

Creating Short Form Content for Academic
Libraries: A Workflow

Margaret Bates– University of Alabama

Deposited 10/23/2024

Citation:

Bates, M. (2024). Creating short form content for academic libraries: A workflow.
Reference Services Review, , Vol. ahead-of-print No. ahead-of-print.
<https://doi.org/10.1108/RSR-07-2024-0037>



Creating Short Form Content for Academic Libraries: A Workflow

Journal:	<i>Reference Services Review</i>
Manuscript ID	RSR-07-2024-0037.R2
Manuscript Type:	Original Article
Keywords:	Academic libraries, Case Study, Distance Learning, Tutorials, Learning, Electronic media

SCHOLARONE™
Manuscripts

Creating Short Form Content for Academic Libraries: A Workflow

Structured Abstract

Purpose: This article describes a workflow designed for liaison librarians at an academic library creating short form video content to increase student engagement with the library and improve student awareness of library resources and services.

Design: This article outlines a framework for creating short form content video tutorials, including how to identify information that should be included, and what should be left out. The workflow also introduces different tools librarians can use to create and edit video content, as well as recommendations on how to make videos more accessible to students.

Findings: Research shows that shorter videos have higher learner engagement and that students retain information best when it is presented in short, frequent chunks rather than traditional lecture-style formats (Mendez-Carbajo and Wolla, 2019).

Value: Video tutorials are a staple of most academic libraries' collections of digital learning objects. However, this new generation of learners will benefit from a different approach to creating library videos using short form content.

Introduction

The current and incoming generations of students have an unprecedented familiarity with digital learning tools and a decreasing attention span to dedicate to engaging with new skills in the virtual environment (Shatto and Erwin, 2016). Video tutorials are a staple of most academic libraries' collections of digital learning objects. However, this new generation of learners will benefit from a different approach to creating library videos using short form content.

1
2
3 Short form content is designed to deliver small amounts of information in multiple
4
5 chunks, rather than all at once. Short form content can come in many formats including bulleted
6
7 lists, memes, GIFs, graphics, and videos (Tomaszewski, 2023). Short form videos rose to
8
9 prominence through social media tools like Instagram Reels, Facebook, YouTube Shorts, and
10
11 TikTok videos. These videos are popular due to their length, use of music and/or special effects,
12
13 and growing variety in their content (Middleton, 2022). Short form has existed previously in
14
15 academia, for example, instructors have used TikTok videos to supplement their lectures, and
16
17 libraries have used TikTok to create videos for entertainment and information (Middleton, 2022;
18
19 Alley & Henshaw, 2022). However, academic libraries have been slow to develop short form
20
21 media to aid and enhance instructional content.
22
23
24
25

26
27 This article covers the creation of a workflow for short form content at a library in a
28
29 large, R1, public university. All liaison librarians make videos both on topics specific to their
30
31 liaison areas and generally about the library. Before this project, there was not a standard
32
33 workflow for librarians to follow when creating videos. The article describes the steps taken,
34
35 beginning with an audit of existing videos and moving into content creation, video creation,
36
37 project management, and next steps.
38
39
40
41

42 **Literature Review**

43
44
45 Young adults are high consumers of short-form digital content, especially short-form
46
47 videos, most of which last between 15 seconds and 3 minutes. (Zhang *et al.*, 2019) This change
48
49 in content preference has forced institutions like academic libraries to change the way they
50
51 structure their digital learning objects to keep students engaged with the material.
52
53
54
55
56
57
58
59
60

Young Adults and Short Form Content

As of April 2024, the United States was the country with the second-largest TikTok audience with 121.52 million users. Additionally, 36.2% of TikTok's Global audience was between the ages of 18 and 24 (We Are Social *et al.*, 2024). Niraula and Bohora (2023) found that, especially during and after the COVID-19 pandemic, many students reported using social media sites like TikTok to share academic information with each other to enhance their online learning. Before TikTok's launch in 2017, recommendations were already being made for instructors to move towards shorter, more visual approaches for teaching Generation Z students (Shatto and Erwin, 2016). These numbers show that young adults like using short form content, especially videos, to learn and interact with each other, which makes it important for academic librarians, who regularly interact with this population, to understand how to create learning materials to engage Generation Z students.

Academic Librarianship and Short Form Content

An analysis of academic librarianship activity on TikTok revealed that, as of 2022, most academic libraries use short form media to provide videos for entertainment and to focus on their spaces and collections. Tanner (2023) recommends academic libraries incorporate short form videos and other forms of engagement to reduce student library anxiety. Tanner (2023) builds off Maluski and Bruce (2022) by arguing that using approachable media to introduce new students to unfamiliar spaces and procedures can help alleviate student anxiety and overwhelm in the academic library. Alley and Henshaw (2022) found that videos focusing on spaces, such as those giving tours, highlighting study spaces, or discussing renovations, ranked second behind entertainment videos in terms of user engagement. Academic libraries produced significantly fewer How-To and tutorial videos for the platform, however, the popularity of other short-form

1
2
3 videos about libraries offers promising evidence that student users would also engage with short-
4
5 form tutorials about library services.
6
7

8 Huebner (2022) discovered that the Uffizi Gallery and Rijksmuseum had already
9
10 successfully begun creating educational short-form content highlighting the museums'
11
12 collections and including informational videos from museum curators about different art pieces.
13
14 These videos were under a minute and helped establish a precedent of short, engaging, and
15
16 informative videos for libraries and museums to follow. Following the model demonstrated by
17
18 the Uffizi and the Rijksmuseum, the creators of this workflow designed a video about the
19
20 university's InterLibrary Loan process in under 60 seconds to reduce confusion about how to
21
22 request both physical and digital materials from other institutions.
23
24
25
26

27 In 2020, TikTok created the hashtag #learnontiktok to support student learning during the
28
29 COVID-19 pandemic by funding educational video content. The videos grew in popularity
30
31 thanks to the app's short-form content style, and the use of filters, sound effects, and video
32
33 effects to make the video clips more engaging for a viewer. Middleton (2022) used TikTok to
34
35 host his short-form videos that complemented his lectures and flipped classroom exercises to
36
37 help students remember key strategic frameworks in an undergraduate Strategic Management
38
39 course. Middleton (2022) found that while many students enjoyed his content, it was difficult to
40
41 give complex, in-depth coverage of a topic, but a short video offering brief coverage could play
42
43 an important role in a greater suite of teaching tools.
44
45
46
47
48

49 Shatto and Erwin (2016) explained that current university students have been using
50
51 resources like YouTube, webinars, smartphones, and e-learning since they were in grade school,
52
53 which may have contributed to a shorter attention span, Generation Z averages an 8-second
54
55 attention span. Because of this short attention span and familiarity with using technology to
56
57
58
59
60

1
2
3 learn, Tomaszewski (2023) argued that short videos may improve communication and
4 engagement with digitally native students. Tomaszewski (2023) used this argument to create a
5 series of sixty-second videos he called library “snackables,” focusing on different library
6 resources and services at his institution. Tomaszewski (2023) measured his “snackables” videos’
7 success by sending surveys out to students. Out of 206 respondents, 197 responded that they
8 found the videos “useful” or “very useful,” and post-video questions determined that students
9 retained the knowledge from the video. Tomaszewski (2023) did note that some students had
10 trouble finding the videos and accessing subtitles and transcripts. Although he was not able to
11 assess long-term retention of the information, Tomaszewski’s initial survey results indicated
12 promising success for shorter video tutorials as long as accessibility is kept a priority.
13
14
15
16
17
18
19
20
21
22
23
24
25

26 *Academic Advantages of Short Form Content*

27
28
29 Park (2022) implemented the Cognitive Theory of Multimedia Learning to create
30 different library instructional videos that could be sent to students in classes utilizing library
31 resources through the school’s Learning Management System. Although the differences between
32 students who received the videos and students who did not were minimal, Park (2022) did see
33 the promising results that students who received the videos were more likely to use library
34 databases and other bibliographic resources. These findings line up with earlier examples of
35 success with combining multimedia and traditional learning. Rae and Samuels’ (2011) Web-
36 based Personalised System of Instruction, a virtual approach to teaching diverse student
37 populations in the UK, incorporated short summary videos, assessments, and computer-based
38 instruction, and encouraged student engagement with the material.
39
40
41
42
43
44
45
46
47
48
49
50
51
52

53 Rae and Samuels (2011) explained that this approach is especially effective for ‘at-risk’
54 students, those with weaker academic backgrounds. These consistent findings highlight the
55
56
57
58
59
60

1
2
3 importance of creating engaging content, like short form videos, to draw student attention to
4 more introductory concepts. Rae and Samuels (2011) argued that there is more opportunity for
5 student engagement and that deep learning is not always necessary for student success, thus
6 making it likely that unmotivated students will still learn. These findings highlight the
7 connection between student success and short form content.
8
9
10
11
12
13

14
15 Mendez-Carbajo and Wolla (2019) found in a limited statistical analysis of student use of
16 online modules, that students who learned with shorter, segmented online modules showed
17 increased persistence compared to their peers who learned with a longer, lecture-style module.
18 Mendez-Carbajo and Wolla's (2019) findings contribute to a longer pedagogical argument that
19 students retain more information and benefit from shorter, segmented styles of instruction,
20 especially for online learning. Mendez-Carbajo and Wolla's (2019) findings highlight the
21 connection between student success and the use of short form content.
22
23
24
25
26
27
28
29
30
31

32 *Characteristics of Successful Short Form Content*

33

34
35 Clossen (2018) found that video length did matter in a survey of students who watched
36 academic videos. She found that videos over four minutes were unlikely to be watched at all
37 unless they were required. Clossen (2018) also found that videos including timestamps were
38 more likely to get watched than videos of unknown length. A 2014 empirical study of four edX
39 MOOC (Massive Open Online Course) videos examined the data from 6.9 million video-
40 watching sessions and concluded that shorter videos, 0-3 minutes, had higher and lasting
41 engagement, meaning that viewers watched most of these videos at least 75% of their
42 duration.(Guo et al., 2014) This aligns with current findings from a 2021 TechSmith Survey in
43 which a majority of the respondents preferred videos between 3 and 6 minutes.(Knott, 2021)
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Rapchak (2017) referenced Mayer's (2014) *The Cambridge Handbook of Multimedia*
4 *Learning* to explore the best practices of digital tutorial creation and to strategize how to improve
5 existing multimedia instruction. Many of these best practices focus on reducing the cognitive
6 load for students, thus improving information retention, and reducing fatigue. Rapchak (2017)
7 and Craig (2017) both reported that students respond to screenshots accompanied by narration
8 better than the traditional screencast tutorial. However, students responded best to narrated
9 screenshots with animation representing movement when needed. Craig (2017) gave some
10 further guidelines on organizing information presented to students, including avoiding the
11 overuse of graphics and debating the benefits and difficulties of screencast and screenshot
12 videos. Rapchak (2017) also restated earlier findings from Mautone and Mayer (2001) that
13 students benefit from verbal signaling, meaning the narrator uses a particular tone of voice for
14 vital information.

15
16
17 Guo et al. (2014) recommended from their findings that videos should feature the
18 instructor's face, meaning that students typically engaged more with a recording of the speaker,
19 rather than just PowerPoints or screencasts. The authors found that students responded better to
20 informal-style videos that felt more personal rather than high-production-value recorded lectures.
21 Guo et al.'s (2014) data set was relatively limited, and outdated, with the most recent video data
22 being from 2012. But their findings agree with other trends across the literature that students find
23 shorter, more informal content, more engaging than long, carefully produced traditional lecture-
24 style videos.

25
26
27 The video presenter's tone and attitude can also affect how students absorb information.
28 A survey of users who watched non-academic How-To videos on YouTube found that
29 respondents tended to select videos with instructors of the same gender and who spoke using a

1
2
3 conversational tone. (Utz and Wolfers, 2022) A 2024 analysis of popular video content on
4 YouTube, found that videos that focused on educational and tutorial topics like technology and
5 business typically used an “expert advice” or “coaching and mentoring” linguistic style. These
6 styles are analytic and explanatory and place the narrator in a position of authority over the
7 viewer. These videos also have very little self-disclosure from the narrator, leading to a less
8 personal relationship with the viewer (Munaro et al., 2024). This is useful information for
9 librarians creating educational short form content, as they can focus solely on delivering content,
10 rather than needing to develop a character to successfully deliver information.
11
12
13
14
15
16
17
18
19
20
21

22 There are some drawbacks of video tutorials including that sometimes students prefer in-
23 person or one-on-one sessions rather than videos (Bauer, 2022). Additionally, the software can
24 be expensive and difficult to use, online databases sometimes change interfaces too quickly for
25 video tutorials to be effective, and long tutorials may be incompatible with mobile devices which
26 inconveniences students. Craig (2017) and King (2018) both emphasized accessibility and
27 compared different software and tools librarians can use to ensure their tutorials reach the largest
28 audience possible. Some of the most popular software for video editing include iMovie and Final
29 Cut Pro X for Apple products, Adobe Premiere Elements or Adobe Premiere Pro, which work
30 with both Apple and Windows products, or PluralEyes, which can combine multiple audio/video
31 files. (King, 2017) The video creators in this project used Camtasia, another software that can
32 work with multiple audio/video files.
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47

48 iMovie is free on all Apple products and works well for basic video editing, Adobe
49 Premiere Pro is included with the Adobe Creative Cloud. Final Cut Pro X, Adobe Premiere Pro,
50 PluralEyes, and Camtasia, are all more advanced editing software that allow the user to get more
51 creative with video content. However, there does not appear to be one that performs significantly
52
53
54
55
56
57
58
59
60

1
2
3 better than any other. King (2017) recommends getting a separate microphone for audio
4
5 recording. A lavalier mic can be as little as \$20, while more professional recording equipment
6
7 will be more expensive, but most external microphones have significantly better sound quality
8
9 than the microphone connected to a computer or phone.
10
11

12
13 Although the literature discusses the pedagogical benefits of short form content, there is
14
15 little discussion on how this media can be implemented in academic libraries with a focus on
16
17 library resources and services. This article attempts to fill this gap and outlines both the content
18
19 and video creation processes, as well as a management plan to keep content up-to-date and
20
21 reliable for student and faculty use.
22
23
24
25

26 **Creating Short Form Content: A Workflow**

27

28 *Creating a Triage Protocol*

29
30

31 The goal of this project was not to recreate the entire YouTube collection in a short
32
33 format but to combine updated video information with a new video format. Using the triage
34
35 protocol to identify videos to remake helped to both give librarians a guide of what videos to
36
37 create and initiated the creation of the project management protocol.
38
39
40

41 The first part of this project was determining which videos would transition well to Short
42
43 Form. The project began with an audit of the institution's library YouTube page. The library
44
45 already had a robust collection of tutorials and other informative videos, but there was an
46
47 opportunity to introduce new, shorter videos in addition to the traditional long form tutorials. A
48
49 triage system was developed to prioritize remaking outdated videos to ensure users were viewing
50
51 the most up-to-date user interface. This included checking each video's transcript and closed
52
53
54
55
56
57
58
59
60

1
2
3 captions, ensuring the video audio was high quality, and that all the information included about a
4
5 database or process was still accurate. (See Appendix A)
6
7

8 The audit was performed by two librarians and took several months to create a master
9
10 document of every video publicly available on the library’s YouTube page. The librarians went
11
12 through each video with the triage protocol and labeled the video on the master document as
13
14 “good,” “needs adjustments”, or “priority.” Priority videos were those that the librarians would
15
16 remake first and focused mainly on videos about databases that had recently changed user
17
18 interfaces. “Needs adjustments” videos mostly needed updates to their transcripts to maintain
19
20 ADA requirements. The triage system was important to keep the project focused.
21
22
23

24 25 *Content Creation Process* 26

27
28 Asynchronous short-form videos allow users to access content on demand, which helps
29
30 the library to better meet users at their point of need. This combination of easily digestible and
31
32 accessible content encourages students to use more library resources, which can help improve
33
34 student confidence in working with different library resources and increase student exposure to
35
36 the library.
37
38

39
40 Short form tutorials serve a different purpose from long form content in that they focus
41
42 specifically on one task or part of a system, rather than covering the entire system or database in
43
44 one video. When choosing what to focus on, a librarian should begin by identifying a particular
45
46 process in a database, a specific library resource or service, or highlighting a certain physical
47
48 location. Once the subject was identified, the creator took themselves through the process and
49
50 noted every step they took. Once all the steps were completed and noted, the librarian expanded
51
52 upon the steps if more detail was necessary, such as specifying the location of a navigation
53
54
55
56
57
58
59
60

1
2
3 button on the screen. The creator then used these steps to create their script, keeping the narrative
4 as short and detailed as possible. The goal of the script, which later became the video's
5 transcript, was to provide enough instruction that a user could complete the process using only
6 the text and not watching the video. The librarian should remember to avoid jargon or any term
7 that warrants more explanation. The video script should only tell the user what to do to complete
8 a task, not elaborate on concepts or include definitions of terms unless absolutely necessary. The
9 content creation process was initially performed by one librarian, however, as the workflow was
10 updated, other library liaisons became involved with the project, with a total of six librarians
11 working on content for different videos.
12
13
14
15
16
17
18
19
20
21
22
23

24 The maximum length of short-form videos has changed over the years, but generally, a
25 video can be considered short if it is under five minutes (Zhang et al., 2019). The majority of
26 individuals watching preferred instructional videos to be between three and six minutes long,
27 with four minutes being ideal.(Knott, 2021; Clossen, 2018) The workflow initially did not
28 specify a certain length beyond staying under five minutes. After recording several videos on
29 different topics using the new process for writing scripts, the videos averaged between three and
30 five minutes, which then became the goal for all videos created using this workflow. The video
31 topics were sorted into three different categories, Tutorial Shorts, Library Spaces, and Database
32 Shorts.
33
34
35
36
37
38
39
40
41
42
43
44
45

46 The goal of the Tutorial Shorts was to deliver point-of-need instruction on specific tasks.
47 The user should be able to complete a process like printing, requesting an InterLibrary Loan, or
48 reading a call number successfully after watching the tutorial. These videos averaged around 90
49 seconds in length and are available both on the library's YouTube page and in several
50 introductory LibGuides discussing library resources.
51
52
53
54
55
56
57
58
59
60

1
2
3 The goal of the Library Spaces videos was to introduce students to the different physical
4 library spaces. These videos were not meant to replace visiting the library in person, but they
5 helped orient students who were visiting for the first time and helped them locate where different
6 services and resources were in the building. These videos lasted between 90 seconds and two
7 minutes and are available both on the library YouTube page and in the introductory LibGuides.
8
9

10
11
12 The Tours took several weeks to plan and determine what aspects of each library pace
13 should be highlighted. The initial plan for the tour videos was to create a video for each floor in
14 each library space. However, in planning and scripting, it was determined that some floors
15 needed less recording time than others, thus the plan went from an initial twelve videos to a final
16 five videos. These videos highlighted services available, such as locations of printers and
17 circulation desks, but they also included brief descriptions of different study space configurations
18 and which Library of Congress Call Numbers were located on each floor. For this institution,
19 most student services were on one main floor in each building, with the rest of the floors
20 dedicated to stacks and study space, thus, the rest of the floors in each building needed
21 significantly less recording time than the main floors.
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38

39 The goal of the Database Shorts was to instruct students to complete different tasks in
40 library databases. The Database Shorts were the longest videos and fell between three and five
41 minutes. These videos were created as point-of-need instruction for student assignments and
42 supplemented librarian instruction in the classroom. The videos are available on the library
43 YouTube page and on subject-specific, or class-specific LibGuides. The Database Shorts went
44 through the most revision, as there was significant trial and error in determining how much
45 information should be included in the video. Traditional long form tutorial videos are a thorough
46 description of every detail in using the database and can last between six and ten minutes. To
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 avoid long and redundant videos in this project, the creators implemented a series model in
4
5 which each video covered a specific detail in under 5 minutes, and videos covering the same
6
7 database were placed in order in a playlist on YouTube. This had multiple advantages including
8
9 creating more specific point-of-need information, keeping videos in the realm of short form
10
11 content, and increasing digital learning object creation for the library.
12
13

14
15 All the short form videos were organized in a series model. There may be multiple videos
16
17 on the same space, database, or service, but each video focused on a specific component. This
18
19 makes it easier for users to find what they are looking for quickly, rather than needing to fast-
20
21 forward through a longer video.
22
23

24 25 *Video Creation*

26
27 The next step in the workflow was to record the audio. Having clear, crisp audio is
28
29 important to keep the attention of viewers. In a 2021 survey, TechSmith found that 11% of
30
31 respondents would stop watching a video that was poor quality (Knott, 2021). Slebodnik and
32
33 Riehle (2009) recommend using a space intended for audio recordings, such as a recording
34
35 studio, and a medium to high-quality microphone. If a recording studio were not available, the
36
37 librarians could use a sound booth, a space that helps reduce outside noise or use soundproofing
38
39 panels in a small room to reduce noise. The whisper booths used in this project required the
40
41 speaker to stay very close to the microphone when recording, thus, several videos needed to be
42
43 rerecorded due to low volume.
44
45
46
47

48
49 When recording the audio, the librarian should keep in mind that they will likely be
50
51 editing the audio down. There are several tricks to smooth the editing process, including taking
52
53 long pauses at each stopping point, recording separate audio clips for each step, or using cues
54
55
56
57
58
59
60

1
2
3 like “stop” or “cut” to emphasize where the audio needs to be edited. Using these tricks can
4
5 make it easier for those new to video editing to create cleaner cuts.
6
7

8 Next, the librarian needed to record the video. There is some debate over whether
9
10 students respond better to screencast or screenshot videos (Craig, 2017). For this project, the
11
12 librarians created screencast videos, which involved recording the screen to accompany the
13
14 narration. The library also used a video template, which created a uniform, branded appearance
15
16 for the institution’s tutorials. The template should not add a significant amount of length to the
17
18 video, this project’s template only added about 10 seconds with both an intro and an outro slide.
19
20 For ease of editing, the creator should again take either long breaks between, or separate video
21
22 cuts for each step to allow for smoother transitions and editing out buffering screens.
23
24
25

26
27 This project used the Camtasia software to edit the tutorial videos. Camtasia’s system
28
29 allows the user to create, save, and share templates, import audio files, and record their screen,
30
31 which makes it easier to keep everything in one place. Camtasia also allows the user to edit the
32
33 audio and video files separately within the project, which makes it easier to ensure the audio and
34
35 visual components line up correctly. Camtasia does have a slight learning curve for combining
36
37 files and adding animations and transitions. However, once a librarian becomes familiar with
38
39 their editing software of choice, this process becomes much quicker.
40
41
42
43

44 Once the editing was complete, the creator saved the tutorial as a .mp4 file, which made
45
46 it easier to upload the video onto sites like YouTube. To create closed captions the creator
47
48 uploaded the transcript’s text into YouTube’s video editor and automatically created closed
49
50 captions or used a caption-creating software like 3Play Media. This workflow originally used
51
52 YouTube’s closed captions tool and uploaded a link to the transcript as a Google Doc in the
53
54 description. Later in the project, the workflow adopted the use of 3play Media, a video
55
56
57
58
59
60

1
2
3 accessibility service, to enhance the closed captions, transcripts, and audio descriptions of the
4
5 videos. 3Play Media is a third-party accessibility tool that creates closed captions and transcripts
6
7 using a three-step process including speech recognition, human editing, and human quality
8
9 assurance. By switching to an accessibility tool, the librarians were able to spend significantly
10
11 less time creating and editing closed captions and transcripts to ensure they met all ADA
12
13 requirements, thus freeing up their time to focus more on video content and instruction. To share
14
15 videos beyond YouTube, this project used *EmbedResponsively*, an open-source tool to build
16
17 responsive embed codes to embed third-party media into web pages
18
19 (<https://embedresponsively.com/>).
20
21
22
23

24 *Project Management*

25
26
27 Once a video was complete, as part of the last step in the workflow, it was added to a
28
29 spreadsheet with boxes for its date of completion, the date it was uploaded to YouTube, the
30
31 YouTube link, the transcript link, and whether it had completed and edited captions. The
32
33 information in this spreadsheet allows for continuous monitoring of the new videos and will help
34
35 creators determine when they may need to be updated to stay as current as possible.
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

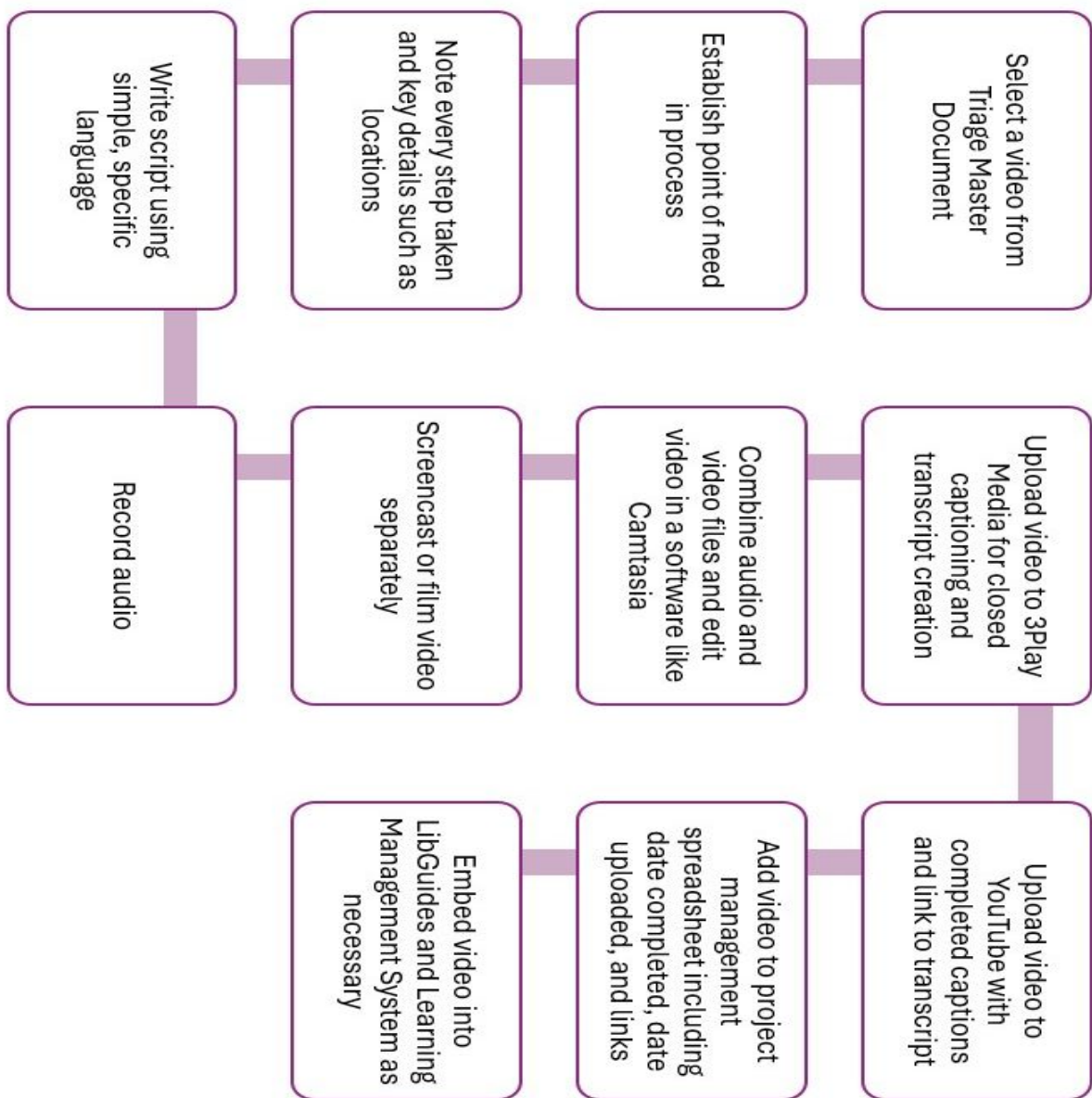


Figure 1: Short Form video Creation Workflow

Discussion

There is a general academic consensus that a combination of in-person and multimedia instruction results in a higher likelihood that students will use library resources (Park, 2022; Tanner, 2023; Tomaszewski, 2023). Students using multimedia to enhance their learning also prefer shorter videos, which help to chunk out information (Clossen, 2018; Guo et al., 2014). The librarians involved with this project used examples from previous institutions, both library and not, to inspire the workflow laid out in this paper. The workflow and the resulting videos went through several iterations before being finalized for use.

Triage

The triage system was effective in initially preparing content. All priority videos were remade, and all needs adjustment videos were updated to best meet all ADA standards. The triage system helped to organize the audit process by setting a common standard for each video, rather than relying on an individual librarian's assessment. The master document was useful in assigning different librarians to different videos to prevent videos from being remade multiple times or being skipped over.

Content Creation

Although the triaged videos from the audit were the priority of this project. Making the workflow has helped librarians with the content creation process overall. Reframing short form videos as a point-of-need resource and part of a larger system of library instruction has introduced liaison librarians to a new method of presenting information online to students. The Tutorial Shorts took the least amount of preparation and revision time and were based on examples from other institutions like those mentioned by Alley and Henshaw (2022) and

1
2
3 Huebner (2022). These videos focused more on student services within the library, many of
4
5 which require less detail than other videos like the database shorts. The tutorials are the shortest
6
7 and least in-depth videos but provide a key resource for students to access quickly, rather than
8
9 needing to navigate through a longer video. Other videos like the library spaces and database
10
11 shorts were more specialized to the institution and took longer to refine into useful short form
12
13 content for students. These videos were formatted using takeaways from Mendez-Carbajo and
14
15 Wolla (2019), and Guo et al. (2014), who emphasized chunking out information into small,
16
17 easily absorbed pieces.
18
19
20
21

22 *Video creation*

23
24
25 There are many tools for video creation beyond those used by the librarians in this project
26
27 including iMovie and Final Cut Pro X for Apple products, Adobe Premiere Elements or Adobe
28
29 Premiere Pro, which work with both Apple and Windows products, or PluralEyes, which can
30
31 combine multiple audio/video files (King, 2017). Although a sound booth or recording studio is
32
33 not necessary, video creators should invest in a quality microphone and at least minimal
34
35 soundproofing for a space. (King, 2017; Slebodnik and Riehle, 2009) The full video creation
36
37 process will depend on the institution's resources, the video creator's familiarity and comfort
38
39 with the tools, and the time and space available for recording and editing. However, this
40
41 workflow gives several suggestions for software and tools that are generally accessible to
42
43 beginning video editors.
44
45
46
47

48
49 Using a third-party accessibility tool like 3Play Media to create closed captions and transcripts
50
51 can help librarians spend significantly less time creating and editing closed captions and
52
53 transcripts to ensure they meet all ADA requirements, thus freeing up their time to focus more on
54
55 video content and instruction.
56
57
58
59
60

Project management

To keep this project continuous and keep videos up to date, there are several important things to keep in mind with project management. First, make sure to create a master list of all videos created in the library, when they were created, who created them, and when they were posted. This way videos will become a priority if their previous creator leaves, or if their user interface goes through a significant change that will affect the video's usefulness to students.

Second, when posting videos anywhere other than YouTube, it is usually more sustainable to embed the videos, rather than link them. There are free embedding tools like *Embed Responsively* which create standard frame responsive links for embedding videos. Embedding a video ensures the video will not be lost if the hyperlink breaks. Finally, new librarians should be instructed in using different video creation tools early in their onboarding so they can contribute to the ongoing creation of new short form content. This is especially important if a new librarian is taking over a liaison area where they will need to be making or remaking many tutorials.

Limitations and Opportunities for Future Research

The videos created from this workflow were only recently uploaded to YouTube and their respective LibGuides, so there is little information on their performance during the school year, where they will see heavier student use. Future research is to study how students and other patrons interact with the various short form videos and if they find them helpful in accessing library services and resources. This includes gathering student feedback on their opinions of the new short form content and whether they find them more accessible than traditional long form tutorials. Additionally, student self-efficacy will be measured regarding using library resources

1
2
3 and services and determine if increasing the number and accessibility of short form, point-of-
4
5 need tutorials has any effect on student self-efficacy.
6
7

8 9 **Conclusion**

10
11 The role of video tutorials in the library is increasingly important, both on their own and
12 as supplementation to the traditional one-shot instruction model. The rise in popularity of short
13 form content allows libraries to engage with a new generation of students who are born digital
14 natives and have different learning needs. Research shows that students learn better digitally
15 when information is presented in small, frequent chunks rather than all at once. Research also
16 shows that people prefer informational videos to be less formal and last between 3 and 6
17 minutes, which allows librarians to create more, shorter point-of-need tutorials, rather than
18 spending time scripting, presenting, and editing highly polished long form content.
19
20
21
22
23
24
25
26
27
28
29

30
31 The workflow described throughout this article will assist librarians as they create
32 asynchronous, point-of-need tutorials to highlight different library services and resources. Short
33 form videos help increase student engagement with the library and improve student retention of
34 information often covered in the library classroom. This workflow highlights the benefits of
35 short form content and introduces different tools and strategies for its creation. Building off of an
36 already robust video archive, these new short form videos are the next step in increasing student
37 knowledge of and confidence in using library services and resources.
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

References

- Alley, A., Hanshew, J. (2022), “A long article about short videos: A content analysis of U.S. academic libraries’ use of TikTok”, *The Journal of Academic Librarianship*, Vol. 48, pp.1-9.
<https://doi.org/10.1016/j.acalib.2022.102611>
- Bauer, M. (2022). “Learning research skills: Business students’ instructional preferences and the impact of the pandemic”, *Journal of Business & Finance Librarianship*, Vol.27, pp. 250–267.
<https://doi.org/10.1080/08963568.2022.2120075>
- Craig, C. (2017), “Modular Short Form Videos for Library Instruction”, available at:
<https://www.inthelibrarywiththeleadpipe.org/2017/short-form-videos/> (accessed 31 May 2024)
- Clossen, A.S. (2018), “Trope or Trap? Role-Playing Narratives and Length in Instructional Video”
Information Technology and Libraries, Vol. 37, pp.27-38.
<https://doi.org/10.6017/ital.v37i1.10046>
- Guo, P.J., Kim, J., Rubin, R. (2014), “How video production affects student engagement: an empirical study of MOOC videos”, in Sahami, M., Fox, A., Hearst, M.A., Chi, M.T.H. (Ed.s) *Proceedings of the First ACM Conference on Learning @ Scale Conference, L@S '14*, Association for Computing Machinery, New York, NY, USA, pp. 41–50.
<https://doi.org/10.1145/2556325.2566239>
- Huebner, E.J. (2022), “TikTok and museum education: A visual content analysis” *International Journal of Education through Art*, Vol. 18, pp.209–225. https://doi.org/10.1386/eta_00095_1
- King, D. (2018), “Video in Libraries”, *Library Technology Reports*, Vol. 54, pp.5–38.
<https://doi.org/10.5860/ltr.54n7>

- 1
2
3 Knott, R. (2021), “Video Statistics, Habits, and Trends You Need To Know”, available at:
4
5 <https://www.techsmith.com/blog/video-statistics/> (accessed 26 June 2024).
6
7
- 8 Maluski, K., Bruce, S. (2022), “Dispelling the Myth of Library Anxiety and Embracing Academic
9
10 Discomfort”, available at: [https://www.inthelibrarywiththeleadpipe.org/2022/myth-of-library-](https://www.inthelibrarywiththeleadpipe.org/2022/myth-of-library-anxiety/)
11
12 [anxiety/](https://www.inthelibrarywiththeleadpipe.org/2022/myth-of-library-anxiety/) (Accessed 9 August 2024)
13
14
15
- 16 Mayer, R.E. (Ed.) (2014), *The Cambridge handbook of multimedia learning, Second Edition*.
17
18 Cambridge University Press, Cambridge, UK.
19
20
- 21 Méndez-Carbajo, D., Wolla, S.A. (2019) “Segmenting Educational Content: Long-Form vs. Short-
22
23 Form Online Learning Modules”, *American Journal of Distance Education*, Vol. 33, pp.108–
24
25 119. <https://doi.org/10.1080/08923647.2019.1583514>
26
27
28
- 29 Middleton, S. (2022) “For You? Using TikTok[®] to Teach Key Content”, *Management Teaching*
30
31 *Review*, Vol. 7, pp.226–235. <https://doi.org/10.1177/23792981221096871>
32
33
- 34 Munaro, A.C., Barcelos, R.H., Maffezzolli, E.C.F., Rodrigues, J.P.S., Paraiso, E.C. (2024). “Does
35
36 your style engage? Linguistic styles of influencers and digital consumer engagement on
37
38 YouTube”, *Computers in Human Behavior*, Vol.156, pp.1-20.
39
40
41 <https://doi.org/10.1016/j.chb.2024.108217>
42
43
- 44 Niraula, K.B., Bohora, P. (2023). “College Students’ Utilization of Social Networking Sites”,
45
46 *International Journal of Technology in Education and Science*, Vol.7, pp.274-289.
47
48
49 <https://doi.org/10.46328/ijtes.472>
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Park, E. E. (2022), “Expanding Reference through Cognitive Theory of Multimedia Learning
4 Videos”, *The Journal of Academic Librarianship*, Vol.48, pp.102522-.

5
6
7
8 <https://doi.org/10.1016/j.acalib.2022.102522>

9
10
11 Rae, A., Samuels, P. (2011) “Web-based Personalised System of Instruction: An effective approach
12 for diverse cohorts with virtual learning environments?”, *Computers & Education*, Vol.57,
13 pp.2423–2431. <https://doi.org/10.1016/j.compedu.2011.06.003>

14
15
16
17
18 Rapchak, M.E. (2017), “Is Your Tutorial Pretty or Pretty Useless? Creating Effective Tutorials with
19 the Principles of Multimedia Learning”, *Journal of Library & Information Services in Distance*
20
21
22
23 *Learning*, Vol.11, pp.68–76. <https://doi.org/10.1080/1533290X.2016.1226579>

24
25
26 Shatto, B., Erwin, K. (2016), “Moving on From Millennial: Preparing for Generation Z”, *Journal of*
27
28
29
30
31
32 *Continuing Education in Nursing*, Vol. 47, pp.253–254. <https://doi.org/10.3928/00220124-20160518-05>

33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
Slebodnik, M., Riehle, C.F. (2009), “Creating Online Tutorials at Your Libraries: Software Choices
and Practical Implications”, *Reference & User Services Quarterly*, Vol.49, pp.33–37.

Tanner, L. (2023), ““How do you do, fellow kids?” Staying Relevant with College Students on your
Academic Library’s Social Media”, *Public Services Quarterly*, Vol.19, pp. 233-239.

<https://doi.org/10.1080/15228959.2023.2229730>

Tomaszewski, R. (2023) “Library snackables: A study of one-minute library videos”, *The Journal of*
Academic Librarianship, Vol.49, pp.1-10. <https://doi.org/10.1016/j.acalib.2022.102647>

1
2
3 Utz, S., Wolfers, L.N. (2022), “How-to videos on YouTube: the role of the instructor”, *Information,*
4
5 *Communication & Society*, Vol.25, pp.959–974.

6
7 <https://doi.org/10.1080/1369118X.2020.1804984>

8
9
10 We Are Social, DataReportal, Kepios, Meltwater (2024), *Global TikTok user age and gender*
11
12 *distribution 2024*, Statista, Available at: [https://www.statista.com/statistics/1299771/tiktok-](https://www.statista.com/statistics/1299771/tiktok-global-user-age-distribution/)
13
14 [global-user-age-distribution/](https://www.statista.com/statistics/1299771/tiktok-global-user-age-distribution/) (accessed 6 June 2024).

15
16
17
18 Zhang, X., Wu, Y., Liu, S. (2019), “Exploring short-form video application addiction: Socio-technical
19
20 and attachment perspectives”, *Telematics and Informatics*, Vol. 42, pp.1-15.
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Appendix A: Triage Protocol for YouTube Channel Videos

1. Note in the Master Document:
 - a. Video Title
 - b. Date Published
 - c. Creator Name
2. Confirm a transcript link can be found in the video description.
3. Confirm video displays the most current visual.
 - a. User interface if website or database
 - b. Building updates if highlighting a library space
 - c. Current location of materials if showing a library tool or resource
4. Confirm narrator is a current library employee.
 - a. If not, audio will need to be re-recorded by current employee.
5. Confirm audio is crisp and audible.
 - a. Audio initially recorded at a low volume can become distorted when volume is turned up, note if rerecording at a louder volume is necessary.
6. Confirm Closed Captions are legible and match the audio recording.
7. Note any video concerns on the Master Document
8. Go to video locations in LibGuides or other library resources.
 - a. Ensure video is embedded, not linked.
 - b. Ensure video is still relevant to the information presented in the LibGuide or resource.
9. Mark video in Master Document:
 - a. Good (Green): Video can be left alone and rechecked in next cycle.

- 1
2
3 b. Needs adjustment (Yellow): Transcript, Closed Captions, or other details need to
4
5 be improved, but video does not need remaking.
6
7
8 c. Priority (Red): Video is outdated or degraded quality, needs to be remade.
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Reference Services Review

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47

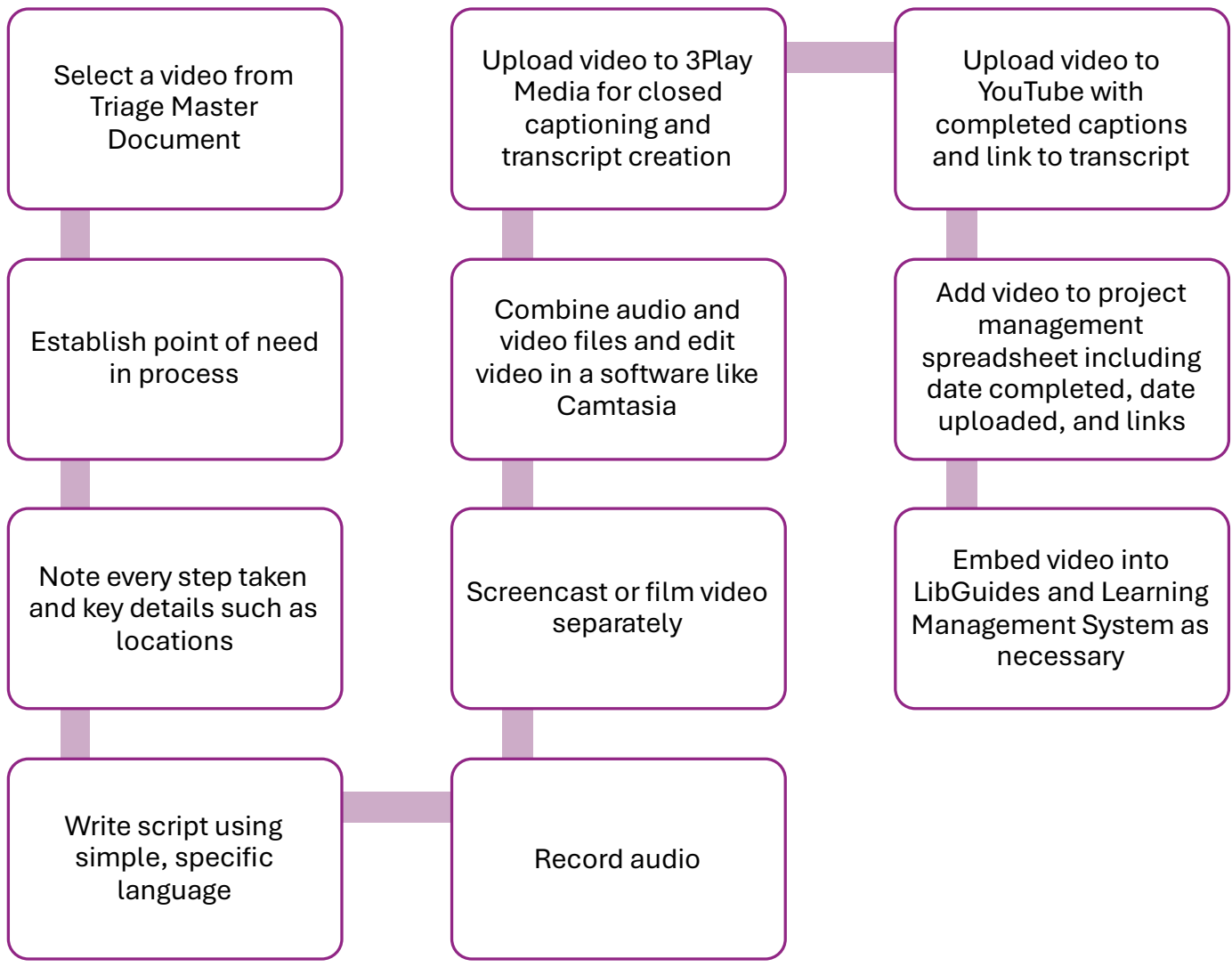


Figure 1: Short Form Video Creation Workflow