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.
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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?
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

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“CATEGORIES” OF VIDEOS

GENERIC DIRECTIONAL

SIMPLIFICATION OF COMPLICATED SKILLS AND CONCEPTS
Connecting Google Scholar with University of Guelph Library
how to connect the library to google scholar

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.

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 ...

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 ...

Linking Google Scholar to the University Library
INTOUELondonLRC • 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 ...
how to evaluate sources library

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.