10-23-2014

Best Practices for Creating Videos for Information Literacy Programming

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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 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 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.

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.

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 Libraries

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.

Content & Learning Outcomes

- Content
  - Librarians consider 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 video addresses 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 video addresses 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 video addresses services that are available to ODU patrons.
  - Examples: Ask A Librarian; Printing; Self Check-out

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

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Audio & Visuals

- Input audio for script
  - Add sound effects and background music
  - Trim clips
  - Add ODU logos and title screen

Export The Video

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