Using a Model-Reinforced Video to Increase Information-Seeking Behavior (ISB)

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Agenda

Introductions
Background & Purpose
Show Video
Actor Reflections & Process Evaluation
Research Methods & Results
Implications & Comments

Elizabeth Ruff McHugh, PhD

Background & Purpose

- Project history
- Documentation

McHugh, E. R., Lenz, J. A., Reardon, R. C., & Peterson, G. W. (2012, April). The effects of using a model-reinforced video on information-seeking behaviour. *Australian Journal of Career Development, 21*(1), 14-21.

Ruff, Elizabeth, "The Effects of Theory-Based Techniques and Media Tools on Information Seeking Behavior" (2010). *Electronic Theses, Treatises and Dissertations.* Paper 1931. Open Access. Also available at http://diginole.lib.fsu.edu/cgi/viewcontent.cgi?article=4385&context=etd.

Research Background (examples)

Fisher, T. J., Reardon, R. C., & Burck, H. D. (1976). Increasing information-seeking behavior with a model-reinforced video tape. *Journal of Counseling Psychology, 23*, 234-238.

Jones, G. B., & Krumboltz, J. D. (1970). Stimulating vocational exploration through film-mediated problems. *Journal of Counseling Psychology, 17*, 107-114.

Krumboltz, J. D., & Schroeder, W. W. (1965). Promoting career planning through reinforcement and models. *Personnel & Guidance Journal, 44*, 19-26.

Information-Seeking Behavior

1. Reading
2. Writing
3. Listening
4. Visiting
5. Observing
6. Talking

Script Visuals & Blocking

Music

Slide: FSU LOGO

Slide: Career Center

Slide: **Exploring Options**

Music fades and is completely faded when Beth speak

Set 1

Scene 1: Camera shows overall scene and slowly moves in when Beth starts to talk until complete close-up

[superscript: Beth Lulgjuraj, Assistant Director

[superscript: Educational & Career Planning]

Camera defocuses scene

Set 2 Change clothes

Scene 2: Beth writing at desk. Camera: back of Shawn is shown as he walks up to the desk and signs in; overall view remains.

Beth looks up and motions Shawn to sit. Shawn moves to chair and sits. Beth turns, faces Shawn, pulls her chair closer to Shawn. Camera: overall view showing both facing each other and side view.

Script Spoken Lines

Introduction [suggest shaded script on cue card]

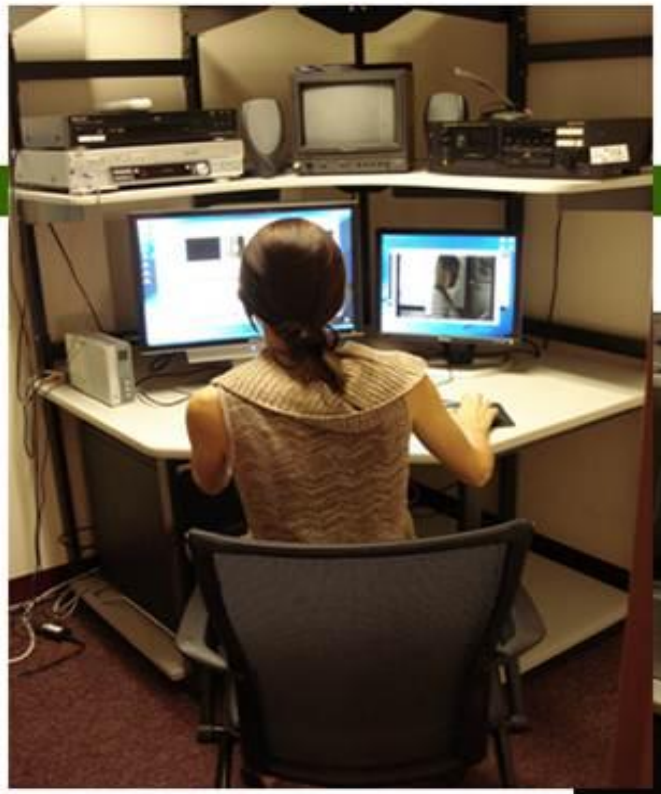
1. Co: Hi. My name is Beth Lulgjuraj and I am an Assistant Director of the FSU Career Center for advising and counseling. We have a comprehensive program of services here, and in this presentation I'd like to highlight some ways that you might use our resources to make educational and career decisions. We'll do this by showing you an interview with a student who was having difficulty in making a career decision. The interview is with Shawn, an FSU student. I think you will probably find it interesting to see how Shawn went about finding information that helped him. It is unlikely that you'll have exactly the same interests as Shawn, but you will see how he went through the process of acquiring information. So let's take a look at the interview now. [green shading indicates counselor (CO) talk]
2. _____
3. Co: Hi Shawn! I'm Beth. What brings you in today? [shading indicates reinforcement]
4. Shawn: Well, I guess I have some questions about majors. [shading indicates client talk]
5. Co: O.k., tell me more about that.
6. Shawn: Well, I want to change my major and I'm really not sure what to go into.
7. Co: I see. What's your major right now?
8. Shawn: I'm in sociology but the classes aren't what I expected it to be so I'd like to get

Production Facility and Support

Digital Media Center

Liz at Work

Photo Gallery



Exploring Options Video

Reflections on My Role

- Reinforce Information Seeking Behavior
  - Modeling
  - Verbal
  - Nonverbal
  - Visual

- 6 Types of ISB
  - Write
  - Observe
  - Read
  - Listen
  - Visit
  - Talk

Additional Reflections

- Acting vs. counseling
- Things to consider
- You can do it too!

Research Methods and Procedures

Participants

- 10 class sections, 5 fall semester and 5 spring semester
- Sections randomly assigned to treatment and control conditions
- Treatment (*N*= 139), Control (*N*= 141)

Participants

- 58% Male
- 58% Caucasian
- 23% African American
- 10% Hispanic
- 6% Asian
- 74% Upper division

Dependent Variables

- Number of research strategies (e.g., reading, writing, listening, visiting)
- Frequency of ISBs in above activities
- Hours spent in ISB
- Number of references used in research paper
- Number of types of references

Procedures

- 6th day of class, career research paper
- Video
- Treatment validity check
- Last class, posttest

Design and Analysis of Data

- Posttest only control group design
- Log transformation to normalize data
- Skew test
- LTEEV test
- MANOVA
- Univariate, pairwise comparisons

Distributions for ISB1, ISB2, ISB3, and CFA2 Before and After Statistical Transformations

	ISB1	ISB2	ISB3	CFA1	CFA2
M/*SD*					
Raw Data	5.11/1.21=.24	205.18/72.26=2.89	221.02/78.33=2.82	3.142/7.86=.399	1.16/3.67=.32
Transformed	.4/1.32=.3	.48/1.51=.32	.52/1.51=.34	.16/.92=.17	3.60/1.3=.18
Skew					
Raw Data	-1.31	3.98	7.59	2.02	-.25
Transformed	.92	.67	.34	-.99	-.27
LTEEV					
Raw Data	.000	.626	.015	.050	.042
Transformed	.001	.348	.270	.039	.159

N = 280

ISB1 = Information-Seeking Behaviour Questionnaire six research strategies

ISB2 = Information-Seeking Behaviour Questionnaire number of times engaged in ISB

ISB3 = Information-Seeking Behaviour Questionnaire hours spent in ISB

CFA1 = Career Field Analysis total number of references used

CFA2 = Career Field Analysis number of types of resources used

Univariate Comparison between Treatment and Control Groups

	ISB1	ISB2	ISB3	CFA1	CFA2
Treatment *M*	1.38	1.46	1.44	.93	3.90
Treatment *SD*	.44	.50	.53	.14	1.06
Control *M*	1.25	1.56	1.58	.91	3.41
Control *SD*	.34	.44	.49	.17	1.19
T	2.75	1.76	2.31	.97	3.62
Df	1	1	1	1	1
p-value	.01**	.08	.02*	.34	.00***
Cohen's *D*	.33	.21	.28	.12	.43
effect-size *r*	.16	.10	.14	.06	.21

Note: ISB1, ISB2, ISB3, CFA1, and CFA2 are transformed data (see Table 1)

Computed using $\alpha = .05$

* = .05

** = .01

*** = .001

ISB1 = Information-Seeking Behavior Questionnaire (strategies)

ISB2 = Information-Seeking Behavior Questionnaire (frequency)

ISB3 = Information-Seeking Behavior Questionnaire (time)

CFA1 = Career Field Analysis paper (number of references)

CFA2 = Career Field Analysis paper (variety of types of references)

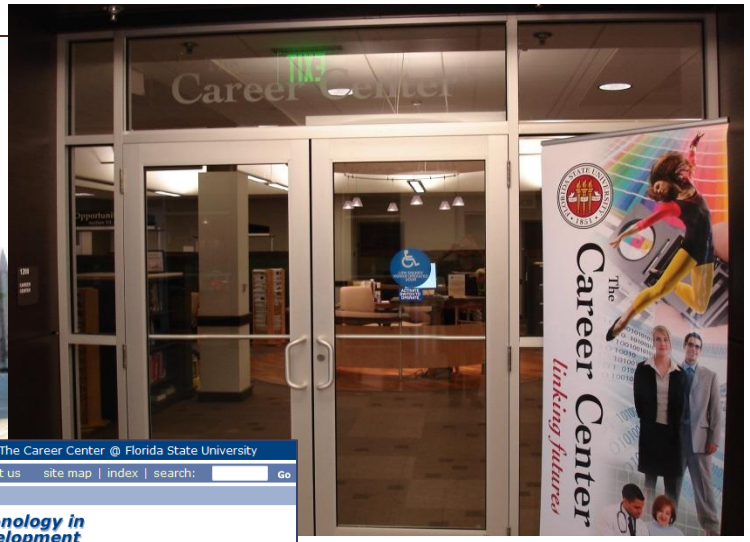
Implications for Practice

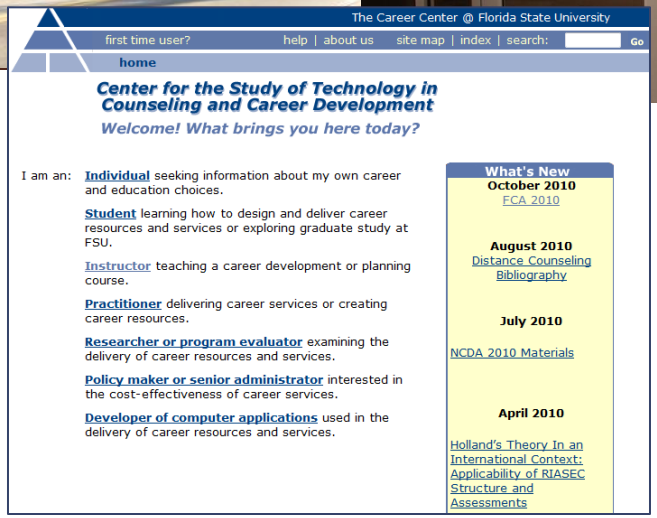
1. Website and self-help services
2. Individual therapy
3. Brief staff-assisted services
4. Campus tours/orientation
5. Evidence-based practice
6. Beyond career services

Conclusions

1. What happened to modeling in counseling research and practice?
2. A practical, efficient and effective intervention
3. Video participants engaged in more ISB than nonparticipants
4. Replicate using noncourse participants and examining diversity and gender of models

For More Information





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Questions/Comments