

When Online Instruction is No Longer Just an Option: The Reality of Creating Reusable Government Information Videos During the Pandemic

Government Information Day 2020

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Public policy library instruction workshop

- Two hour graduate class
- Taught by two government information librarians
 - Nich Worby and Sam-chin Li
- Content heavy
- Covers all levels of government information including IGOs
- Around 100 students
- 50 students per class
- Many consultations after the workshop



COVID-19 pandemic

Online instruction is no longer just
an option!



Online learning models

Synchronous

- Happens in real time
 - Live webinars
 - Instant messaging
- Pros
 - High interaction with instructors and other learners
 - Immediate feedback
- Cons
 - Set class schedule

Asynchronous

- Pre-recorded videos or webinars
- Pros
 - Flexible as learners complete courses in their own time and pace
 - Can reach more audiences as videos can be reused in many ways
- Cons
 - Students have no interaction with the instructors
 - Learners need to be self-disciplined and motivated to view the videos

Hybrid online learning model

1. 18 pre-taped lectures
 - Materials from government agencies, Canadian public policy institutes, advocacy groups and think tanks materials
2. Self-paced assignments
3. Live discussion session

18 pre-taped lectures

Where to start?

- Need to convert 2-hour workshop into 5-10 minute videos
- Need to adapt slides and presentation notes to be visually interesting and engaging

Step 1: Scripts

- Script writing:
 - Thematically separated workshop notes into 18 short video scripts
 - Adapted notes to natural language scripts
- Script editing:
 - Focus on clarity and conciseness
 - Remove unnecessary information



Step 2: Slides

- Separated presentation slides from workshop into 18 decks
- Slide editing:
 - Focus on clarity and conciseness
 - Make visually appealing

Step 3: Storyboarding

- Storyboarding
 - Decisions: When to change slides? What sections need emphasis? How to keep attention of students?
 - Transitions, effects like callouts and highlights

Step 4: Recording

- Sam-chin and Nich recorded between 8-10 videos each on a rolling basis
- Some difficulty occurs when recording from home
 - (Ex. Background noise)
- Used different screen capture software: Camtasia and Snagit

Screen capture software

Snagit

- Easy to learn and use
- Basic design features
- Limited video editing capabilities
- Cost: \$\$

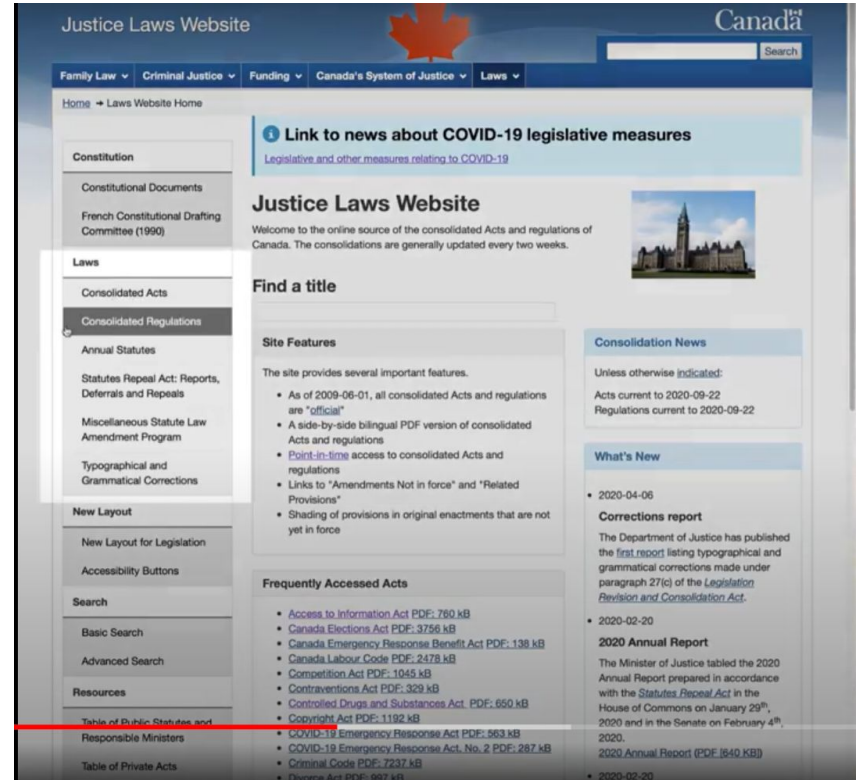
Camtasia

- Steeper learning curve
- Advanced design features
- Full-featured video editing software
- Cost: \$\$\$

Step 5: Editing

Used Camtasia to:

- Cut out mistakes
 - Sharpen and clean up audio
 - Add transitions and effects
- Kept documentation of all editing steps so they can be recreated.



Step 6: Video captions

- Video captions were generated by uploading videos to Youtube and editing mistakes manually
- Videos and self-paced assignments uploaded to Quercus (UofT's online teaching and learning platform)



Results

- The professor was very pleased with the videos
 - No discussion session was scheduled
- Videos had around 900 views total
 - Approx. 50 views per video
- Very few consultations compared to previous years
- Ongoing: Evaluate quality of assignments



Assessment

Effective assessment was challenging

- Tools and time were limited (e.g. anonymous optional quizzes and no follow up).
- Not able to build in chances to apply the knowledge to their own assignment.
- Difficulties with Quercus



Moving Forward

- Was it successful?
 - Yes, as a learning experience.
 - We now have 18 reusable videos.
- What can we learn about teaching government information through pre-recorded videos?
 - Optional engagement is not ideal
 - Prioritize the hybrid model

Thank you!

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