

## **2022 Distance & Online Library Instruction Virtual Poster Session**

### ***Transforming a Live Criminology Instruction Session into an H5P Series***

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#### **Additional Resources**

- Link to DOLS 2022 slides: [https://jylisadoney.github.io/media/JylisaDoney\\_DOLS2022\\_PowerPointSlides.pdf](https://jylisadoney.github.io/media/JylisaDoney_DOLS2022_PowerPointSlides.pdf)
- Link to DOLS 2022 virtual poster presentation on YouTube: <https://youtu.be/enTbn94TCRk>
- Link to spring 2022 H5P video series: <https://h5p.uidaholib.org/uncategorized/criminology-library-research-series-hodwitz-spring-2022/>

#### **Transcript from virtual poster presentation**

Welcome to my virtual poster presentation. In this poster I will share a few strategies I've used for managing the "behind the scenes" work of transforming a live criminology instruction session into a short, accessible, and an interactive asynchronous video series. In designing this series, script writing has become a necessity and I've found it helpful to write three distinct scripts. A script of what I would say; a script of my recording steps, showing what would happen 'live' on the screen; and a script of the interactive on-screen content with timing details. Ensuring the accessibility of all learning objects has also been important, and each iteration has been better than the last. I've learned that the automatic captions in YouTube are a good starting point, but the captions are more accurate and readable if I copy and paste my script into YouTube via the Auto-sync option. I can then make corrections to the synchronization and edit the line length and presentation rate for each caption. Using Microsoft's "Accessibility Checker" tool to review my PowerPoint slides has also helped me edit slide titles so there were no duplicates, add alt text to images, and edit the reading order of the content on the slide. Since I couldn't confirm whether the interactive H5P content could be read by screen readers, I also added all of the on-screen content to supplementary slides and included them within the PDF copy I shared with students. Continuing to learn about and incorporate web accessibility standards into the sessions I create is one of my main goals moving forward. When creating these sessions, I've also utilized the built-in features of the specific recording and hosting platforms. For example in Zoom, I've turned on the "Pause/Resume Recording" keyboard shortcut, allowing me to pause the recording when switching between distinct tasks, like when I move from PowerPoint slides to a live demonstration on the Library website. Recently, when using Camtasia, I've recorded my audio content first and played it back when recording the screen, which helps me more accurately time my live demonstrations and results in less editing later. The interactive on-screen content in my H5P videos was composed of information that many upper division students likely learned in earlier sessions. Because of this, when adding on-screen interactions in H5P, I decided not to pause the video automatically and kept the interactive content on the screen for a longer period of time, giving students the option to interact with the content if they wanted to. Prior to revising sessions, I've found it helpful to build-in time for self-reflection, creating opportunities to review successes, challenges, and any assessment data. So far, my top success was transforming an unnecessarily long virtual session into a set of short, targeted videos that gave students more opportunities to actively engage with the content. I've also been able to reuse content from my expanding virtual portfolio to create virtual sessions for other professors and courses. One challenge that I didn't anticipate is that when using H5P's interactive video format, viewers cannot turn captions on and off. After looking at my options, I chose to download the captions from YouTube as an srt file, by accessing the video in YouTube

Studio, clicking Subtitles, then clicking the three dot or ‘options’ icon, and selecting Download and srt. I then imported the srt captions file with the timings, line lengths, and presentation rates intact, into my Camtasia project, by clicking File, Import, Captions. Finally, in the Camtasia project, I cropped my slides and website recordings so that the captions were clearly visible, and embedded them into the mp4 file I exported for upload into H5P. Another challenge is that when H5P is hosted in WordPress, it doesn’t gather certain types of assessment data. More robust assessment is available if H5P content is embedded in a learning management system, but this is not an option for my Library right now. Throughout this work I’ve continued to see the importance of viewing these and other challenges from a new perspective that was shared with me by a colleague. Rather than viewing them as outright failures, I can instead think “Good, now I know that doesn’t work. Why could that be and what can I try instead?” ‘Good, now I know’ is a helpful mindset shift, reminding me that continued revision and iteration are necessary when working to create engaging and useful instructional content. Thank you for attending my virtual poster presentation. A transcript of my recording, my slides, and a link to my spring 2022 criminology H5P video series are available via the PDF shared on this page. Please reach out if you have any questions.

#### SRT transcript from virtual poster presentation

1

00:00:00,001 --> 00:00:02,883

Welcome to my virtual poster presentation.

2

00:00:02,883 --> 00:00:05,567

In this poster I will share a few strategies

3

00:00:05,567 --> 00:00:07,852

I’ve used for managing  
the “behind the scenes” work

4

00:00:07,852 --> 00:00:10,987

of transforming a live  
criminology instruction session

5

00:00:10,987 --> 00:00:15,167

into a short, accessible,  
and an interactive asynchronous video series.

6

00:00:15,167 --> 00:00:18,861

In designing this series,  
script writing has become a necessity

7

00:00:18,861 --> 00:00:22,036

and I’ve found it helpful  
to write three distinct scripts.

8

00:00:22,036 --> 00:00:24,263

A script of what I would say;

9

00:00:24,263 --> 00:00:28,915

a script of my recording steps,  
showing what would happen ‘live’ on the screen;

10

00:00:28,915 --> 00:00:33,288

and a script of the interactive  
on-screen content with timing details.

11

00:00:33,288 --> 00:00:37,137

Ensuring the accessibility of all  
learning objects has also been important,

12

00:00:37,137 --> 00:00:40,268

and each iteration  
has been better than the last.

13

00:00:40,268 --> 00:00:44,179

I’ve learned that the automatic captions  
in YouTube are a good starting point,

14

00:00:44,179 --> 00:00:48,284

but the captions are more accurate  
and readable if I copy and paste my script

15

00:00:48,284 --> 00:00:51,058

into YouTube via the Auto-sync option.

16

00:00:51,058 --> 00:00:53,574

I can then make corrections  
to the synchronization

17

00:00:53,576 --> 00:00:57,700

and edit the line length  
and presentation rate for each caption.

18

00:00:58,714 --> 00:01:02,855

Using Microsoft’s “Accessibility Checker” tool  
to review my PowerPoint slides

19

00:01:02,855 --> 00:01:06,434

has also helped me edit slide titles  
so there were no duplicates,

20

00:01:06,434 --> 00:01:11,146  
add alt text to images, and edit  
the reading order of the content on the slide.

21

00:01:11,658 --> 00:01:15,362  
Since I couldn't confirm whether  
the interactive H5P content

22

00:01:15,362 --> 00:01:17,245  
could be read by screen readers,

23

00:01:17,245 --> 00:01:21,234  
I also added all of the on-screen content  
to supplementary slides

24

00:01:21,234 --> 00:01:24,888  
and included them within  
the PDF copy I shared with students.

25

00:01:24,888 --> 00:01:28,665  
Continuing to learn about  
and incorporate web accessibility standards

26

00:01:28,665 --> 00:01:32,699  
into the sessions I create  
is one of my main goals moving forward.

27

00:01:33,490 --> 00:01:36,933  
When creating these sessions,  
I've also utilized the built-in features

28

00:01:36,933 --> 00:01:40,170  
of the specific recording  
and hosting platforms.

29

00:01:40,170 --> 00:01:44,933  
For example in Zoom, I've turned on  
the "Pause/Resume Recording" keyboard shortcut,

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00:01:44,933 --> 00:01:48,680

allowing me to pause the recording  
when switching between distinct tasks,

31

00:01:48,693 --> 00:01:53,725

like when I move from PowerPoint slides  
to a live demonstration on the Library website.

32

00:01:53,725 --> 00:01:57,904

Recently, when using Camtasia,  
I've recorded my audio content first

33

00:01:57,904 --> 00:02:00,110

and played it back  
when recording the screen,

34

00:02:00,110 --> 00:02:03,305

which helps me more accurately time  
my live demonstrations

35

00:02:03,305 --> 00:02:05,890

and results in less editing later.

36

00:02:05,890 --> 00:02:09,544

The interactive on-screen content  
in my H5P videos

37

00:02:09,544 --> 00:02:12,909

was composed of information that  
many upper division students

38

00:02:12,909 --> 00:02:15,367

likely learned in earlier sessions.

39

00:02:15,367 --> 00:02:19,282

Because of this, when adding  
on-screen interactions in H5P,

40

00:02:19,282 --> 00:02:22,018

I decided not to pause the  
video automatically

41

00:02:22,018 --> 00:02:26,540

and kept the interactive content  
on the screen for a longer period of time,

42

00:02:26,542 --> 00:02:30,355

giving students the option to interact with  
the content if they wanted to.

43

00:02:31,380 --> 00:02:33,820

Prior to revising sessions,  
I've found it helpful

44

00:02:33,820 --> 00:02:36,000

to build-in time for self-reflection,

45

00:02:36,000 --> 00:02:38,222

creating opportunities to review successes,

46

00:02:38,222 --> 00:02:40,811

challenges, and any assessment data.

47

00:02:40,811 --> 00:02:43,390

So far, my top success was transforming

48

00:02:43,390 --> 00:02:48,243

an unnecessarily long virtual session  
into a set of short, targeted videos

49

00:02:48,243 --> 00:02:52,493

that gave students more opportunities  
to actively engage with the content.

50

00:02:52,493 --> 00:02:56,727

I've also been able to reuse content  
from my expanding virtual portfolio

51

00:02:56,727 --> 00:03:00,397

to create virtual sessions  
for other professors and courses.

52

00:03:00,397 --> 00:03:02,681

One challenge that I didn't anticipate

53

00:03:02,681 --> 00:03:05,755

is that when using

H5P's interactive video format,

54

00:03:05,755 --> 00:03:08,185

viewers cannot turn captions on and off.

55

00:03:08,185 --> 00:03:11,636

After looking at my options,

I chose to download the captions

56

00:03:11,636 --> 00:03:16,354

from YouTube as an srt file,

by accessing the video in YouTube Studio,

57

00:03:16,354 --> 00:03:20,104

clicking Subtitles,

then clicking the three dot or 'options' icon,

58

00:03:20,104 --> 00:03:22,745

and selecting Download and srt.

59

00:03:23,703 --> 00:03:26,260

I then imported the srt captions file

60

00:03:26,260 --> 00:03:30,092

with the timings, line lengths,

and presentation rates intact,

61

00:03:30,092 --> 00:03:34,343

into my Camtasia project,

by clicking File, Import, Captions.

62

00:03:34,811 --> 00:03:39,366

Finally, in the Camtasia project,

I cropped my slides and website recordings

63

00:03:39,366 --> 00:03:41,563  
so that the captions were clearly visible,

64  
00:03:41,563 --> 00:03:46,521  
and embedded them into  
the mp4 file I exported for upload into H5P.

65  
00:03:47,267 --> 00:03:50,833  
Another challenge is that when H5P  
is hosted in WordPress,

66  
00:03:50,833 --> 00:03:53,815  
it doesn't gather certain types  
of assessment data.

67  
00:03:53,815 --> 00:03:55,869  
More robust assessment is available

68  
00:03:55,869 --> 00:03:59,579  
if H5P content is embedded  
in a learning management system,

69  
00:03:59,579 --> 00:04:02,642  
but this is not an option for my  
Library right now.

70  
00:04:03,723 --> 00:04:06,363  
Throughout this work I've continued  
to see the importance

71  
00:04:06,363 --> 00:04:09,716  
of viewing these and other challenges  
from a new perspective

72  
00:04:09,716 --> 00:04:12,000  
that was shared with me by a colleague.

73  
00:04:12,000 --> 00:04:14,390  
Rather than viewing them  
as outright failures,

74



00:04:14,390 --> 00:04:17,721

I can instead think

“Good, now I know that doesn’t work.

75

00:04:17,721 --> 00:04:20,378

Why could that be

and what can I try instead?”

76

00:04:21,067 --> 00:04:24,328

‘Good, now I know’

is a helpful mindset shift,

77

00:04:24,328 --> 00:04:28,439

reminding me that continued revision

and iteration are necessary

78

00:04:28,439 --> 00:04:32,342

when working to create engaging

and useful instructional content.

79

00:04:33,534 --> 00:04:36,562

Thank you for attending

my virtual poster presentation.

80

00:04:36,562 --> 00:04:41,355

A transcript of my recording, my slides,

and a link to my spring 2022

81

00:04:41,355 --> 00:04:46,926

criminology H5P video series are available

via the PDF shared on this page.

82

00:04:46,926 --> 00:04:49,533

Please reach out if you have any questions.