

**LEHMAN COLLEGE'S ANIMATED INFORMATION LITERACY ADVOCATE
IMLS GRANT NUMBER LG-46-13-0253-13**

**Transcript of Focus Group #2: Animated Video with Enhanced Animations
Facilitated by Jennifer Poggiali, with Michael Ferraro
September 26, 2014**

Poggiali: So the first question I want to ask you guys is what did you notice about the video?

Male 25: I noticed that she was trying to be funny through most of the video and, like, as well as trying to teach you something. Instead of just teaching straight on through the whole thing.

Poggiali: Ok. And how did you feel about that?

Male 25: It felt fine, but I mean, it'll get like kinda boring if she keeps trying to be funny.

[laughter]

Poggiali: Ok. Alright. How did you guys feel about her efforts to be funny?

Female 23: I found it kind of corny.

Poggiali: Ok.

Female 23: She'll make little jokes, and I could tell they were using that to try to capture the audience and try to get them more into the lesson, but the joke came off as corny.

Poggiali: Ok, that's fine.

Male 4: I think that she kinda did a good job with catching my attention. I mean I learned that—I learned more about critical thinking. My view of the topic changed.

Poggiali: Ok

Male 4: So, I was intrigued by the video.

Poggiali: You were intrigued by it.

Female 6: I actually agree with him. I think she tried to get our attention for people...
[inaudible]. Well, I don't think that that was that funny, but I think it's a—it acted as a great attention grabber.

Poggiali: Ok. Alright. How did you guys feel about her in terms of her ability to hold your attention? You guys have spoken on it, but what about the rest of you guys? Did she hold your attention?

Male 26: Yeah, she was able to get my attention. I mean, it's not—it was a cartoon so it was better than being taught by a regular person. Like, a little boring—lectures. And for me that gets boring. I want something to be more entertaining. Something with color. That's what I think the cartoon itself was able to do that.

Poggiali: Ok. Anybody else?

Male 25: Well, I think for me, it depends on the topic. Like, for the video. Like, for animation. Cause for this type—for, like, English—it's easier to have someone just say—for the cartoon to tell you how to do something. But for something like science it's better, for me personally, like hands-on. Instead of a cartoon or something—like actually physical.

Poggiali: Ok, so you feel like science would be better in real life? Is that—am I understanding that?

Male 25: Depends. It depends on the situation, mostly.

Poggiali: Ok.

Male 4: It's that, like, whenever I read a text and I need clarification I would go to, like, YouTube. And I would like to see animation. I mean, I kinda like that. Cause I learn better because they'll catch my attention more and they're very descriptive with the topic.

Poggiali: Ok. Anybody else want to say anything else about the animation in the video and how it did or did not help you learn?

Female 23: I think it's still—despite her being corny— like, I still think it was pretty good, because, I'm a very visual learner. So the way she was able to show us how to do this and how to go about it was helpful.

Poggiali: Ok.

Female 6: I think it was helpful because she tried to show us the way we need to think critically by showing the real articles posted on the web, so...

Poggiali: Because you could see it playing out in real life? That these were examples...? Yeah? Anybody want to respond to anything that's been said?

Male 25: Well, the actual animation itself, it was clear. Like it wasn't all cluttered so we could, like—even if you didn't hear what she said, you kind of read it off the screen and so you don't get lost.

Poggiali: Alright. Did watching the video change any of your answers on the test?

Male 25: I changed two of them: about the Dennis Rodman one...

Poggiali: Ok...

Male 25: ...and I believe the first one. The...

Poggiali: Oh, the one about where—or, who had done the research. That one?

Male 25: Yeah. Cause I chose the book, but if you click on the link, it has all the authors that's included.

Poggiali: Ok...

Male 25: And then the Dennis Rodman one was if you search up the website on Google it says it's a sat—uh, a satiric, uh...

Poggiali: Satirical? Yeah.

Male 25: A satirical website. So it's just for laughs.

Poggiali: And before that you had had different...? So, directly what you learned in this video?

Male 25: Yeah.

Poggiali: Yeah. That's cool. Anybody else? Did it change your answers at all?

Male 4: The critical thinking question and also the Dennis Rodman. I saw that it was actually false and I was and [inaudible]. I wanted to research it more to see if was real. I mean, it sounded like nonsense to me. [laughter] Just like the video, you know.

Poggiali: Was anybody fooled by that? How many people were fooled by that link?

Male 4: I mean the first time I just like passed through it. I didn't like, really read it—really focus on it. But then the second time I read it more slowly, so...

Poggiali: And you had a more critical eye on it?

Male 4: Yeah, I noticed—yeah, exactly.

Poggiali: That article actually fooled me the first time I saw it. [laughter] I was like, "This guy's an idiot. What's he doing?" Anybody else change their answers or have anything else to say about taking the test after watching the video?

Female 23: My answer for that question stayed the same, but then, like, the second time around I—that's when I looked up the whole site itself. And it brought me to other articles and it was talking about—just that you know they were joking around and making jokes in the other articles, so it gave me more proof that the other articles were less serious.

Poggiali: I see, ok. So you thought it was funny to begin with, and then you saw more reasons why. That's cool. What were your guys' favorite things about the video?

Male 27: I liked the animations, like describing how many vaccines each one had. Like forty to thirteen. That was pretty interesting.

Poggiali: Ok.

Male 4: Yeah, I liked how she in the end she summarized basically the whole video about the whole reliability and accuracy thing. I feel like that gives me a sense of remembering and, probably using that technique in the future. It makes me use it again.

Poggiali: Sort of like giving you the points...

Male 4: Yeah.

Poggiali: Anybody else? [silence] Ok, so least favorite things. And you won't hurt my feelings. [silence] How about you? Did you have a least favorite thing?

Male 26: Least favorite...well, it's not really bad—it's the jokes. But I felt that that broke the ice between the person and the interaction with the video. It—I dunno, I don't think it was that bad about the video.

Poggiali: Anybody else have any negative thoughts? Yeah?

Male 25: Well, for me personally, I feel in some parts she ran a little too fast in explaining a few things, but I still understood her. But since it was a video, could probably rewind it and just check over again, or if not she wrote it down on the back of the screen and you could read it off. So it wasn't [inaudible].

Poggiali: Ok. That's interesting feedback. Did anybody else feel it went too fast at any point? [silence] Ok. My last question is how did you like, or how did you feel about Jasmyn—her

name's Jasmyn by the way. You didn't get introduced, but that's her name. How did you guys feel about her?

Male 4: She was kind, I guess. Friendly. She caught my attention—I bet she caught other's attention, cause, by the way that she was able to say information. She did a good job. Yeah.

Poggiali: Kind and friendly.

Female 6: I liked her. I think I understood everything she said and the way she talks was all fine, but I don't know if every college student would pay attention to what she said. [inaudible] I don't think everyone would like...

Poggiali: Ok...

Female 6: ...because they're college students.

Poggiali: [laughs] Cause they're college students?

Female 6: For me it was—it seems like kinda elementary stuff. Well, I'm—well, I liked her, but—just...

Poggiali: Ok. Ok.

Ferraro: I might have one question.

Poggiali: Yeah, go for it, Michael.

Ferraro: What would you think about having this type of material as part of classwork, where you're using these to introduce a topic and then you can go on to do more deeper research and further develop it, but you get introduced to a topic and you get maybe in the middle of a video where somebody is doing a lecture, you get a little moment where the animated character comes up and kind of does a recap and kind of goes over topics. Do you think that would be effective?

[murmured "um-hm" "yeah" "yeah" "definitely"]

Male 25: I want to add to—it could be used as a way to, like, simplify difficult topics in class. So, like, when the professor is saying something you don't understand maybe you give him a feedback and say if he—the video—if there's a video that could help you, an animated, like, to see if it's, I mean, if it helps the class in general.

Poggiali: That's interesting. Ok. So more difficult concepts could be dealt with in the video, yeah? That's a good point.

Male 4: It will definitely help me learn the topic more. Yeah, I mean, cause through recaps I learn a lot. So it would just make me remember everything that I learnt—like, I read—everything that the teacher taught me. It would just reinforce that learning material. Yeah.

Poggiali: Any—yeah?

Female 6: Yeah, like, if this kind of animated video will be used in the class, I think the videos should be short. Because it doesn't have to be a main stuff, but just like a introductory [inaudible] keep students just [inaudible] professor would be the main...

Poggiali: ...the main thing? Um-hm. And by short what are you thinking?

Ferraro: Longer?

Poggiali: What's long and what's short?

Ferraro: Is this short, or did you feel this was long?

Female 6: I think it was fine.

Poggiali: It was fine. Ok. Any contrary views to anything that's been said? [silence] No? [silence] Do you guys have anything you want to add? Anything we haven't asked you about that you think would be important for us to know?

Male 4: Did you make this video?

Poggiali: Oh! [laughs] We did make it. Michael is a professor in our animation—well, I never remember the official name, but he's in the Art Department and he teaches animation, and I'm a librarian, so I did some of the...

Male 4: I see.

Poggiali: ...yeah, the kind of critical thinking stuff...

Ferraro: There were students that worked on the animations—the different parts of it. There's a whole crew that were working through the summer. Interns and whatnot.

Male 4: It's well developed.

Poggiali: Oh, thank you. They're very talented. The animations are—I'm amazed by these skills. Yeah?

Male 26: How long did it take you to make this project?

Poggiali: Oh, well...

Ferraro: Well...

Poggiali: ...better part of a year...

Ferraro: ...that's a good question because...

Poggiali: ...yeah...

Ferraro: ...there's a part of it that's the start up period before you're actually making the video, and that took a while. We had to build Jasmyn. She has a lot of moving parts. And then once that's built, then we can do it live. So, it means that we can actually take on topics a lot more quickly than if we used another animation technique. The other illustrations, like the babies going by on the conveyor belt, they take longer, and we would probably use those very judiciously, because they're in a sense expensive. Where the text animation can be produced more quickly. And we could probably do a video every two days.

Poggiali: With a lot of work.

Ferraro: Well...

Poggiali: Two concerted days, yeah...

Ferraro: Two concerted days, you know, around that time—around that length—seven, under ten minutes. So, our hope is that we'll be taking on topics and producing these—a bunch of these.

Female 23: So as clarification, it's just to use it just as more recap than anything, not to actually teach lessons, but just to...

Ferraro: It's not clear where the best use is gonna be, and we're testing now to kinda get a sense. We did get this feeling that as part of a recap that would be very useful, but to take on a longer, more elaborate—we'll probably do that as a separate project.

Female 23: Oh, ok.

Ferraro: But we're gonna, you know, scale things up a little at a time. I think our next round of tests will probably be with a full class rather than just a couple of people who came in and were helpful, like you guys. And see how it goes in those situations. And then expand it a little bit more.

Female 23: Ok.

Poggiali: Any other questions or comments? [silence] Ok. Alright. Well, I want to thank you guys very much.

[END]