The Project

In response to the evolving changes in the teaching and learning environment and to promote a more engaging learning experience, we re-designed several library instruction videos by incorporating new instructional strategies, specifically, story-based learning. To understand student’s video viewing experience, we surveyed 53 students after watching two different videos in two separate times. Survey includes student satisfaction, confidence, engagement, and preferences.

Result (preliminary)

Library skill level (self-identified) Video Preference

3 out of 4 students preferred story-based videos

Story-based vs. Nonstory-based library tutorial watching experience

Confidence

Satisfaction

Engagement- positive aspects

Fun to watch

Easy to follow

Valuable

Important

Interesting

Enjoyable

Engagement- negative aspects

Annoying

Dull

Boring

Unhelpful

Useless

Confusing

0.00 1.00 2.00 3.00 4.00 5.00

Strongly Agree

Strongly Disagree

Strongly Agree

Strongly Disagree

Conclusion

• The manner of presenting video content has an impact on students’ viewing experience on various expressions, such as fun to watch, interesting, usefulness, helpfulness, valuable, importance, easy to follow, etc. When given a choice, students prefer story-based video.

Takeaways

• How you present the video content matters regarding student’s experience!

• The story-based approach has great potential to enhance student engagement with information literacy and library practices experience.