



EDITORIAL

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Collaborative Design on a Dime: A Centralized Approach to Implement Videos for Library Outreach and Instruction

In spring 2020, Yale Library launched a program to produce a series of video tutorials to market the remote library services available during COVID-19 library closures. Up until this point, some individual librarians and departments had been successful in creating discipline-specific video tutorials, but the lack of central coordination for research services and tools had stalled the ability to create video content and distribute it broadly.

“Though Yale Library has robust programs to support user inquiries—including a Personal Librarian program and Ask Yale Library, an instance of Springshare’s LibAnswers FAQ and chat—concerns about how librarians could adapt for a remote environment came to the forefront.”

With library closures there was a new sense of urgency to communicate asynchronously about the library’s collections and services, especially those that remained available for remote users. Though Yale Library has robust programs to support user inquiries—including a Personal Librarian program and Ask Yale Library, an instance of Springshare’s LibAnswers FAQ and chat—concerns about how librarians could adapt for a remote environment came to the forefront. To address these concerns, a task force was formed to enable librarians with subject expertise—but with varying levels of technical experience—to conceptualize, produce, and distribute video content on YouTube. Videos

were selected because the library YouTube channel was already in place, and video content could be picked up and distributed by the university more broadly. Additionally, videos could enhance the library’s ability to provide users with accessible, multimodal information at time of need. The project ultimately became a proof of concept for supporting video content long-term, as well as an opportunity for professional development for library staff at various levels.

This article will describe this team-based approach for developing general video tutorials on a short timeline, including the development of a style guide and editing template. This article will also describe how the present-day program evolved into an internal staff immersion program to support the ongoing development of course-integrated video tutorials. The authors welcome other libraries to use this program and its workflows as a model to support their own video tutorials for instruction and outreach.

Literature Review

In reviewing scholarly literature about video tutorials in libraries, common themes emerge as early as 2000 regarding their utility in flipped classroom settings (Holman 2000); student use, preferences, and perceptions (Mestre 2012); and assessment (Oud and Bury 2005). It is well established that video tutorials fill a distinct need, essentially doing the “‘grunt work’ of teaching the basic technical skills of using information retrieval systems”

(Bowles-Terry, Hensley, and Hinchliffe 2010). For this project, it was exactly these bite-sized, point-of-need technical skills that our initial video suite targeted, which enabled scaffolding so that users could then engage with higher-order critical research and evaluation.

However, to launch a suite of library-specific videos in tandem is a big lift, even for a committee. Finding literature about *how* libraries design, create, and maintain video content is much more difficult, especially literature that goes beyond evaluations of software features. The technical literature, unfortunately, goes out of date quickly, and the bulk of what we discovered was published a decade or more ago (Long and Culshaw 2005; Murley 2007; Sparks 2010; Wakimoto and Soules 2011). For any library engaging with the existing scholarship on video tutorial use and assessment, understanding production workflows *in concert with* design and implementation is imperative, especially where the literature demonstrates that video tutorials—ranging from bite-sized demonstrations to interactive—have a high value for outreach and instruction initiatives.

For video tutorial best practices, the 2017 article, “Evaluating Best Practices for Video Tutorials: A Case Study” by Thomas Weeks and Jennifer Putnam Davis is comprehensive and not tied to a specific software. But even Weeks and Putnam note that their generalized recommendations are derived from literature describing specific software evaluations and individual case studies because “publications on best practices were not always easily identifiable” (Weeks and Putnam Davis 2017). This remains true today, as we were unable to find updated or additional video tutorial best practices since 2017. While Weeks and Putnam’s best practices are similar to those adopted here, their study resulted in the implementation and assessment of a single video tutorial, versus our model of collaborative design to design and maintain a suite of videos.

The project described here focused on collaborative workflows, independent from specific software, to ensure the longevity of the program. In fact, this emphasis proved immediately useful as we eventually transitioned from using Adobe Premiere Pro to Camtasia, which was possible because of a foundation rooted in adaptable training and deliverables. We also adopted a low-cost production model, in part because of our time-sensitive catalyst to produce them (COVID-19 library closures) but also because our internal operations allowed us to leverage staff time and existing resources. There are likely alternative options, such as a high-cost, low-time model, such as working with an internal or external communications office.

Background

Yale University Library (“Yale Library”) comprises more than a dozen libraries, including libraries for specific fields of study, such as the Robert B. Haas Family Arts Library and the Harvey Cushing/John Hay Whitney Medical Library. (For a complete list of libraries, visit <https://library.yale.edu/visit-and-study>.) Yale Library’s mission is to “advance teaching, research, learning, and practice through staff expertise, diverse collections, inclusive programs and services, and welcoming spaces” (Yale Library, 2022). Toward this unified mission, each individual library works locally on collection development, instruction, and outreach for their users, and staff participate broadly on committees to support central initiatives.

A Catalyst. In March 2020, as students around the world were heading home indefinitely due to COVID-19, Bass Library, Yale University’s undergraduate library, published a short video on Instagram (@basslibrary) to demonstrate off-campus access to library resources, which at the time required using Virtual Private Network (VPN) software with a university log-in and multi

factor authentication.¹ The process was clunky, to say the least, and technical documentation was split between Ask Yale Library and Yale Central IT documentation. Many students, faculty, and staff—or anyone who had primarily accessed electronic resources from on-campus buildings—were generally unfamiliar with the process. In fact, the Yale Instagram account (@Yale) shared the video and the University Librarian published a link to it in a university-wide email. Consequently, this Instagram video became extremely popular.

Though this informal video tutorial was successful, it lacked university branding and central hosting, as well as closed captions for accessibility. It was, however, a proof of concept for needing centralized, shareable video content. To launch a new central initiative, the library's existing Reference, Instruction, and Outreach (RIO) committee formed an ad hoc Video Tutorials Task Force, made up of six librarians in close collaboration with the Library Communications office and the Office of the University Printer.

Assessing the Video Landscape. Both before and during the implementation of the Video Tutorial Task Force, departments across Yale Library had been assessing Digital Learning Objects (DLOs), including video tutorials, in hopes of adopting the media format in the future. For instance, at the Marx Science & Social Science Library, a group of librarians reviewed DLOs created by institutions ranging from small colleges to database vendors, while a RIO student intern (a Yale undergraduate film major) conducted an environmental scan of online tutorials broadly, including LibGuides, embedded videos on academic library websites, and library YouTube and Vimeo channels.

At Marx Library, four key themes arose: simplicity, digestibility, consistency, and accessibility:

(1) Simplicity: Tutorials should clearly state learning objectives at the beginning. This component contextually primes the content and outlines the outcomes of participation, enabling viewers to decide if the tutorial will align with their learning needs.

(2) Digestibility: Tutorials should be short enough to not require a significant time commitment from the viewer, but long enough to provide meaningful knowledge exchange. When concepts necessitate longer and more detailed tutorials, videos should be clustered into a series so viewers can more easily control their pace.

(3) Consistency: Tutorials should include uniform aesthetics, language, and tone. These elements create cohesion among discrete tutorials and allow viewers to navigate sections of the tutorials.

(4) Accessibility: Tutorials should include closed- or open-captioning, and content should be available in multiple formats, and hosted on the open Web. These accessible features demonstrate a commitment to diversity, equity, and inclusion ensuring that the tutorials can be widely used.

Additionally, the student intern provided what he referred to as an “extended philosophy” for video tutorials, both from his content analysis and experience as a student using Yale Library collections and services:

(5) Enhanced Scope: Video tutorials should go slightly beyond the resource described in the title. For instance, videos should demonstrate that the described solution is just one option, and that the skills being demonstrated could enable more sophisticated research skills. Further, users often do not know what they should be asking, and providing viewers with additional depth can help to develop skills for higher-order learning.

1 Since fall 2020, most of Yale Library's electronic resources pass through EZ Proxy for off-campus authentication. This change is an example of the need to iterate videos with stable links, which is discussed later in this article.

(6) Clarity and Order: Users might be going to video tutorials to learn something new, but they are more likely to seek out tutorials in a state of frustration. Therefore, it is important to structure content clearly and consistently, avoiding jargon. Even the smallest inconsistency, point of confusion, or mistake can irritate a stressed user and therefore de-incentivize them from continuing. For instance, it is more helpful to describe an action before the steps, such as “In this video, we will demonstrate how to do TASK by doing A, B, and C” instead of “Do A, B, and C in order to achieve TASK.” Further, any examples should be acknowledged to be what they are: examples, versus a single solution to every problem.

Creating a Style Guide

The Video Tutorials Task Force collated these recommendations to develop an internal style guide, including standard language, colors, and fonts to ensure that video tutorials could be broadly distributed through Yale’s various communication channels. The style guide included the following:

Content:

- Videos will focus on Yale-Library specific topics, not vendor-provided resources, such as Zotero or ScienceDirect.
- Topics will focus on research skills (“How to...”) and collections (“Find...”).

Look and feel:

- Screen recordings should start on the Yale Library website for branding purposes and to emphasize it as the best means to access research material at Yale.
- Videos will use a 16:9 aspect ratio without pillar boxing or letter boxing.
- Recordings will show Yale-branded desktop wallpaper, in the event a screen recording needs to move out of a web browser.
- Any overlaid text should use a Yale-blue-and-white color scheme with Yale New and Mallory fonts.
- Each video should have two end cards: first, “Questions? Visit ask.library.yale.edu” followed by an end card with the Yale University Library logo.
- Enable guest or private browsing for screen recordings to eliminate autofill prompts, profile customizations, and personal bookmarks.

Function:

- Videos will be hosted on Yale Library’s existing YouTube channel, on a new playlist called “Yale Library Online.”
- Videos should not exceed three minutes.
- Any referenced or related videos should include a pop-up link to support findability, with relevant links also included in video descriptions.

Language:

- Use second-person narration, when possible, with a conversational, professional tone.
- Captions should have Merriam-Webster spellings, such as using “e-books” versus “ebooks” or “eBooks.”
- In scripting, use “Yale Library” versus “Yale University Library.”
- In scripting and visuals, use “library.yale.edu” instead of including “https,” “www,” or “web.”
- Standard language for off-campus access should be presented immediately after introducing the video topic: “If you’re working from off-campus,

be sure to authenticate with your NetID and password since it's often the only way to access restricted and licensed e-resources. See our other video on off-campus access for more information," unless remote access is unavailable for the service or collection described.

- Include language to refer users to Ask Yale Library at the first end card. For instance: "If you have any questions, reach out to us at ask.library.yale.edu."

With the style guide in place, the task force also provided a script template to support staff working with a new medium. The template included two columns: the right to describe the screen images, or storyboard, and the left for the draft script, with pre-populated standard language (see above) as well as recommendations to chunk, or number, the script to support recording the audio into sections later in the process.

Software challenges and solutions. After the style guide and template helped to streamline and unify content created by multiple people, the biggest challenge in creating video tutorials on a short timeline became learning the software, Adobe Premiere Pro, which was freely available campus-wide through Central IT.

To overcome these technical challenges, one member of the task force developed a Premiere Pro template editing file using the parameters of the style guide, which enabled a drag-and-drop editing experience. The template file included pre-saved title and end cards, a layer with pre-styled graphic elements to add and edit caption text, a layer to import video and still images, and a layer to import audio (figure 1). With one synchronous, hour-long training on Zoom

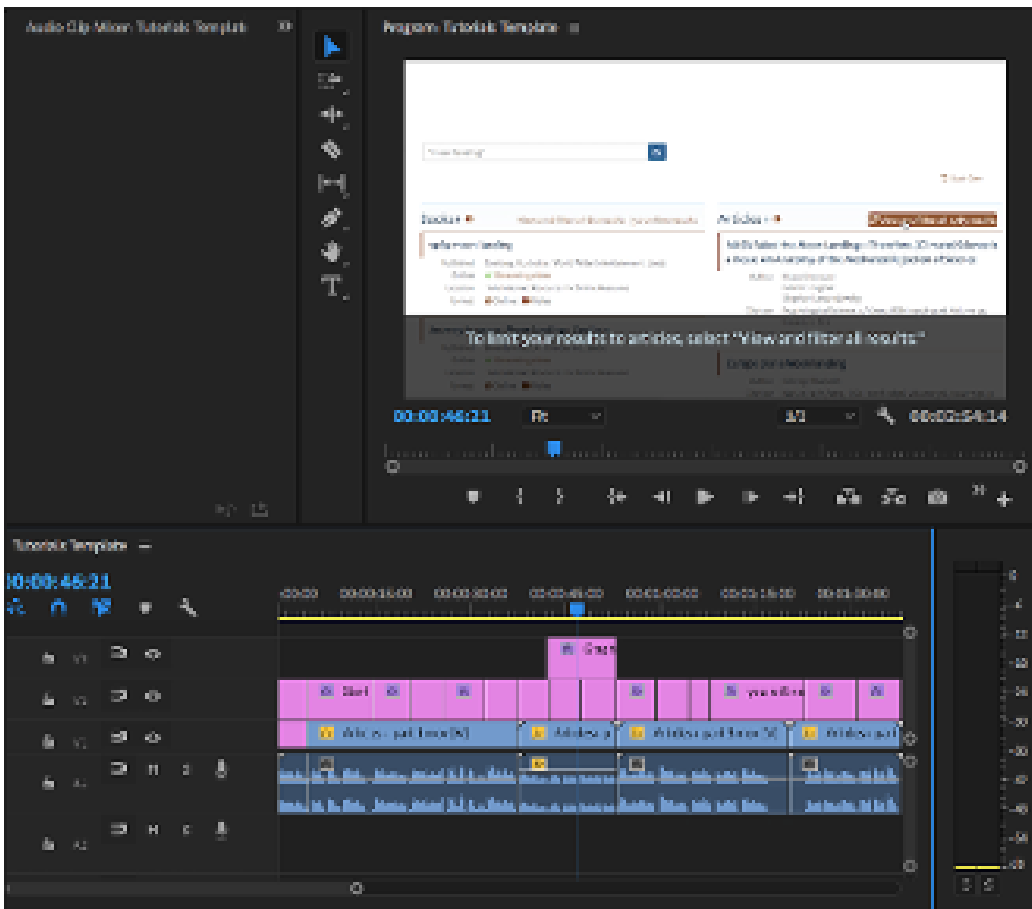


Figure 1. A screenshot of the editing template in Adobe Premiere Pro, including the graphic open captions (pink) with video and audio areas (blue).

and corresponding PDF documentation, librarians—most of whom had not created video content previously—were able to embrace a new technology to create a video within their subject or professional expertise.

Next, the task force developed a workflow within Microsoft Teams to facilitate asynchronous, team-based production. Because participation was voluntary and creating videos can be time consuming, the task force wanted the workflow to be streamlined and supportive through every step. The last thing the task force wanted was for volunteers—our colleagues from Yale Library—to have a negative experience.

The workflow below follows the ADDIE model of instructional design: Analysis, Design, Development, Implementation, and Evaluation (Allen 2017). ADDIE was implemented as follows (noted in parenthesis below):

(1) Topic Selection (Analysis): The task force came up with a list of salient foundational topics to assist users with remote library access, prioritized based on the most popular Ask Yale Library FAQs, as well as topics to market online library services that would have normally been addressed through in-person interactions. From this list, librarians within the task force were invited to claim a topic to develop into a video.

(2) Scripting (Design): To facilitate version control, all video scripts were drafted in Box, Yale Library's cloud storage platform. Participants were required to draft scripts and read them out loud at least twice to ensure the text was not overly wordy or awkward prior to recording. When finalized, participants would notify the library's Director of Communications to review the script before moving on to record the audio and video. The task force worked with Communications to agree on a reasonable turnaround time, five business days, between script submission and approval.

(3) Audio and Video Recording (Design): Participants had flexibility in the software they used to record audio and visual elements. Many used QuickTime, Loom, or Zoom due to their low cost and availability. The RIO student intern made a pre-sized image template for a 16:9 aspect ratio, which was used to correctly size a browser window before creating a screen recording to ensure that the final edited video filled the window without needing black bars.

Additionally, participants were also free to use their own approach to record audio and video, based on personal preference. For example, some participants recorded screen and audio narration together in Zoom presentation mode, while others recorded and saved each component separately using QuickTime or Loom. Ultimately, participants needed to create screen recordings (.mp4), audio files (.m4a or .wav), and collect any still images (.jpg or .png) to begin the next step, editing.

(4) Editing (Design & Development): Using the Adobe Premier Pro template file—with a pre-set aspect ratio, output format, open-caption graphics, and the title and end cards already embedded in the timeline—to edit the video together, participants needed only to do the following:

- Update the video title card with their video title (e.g., "How to Find Data Using Quicksearch").
- Import their video (.mp4), audio files (.m4a or .wav), and still images (.jpg or .png).
- Align the audio and visual elements on the editing timeline.
- Swap the placeholder caption text with their script text (copy and paste).
- Preview the final edited video.
- Export the file as .mp4.

(5) Final review (Design & Development): Once a participant had exported the .mp4 file, they uploaded it to a shared Box folder and alerted the task

force and the library's Director of Communications for a final review. Because design and scripting were already a part of the process, the final review did not take long, and any remaining edits were minimal.

(6) Release (Implementation): Once reviewed and approved, the library's Director of Communications uploaded the .mp4 to the Yale Library YouTube channel under a playlist called "Yale Library Online" (bit.ly/YaleLibraryOnline).

(7) Promotion (Implementation): The library's Director of Communications and members of the task force promoted newly released video tutorials through official social media channels—including @YaleLibrary and @BassLibrary on Instagram and Twitter—and embedded videos into relevant LibGuides and Ask Yale Library FAQs. Internal library listserv communication also announced newly available videos and encouraged staff to utilize them in remote research consultations. The task force also maintained a spreadsheet of where videos had been linked or embedded in case content needed to be removed or updated.

(8) Review (Evaluation): After publishing, the task force monitored--and continues to monitor--video use and accuracy, based on library service priorities and the library website and search appearance. Additional evaluation metrics will be discussed in the next section.

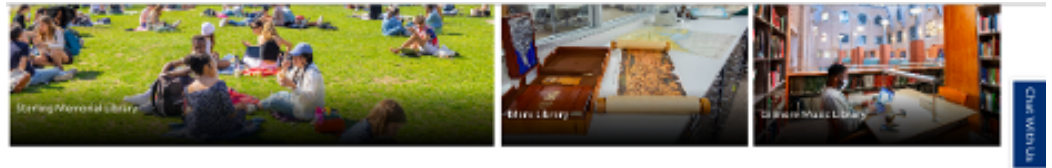
It is important to note that this workflow, on paper, is linear. In practice, like most instructional design implementations, it was much more iterative. There were times when content, language, or entire topics needed to be revised. However, the workflow allowed for revisions and was designed to catch any errors early in the process. For instance, though the editing template sped up the process of learning new software—essentially replicating mobile editing tools, such as those within Instagram Reels, CapCut, and TikTok—it still entailed using a professional editing tool with high-resolution audiovisual files, which requires a great deal of computing power. Participants working with older machines might therefore request that another member of the task force finalize their video editing. They could also request such help if they found themselves short on time, or simply had difficulty with the editing template. Due to the short turnaround time required to publish the initial suite of videos, the task force aimed to remain flexible with on-going evaluation and modification. Therefore, as long as the work was divided up evenly, re-distributing any aspect of the production workflow worked well to finalize a video.

Lastly, the task force made sure to emphasize that no learning object, whether it is a worksheet for in-person instruction or a video tutorial on YouTube, can be perfect for every user in every situation. Overall, the task force aimed for a supportive, productive environment under the unified goal to enhance outreach for library services and collections.

Use and Impact

The impact of a central YouTube channel was immediate in improving Yale Library's digital, pedagogical presence: Users no longer had to stumble on information, for example, while scrolling through an email or social media feed. A link for "Instructional Videos" became a fixture on the Yale Library website (figure 2 or visit <https://library.yale.edu/>). This access point acted as a menu of core library services and collections, which was extremely beneficial during the early period of the pandemic when library services were in flux (figure 3 or visit <http://bit.ly/YaleLibraryOnline>). The full suite of videos allowed for external departments to share information about library services

broadly, without needing to understand any or all library collections, services, or policies themselves.



Resources for Students

REMOTE ACCESS TO LIBRARY RESOURCES Learn how to access library resources while you're away from campus.	STUDENT-CURATED EXHIBITS Learn more about opportunities to curate an exhibit based on your research in library collections.	WHERE TO STUDY Browse our full list of library study spaces.
SUBJECT SPECIALISTS Consult a librarian with specialized expertise related to your paper topic, major, or research field.	INSTRUCTIONAL VIDEOS See recently updated videos on searching digital collections, finding data in Quicksearch, and more.	

Figure 2. A still image of the Yale Library website (<https://library.yale.edu>) taken May 2023, showing the heading “Resources for Students” with a description and link for “Instructional Videos,” which redirects to “Yale Library Online” on YouTube.

Figure 3. A still image of the YouTube playlist “Yale Library Online” (<https://bit.ly/YaleLibraryOnline>) as of June 2023.

Defining Success. Though YouTube provided a place for centralized outreach, defining quantitative success using YouTube data was more difficult because the statistics were simply challenging to interpret—at least for professionals more accustomed to seeing traditional library resource usage statistics, such as COUNTER reports. Challenges included interpreting “View” counts, which are grouped by seemingly arbitrary month ranges and “Watch time (hours).” This breakdown required line-by-line interpretation and collation (figure 4).

Video	Video title	Views (April 20 - Dec 20)	Views (Jan 21 - May 21)	TOTAL Views	Watch time (hours)
dAwN_YVgvdU	Yale Library Online: Using HathiTrust E-books	371	16	387	0.4358
TZaTrnVJPJw	Contact a Subject Specialist	60	15	75	0.4621
MHmqnVPx0hQ	Find Subject-Specific Research Guides	162	16	178	0.2194
CMz5mWDIqE	Off-campus access to e-resources (no VPN required)	1123	19	1142	0.347
08ujTKzFWQ	How to make a Yale Library purchase request	32	16	48	0.5778
xaGa9L6F6eY	Find Database by Subject	41	20	61	0.4872
zZAKVhHLqLE	Find eJournals by Title	35	16	51	0.4495
33iP5rzjAXI	Find Databases by Title	42	18	60	0.2105
O4IXCjhOF_8	Find Articles Using Quicksearch	192	17	209	0.3747
zZzG9HjL4k	Yale Library Online: Find E-books Using Quicksearch	263	25	288	0.6232
Oheu-37NB3w	Finding Data in QuickSearch Books+		38	38	4.7163
zSUFh8Ye9vA	Understanding Call Numbers		11	11	0.2896
9SwqaDWww-E	Search Digital Collections		8	8	0.071

Name	Video publish time	Views April 2020 - December 2020	Views January 2021 - May 2021	Views June 2021 - June 2023	TOTAL
Find Data Sets Using Quicksearch	17-Aug-22	not published yet	not published yet	50	50
Find Databases Using Quicksearch	17-Aug-22	not published yet	not published yet	121	121
Find E-Journals	17-Aug-22	not published yet	not published yet	128	128
Find Articles Using Quicksearch	17-Aug-22	not published yet	not published yet	168	168
Search Archives at Yale	17-Aug-22	not published yet	not published yet	183	183
Find Books Using Quicksearch	17-Aug-22	not published yet	not published yet	264	264
Search Digital Collections	4-Nov-21	not published yet	8	170	178
Lean Library Access	16-Aug-21	not published yet	not published yet	335	335
Understanding Call Numbers	10-Mar-21	not published yet	11	428	439
Finding Data in QuickSearch Books+*	28-Jan-21	not published yet	38	video removed or replaced	38
Find E-books Using Quicksearch*	13-Aug-20	263	25	video removed or replaced	288
Find Databases by Title*	11-Aug-20	42	18	video removed or replaced	60
Find eJournals by Title*	10-Aug-20	35	16	video removed or replaced	51
Find Database by Subject*	30-Jul-20	41	20	video removed or replaced	61
Off-campus access to e-resources (no VPN required)	28-Jul-20	1,123	19	2,250	3,392
How to make a Yale Library purchase request*	28-Jul-20	32	16	video removed or replaced	48
Find Subject-Specific Research Guides*	12-May-20	162	16	video removed or replaced	178
Contact a Subject Specialist*	12-May-20	60	15	video removed or replaced	75
Using HathiTrust E-books*	28-Apr-20	371	16	video removed or replaced	387

Figure 4. Sample YouTube statistics (top) and how they were ultimately collated for interpretation (bottom) to identify video use and iterations between April 2020 and June 2023.

Interpretation became especially complicated as videos iterated: YouTube statistics reset to zero when a video is updated or versioned, and for a large library system like Yale Library, there are frequent updates to collections, resources, and platforms that necessitate even small modifications to video tutorial language and imagery. With each video update, YouTube treats the latest version as brand new, with a new URL and statistics. Further, the release of each new URL caused the links for videos that had been embedded on websites and LibGuides or shared externally to break. Broken links make iterative design impossible.

As a workaround, the task force created two solutions using SpringShare LibApps:

- (1) Stable versioning on a LibGuide:** The task force created a central “Library Tutorials” LibGuide, with videos embedded using media Widget assets and YouTube embed codes (guides.library.yale.edu/tutorials). As long as the task force refreshed the embed code on the LibGuide with each YouTube update, staff who had re-used a Widget or shared a link would not need to make any updates. As a bonus, LibGuide Widget assets also indicate how often and where they are being used, a win-win for video-sharing longevity and statistics.

(2) Statistics with LibInsight: The task force worked with the Assessment Librarian to add a data point to our LibInsight reference form to indicate whether video content was used during outreach or instruction interactions. These added statistics helped to provide context for when, how, and by whom video content was being used.. These statistics could show which library staff used video content and whether it was for instruction or reference interactions, either in-person or via email.

With video tutorials prominent on the library website, more library staff began reaching out with suggestions for increasingly specific ideas, from how to use specific database platforms to how to do Boolean and proximity searching. The task force had to begin thinking about how to manage expectations while developing new tutorials and training additional staff. Though the early proof of concept was apparent to those involved in the project, the task force knew some changes would need to be made to ensure longevity of the program and the content.

Long-Term Planning

When pandemic closures subsided, the task force used evidence of the program's success to transition into a permanent advisory group, the Digital Tutorials Advisory Group (DTAG). The new group, comprising core members of the original task force, made a commitment to maintain and update the YouTube videos while also offering on-going support for colleagues to design videos for course-integrated instruction, emphasizing Universal Design for Learning, with scaffolded content and enhanced accessibility features (Clossen 2014). Essentially, the new advisory group has oversight over two pillars of video content: 1) maintaining YouTube videos on Yale Library Online and 2) providing support for videos for course-integrated instruction.

Though training more librarians and staff would enable a larger suite of shareable and reusable content, increased adoption of video was likely to derail the original style guide. Further, the style guide required strong oversight by the advisory group and the library's Communications office, and such oversight would impede the ability for more staff to adopt a new technology. To facilitate broad adoption of video, programmatic modifications were needed to support video tutorials outside of the public view on YouTube, specifically for course-integrated instruction, including the following:

1. A separate, less-public hosting platform
2. More user-friendly editing software
3. Updated training material

A New Hosting Platform. DTAG evaluated two possible hosting platforms: Vimeo and Panopto. Evaluation criteria included versioning, captions and accessibility, bookmarking, interactive navigation (chapters, links, quizzes), sharing, statistics, cost, file size, and embedded editors. From this review, Vimeo met the most criteria, but Panopto was ultimately selected due to its integration with the university's Learning Management System (LMS), Canvas.

Editing Software. Though Adobe Premiere Pro served the original task force well, it was not ideal to scale the program due to the steep learning curve. For videos made for course-integrated instruction, Panopto provided central hosting behind the scenes, where staff could retrieve links and embed codes to share with specific audiences. This change also meant that the advisory group could enhance accessibility by switching to closed captions, away from the stylized open captions.

With the demonstrated success of the YouTube videos, the advisory group made an official funding request to license Camtasia from TechSmith, editing

software that included features important for instructional videos, including the ability to integrate Microsoft PowerPoint and to more easily apply advanced animations and accessibility features, such as cursor effects, highlighting, and closed captions. Camtasia was installed on public computers in a library classroom, which library staff and users alike are welcome to use.

In the next section, we will discuss the expanded program for training library staff on how to create their own video tutorials with the Video Tutorial Immersion Program (VTIP).

Professional Development to Support On-Going Video Content

Drawing inspiration from ACRL's Information Literacy Immersion Program (<https://www.ala.org/acrl/conferences/immersion/immersionfaq>), DTAG developed the Video Tutorials Immersion Program (VTIP), a robust summer training program to support any library staff interested in creating videos for instruction (<https://guides.library.yale.edu/DTAG/Immersion>). The program guides participants through online instructional design, writing for the web, peer feedback, and video editing with Camtasia. By the end of the program, participants complete one video hosted in Panopto and gain the knowledge, skills, and resources to produce more in the future. The program requires a short application to ensure that participants are committed to the program with a topic to use for an original video tutorial. Previous experience with multimedia and library instruction is not required.

VTIP launched its first in-person program in June 2022, with twenty-two applications and ten selected participants from around Yale Library, including staff, librarians, and archivists. In June 2023, another group of ten staff were invited to participate in a hybrid version program, with asynchronous learning modules hosted in Canvas and in-person workshops (figure 5).

The screenshot displays the Canvas LMS interface for the Video Tutorial Immersion Program, summer 2023. The interface is organized into three main sections:

- Left Navigation Menu:** Includes links for Home, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Modules, Collaborations, and Media Library.
- Central Content Area:** Titled "Introduction", it lists course materials and assignments:
 - From idea to storyboard (June 26-30)
 - Presentation Slides: From idea to Storyboard (PDF)
 - Writing learning objectives:
 - Watch: Writing Learning Objectives, min 3:46-13:46 (YouTube)
 - Blaas's Taxonomy (Vanderbilt University)
 - Worksheet: Writing Learning Objectives (PDF)
 - Storyboarding:
 - Basic Video Production: Storyboarding (Cornell University)
 - Put it all together:
 - Water Cooler #1: You audience and objectives (Due June 30)
 - Assignment: Your storyboard (Due June 30)
 - Additional Resources
 - Feedback (optional but nice)
- Right Side Panel:** Contains navigation options (View Course Stream, View Course Calendar, View Course Notifications) and a "To Do" list with assignment due dates:
 - Water Cooler #1: Screen recording (Due July 30)
 - Assignment: Record a 20-second video (Due July 31)
 - Assignment: Take video assets to the job of 11 (Due July 31 at 11:00am)
 - Water Cooler #2: Share your video (Due August 11)

Figure 5. A screenshot of the Canvas project site for the Video Tutorial Immersion Program, summer 2023, showing the progression of the asynchronous learning objects in the center with assignment due dates on the right.

The VTIP schedule and learning outcomes closely model the workflow and training documentation from the original task force. The program includes a combination of lectures, individual and group activities, and deliverables, within the following structure:

Session: From Idea to Storyboard

Discussion: Online pedagogy
Activity: Identify learning objectives for your video topic
Training: Video tutorial production overview
Training: Creating a storyboard and writing for the web
Activity: Start a storyboard and script for your video tutorial

Session: Scripting to Audio Training

Discussion: Watch a video tutorial from another academic library and discuss
Activity: Swap storyboards and scripts with a partner for feedback
Training: Audio production in Camtasia
Activity: Practice recording audio

Session: Standards and Best Practices

Discussion: Accessibility, branding, and templates
Training: Creating screencasts in Camtasia
Activity: Create a screencast for your video tutorial
Training: Using PowerPoint with Camtasia
Activity: Record a PowerPoint presentation in Camtasia

Session: Camtasia Timelines, Captions, and Animation

Training: Editing with timelines in Camtasia
Activity: Add multiple media objects to your Camtasia timeline
Training: Animation & cursor effects
Activity: Make a basic animation in Camtasia
Training: Creating accessible captions
Activity: Add captions to a section of audio in Camtasia

Session: Workshop & Fine Tuning

Activity: Edit together your audio and visuals

Session: Publishing and Celebration

Training: Exporting an .mp4 from Camtasia
Training: How to publish and host videos online
Activity: Watch party and distribution of certificates

The initial VTIP cohort created video tutorials such as “Finding Law Journal Articles,” “Proximity Searching,” “Introduction to Archival Research,” “Managing Your Organization’s Historical Records,” and “Level Up Your Search with Subject Headings,” to name a few (figure 5). Even from this list, VTIP participants adopted the idea of “videos for instruction” broadly, with topics aimed toward undergraduate students, graduate and professional students, and information professionals.

Moving VTIP to a hybrid model in summer 2023 furthered the proof of concept for using video tutorials for instruction by effectively using video content to learn how to create effective video tutorials. Very meta! Moving to a hybrid model also provided staff with the ability to learn at their own pace with more scheduling flexibility during summer months. The learning modules in

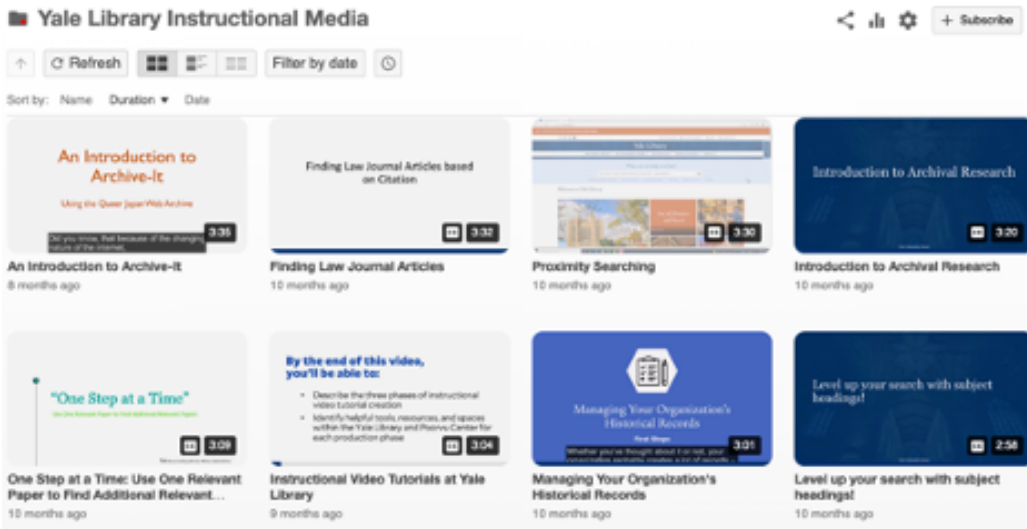


Figure 4. The staff view of videos, hosted in the Panopto Media Library (Canvas), produced during VTIP summer 2022.

Canvas also provide the advisory group with a base course structure to replicate year after year, shortening the time needed to plan and host.

Challenges: Done is Better Than Perfect

The project described here occurred over a three-year period. In that time, the project has iterated and expanded, and the core participants—namely, the article authors—have had time to reflect. Overall, the biggest hurdle in developing video tutorials in a large library system has been communications with stakeholders—ranging from library staff to end-users who engage with a video tutorial, as well as the committee sponsors and library administration. The early days of the program had an immediate need that quickly advanced the adoption of video content. But as the program progressed from an outreach focus to include instruction, we needed to continually demonstrate our value through anecdotal and quantitative assessment. Because we intend for the video tutorials to be used broadly, we offer flexibility in how they are created and by whom. It is in the interest of flexibility that we offer two hosting platforms, but describing their distinct purposes and how to use them is challenging. This leads to our first takeaway.

Two Hosting Platforms. It can, at first, be confusing for library staff as to why there are two distinct hosting services for video tutorials. However, the goals and technical requirements for the two types of videos are so divergent (marketing systemwide services and tools versus instruction for specific contexts) that no available single platform in our environment could accommodate both. To help overcome any confusion, DTAG developed a LibGuide (<https://guides.library.yale.edu/dtag>) to explain the landscape of and support for video tutorials at Yale Library. The LibGuide also serves as a central location to advertise VTIP and to host the online application.

Of course, the target audience for each platform may overlap. For example, a user who learns about Quicksearch in the YouTube video “Find Books Using Quicksearch Books+” might later benefit from the higher-order learning objectives in the Panopto video “Level Up Your Search with Subject Headings.” But a first-year undergraduate at Yale would likely be very confused to stumble upon the Panopto video without having first seen the YouTube video. While both videos can be shared for instruction purposes—or any purpose, really—the video dedicated to the higher-order learning objective lives within the internal

Panopto environment because it is not relevant for all levels of library users. This leads to our second takeaway: how DTAG monitors and maintains the scope of each platform.

Content Scope. Since Yale Library Online on YouTube does not include videos about vendor-provided tools, DTAG considers the YouTube suite of videos to be complete because the core, Yale-specific search platforms and collections have one introductory video. That said, the DTAG LibGuide does invite library staff to suggest topics suitable for Yale Library Online on YouTube. If a video is within scope—for instance, an introductory video on a new or updated Yale Library-specific collection or service—DTAG will work with a subject-matter expert (SME), either an individual or a committee, to ensure the video meets the branding requirements defined in the style guide.

If a colleague does approach DTAG with a video idea, it likely means they are already participating in some form of asynchronous instruction or that they are actively working to find a solution to communicating with users remotely. This leads to our third takeaway: adopting asynchronous instruction. Within Panopto, librarians can host videos to teach users about discipline-specific databases and tools, research processes, or whatever topic they deem appropriate for their unique user group. Since this collection is not public facing, the scope is not rigidly defined, and librarians have latitude in how to best communicate with and instruct their communities.

Asynchronous Instruction. Video tutorials can enhance the ability for library staff—whether subject specialists, bibliographers, archivists, or librarians of instruction, resource sharing, or access services—to communicate with their users broadly. Varied professional responsibilities come with a broad range of education and training, which does not always include online instructional design. A definitive “pro” for having a suite of video tutorials is our new ability to facilitate flipped, or asynchronous, instruction and communication with our users in a manner that is reusable, accessible, and multimodal. These “pros,” however, can also be the “cons,” especially if staff are unable to engage with the new medium—whether it be due to a lack of awareness, time, training, or departmental support. In short, using a new method or a new technology can be overwhelming, which can de-incentivize adoption. (This situation mirrors the RIO student intern’s “extended philosophy” described earlier in this article.)

Conclusion

For a library as old and as large as Yale’s, it is admittedly surprising that systemwide video tutorials did not exist prior to the programs described in this article. However, it was not for lack of interest, but rather due to lack of ownership in a complicated, decentralized system. For years, committees debated possible methods to support existing, grassroots local media as well as new, centralized video tutorials. The library closures due to COVID-19 was the call to action to stop overthinking the process, to finally accept that done is better than perfect.

After four years of building this program, the authors suggest any library interested in implementing a similar program should consider the following:

- Starting small. Sometimes the best way to get administrative buy-in and demonstrate effectiveness is through a pilot.
- Using existing technology. Even if you call something a pilot, it might not come with funding. If there is any existing technology you can leverage, do. For instance, at Yale we had access to the Adobe Creative Suite through Central IT. While Adobe might not be available at every institution, it is likely that Microsoft Office is available, and PowerPoint can make surprisingly good videos. Reach out to your library or campus

IT department to inquire about software features that can meet your needs; you might be surprised.

- Looking for campus partnerships. If your library is not making tutorials, it is very possible that another department at your institution is. Reach out to external departments that work with students or that provide outreach services, such as a center for teaching and learning, student organizations, or admissions Dean's office. You might also try searching YouTube and Vimeo for the name of your institution to find any existing videos.
- Creating documentation. The creation of guidelines and templates makes subsequent video creation go faster and ensures compliance with accessibility standards.
- Honing your sales pitch. Many libraries have requirements that librarians must fulfill before they are eligible for promotion. The tutorial program we created enables librarians to strengthen their promotion dossier with evidence of active committee work, and our training program demonstrates a commitment to continuing education. These elements can be appealing to colleagues as well as administrators who approve the formation of new initiatives.
- Considering time versus value. Ask yourself: What needs will video tutorials fill and for what user populations? Video creation is time consuming and is also not always the best pedagogy for the situation at hand. Interested libraries might consider doing a "persona" user experience exercise, in which you define user segments, their motivations and frustrations, and how videos could fill any gaps in service.

While we anticipated the program's benefits to include broader reach to our user population and more opportunities to advance instruction practices and facilitate our colleagues' professional development, a benefit that took us by surprise was the cross-discipline collaborations and friendships the program enabled. Though we exist under the unified heading "Yale Library," the geographic distance and disparate user populations—from undergraduates at Yale College to law students and the various graduate and professional students who use subject-specific libraries—encumber regular and meaningful contact between staff. Now, the Digital Tutorials Advisory Group and the Video Tutorials Immersion Program bring librarians, staff, and archivists together from across the system to brainstorm learning objectives, learn new teaching methods and technologies, and provide a new arm of research services for our collective user populations.

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