UNPACKING LIBRARY INSTRUCTIONAL VIDEO BEST PRACTICES

What do we assume about student learning?

Madeline Donnelly | she/her

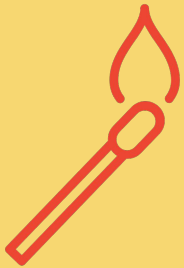
UNPACKING LIBRARY INSTRUCTIONAL VIDEO BEST PRACTICES

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 recieve?**

WHAT ARE OUTCOMES OF THESE BEST PRACTICES?

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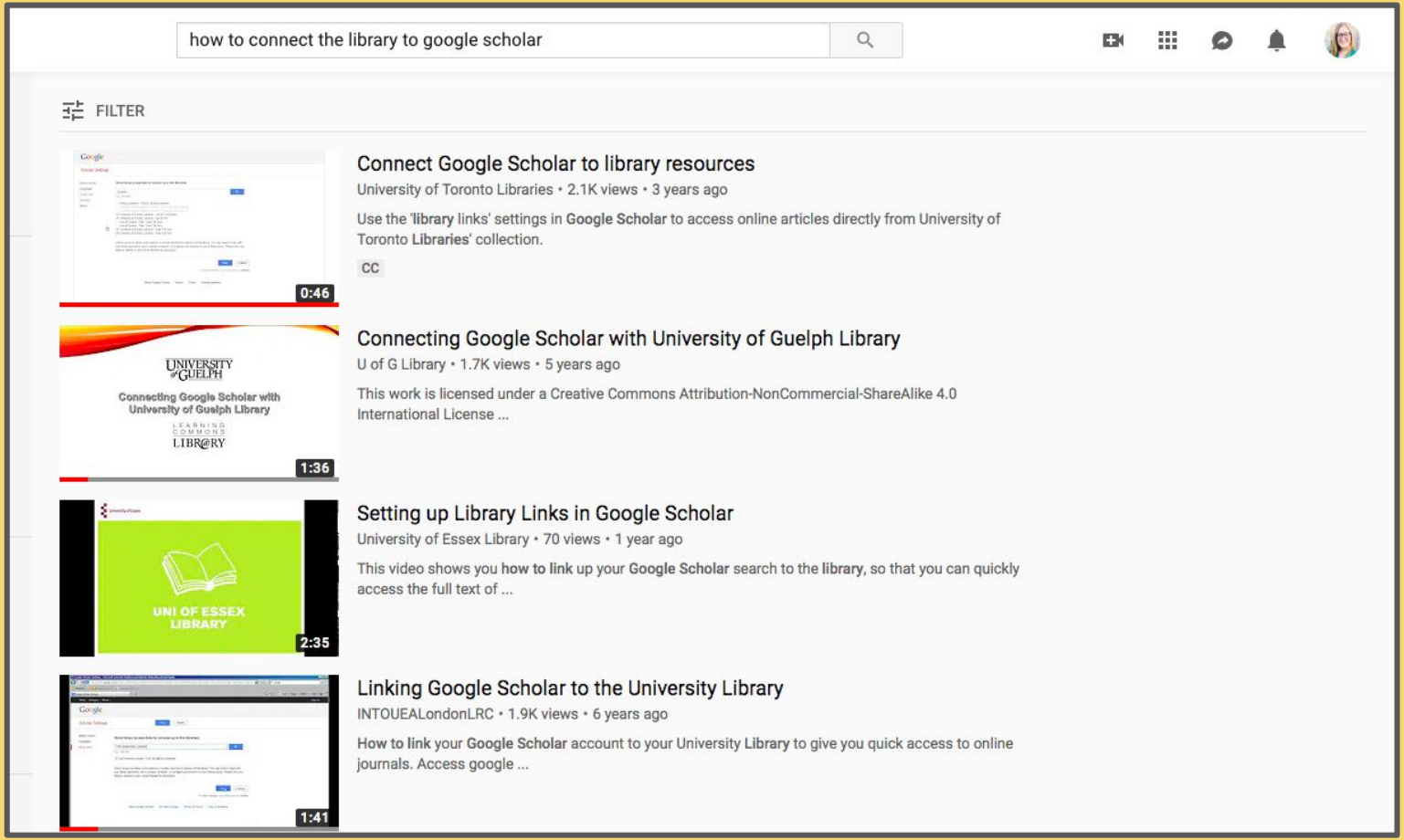
“CATEGORIES” OF VIDEOS

GENERIC DIRECTIONAL

SIMPLIFICATION OF COMPLICATED SKILLS AND CONCEPTS

GENERIC DIRECTIONAL

GENERIC DIRECTIONAL



SIMPLIFICATION

how to evaluate sources library

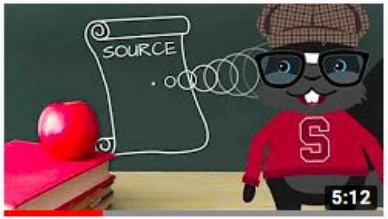
FILTER

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**

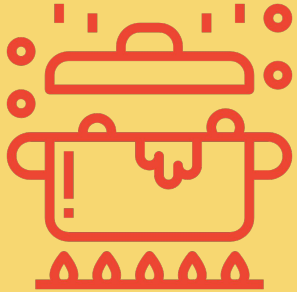
QUESTIONS TO PONDER

- **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?**

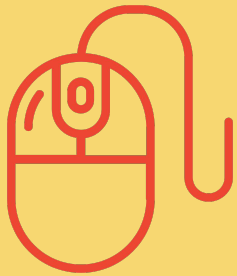
VIDEOS AND INSTRUCTION

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

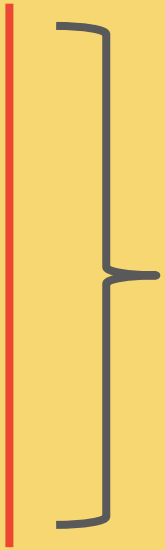
WHAT TENDS TO HAPPEN WITH VIDEOS AT THESE TWO POINTS?

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

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

WHERE DO VIDEOS BELONG?

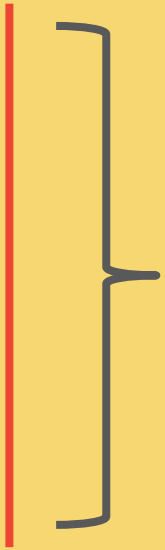
VIDEOS AT THE POINT-OF-NEED (GENERIC, DIRECTIONAL)



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

HOW MIGHT VIDEOS BE USED IN OTHER CONTEXTS INSTRUCTION?

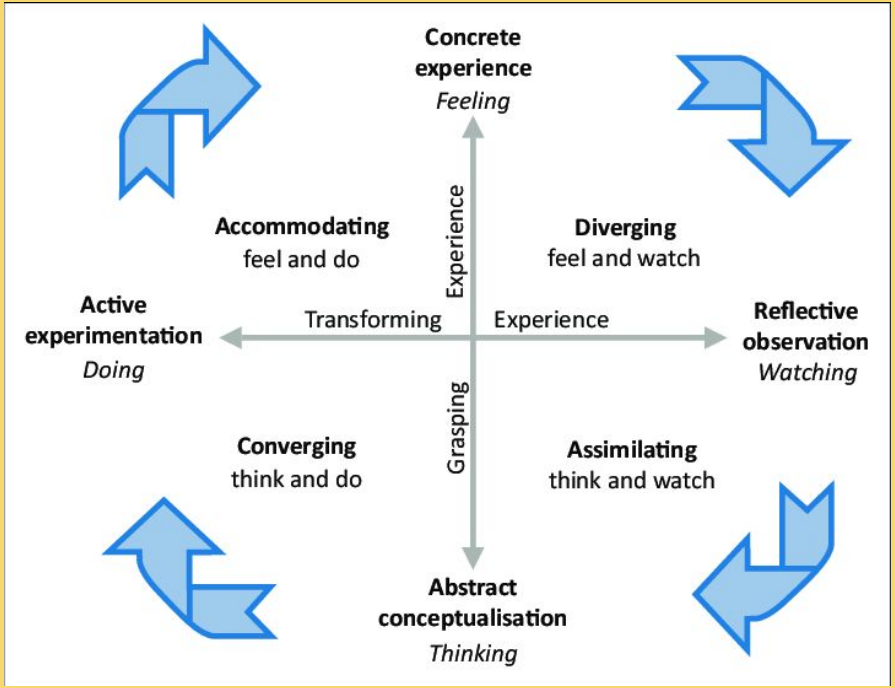
VIDEOS AT THE POINT-OF-NEED (GENERIC, DIRECTIONAL)



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

SIMPLE IS BEST

RE-THINKING THE PLACE OF VIDEOS IN INFORMATION LITERACY



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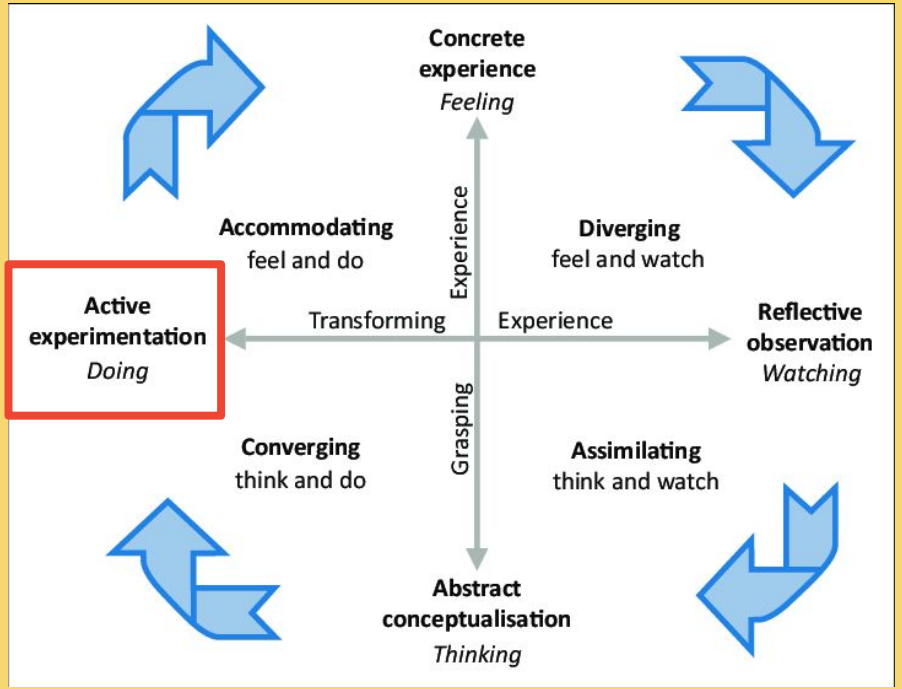

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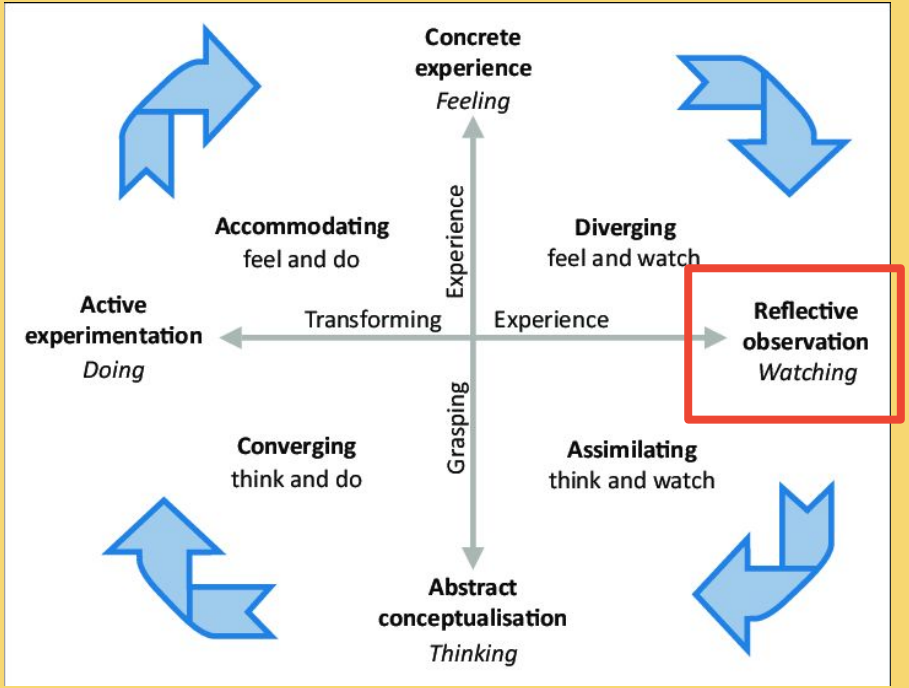

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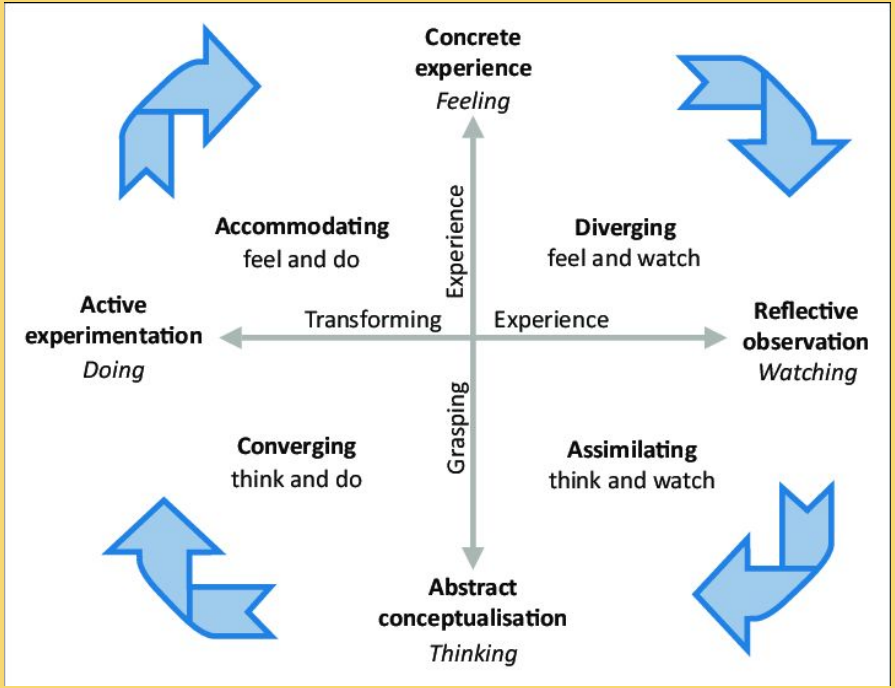

ACCESSIBILITY LOOKS A CERTAIN WAY

- 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