Best Practices for Creating Videos for Information Literacy Programming

Rachel Lux  
*Old Dominion University*, rlux@odu.edu

Lucinda Rush  
*Old Dominion University*, lrush@odu.edu

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Best Practices For Creation and Use of Videos in Information Literacy Programming

Rachel Lux, Instructional Services Librarian
Lucinda Rush, Education Reference Librarian
Old Dominion University Libraries

Layering

Given the multitasking nature of Millennials, as well as their desire for short bursts of instruction, librarians use a learning technique to help maintain the one-minute timeframe and reinforce the videos’ learning outcomes.

Layering places pop-ups, scrolling, or stationary text over an image or video clip, which is a subtle addition to the audio script. It allows multiple messages to be delivered at one time, and more importantly, makes the video more robust for repeat viewings as well as delivering the primary message in one shot.

Layering is also an opportunity to provide consistency across the videos by using the “Pro Tip!” header with layered text. This identifier helps students who have watched multiple videos recognize that an important message is coming, and it aids in presenting a uniform brand within the videos.

Use of Pop Culture & Humor

The addition of funny and entertaining elements to the One Minute Tips videos has been a key factor in keeping students engaged and more likely to seek out other videos at future points of need. The creators have avoided current fads and mainstream popular culture and have found that use of classic and nostalgic clips is more effective with students and requires less updates to the videos.

Pro Tips

- Go for childhood nostalgia
- Use classic pop culture
- Avoid the latest fads & music
- Use images to teach and entertain
- Be subtle and sarcastic
- Use cats whenever possible

Background

During the summer of 2013, reference librarians at Old Dominion University began a One Minute Tips video series. The purpose of the videos is to meet patrons at the point of informational need, while keeping in mind the learning preferences of the primary audience—the undergraduate students, or Millennials.

Librarians reviewed the literature and watched existing library tutorials and promotional videos. Based on research, observations, and personal experiences, they developed a set of best practices for creating, promoting, and using short videos in information literacy programming.

The One Minute Tips series includes videos packed with information, fast facts, tips, and a little bit of humor. They have been effective and useful in many educational formats.

Analytics & Assessment

YouTube analytics provide useful coverage of views, viewer demographics, traffic sources, devices used, and audience retention.

Video View Counts, August 2013 – October 2014

<table>
<thead>
<tr>
<th>Top Traffic Sources</th>
<th>September 2013 – October 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Databases &amp; Google Scholar: 795</td>
<td>167</td>
</tr>
<tr>
<td>Introducing the Libraries’ Discovery Tool: 441</td>
<td>157</td>
</tr>
<tr>
<td>The Information Cycle: 169</td>
<td>149</td>
</tr>
<tr>
<td>Subject Guides: 309</td>
<td>146</td>
</tr>
<tr>
<td>ODU Websites &amp; Blogs: 275</td>
<td>131</td>
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<tr>
<td>YouTube Channel: 163</td>
<td>107</td>
</tr>
<tr>
<td>The Learning Commons: 253</td>
<td>98</td>
</tr>
<tr>
<td>Google Scholar: 194</td>
<td>56</td>
</tr>
</tbody>
</table>

Use of videos for flipped classroom activities have allowed students to learn about services prior to class allowing for more time spent on higher level skills.

Content & Learning Outcomes

Librarians categorize the videos into four content areas:

- Information Literacy
- Library Resources
- Library Services
- Special Events/Others

The video categories help define the information need the videos will meet, which in turn informs the learning outcomes.

Pro Tip! When writing learning outcomes, remember Bloom’s Taxonomy and the formula:

VERB PHRASE + in order to = IMPACT PHRASE

Learning Outcomes

Each video has one to three learning outcomes. Librarians consider the point of need, student perception, the versatility of the video being shown in multiple settings, and the ACRL Information Literacy Standards for Higher Education.

Use of standard learning outcome language and format helps to keep goals and settings, and the ACRL Information Literacy Standards for Higher Education.

Use images to teach

Go for childhood nostalgia

Use classic pop culture

Be subtle and sarcastic

Use cats whenever possible

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The short length of the videos make them versatile and easy to use effectively in many instructional and programming situations. They can be found online via the Old Dominion University Libraries’ YouTube channel, which is promoted within the Libraries’ Facebook and Twitter accounts. They are also housed on a LibGuide in the “Help & How To” section of the library website.