Efficacy of Instructional Videos for Online Learners

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Context

- LibGuides as the main delivery platform for asynchronous learning at the University Library
- This research started with the question “Would we better reach online learners if we incorporated videos into our LibGuides?”
- Some guides have video content, but no video content currently being developed in our department
- Many of these LibGuides already include static screenshots in addition to text-based content
- Issues encountered in trying to answer this question:
  - No set way to assess learning from use of videos, unless specific studies are done
  - Wide range of topics covered by LibGuides, different learning outcomes for each one
  - Lack of time and/or resources to make videos and keep them current

Literature Review

- Currently a variety of viewpoints on the efficacy of instructional videos
- Focused on recent studies to move past studies done when YouTube and video creation was still new
- According to Obradovich et al., 76% of ARL and CARL libraries currently use instructional videos on their websites
- Many library researchers suggest basic information literacy skills can be successfully acquired online (Mery et al., 2014) (Rempel & Slebodnik, 2015)
- But Mestre et al. found that students performed better when they could learn a skill with screenshots and webpage content rather than a screencast video
- Are there better alternatives to videos?
- Some libraries are moving to more interactive tutorials that allow for feedback and more engaging learning
- Other schools have done live-action videos featuring students to try and have students address others in a way that’s engaging to them, as opposed to the dry, one-shot videos favored by many places (Majekodunmi & Murnaghan, 2012)

Common Formats

- Live Action
  - Example: BYU Library’s “Study Like a Scholar”
- Animated Video
  - Example: NCSU Library’s Tutorial Series
- Hybrid
  - Example: ASU Library combines live-action, animation and screencast

LibGuide Incorporation

- Videos should be findable where the learning occurs, rather than in a separate list elsewhere. (Hess, 2013) (Mestre, 2012)
- Online videos should be included as part of a larger learning object, not standalone (Clark & Mayer, 2011)
- Online videos should be very short or you lose learners’ attention
- Skip introductory information, go straight to what’s important
- It’s good to have multiple formats-if you have video, also have text available (Bowles-Terry et al., 2010)
- Make sure they are closed-captioned and embedded in such a way that they can be viewed on mobile devices

Video Applicability

<table>
<thead>
<tr>
<th>Domain</th>
<th>Appropriateness for Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>High</td>
</tr>
<tr>
<td>Comprehending</td>
<td>High</td>
</tr>
<tr>
<td>Applying</td>
<td>Medium</td>
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<tr>
<td>Analyzing</td>
<td>Medium</td>
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<tr>
<td>Synthesizing</td>
<td>Low</td>
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<tr>
<td>Evaluating</td>
<td>Low</td>
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</tbody>
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Adapted from Rempel & Slebodnik, 2015.

Pros & Cons

Online Video Pros
- Can be viewed anytime, and viewed multiple times for those who need review
- More accommodating for those with disabilities than a standard 50-minute library session
- More scalable; librarians can reach more people at one time (Rempel & Slebodnik, 2015)

Online Video Cons
- Not good for addressing critical thinking skills, better for teaching specific tasks (Bowles-Terry et al., 2010)
- Consume time and resources for creation and maintenance
- Lack interactivity and hard to assess learning when compared to other delivery methods (Sult et al., 2013)

Selected References


View full bibliography online: https://tinyurl.com/DennelerShowcase2018