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One Minute Tips: Take Two! Student Perceptions of Videos Used for Information Literacy Instruction

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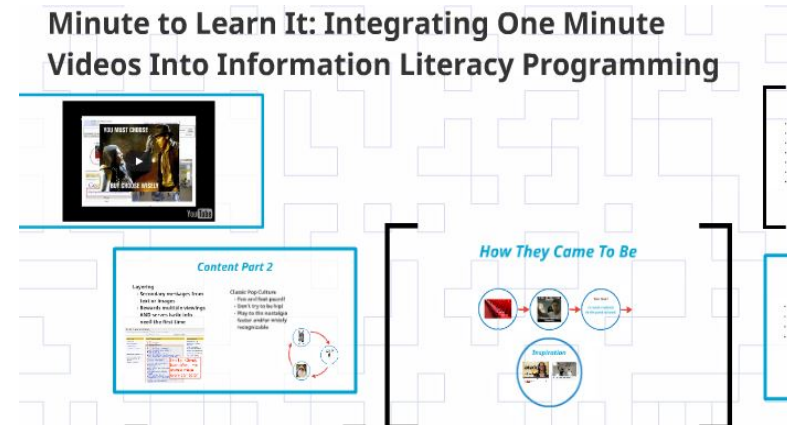
One Minute Tips: Take Two!

Student Perceptions of Videos Used for Information Literacy Instruction

Lucinda Rush, Rachel Stott, Topher Lawton, & Megan Smith
Old Dominion University Libraries

The Backstory

Workshop fails, a conference presentation, and a gap in the literature...



What You'll Learn Today

- ❖ Ideas for using videos to teach in the classroom and outside of the classroom
- ❖ What students learned from our videos
- ❖ What ODU students think about videos in general, and what they think about our videos
- ❖ What we learned during the process & our future plans.

How We Use Videos

Videos During Instruction

- ❖ Start a conversation
- ❖ Comparing multidisciplinary & subject specific
- ❖ To facilitate class activities

Point of Need

- ❖ YouTube
- ❖ Timely Social Media Posts
- ❖ Course Blackboard Sites
- ❖ Tutorials & Information Literacy Modules

- ❖ [Research Fundamentals](#)



Research Fundamentals Tags: [getting started](#), [methods](#), [research basics](#)

Last Updated: Sep 14, 2015 | URL: <http://guides.lib.odu.edu/researchfundamentals> | [Print Guide](#)

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About ODU Libraries

Our physical libraries are located on ODU's Norfolk Campus. Perry Library is the main library, where you'll find most resources. Perry Library is also home to the [Learning Commons](#), which has equipment for check out, computers to use, printing and group collaboration rooms, and [Special Collections & University Archives](#) on the 3rd floor.

About this Guide

This guide includes all that you need to get started with your research. Navigate using the tabs at the top of the page.

What Did They Learn?

Paraphrasing Activity

Class Activity: Write a 50-75 word summary of the video that you watched.

The information cycle is the progression of events. Basically, a topic will originate, such as a zombie outbreak. Then people talk about it informally, next it appears on the news. It will then get more scientific/academic attention. Then all the research is there for people to learn and fully understand. (ODU library, 2014)

progression of Events
 I.C. → how you get info.
 - begins
 - social media
 - gather info
 - in news
 - research
 - begins
 - quick news
 - more news
 - research
 - more research

Trade Papers with someone. Grade your peers' summary according to the rubric below.

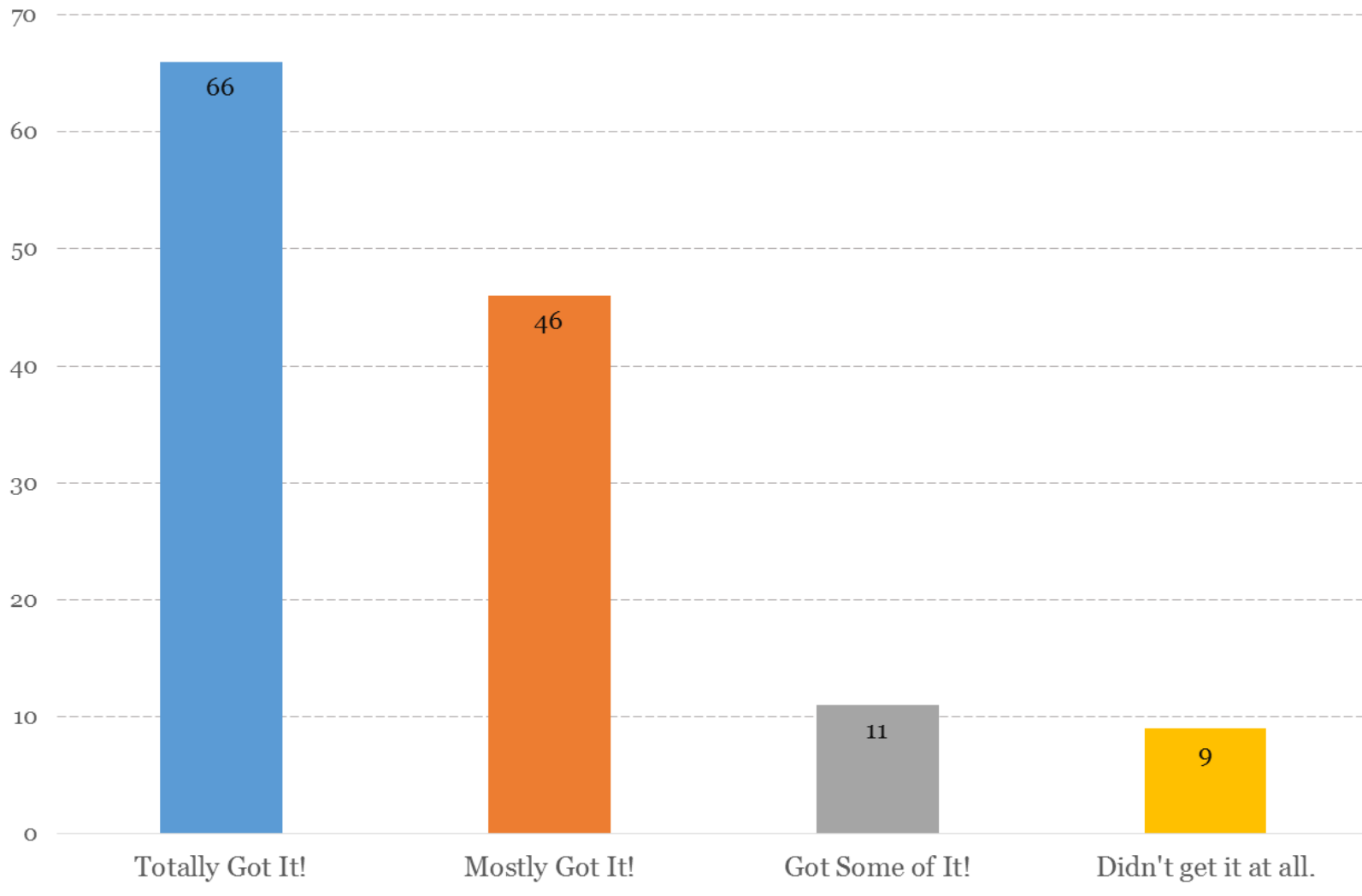
1: Not at all 2: Mostly 3: Perfect!

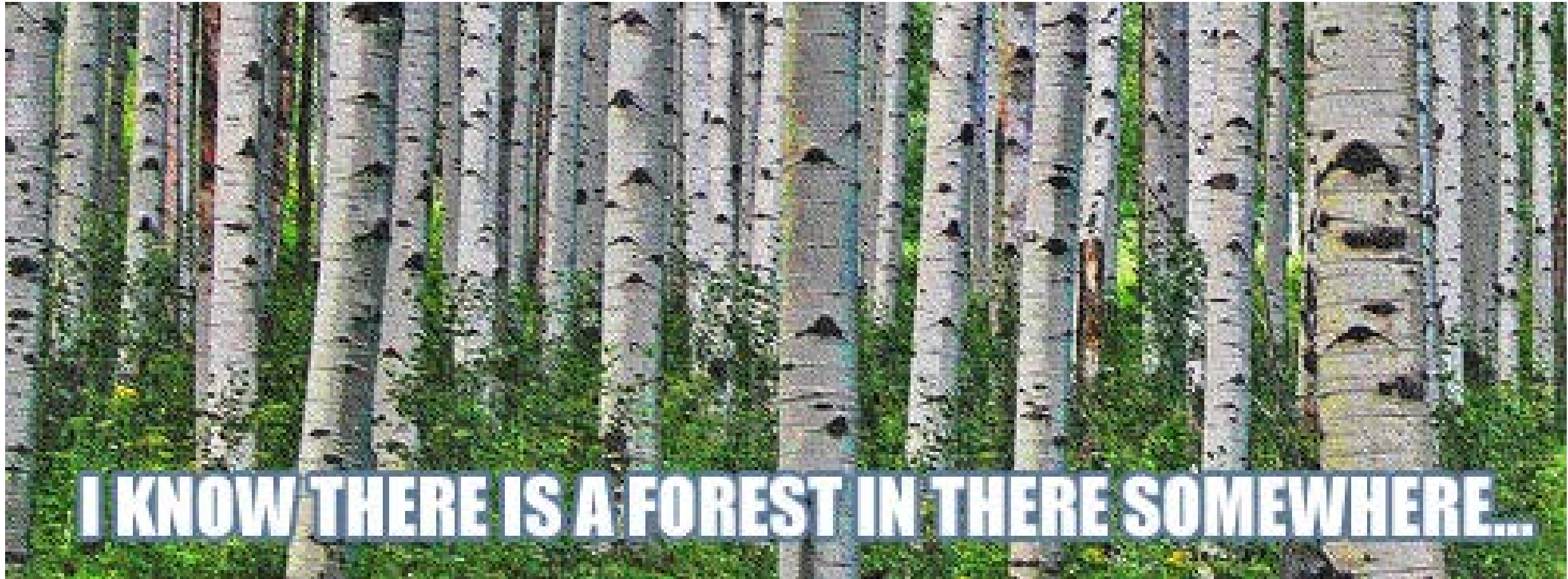
Clarity: I understand what it says.	1	2	3
References the original source	1	2	3
Summarizes the most important content	1	2	3

Total Score: 9/9

Points Earned	Description
3	Student addressed all learning outcomes (LOs) in their summary and expressed full understanding of the content.
2	Student addressed at least one but not all LOs in their summary and expressed partial understanding of the content.
1	Student did not address the LOs but learned something else from the video.
0	Student did not appear to have learned anything from the video.

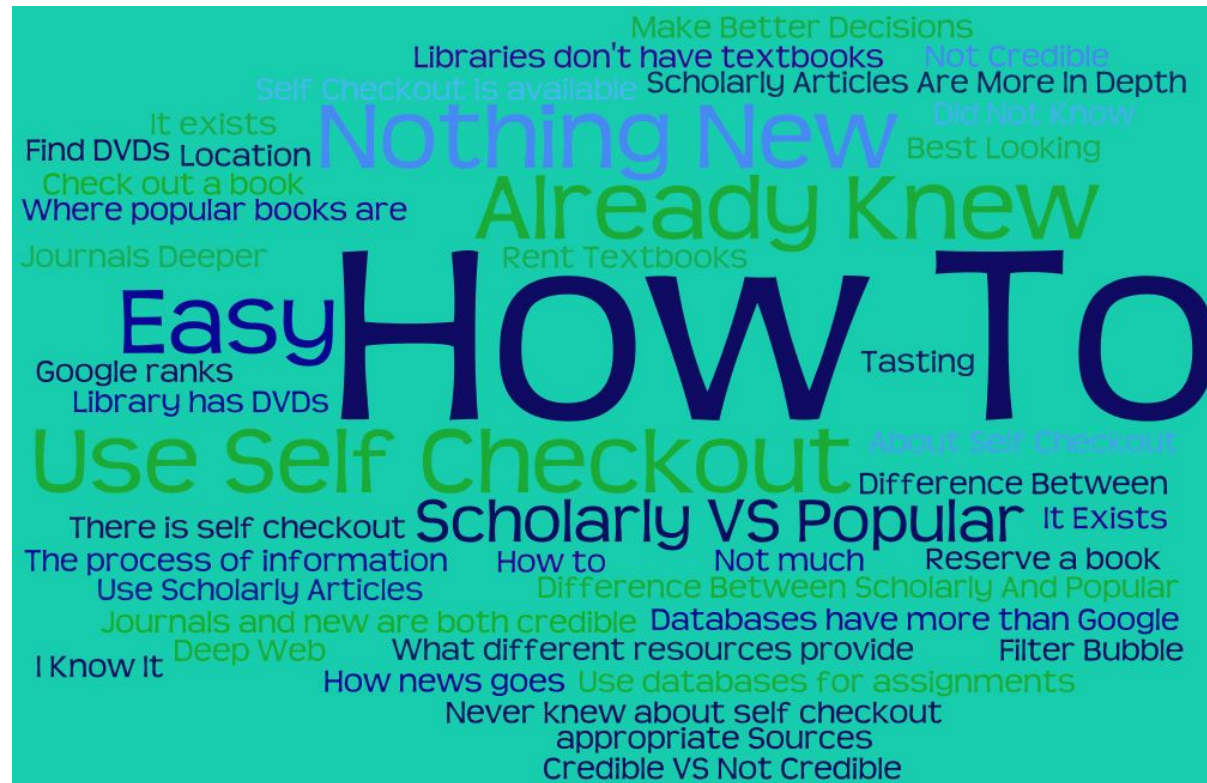
In-Class Activity Assessment





I KNOW THERE IS A FOREST IN THERE SOMEWHERE...

What They Said They Learned



Concepts:

“I already know this!”

How To:

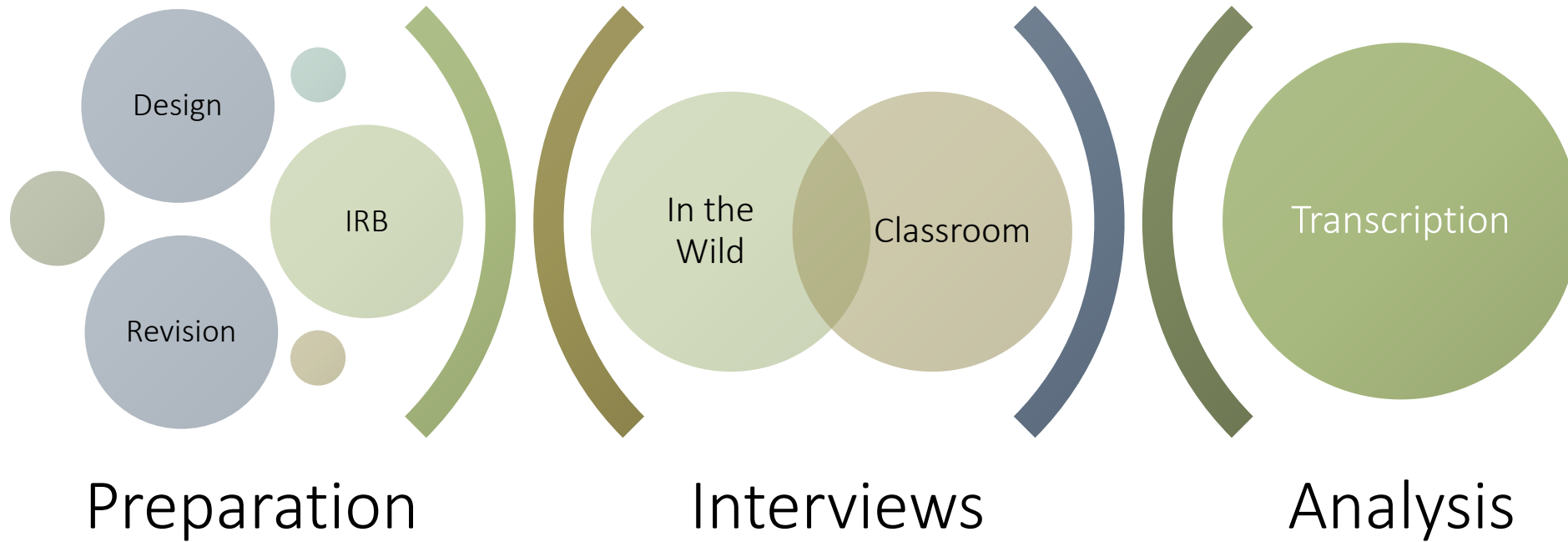
“I learned something!”



The Process



What we did



Research Process

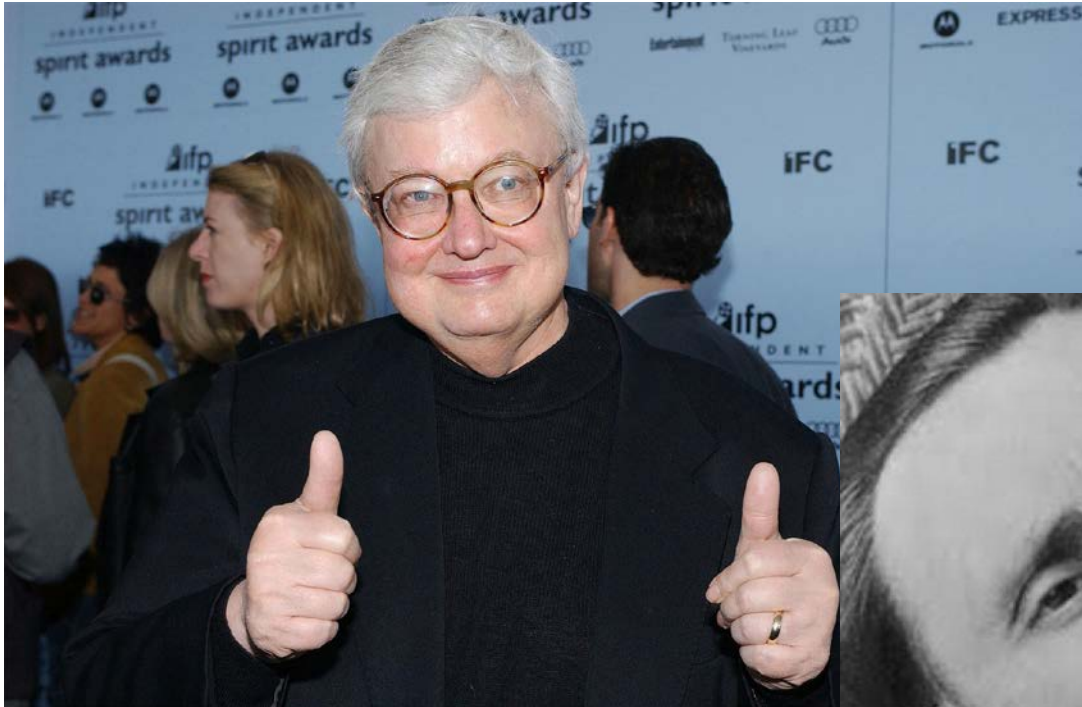
PROS

- ❖ Institutional Research Perspective
- ❖ Classroom environment
- ❖ Marketed videos

CONS

- ❖ Non-random sample
- ❖ Small sample size
- ❖ No inter-coder reliability

So, did the students actually *like* the videos?



Qualities of a Good Video

❖ CLEAR

❖ SIMPLE

❖ CREDIBLE

❖ STEP-BY-STEP


❖ CONCISE

❖ VISUALLY APPEALING


Qualities in Our Videos

 CLEAR

 CREDIBLE

 CONCISE

 SIMPLE

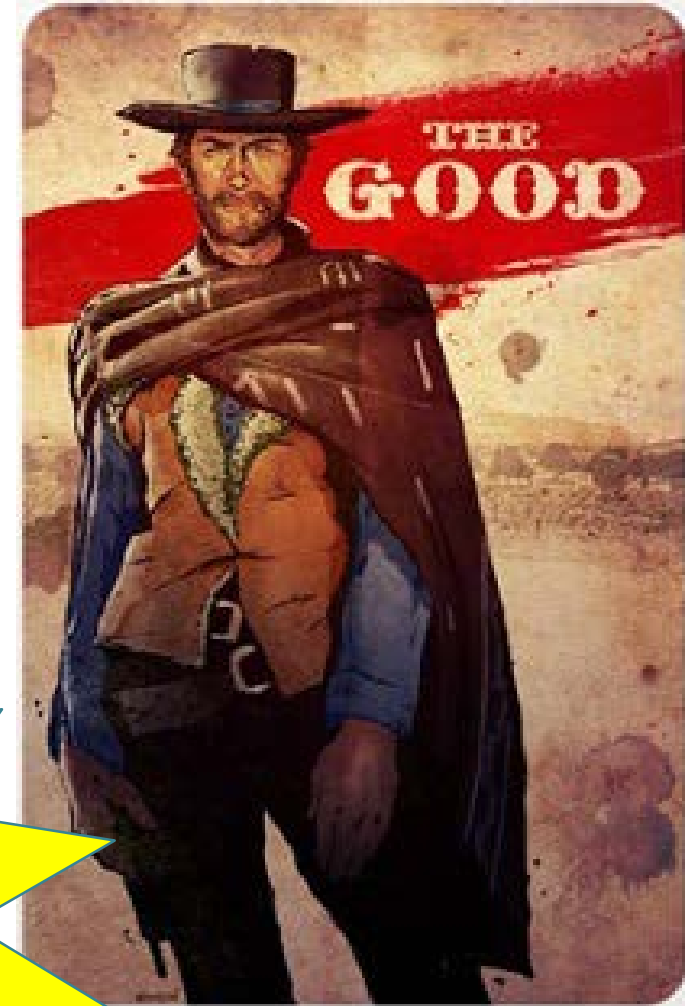
 STEP-BY-STEP

 VISUALLY APPEALING

Content: The Good

- ❖ Funny & Entertaining
- ❖ Memes are Fresh and Connect with College Students
- ❖ Short & to the Point
- ❖ Informative
- ❖ Fun!

Most responses
were in this
category!



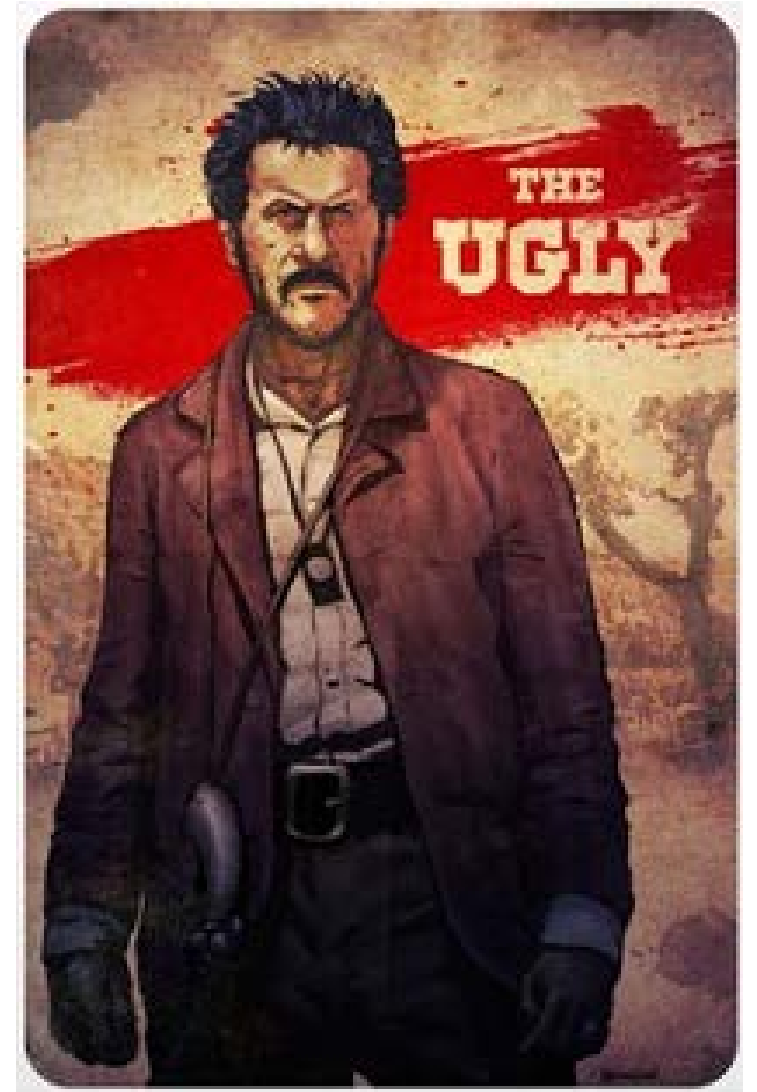
Content: The Bad

- ❖ Too Fast-Paced
- ❖ Images + Narrator + Text = Distracting
- ❖ A/V Quality Could Improve



Content: The Ugly

- ❖ Dry
- ❖ Boring
- ❖ Childish



Overall...

The majority of students were positive about the videos.

BUT.

Most said they wouldn't seek them out at point of need (accept the Self Checkout) and almost none of them knew they existed.



Some Lessons Learned...

- ❖ Transcribing is a chore. 😊
- ❖ Students are more likely to seek out “how-to” videos, rather than “big concepts”
 - May influence our content choice in the future
 - Big picture videos might be a better fit for organized instruction
- ❖ Our videos are well-received, but poorly marketed
 - Focus more on marketing and outreach efforts
 - The majority of the faculty members who took our online survey didn't know about them, either!
 - Continue to explore ways the videos can be integrated at point of need

In the Future!

- ❖ Use Student Feedback
- ❖ Continue to use the videos during information literacy instruction
- ❖ Enhance technical quality
- ❖ Look at feedback from focus groups paired with feedback from faculty survey—use this data to drive the types of tools we spend time creating
- ❖ Repeat guided discussion groups after more videos are created to gauge our progress and improvement



Photo: screenplayhowto.com

- ❖ Do more research on focus groups and guided discussions and how to interpret the data
- ❖ Examine ways other industries create successful videos (so far, we've focused on higher education)

Final Thoughts

1. Creating videos is a fun way to engage with users, think about “tired” concepts in a fresh way, and stretch our creative muscle.
2. Videos are a great way to teach students about basic library services and info lit concepts.
3. We will continue to expand and develop our video offerings using the assessment data we gathered to guide us.

Questions?

