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

Follow this and additional works at: https://digitalcommons.odu.edu/libraries_fac_present

Part of the Information Literacy Commons, and the Instructional Media Design Commons

**Repository Citation**
https://digitalcommons.odu.edu/libraries_fac_present/8

This Presentation is brought to you for free and open access by the University Libraries at ODU Digital Commons. It has been accepted for inclusion in Libraries Faculty & Staff Presentations by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
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 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.

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

Video View Count, August 2013 – October 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Databases &amp; Google A Comparison</td>
<td>725</td>
</tr>
<tr>
<td>Introducting the Libraries’ Discovery Tool</td>
<td>461</td>
</tr>
<tr>
<td>A Librarian’s Tool Kit</td>
<td>1,437</td>
</tr>
<tr>
<td>Scholarly vs. Popular Sources</td>
<td>363</td>
</tr>
<tr>
<td>Printing &amp; the Learning Commons</td>
<td>409</td>
</tr>
<tr>
<td>The Learning Commons &amp; Perry Library</td>
<td>253</td>
</tr>
<tr>
<td>ODU Writes a Book</td>
<td>375</td>
</tr>
<tr>
<td>Other</td>
<td>54</td>
</tr>
</tbody>
</table>

The “Pro Tip!” is a key timestamp in videos and is often linked to a specific outcome.

Pro Tip: Check back often—we update these every semester!

Use of Library Resources

The videos address concepts that could apply in many types of research situations and may or may not be specific to the University. Additionally, the videos use classic pop culture and memorable to them.

• Use cats whenever possible
• Add ODU logos and icons

Creation Logistics

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

1. Write Script
   • Plan flow
   • Consider word choice (vocabulary, language, pronunciation, etc.)
   • Edit, edit, edit!

2. Audio & Visuals
   • Collect images, screen shots, screen casts, video clips, etc.
   • Record audio for script

3. Edit in Movie
   • 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!