: Even on a topic that might not be as interesting to others, so her attention draws you.

Poggiali: Ok. Anybody want to respond to that? Ok, yeah?

Male 23: What I like about the character is that she's relatable, especially for the demographic that is getting the information. It's really important that they get their information from somebody who they can see and accept information from. Cause sometimes, depending on who's giving us information, we actually judge it. We make it biased, sometimes, so when we see a character we can relate to, we kind of take in the information more easily than we would have from a different person. So I think the character plays a really major role in the aspect of learning and actually taking in information.

Poggiali: Ok. That's very interesting. How do the rest of you guys feel about that proposal? Yeah?

Male 5: I think it's kinda, just for me I think it's difficult to judge because she's an animated character and you can't relate to what's behind that character, since she's just an animated character, and I think if you can only judge it because of her voice, so we don't really know who is speaking in the video...

Poggiali: Oh, so you're trying to figure out who the people are...

Male 5: Yeah.

Poggiali: ...behind that character.

Male 5: Yeah, yeah.

[laughter]

Poggiali: Well, yeah, it's not a bad point, because who are you getting your...? You're getting your information from a video and who made that video and who made that character? Yeah. Ok, so you're holding out for more sources...

Male 5: Yeah...

Poggiali: ...you want more...

Male 5: Yeah.

Poggiali: Yeah. Ok, you were going to say something, right?

Female 25: No, I said I agree with his point.

Poggiali: Ok.

Female 25: Yeah.

Poggiali: Does anybody have any negative responses or contrary perspectives about Jasmyn? [silence] Let me see how we're doing here. Oh, I was gonna ask did you feel like you learned anything from the video?

Male 1: Yes!

Poggiali: Yeah! Ok! [laughs] Will you talk a little about what you...

Male 1: I kinda relearned some aspects about critical thinking and actually—I actually—I looked at a text or a conversation or whatever information was being given to you and actually try to look at it in an objective way to try to gain as much knowledge from it, but in the truest way possible.

Poggiali: So you have—well, I won't ask that question. It's a leading question. How about other people? Yeah?

Female 25: One thing that I did learn from the video—besides the credibility and, I mean, reliability and accuracy—even though the author is well known like Dr. Mercola and he's best author, etcetera and stuff, that doesn't mean his sources are valuable. So that's something I definitely—I'd look into when I'm doing my own research and stuff. Even though the author is well known, that doesn't mean his citations are good.

Poggiali: Did that surprise you?

Female 25: Yeah, that surprised me, because I thought being that you're a best winning author and stuff like that, your citations and stuff would be really accurate, but it's not.

Poggiali: In this case. Yeah. Does anybody want to respond to that? Yeah?

Male 5: To me, I don't think I learned something from the video, cause she just repeated things that I have learned before.

Poggiali: So you knew a lot of these things already?

Male 5: Yeah.

Poggiali: Um, ok, and I see you were nodding, right?

Male 1: Yeah, I agree with him, because I've learned most of the stuff. Like one of my friends, he did journalism. He taught me a lot of this stuff in high school. And I met another friend of mine who did journalism, too, in high school. I met him recently and one of the things you have to keep in mind when you read an article is that most of them are argumentative articles. Like, they're always—they're one-sided, they're always trying to prove one point, but you gotta take into account that, by trying to prove something, most of their opinions—sometimes they get biased. And they're not really trying to persuade, like, a certain topic, they're just trying to get you think what they think. They're trying to make you see what they see. Not really what the topic's point. So it kinda—it gets a little conflicted depending what article you're trying to research about.

Poggiali: Ok. I mean, certainly a lot of things on the web can be argumentative or biased, perhaps, so keeping that in mind is important. Yeah. Do other people feel like they did or did not learn valuable things from the video?

Female 24: Well, me personally, I took critical thinking and critical inquiry, so I knew most of the things already, but as far as the citations, I felt like once you saw citations that's basically the author's research and it proves its point, but after watching the video I saw that you also have to find the credibility of the citations as well, and that's something I never really did before.

Poggiali: Ok.

Female 24: So I found that interesting and that's what I learned, personally.

Poggiali: Interesting. It's kinda like the next step—the next level...

Female 24: Yes.

Poggiali: ...to critical thinking. Let's see. Alright, I think we've covered a lot of what I wanted to ask. Michael, do you have any questions you want to ask?

Ferraro: No, not in particular. These were all good answers. Really appreciate you taking the time.

Poggiali: Yeah, we really do. Do you guys have anything you want to say, or anything you noticed that you want to bring up? Criticisms or, ah...

Female 25: I won't always use a website as a source, because I feel like a actual book, like from the library—going to the books for sources of information are much safer than on the Internet, so it's not like I do all my researches on the Internet.

Poggiali: Ok, so you were already a little hesitant about using the Internet...

Female 25: Yeah.

Poggiali: ...as a source. Ok.

Ferraro: One thing I might like to ask is, if you were to have videos like this as part of normal course material where you had a ten minute video, maybe that introduced a topic and then you could go back to refresh for notes, maybe prior to a test. Do you think this would be effective in doing that?

[At least five "yeses"]

Ferraro: That's good.

Poggiali: Would it be something you would enjoy? That's actually a good question I should have asked. Did you enjoy watching the video? Would you...

Unidentified speaker: Yes.

Poggiali: ...enjoy seeing more?

Unidentified speakers: "I mean, I did." "Yeah, I liked it." "Yes."

Poggiali: Ok.

Ferraro: Yeah.

Male 5: I liked it. In fact, I even went back to the... Some of, um... In the test, after we watched the video. For some people maybe they could if they didn't know things about reliability of something accurate, they could maybe enhance their answers. [inaudible]

Female 25: I have a question.

Poggiali: Yeah.

Female 25: Can it be used for lectures?

Poggiali: I mean...

Ferraro: This is what we're exploring...

Poggiali: Yeah, we're thinking about it, yeah...

Ferraro: ...is, we're taking smaller steps, try it out in a situation like this. But we are going to try it out in a lecture format.

Female 25: Yeah, because I take biology and usually do video lectures before the class and she puts it on Blackboard. Sometimes I have to take a break, cause her voice, like, it's not—it could be boring, like...

[laughter]

Ferraro: Yeah.

Female 25: I have to go back, take a break, and then go back to it, but I feel like with the animation probably I would stay with it throughout the whole lecture because it's something that's drawing my attention.

Poggiali: Interesting.

Ferraro: So on that same topic, was there—could you imagine more graphics and more illustrations...

Female 25: Yeah.

Ferraro: ...happening behind her?

Female 25: Yeah. Especially like, for biology...

Ferraro: You would expect that.

Female 25: ...molecules, and stuff like that—like actual showing reactions and stuff...

Ferraro: Yeah.

Female 25: ...with the animations. That would help.

Ferraro: So her standing in front of those and saying "This is what..."

Female 25: Yeah.

Ferraro: "...how a protein is formed..."

Female 25: Yeah.

Ferraro: Alright yeah. Yeah?

Female 24: I agree, cause I take bio lecture as well. It does get boring at some points, so I think even if it's a break in between to show the video or at the beginning, it helps you understand. Maybe she—the animation—will explain it in a different way, that the professor doesn't, so you get multiple perspectives for different learners...

Ferraro: Yeah, very good.

Female 24: ...so I personally like it.

Poggiali: Any other thoughts or comments? [silence] No? Alright, I want to thank you all very much for coming.

[END]