

Instruction Videos as Learning Objects

Creating the new Primo Instructional Videos

Emily P. Irvine

Outcome: What Happened?

- ★ These videos were shared on the Libraries' website and embedded into Canvas and LibGuides, making them accessible at the point of need.
- ★ The vidoes have been viewed hundreds of times on YouTube and are important part of the UMD Discover Research guide – a guide which has been viewed 6,924 times!
- ★ TLS created new and strengthened existing relationships with other library departments.
- ★ The TLS team who created the videos were awarded the Spirit of Innovation Award for 2025.

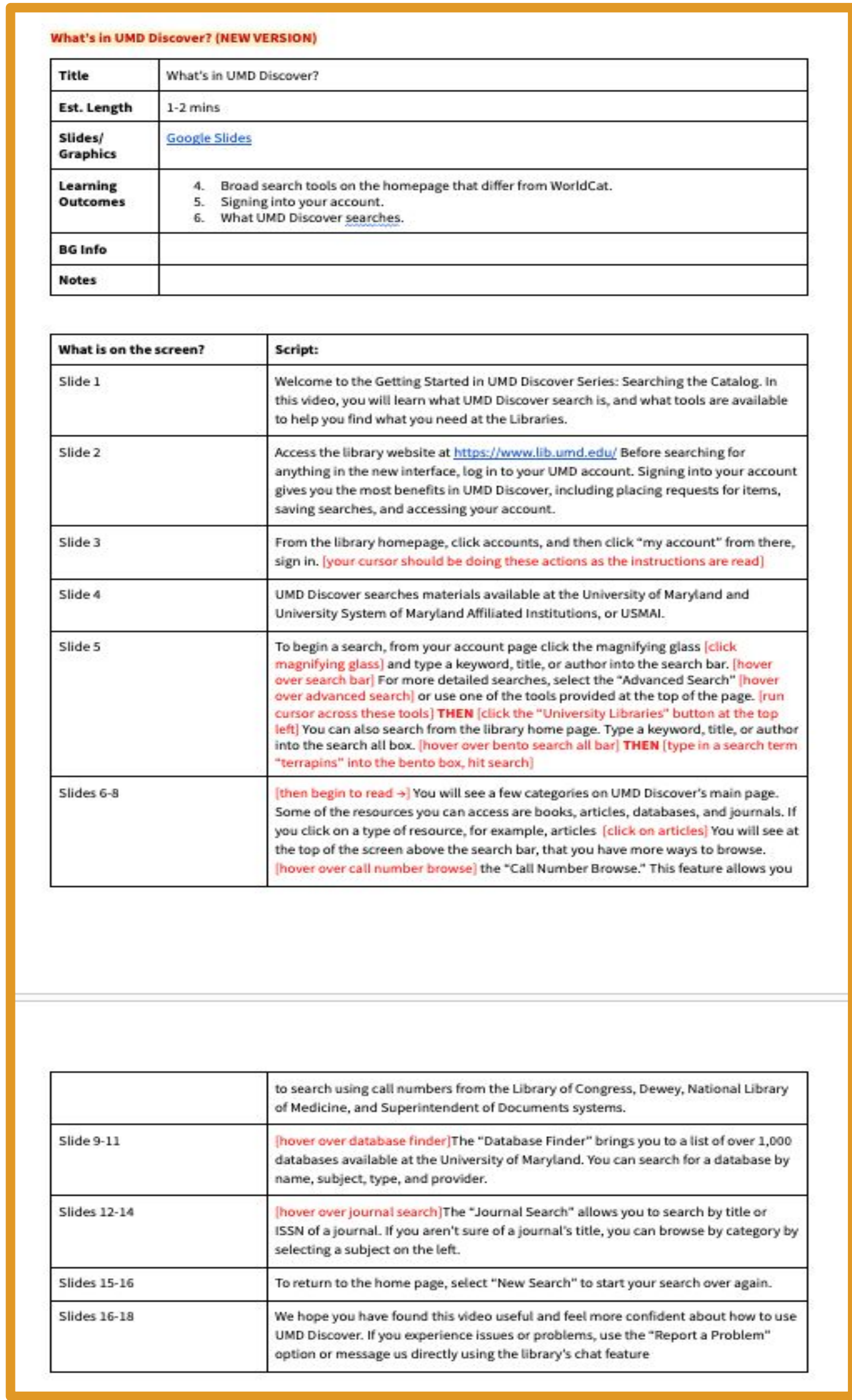
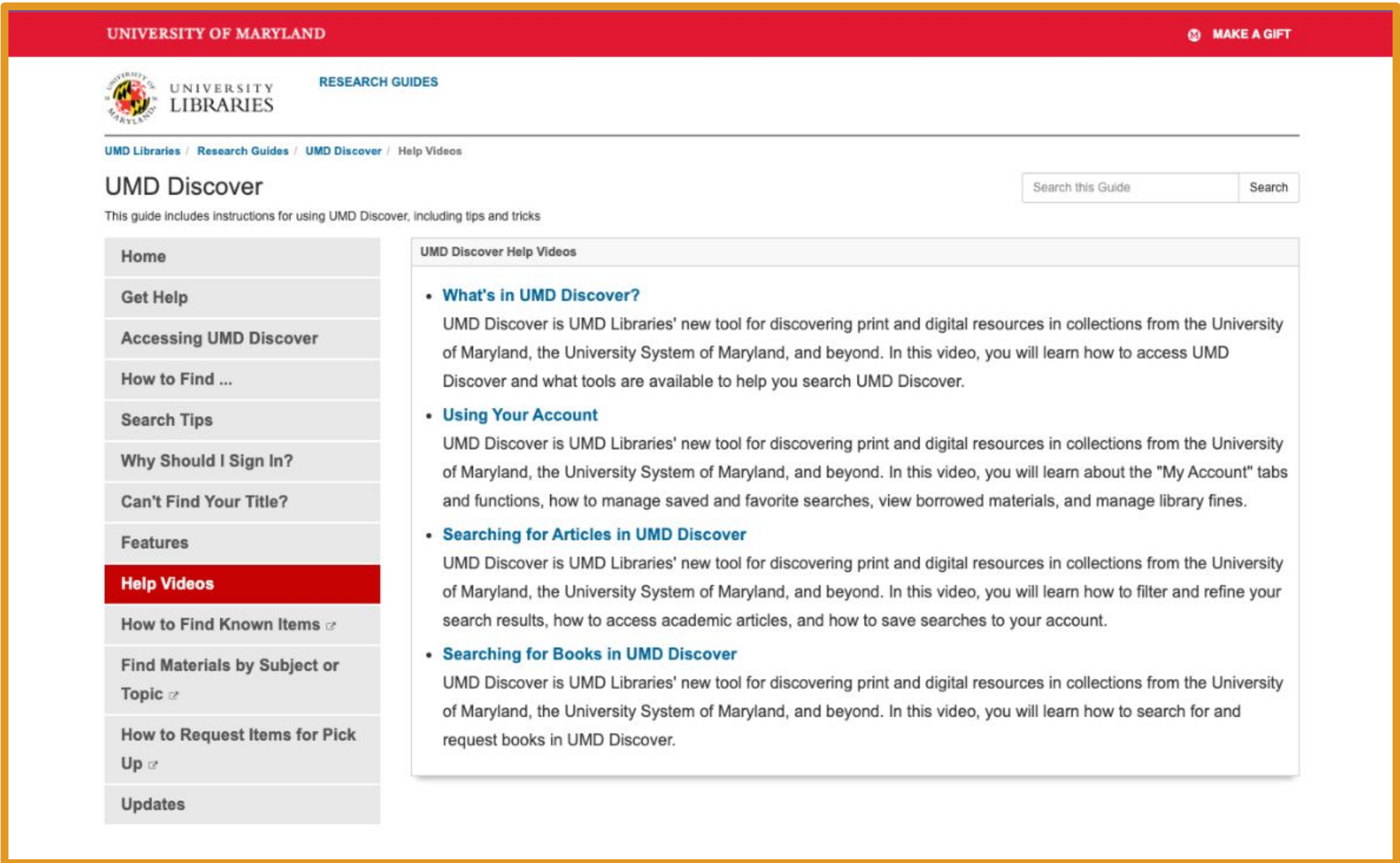
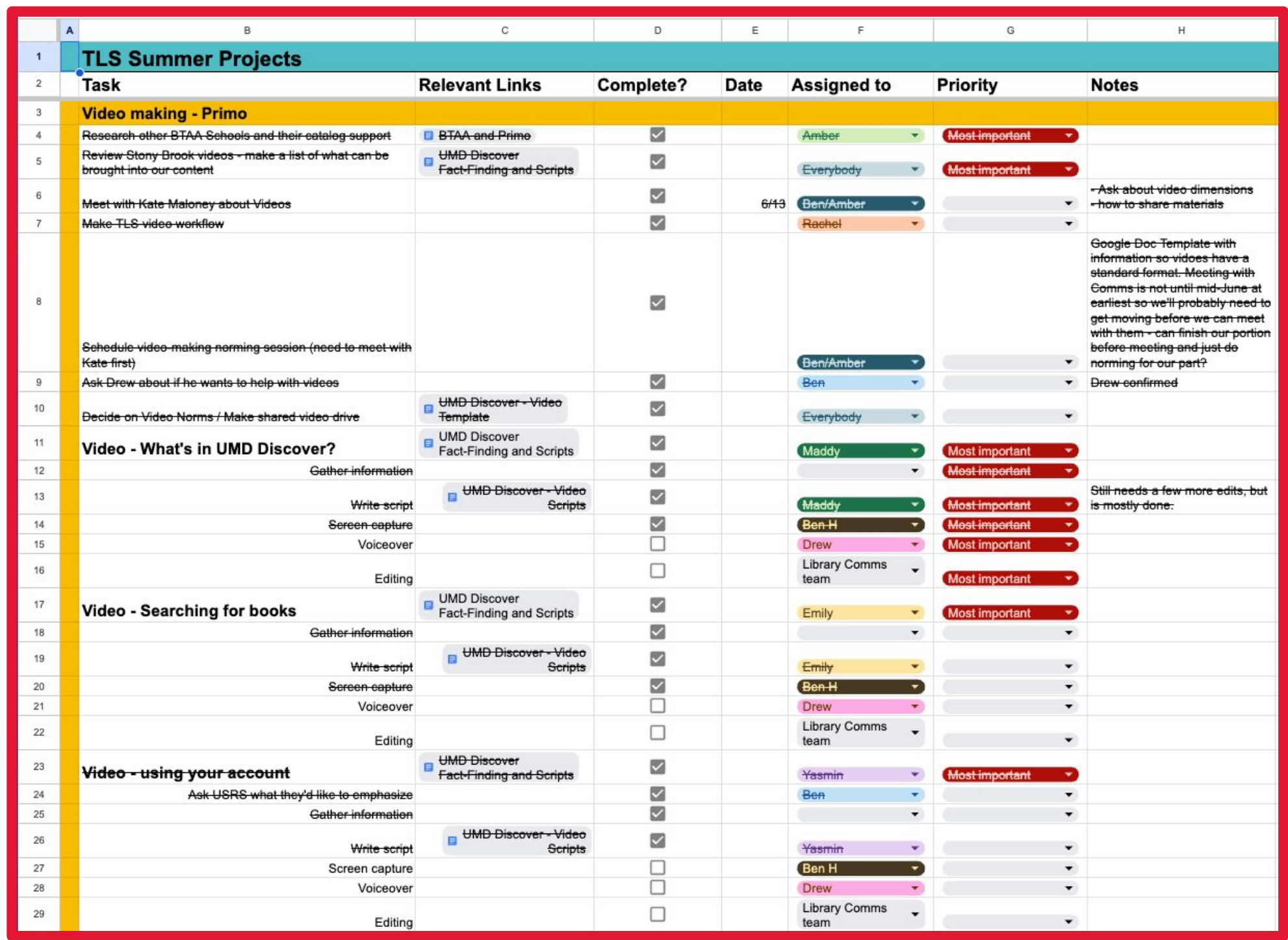
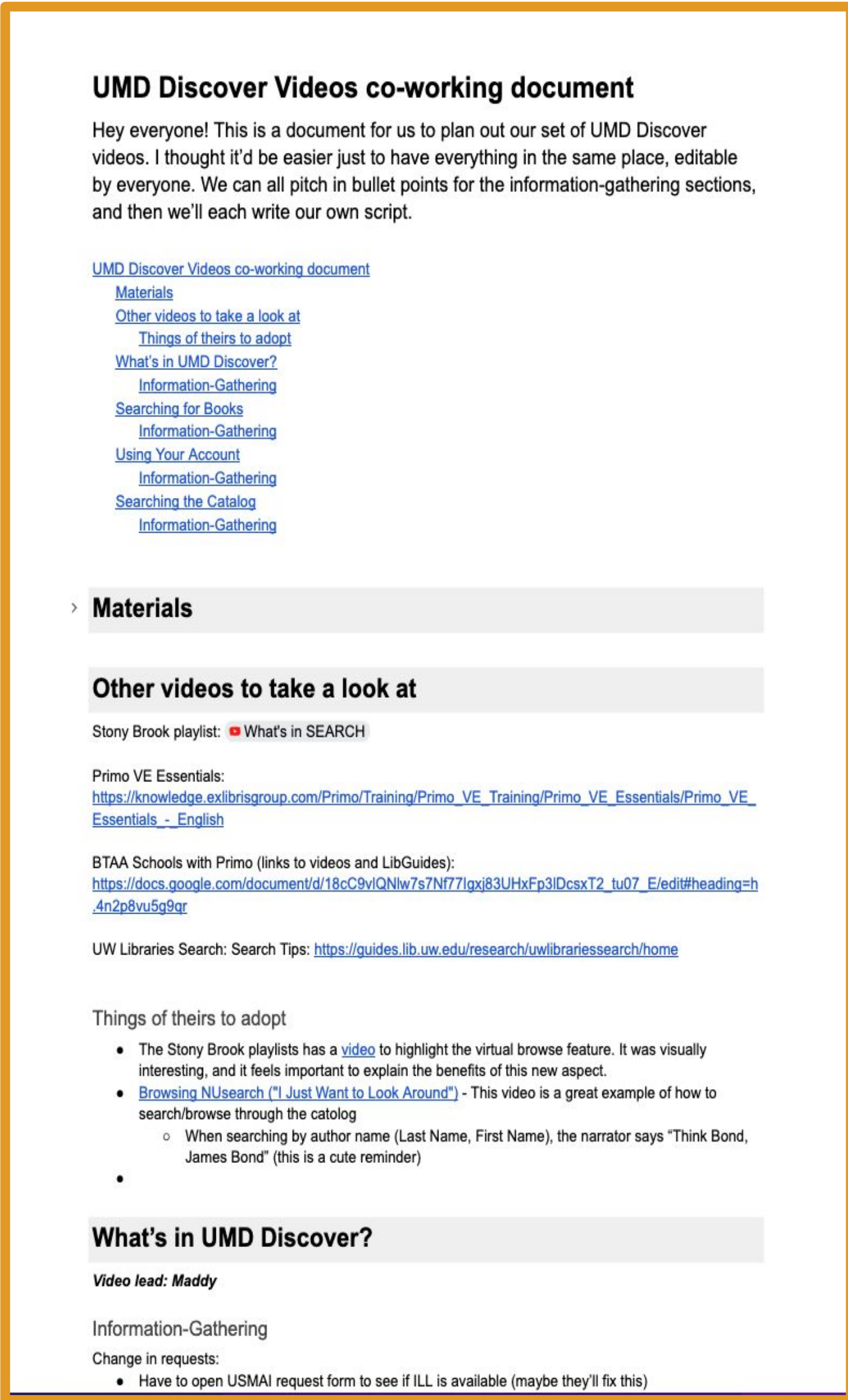
Context: Switching to Primo

- ★ In the summer of 2024, UMD Libraries switched their discovery system to UMD Discover (Primo) from WorldCat. This was a huge change for everyone in the library. However, the Teaching and Learning Services Department was faced with a particular challenge; as the unit responsible for teaching, we had to find ways to help users navigate the new catalog, while also learning how to use Primo ourselves!
- ★ We decided one of the best, and most accessible ways, to teach users how to use the new Primo discovery system would be to create a set of online instructional videos!

Importance: Why Videos?

- ★ “One of the advantage of video tutorials is their ability to provide library instruction around the clock.” (Cindy Craig, *Modular Short Form Videos for Library Instruction*, Library with the Lead Pipe, 2017.)
- ★ For our purposes, choosing a video format for our learning object meant that the videos could be reposted and reused widley, from being part of libguides to being posted on the library’s YouTube channel.
- ★ Moreover, a permanent learning object, like a video, was going to reach more people, and be less of a lift on librarians, as opposed to multiple in person “how to use Primo sessions.”
 - Additionally, by creating videos, we were able to better understand how Primo worked, so in the process of making learning objects for others, we also learned ourselves!

- ★ Finally, a video format allowed us to collaborate with librarians and other stakeholders across campus!



Process: How We Made the Videos

- ★ First we had to decide what parts of UMD Discover were the most important to discuss. We discussed what features were the most important for users to understand quickly?
 - In the image on the top left, TLS put together a shared document of what kinds of videos we hoped to make, along with links to other libraries’ instructional videos for inspiration.
 - In this document we chased the pros and cons of each suggested video.
- ★ In the end, we chose to create “What's in UMD Discover?”, “Using Your Account.”, “Searching for Articles in UMD Discover.” and “Searching for Books in UMD Discover.”
 - From there, we created a shared document, the middle picture, with tasks that each person involved needed to do in order to bring the videos to fruition.
- ★ When creating the video scripts, we had to think about how best to convey information in a video format.
- ★ According to Cindy Craig, who wrote about best practices for short form videos for library instruction, that “When beginning a new video tutorial, the most critical elements are the most basic ones: (i) identifying the audience, (ii) determining the goal or goals, and (ii) breaking down the task into its most basic elements. It’s always helpful to state the video’s goals at the start of a tutorial, and restate them again at the end to reinforce the message.”
 - For our videos, we followed a similar practice, and made sure to create learning outcomes when crafting the videos, and we stated, in writing, at the start of the video, what the viewer will learn.
- ★ After decided what videos we wanted to make, and how to make them, we got to work on making the script.
 - The image on the left is the second iteration of a script. These scripts went through multiple rounds of revisions and many folks had a hand in their creation.
- ★ After creating the script, recording the voice overs, and recording the screen casts, the vidoes were transformed into their final form by the communications team!