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One Minute Tips: Take Two! Student Perceptions of Videos Used for Information Literacy Instruction

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One Minute Tips: Take Two!
Student Perceptions of Videos Used for Information Literacy Instruction

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The Backstory

Workshop fails, a conference presentation, and a gap in the literature...
What You’ll Learn Today

❖ Ideas for using videos to teach in the classroom and outside of the classroom

❖ What students learned from our videos

❖ What ODU students think about videos in general, and what they think about our videos

❖ What we learned during the process & our future plans.
How We Use Videos
Videos During Instruction

- Start a conversation
- Comparing multidisciplinary & subject specific
- To facilitate class activities
Point of Need

- YouTube
- Timely Social Media Posts
- Course Blackboard Sites
- Tutorials & Information Literacy Modules

Research Fundamentals
What Did They Learn?
Paraphrasing Activity

Class Activity: Write a 50-75 word summary of the video that you watched.

The information cycle is the progression of events. Basically, a topic will originate, such as a zombie outbreak. Then people talk about it informally, and it appears on the news. It will then get more scientific/academic attention. Then all the research is done for people to learn and fully understand. (ODU library, 2014)

Trade Papers with someone. Grade your peers’ summary according to the rubric below.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student addressed all learning outcomes (LOs) in their summary and expressed full understanding of the content.</td>
</tr>
<tr>
<td>2</td>
<td>Student addressed at least one but not all LOs in their summary and expressed partial understanding of the content.</td>
</tr>
<tr>
<td>1</td>
<td>Student did not address the LOs but learned something else from the video.</td>
</tr>
<tr>
<td>0</td>
<td>Student did not appear to have learned anything from the video.</td>
</tr>
</tbody>
</table>

| Clarity: I understand what it says. | 1 | 2 | (2) |
| References the original source | 1 | 2 | (2) |
| Summarizes the most important content | 1 | 2 | (2) |

Total Score: 7/8
In-Class Activity Assessment

- Totally Got It!: 66
- Mostly Got It!: 46
- Got Some of It!: 11
- Didn’t get it at all.: 9
I know there is a forest in there somewhere...
What They Said They Learned

Concepts:
“I already know this!”

How To:
“I learned something!”
The Process
What we did

Preparation

Interviews

Analysis
Research Process

**PROS**
- Institutional Research Perspective
- Classroom environment
- Marketed videos

**CONS**
- Non-random sample
- Small sample size
- No inter-coder reliability
So, did the students actually *like* the videos?
Qualities of a Good Video

- CLEAR
- CREDIBLE
- CONCISE
- SIMPLE
- STEP-BY-STEP
- VISUALLY APPEALING
Qualities in Our Videos

- CLEAR
- CREDIBLE
- CONCISE

- SIMPLE
  - STEP-BY-STEP
  - VISUALLY APPEALING
Content: The Good

- Funny & Entertaining
- Memes are Fresh and Connect with College Students
- Short & to the Point
- Informative
- Fun!

Most responses were in this category!
Content: The Bad

- Too Fast-Paced
- Images + Narrator + Text = Distracting
- A/V Quality Could Improve
Content: The Ugly

- Dry
- Boring
- Childish
Overall...

The majority of students were positive about the videos.

BUT.

Most said they wouldn’t seek them out at point of need (accept the Self Checkout) and almost none of them knew they existed.
Some Lessons Learned...

- Transcribing is a chore. 😊

- Students are more likely to seek out “how-to” videos, rather than “big concepts”
  - May influence our content choice in the future
  - Big picture videos might be a better fit for organized instruction

- Our videos are well-received, but poorly marketed
  - Focus more on marketing and outreach efforts
  - The majority of the faculty members who took our online survey didn’t know about them, either!
  - Continue to explore ways the videos can be integrated at point of need
In the Future!

- Use Student Feedback
- Continue to use the videos during information literacy instruction
- Enhance technical quality
- Look at feedback from focus groups paired with feedback from faculty survey—use this data to drive the types of tools we spend time creating
- Repeat guided discussion groups after more videos are created to gauge our progress and improvement

- Do more research on focus groups and guided discussions and how to interpret the data
- Examine ways other industries create successful videos (so far, we’ve focused on higher education)
Final Thoughts

1. Creating videos is a fun way to engage with users, think about “tired” concepts in a fresh way, and stretch our creative muscle.

2. Videos are a great way to teach students about basic library services and info lit concepts.

3. We will continue to expand and develop our video offerings using the assessment data we gathered to guide us.
Questions?