

UNPACKING LIBRARY INSTRUCTIONAL VIDEO BEST PRACTICES



What do we assume about student learning?
Madeline Donnelly | she/her

UNPACKING LIBRARY INSTRUCTIONAL VIDEO BEST PRACTICES



Rethinking where videos fit within an information literacy programme.
Madeline Donnelly | she/her

WHAT THIS ISN'T



WHAT THIS IS



THE PLAN



**What are
current best
practices?**



**What are the
outcomes of
these best
practices?**



**Videos
and
instruction**



**WHAT ARE CURRENT
BEST PRACTICES?**



menti.com

30 83 64

COMMON BEST PRACTICES



LENGTH

- < 1 min is ideal
- Never longer than 3 min



CONTENT

- Basic directional or reference
- Simplified
- Generalizable



LANGUAGE

- No jargon
- Emphasis on clarity



SPEED

- Slower than regular conversation

COMMON JUSTIFICATIONS

- **Usability testing using focus groups**
 - **Common finding that students like quick and simple delivery of information**
- **Analysis of viewing patterns:**
 - **How long are users watching a video?**
 - **How many views does a video receive?**



**WHAT ARE OUTCOMES OF
THESE BEST PRACTICES?**

COMMON BEST PRACTICES



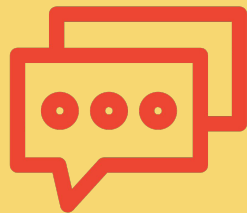
LENGTH

- < 1 min is ideal
- Never longer than 3 min



CONTENT

- Basic directional or reference
- Generalizable



LANGUAGE

- No jargon
- Emphasis on clarity



SPEED

- Slower than regular conversation

“CATEGORIES” OF VIDEOS

GENERIC DIRECTIONAL

**SIMPLIFICATION OF
COMPLICATED SKILLS AND
CONCEPTS**

GENERIC DIRECTIONAL

UNIVERSITY
of GUELPH


**Connecting Google Scholar with
University of Guelph Library**

LEARNING
COMMONS
LIBRARY

GENERIC DIRECTIONAL

how to connect the library to google scholar

FILTER


 **0:46**

Connect Google Scholar to library resources

University of Toronto Libraries • 2.1K views • 3 years ago

Use the 'library links' settings in Google Scholar to access online articles directly from University of Toronto Libraries' collection.


CC

 **1:36**

Connecting Google Scholar with University of Guelph Library

U of G Library • 1.7K views • 5 years ago


This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License ...

 **2:35**

Setting up Library Links in Google Scholar

University of Essex Library • 70 views • 1 year ago

This video shows you how to link up your Google Scholar search to the library, so that you can quickly access the full text of ...

 **1:41**

Linking Google Scholar to the University Library


INTOUeALondonLRC • 1.9K views • 6 years ago

How to link your Google Scholar account to your University Library to give you quick access to online journals. Access google ...

SIMPLIFICATION

how to evaluate sources library

FILTER

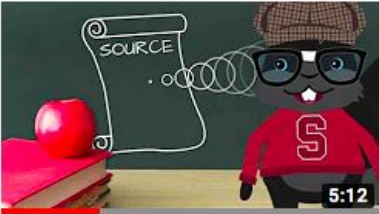


Evaluating Sources

Western University • 294K views • 7 years ago

A tutorial describing how to evaluate sources. Brought to you by Western Libraries. Please contact Research Help ...


CC



How to Evaluate Sources

Stanford University Libraries • 34K views • 2 years ago

Learn how to evaluate scholarly, popular, and internet sources.



Evaluating Sources | UOW Library

UOW Library • 3K views • 1 year ago

Evaluate information sources using the CRAAP test: Currency, Relevance, Authority, Accuracy, and Purpose. Transcript: If you ...

CHARACTERISTICS OF THESE VIDEOS

- **Decontextualized**
- **Simplified**

QUESTIONS TO PONDER

- **Is it possible to teach a concept, such as evaluating sources, in a generic way?**
- **How does context affect the way that we teach these concepts?**
- **What misconceptions may be created by these videos?**
- **If we are thinking of integrating these videos at a point-of-need, where is the point of need?**

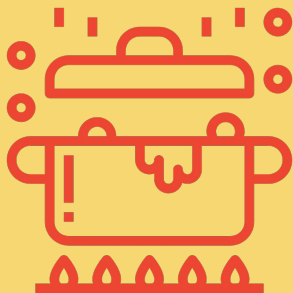


VIDEOS AND INSTRUCTION

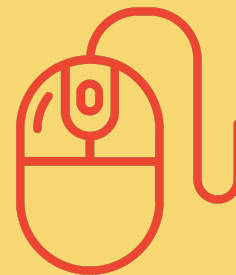
WHAT ASSUMPTIONS ARE BEING MADE?



ASYNCHRONOUS



SIMPLE IS BEST



**ACCESSIBILITY
LOOKS A
PARTICULAR
WAY**

ASYNCHRONOUS

**VIDEOS AT THE
POINT-OF-NEED**



**VIDEOS CAN REPLACE
FACE-TO-FACE
INSTRUCTION**

**WHAT TENDS TO HAPPEN
WITH VIDEOS AT THESE
TWO POINTS?**

**VIDEOS AT THE
POINT-OF-NEED
(GENERIC, DIRECTIONAL)**



**VIDEOS CAN REPLACE
FACE-TO-FACE
INSTRUCTION
(SIMPLIFICATION)**

WHERE DO VIDEOS BELONG?

**VIDEOS AT THE
POINT-OF-NEED
(GENERIC, DIRECTIONAL)**



**VIDEOS CAN REPLACE
FACE-TO-FACE
INSTRUCTION
(SIMPLIFICATION)**

**HOW MIGHT VIDEOS BE
USED IN OTHER
CONTEXTS
INSTRUCTION?**

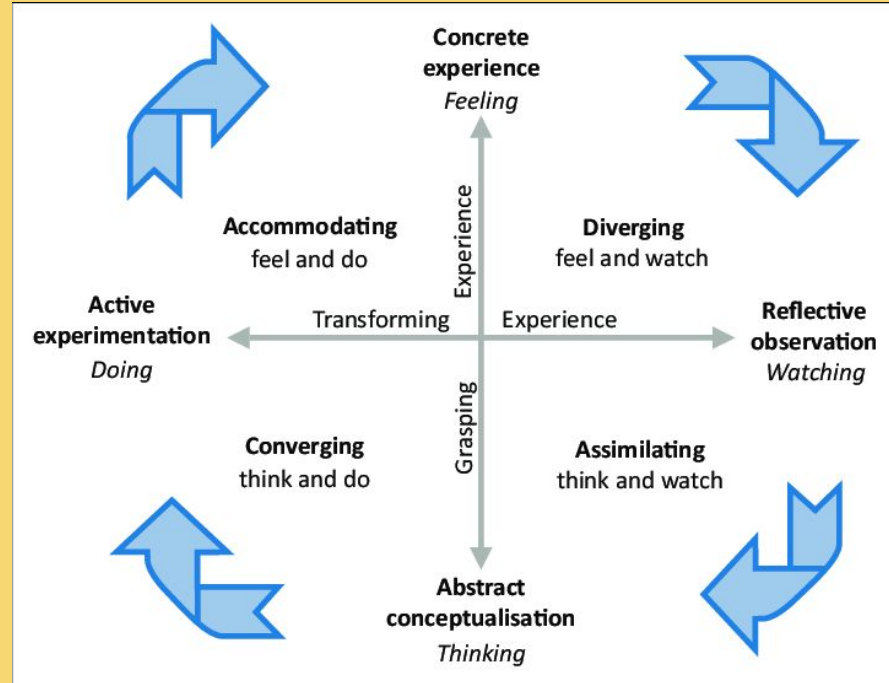
**VIDEOS AT THE
POINT-OF-NEED
(GENERIC, DIRECTIONAL)**



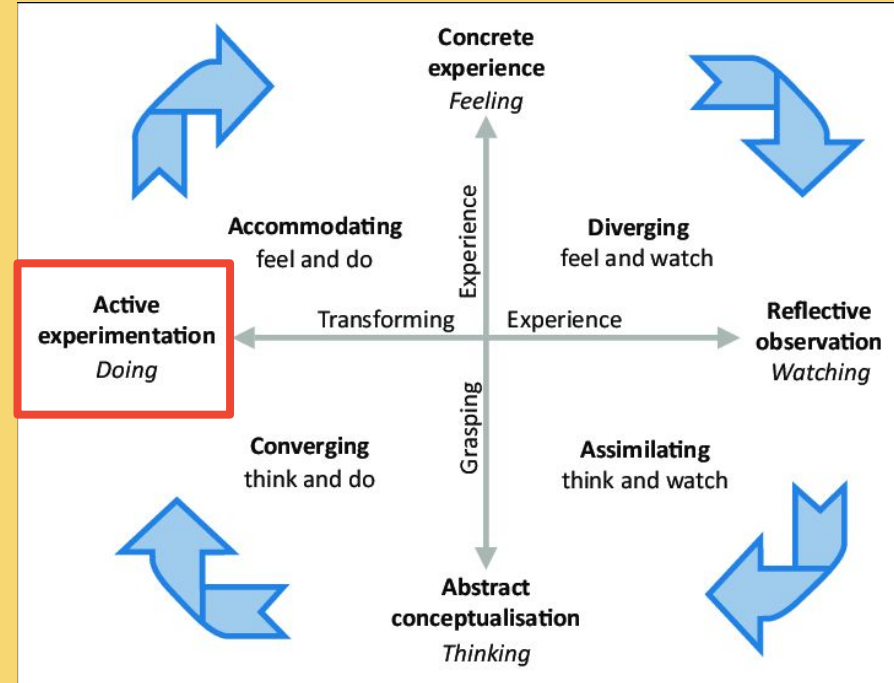
**VIDEOS CAN REPLACE
FACE-TO-FACE
INSTRUCTION
(SIMPLIFICATION)**

SIMPLE IS BEST

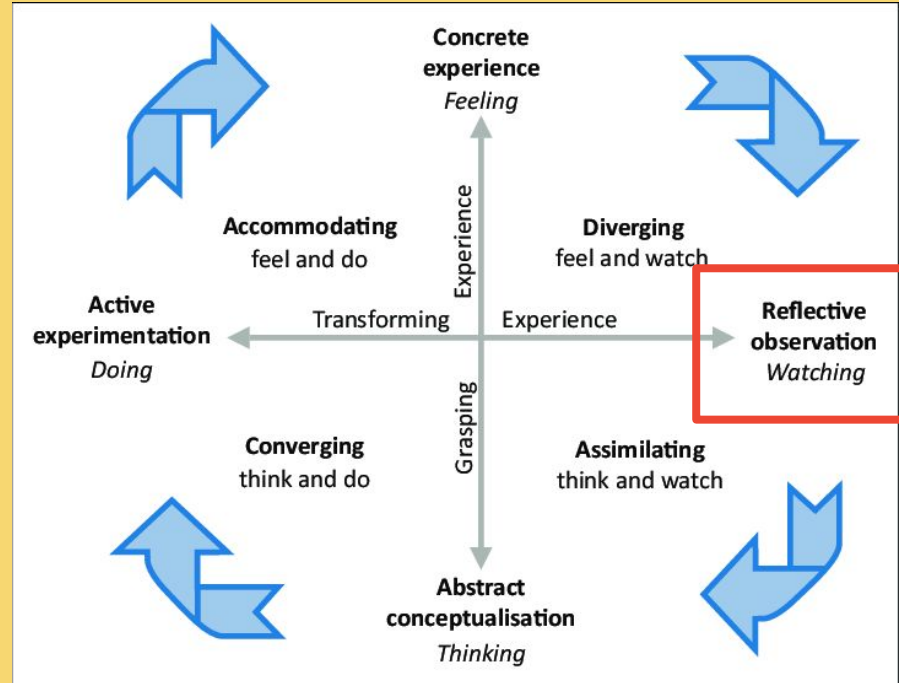
RE-THINKING THE PLACE OF VIDEOS IN INFORMATION LITERACY



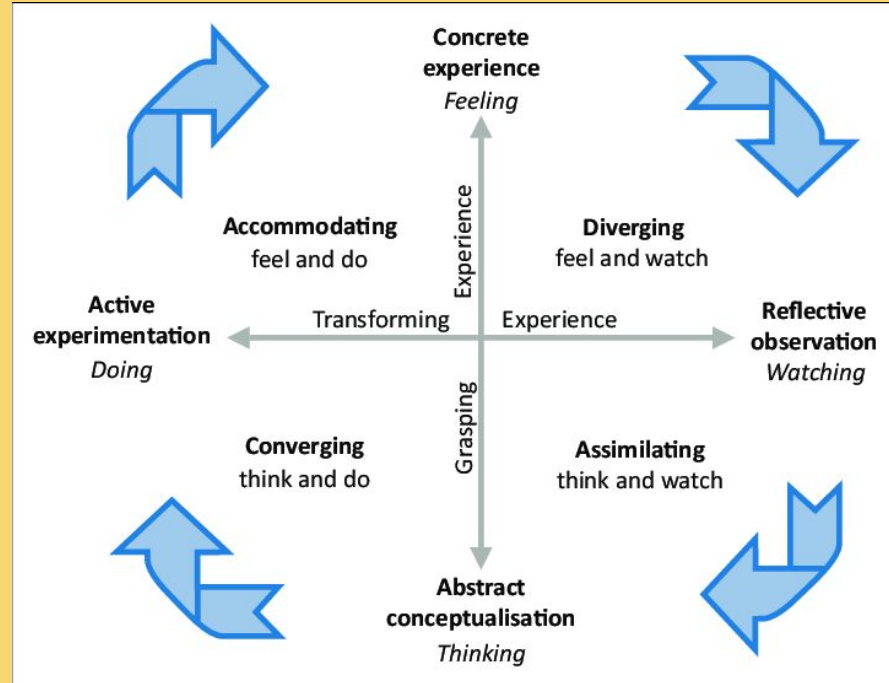
RE-THINKING THE PLACE OF VIDEOS IN INFORMATION LITERACY



RE-THINKING THE PLACE OF VIDEOS IN INFORMATION LITERACY



RE-THINKING THE PLACE OF VIDEOS IN INFORMATION LITERACY



ACCESSIBILITY LOOKS A CERTAIN WAY

- **Slow speed**
- **No jargon**
- **Simplified**

TO SUMMARIZE...

- **Certain best practices for library instructional videos have emerged as common knowledge in LIS**
 - **Length, content, language, speed**
- **Current best practices operate on assumptions of how and why videos should be used and result in videos that teach very generic skills or simplify complicated concepts.**
- **Videos and other multimedia materials have the potential to help students learn about complex phenomena, but in order to do so, we must re-evaluate their place within information literacy and the best practices we use to create them**