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Presentations and Posters

Title

Developing a Sustainable Online Video Instructional Program through Lean Production Values and Assessment

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Developing a Sustainable Online Video Instructional Program through Lean Production Values and Assessment

Introduction

Benefits of online video instruction:

- Has potential for **large-scale instruction**
- Provides **support for reference services**
- **Reduces access barriers** to user learning

Significant **challenges** to video development exist:

- Initial **time investment**
- **Technology learning curve**
- **Ongoing maintenance effort**

Aim

Efficiently establish a **sustainable, online instruction program** through:

- **lean strategy** for video production
- **assessment-driven maintenance**

Instruction Program Specifications

14 videos hosted on YouTube

Learning objectives fall into 3 categories:

- **Search strategy** (search design, controlled vocabulary, citation search)
- **Search tool mechanics** (PubMed, CINAHL)
- **Resource navigation** (VPN, full-text access)

Online videos

Custom playlists

Modular video units allow remixing for custom playlists

Target audience

Embed custom playlists into LibGuides to reach a target audience

Customized instruction for different user groups

Embedded training videos

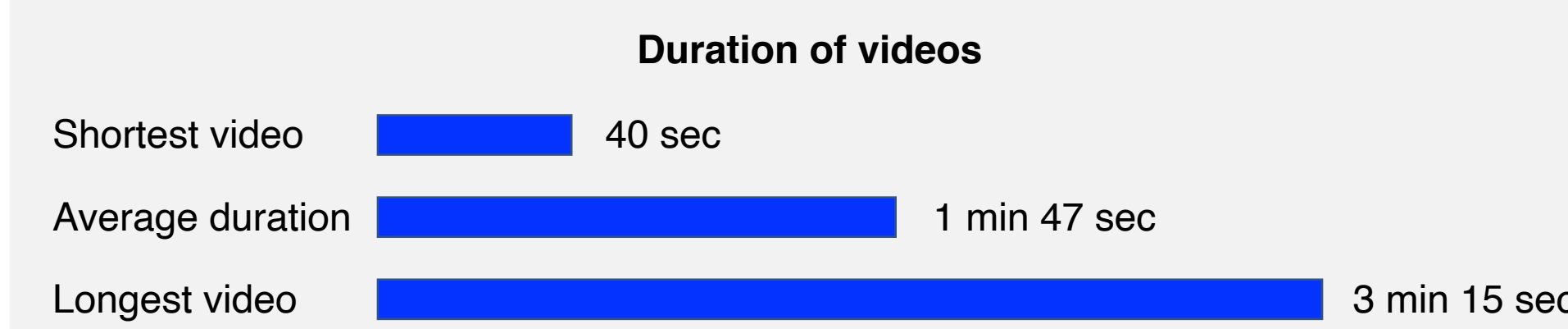
LibGuide for Clinicians

LibGuide for Nurses

Methods for Video Development

Lean Production Strategy

Create short videos



Use modular building blocks

- Each video addresses a **single concept/task**
- Short video units allow **remixing**
- Videos are composed of **recorded lectures, screencasts, and transcripts**

Adopt a self-sufficient, low-cost production approach

Production workflow

Process	Design	Record	Edit	Publish	Promote	Assess
Project staff are individually responsible for the entire production flow	- Lesson plan - Script - Slides - Choreography	- Lectures - Screencasts	Post-production: timing, audio, captions	- YouTube upload - Captioning	- Embed in LibGuides - Outreach messages	- Review content and use - Reflective practice - Identify improvements - Repeat workflow
Technology	- Keynote	- QuickTime	- iMovie	- YouTube	- LibGuides	
Time	~100 hours to produce 25 video minutes					

Minimize technology barriers

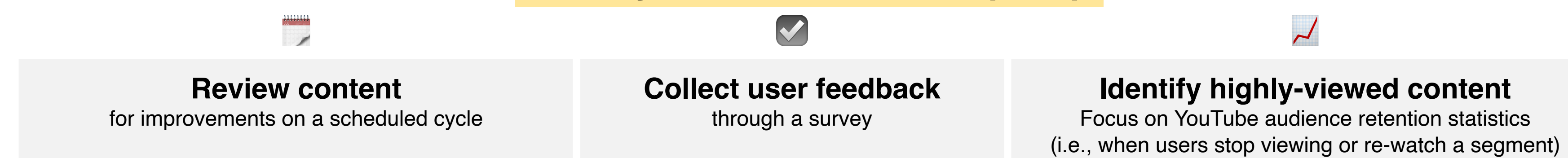
Used **free or campus-licensed software** only to facilitate collaborative staff development

Use minimalist design

Focus on instructional content. Be less concerned about production value/style.

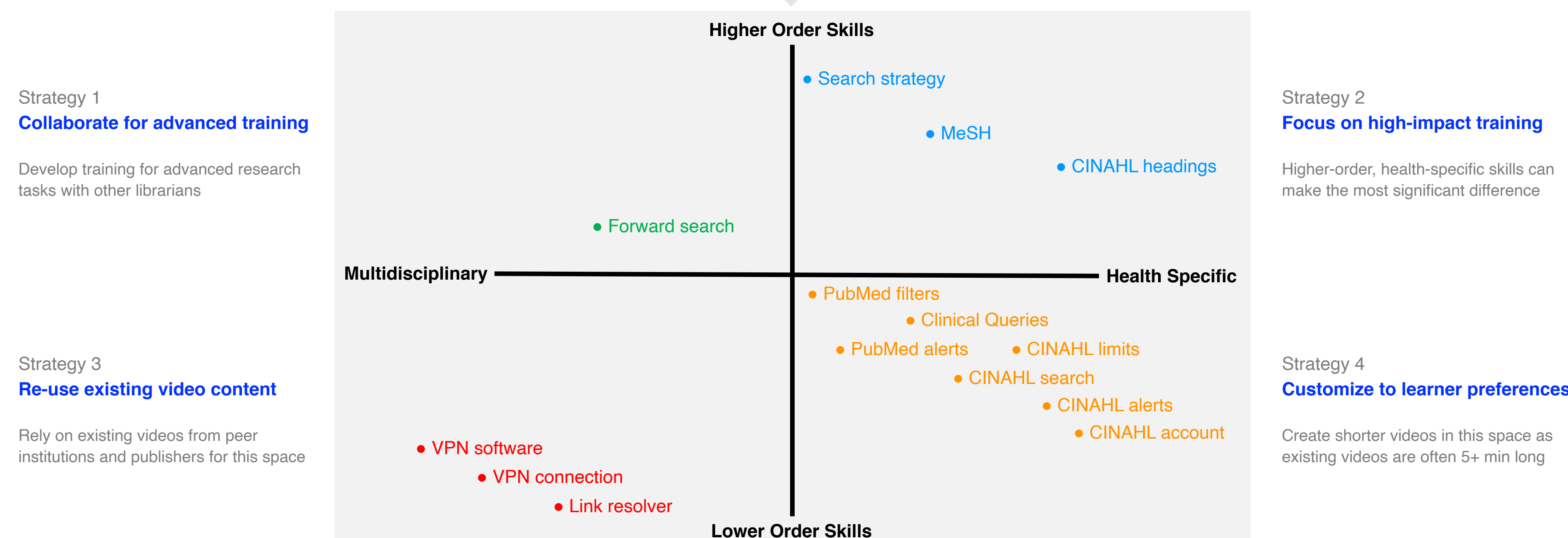
Assessment-driven Maintenance

Identify video content for upkeep



Determine a strategy for future content

Used a qualitative 2x2 matrix analysis to map video topics/objectives along opposing skill levels and subject scope in order to identify patterns in the instructional content.



Analyzing each quadrant of the matrix, we identified a **corresponding strategy for future content development.**

Outcomes

Benefits of lean production

Lean Features	Benefits
Short modular videos	<ul style="list-style-type: none"> • Allow customized playlists for different audiences • Repurpose videos for Library marketing and reference
Lean production flow	<ul style="list-style-type: none"> • Lower costs for production and technology • Allow staff to develop videos independently and efficiently • Reduce development time for online video instruction
Assessment-driven maintenance	<ul style="list-style-type: none"> • Identify precise strategies for future content development • Identify high-impact content for focused upkeep

Conclusion

Maintain momentum in video production

- Create short videos (< 5 minutes)
- Adopt a lean, low-cost, and self-sufficient workflow

Prioritize maintenance and development efforts

- Focus on the most-viewed content
- Mine reference and instructional statistics to identify high-priority content

Repurpose online videos

- Library marketing
- Reference services
- Outreach

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