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Best Practices for Creating Videos for Information Literacy Programming

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Content & Learning Outcomes

Content

Librarians categorize the *One Minute Tips* videos in one of four ways:

1. Information Literacy
2. Library Resources
3. Library Services
4. Special Events/Other

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

The **information literacy** videos address concepts that could apply in many types of research situations and may or may not be specific to the University. *Examples: The Information Cycle; Scholarly vs Popular Sources*

The **library resources** videos address specific resources that are available to ODU-affiliated patrons, and how to use them within our system. *Examples: Discovery Tool, eBooks, Popular Books & Films*

The **library services** videos address services that are available to ODU patrons. *Examples: Ask A Librarian, Printing, Self-Checkout*

The **special events/other** videos may be used to temporarily promote a library service or event. *Examples: ODU Writes a Book, Minute to Learn It*

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. Using standard learning outcome language and format helps to keep goals and assessments streamlined across different instructional formats.

Pro Tip!

When writing learning outcomes, remember Bloom's Taxonomy and the formula:

VERB PHRASE + in order to + IMPACT PHRASE

Creation Logistics

Write Script

- Plan flow
- Consider word choice (concision, jargon, pronunciation, etc.)
- Edit, edit, edit!

Audio & Visuals

- Collect images, screen shots, video clips, etc.
- Record audio for script

Edit in iMovie

- Add sound effects and background music
- Trim clips
- Add ODU logos and title screen

Export the Video

- Add to Libraries' website and YouTube channel
- Keep mp4 version for other applications
- Post, promote, share, teach!

The librarians created a template that breaks the script into three components: **visual assets, narration, and time stamp.**

Screen/Shot	Script	Time
001 Library Logo and Perry Library One Minute Tip title	Hi, welcome to Old Dominion University Library's One Minute Tip. Our topic today is Subject Guides!	0:10
002 Screen shot of the homepage with links to Subject Guides highlighted	A subject guide is a webpage created by librarians that collects helpful resources and links for research on specific topics.	0:13
003 Close-up of the "Subject Guides" link in the navigation bar	So, using one is basically like having a librarian in your pocket!	0:17
004 Screen shot of the "Subject Guides" page with "Business and Economics" selected	Let's try one. Business and Economics is a popular subject. You can click on the "Business and Economics" link to see a list of helpful resources for that topic.	0:20
005 Screen shot of the "Business and Economics" subject guide	Once in the subject guide, you'll see tabs across the top of the page that sort the helpful resources into categories, including:	0:23
006 Screen shot of the "Background Info and Tools" tab	Background info and tools	0:24
007 Screen shot of the "Database suggestions for finding relevant articles" tab	Database suggestions for finding relevant articles	0:27
008 Screen shot of the "Course Guides" tab	Course guides	0:28
009 Screen shot of the "Helpful Resources" tab	And help using the awesome resources you've found using the awesome subject guide!	0:32
010 Screen shot of the "Helpful Resources" tab with "Research Methods" selected	There are also subject guides designed for specific courses. Click on the "Course Guides" tab to see a list of new ones for your class. (Remember, you can click on the "Subject Guides" link to see a list of all the subject guides.)	0:34
011 Screen shot of the "Helpful Resources" tab with "Research Methods" selected	If you're interested in finding more information or video on using databases, well, there's a subject guide for that!	0:35
012 Screen shot of the "Helpful Resources" tab with "Research Methods" selected	For more information, you can visit our website at www.library.odu.edu or contact us at reference@odu.edu .	0:38

This format allows librarians to keep track of what narration goes with each visual, while also timing each section. Pauses and other adjustments to narration can be written into the script, and time stamps are helpful for finding the correct spot when a video needs to be edited. It's also important to avoid jargon and words that may be difficult to pronounce. Every second of the video counts, so language choices are important considerations.

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

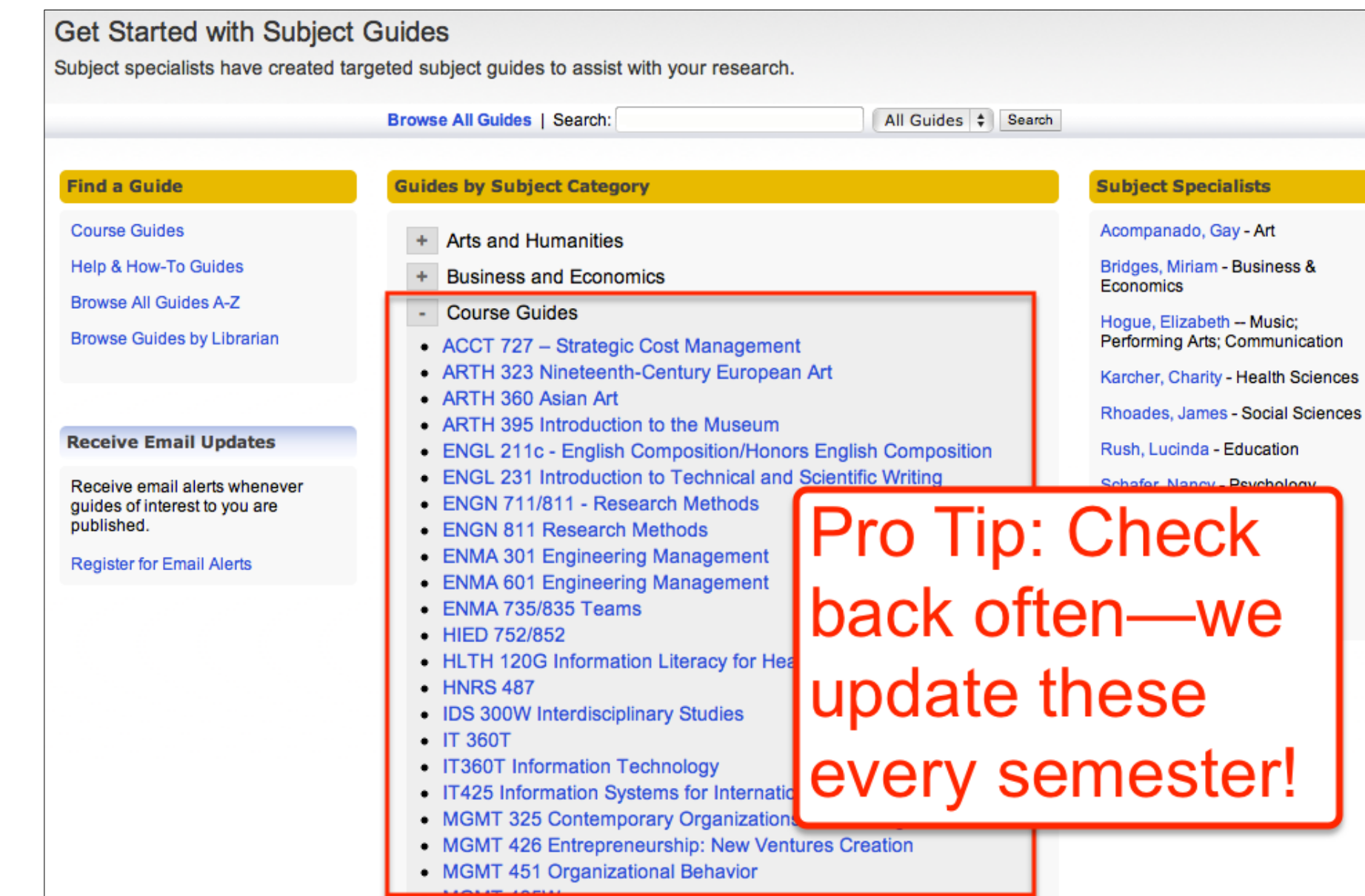
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Layering

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

Layering places pop-up, 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 videos more robust for repeat viewings while still 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.



The "Pro Tip!" in the Subject Guides video lets students know content is regularly updated.

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.

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.

Millennials find meaning in information that connects to their everyday lives. Springer and Yelinek (2011) point out that use of popular culture in library instruction can connect with students on an emotional level, making the content more meaningful and memorable to them. Springer & Yelinek (2011). Teaching with The Situation. *C & RL News*, 72(2), p. 78-80, 85, 118.

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

Promotion & Integration

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.

Use in Library Instruction

Short videos can be an efficient way to break up a lecture and to add a visual element. The information literacy concept videos can serve as an introduction to a topic or conversation starter.

The *Library Databases & Google* video is used with classes as a follow-up to a poll question that asks students where they go most often for information for research.

When ODU adopted the Ebsco Discovery Tool, the *Discovery Service* video was used as an introduction to the new tool in many classes.

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

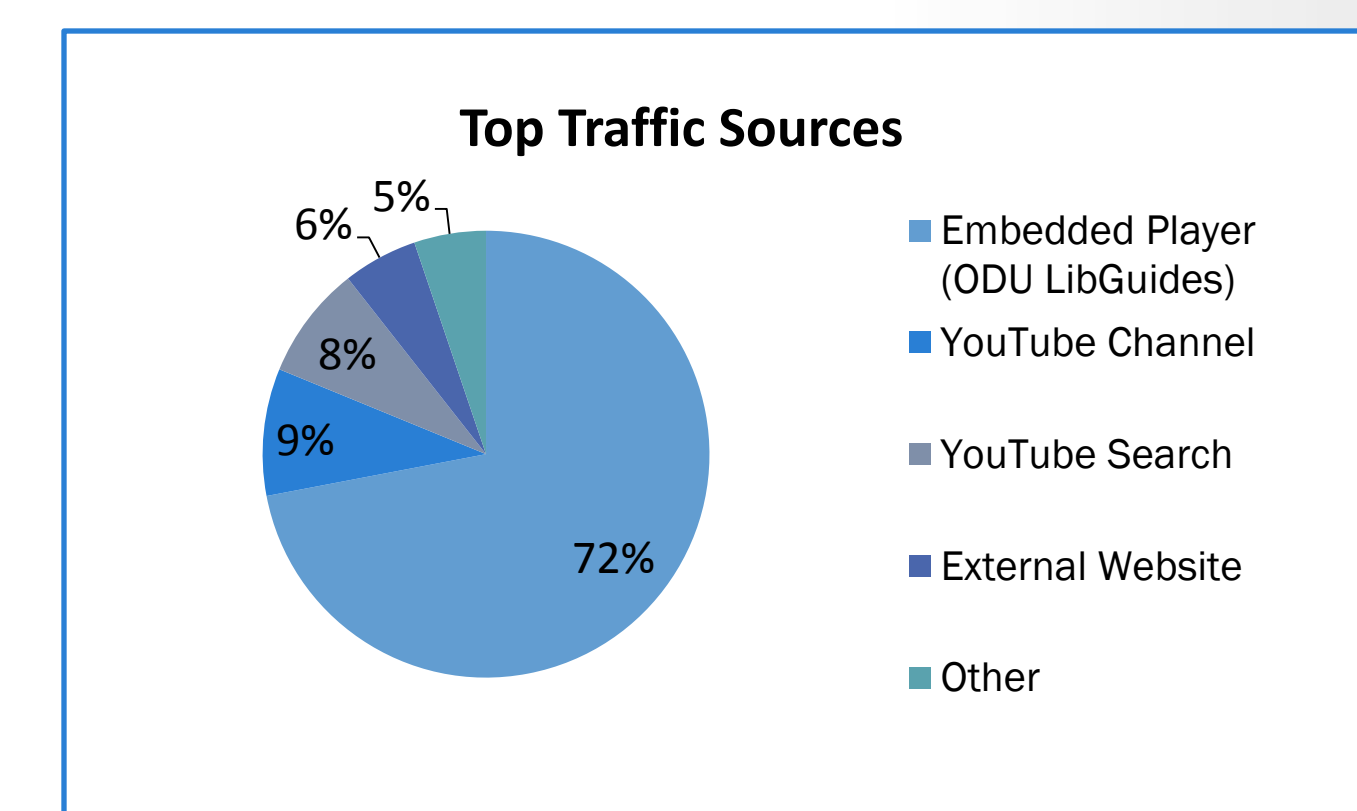
Reaching Students at the Point of Need

Millennials want information at the point of need, therefore the creators have made efforts to provide links to videos in strategic locations.

- Links are provided during relevant library chat sessions.
- Faculty are encouraged to provide links on Blackboard course sites.
- Timely posts are made on the Libraries' Facebook & Twitter accounts.
- They are embedded into appropriate LibGuides, including the Research Fundamentals guide which has served as a tutorial for undergraduate research at ODU.

Analytics & Assessment

YouTube analytics provides in-depth coverage of views, viewer demographics, traffic sources, devices used, and audience retention.



Total Views: 3,894
Average View: 53 Seconds

Video View Counts, August 2013 – October 2014

Library Databases & Google: A Comparison:	735	Textbooks:	167
Introducing the Libraries' Discovery Tool:	411	Ask A Librarian:	157
The Information Cycle:	395	Library eBooks:	148
Subject Guides:	339	Popular Books & Film:	146
ODU Writes A Book:	275	Self Checkout:	115
Scholarly vs. Popular Sources:	263	Printing @ the Learning Commons:	107
The Learning Commons @ Perry Library:	253	Linking to ODU Library via Google Scholar:	59
Google Scholar:	244	Minute to Learn It:	42

Usage statistics can provide valuable information regarding student interest in videos. When videos are used in library instruction, more formal assessment can be completed. For example, with the flipped classroom exercise, the class opened with a Poll Everywhere question: "What did you learn from your homework?" The librarian then prompted the students by asking questions about the content of the videos.

The literature is scarce in regards to assessing library videos, and in the future, librarians at ODU plan to implement more formal assessments into the video program, both in class and at the discoverable, individual-use layer.