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Applying Learning Theory to Practice Screencasts

The organization and presentation of this screencast is based on existing learning theories and the advice of library science experts regarding literacy instruction. This video is intended to teach college students multiple ways to use a library database called Ovid Linksolver. The aspects of this video informed by learning theories and literacy instruction theories include: its learning goals, structure, and mechanics.

I chose three learning goals in order to make this video relevant to a wide range of college students with varying levels of research experience. These three goals were specifically chosen with a statement from Char Booth in mind: “it is impossible to reach every student all of the time” (Booth, 2011, p. 50). To attempt to overcome the challenge that Booth raises to teaching information literacy, I chose to have goals that build upon one another. For example, the first goal, to learn what Ovid Linksolver is and how it is unique, is meant specifically to provide necessary context for students unfamiliar with the database. The second goal, to learn what research can be done using Ovid Linksolver, is for users slightly familiar with Ovid Linksolver. The final goal, learning three ways to conduct a search in Ovid Linksolver, encompasses the first two goals and prepares viewers for independent research. This video doesn’t leave any students out. Some students who are ready to skip to the final goal can do so. Other students who aren’t as familiar with Ovid Linksolver can watch the video all the way through, learn as they watch, and catch up with the students ready to skip to the end.

The structure of the video was carefully planned to ensure clarity for all viewers and to follow the AASL Standards Framework information literacy competencies. Since viewers' information literacy skills and intentions for watching this video will differ, I wanted to provide as much context for Ovid Linksolver as possible. This is why I first cover what databases are for, what Ovid Linksolver is, and how it is different from other databases. I wanted to place Ovid Linksolver within the context of a larger library page so that students can see how Ovid Linksolver fits into their own personalized and pre-existing research process, and see how their critical thinking skills would apply in the context of this database (Reece, 2005). In order to embrace the AASL Standards Framework (2017) competencies of thinking, creating, sharing and growing, this video includes three different ways to use Ovid Linksolver. By choosing which method works best for them, and incorporating it into their research, viewers naturally follow the Framework competencies. Viewers leave the video with tools they can use for self-navigation. This choice to provide options for using Ovid Linksolver makes the viewer decide how the database is most useful to them and their research question.

Finally, the mechanics of the video were planned with the support of Holahan et al. (2020) and their "how-to guide" for educational video making. The simplicity of the presentation slides, incorporation of live demonstration to break up otherwise monotonous presentation, and audio pairing were suggestions from Holahan et al. (2020). I paired the audio with the video in the editing phase of making this screencast, which Holahan et al. (2020) correctly warned would be the most time-consuming part of the process. Additionally, I made this video for the library I work for, and planned its content, length, video and audio to potentially match similar videos for other databases in our library webpage. Holahan et al. (2020) suggest that a series of smaller videos is more engaging and navigable than one long video.

Making this screencast video has been an eye-opening learning process for me. Planning this video with our class literature, employing library science experts' advice to make the video engaging and useful, and implementing the suggestions from my partner have really helped me grow as an information literacy instructor and as a video maker. I struggled with the audio and editing parts of this video, but was able to solve my problems through troubleshooting. I am proud to have been self-reliant in the making of my first screencast. In this screencast, I focused on ensuring the learning goals, overall structure and mechanics helped viewers learn new ways to use Ovid Linksolver. I plan to make more screencast videos and look forward to improving as I continue.

REFERENCES

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