Gregg: Good afternoon all.

Steve: Please feel free to use the chat to react to what you're hearing ... no problem if there is a backchat here along with the primary presentations

Amy: I used to be a science teacher and now I'm a stem librarian so I'm kind of biased :)

Michael: Hope you enjoy the webinar! Please do interact with us via the chat or the Q&A function

Erecia: Interesting results

Roxanna: threshold concept 🙌

Megan: Sapo raises a really important point that it's a transferable skill

Karen: In the field of librarianship, we're interested in mis/disinformation, so literacies are significant to us.

Joseph: I wonder if an alternative question of "Information" literacy is now critical since decisions are not always based on scientific knowledge?

Megan: I also think there is a certain element of anti-intellectualism in culture to combat--at least that is the case in the US. Not sure about outside the US!

Michael: Librarians are bad for that too ;)

Amy: How long were the videos?

Michael: The Nick Allum video is about 12 minutes

Megan: Are these videos that summarized the research or videos that explained the concepts of research methods, etc.?

Michael: I'd be happy to send a toll-free link to any SAGE video used in these studies to registrants

Silas: Please do send us the video, Michael. Thank you.

Susannah: And this is 5 weeks later

Zodie: That's great - I'd love the video.

Michael: Correction: the Nick Allum video is c.18 mins (just rechecked the platform)

Maryam: I would love to have the videos too

Donell: addresses a learning style, so beneficial for some but maybe not others

Pearl: I will love the videos too

Michael: Good point Donell. Some are more visual learners than others.
Kristen: I agree with Donell, having video is more about having options for accessibility reasons than about saying it's preferable.

Karen: I wonder if it is less the medium and more the format of a human discussing her research. Would the results be different if the instructor presented the information about the research in a similar way?

Lori: Was the king video shorter in length than the Wiggins video?

Suzanne: I think it's about mixing it up too- using different formats, pacing

Katie: I wonder the same thing, Karen. I think humanizing the researcher in video (especially if they are passionate about their research) would cause me to take more interest in the specifics of the research paper as I'm reading it.

Amy: Yes Katie I was thinking about the humanizing factor too. Social media (and video in particular) can humanize academic content.

Julie: I agree with Kristin, if the pandemic taught educators anything its that our students value choices and options.

Sarah: Maybe the students retained the information better because they were exposed to the research twice rather than the students who only read the article.

Joseph: Videos encapsulate more of the medium of human interaction/communication and the other traditional communication, information transference formats, so provides the consumer a more complete experience and thus increased internalization and identification with the message being delivered?

Roxanna: Could reading comprehension be a factor, too? For example, if a student read slides w/ images vs. hearing/seeing the video.

Elizabeth: I wonder if there are possible best practices for video creation to be discovered with this data.

Joseph: It basically is that format that most effectively satisfies the principle of UDL?

Katie: Increased trust can be a double edged sword...shouldn't the research stand on its own regardless of whether we "like" the researcher?

Michael: Roxanna, I think Multimedia Learning Theory (Mayer) might support that view.

Roxanna: Thanks Michael, I have a new deep-dive topic!

Michael: Would you like a reference? I can dig one out and post here.

Roxanna: @Michael - always 😊

Karen: Do the videos include images and such, or is it still a "talking head", albeit in a more naturalistic setting and using less technical language?

Lisa: $$$$$$$
Hanna: Yep $$$
Katie: exactly, Lisa!
Layal: can they be added to the institutional repositories as well?
Roxanna: promote more affordable courses?
Megan: Copyright questions/terms of licesnes
Amy: Support our ability to recommend papers to students, my biol101 students aren't ready for papers along
Susannah: Maybe make it more likely people would click on the actual article- or make more useful
Xavier: It could effect how we users might interact with the catalog
Katie: ILL delivery becomes an issue. Our systems are built for PDF/TIF.
Hanna: Increased efficiencies with instruction
Tristan: @Karen that's a great point.
Katie: supplement vs. substitute for reading the article
Karen: Different usage metrics
Jen: can help us promote the content to faculty for inclusion in courses
Megan: Depending on who's building the video, you could have an element of creating original content. So tech support, etc?
Roxanna: oh yes LOL always the catalog
Elizabeth: Increase asynchronous content creation.
Joseph: IT infrastructure development and support.
Zodie: I agree with Suzanne and Sarah's comments on being exposed to different formats and receiving the same instruction in different ways.
Michael: Roxanna, see here: https://www.mheducation.ca/blog/richard-mayers-cognitive-theory-of-multimedia-learning
Roxanna: Thank you, Michael!
Steve: You might end up with "multimedia content bundles"
Jasmine: Yes! Also aids in those one-shots
Roxanna: oh yes, our IDs would love this content to share with faculty when working on course design
Jasmine: More inclusive in meeting the learning styles of users
Karen: Good question for Sapo to answer

Eileen: some students will confuse it for the paper's content.

Samantha: would need reliable internet access

Steve: Potential for confusion ... what parts are "important" ... all of it? Just some.

Layal: diversity f

Tristan: More content can lead to quicker burnout.

Amy: Easier to understand, for our students just starting out in science, reading their first papers

Elizabeth: Increase retention of information - for research skills, info literacy, etc.

Susannah: make it clearer which papers might be applicable to a research topic

Rachel: Requires additional faculty education regarding creating content accessibly

Jen: it could help them learn the concepts. Could provide an element of accessibility for different learning styles

Lori: Books often come with websites to view that contain additional content (coding examples, video content, etc.). I don't see how this is different. The book is cataloged and the user can follow the link when she/he/they come across it in the book (unless the videos are behind pay walls)...

Hanna: Additional or in replacement of content? I could see some faculty being questionable to replacing a paper or chapter with a video. So then we are overburdening students

Suzanne: Interesting to see what different it would make if the students were expected to listen on their own time- or during a class session

Roxanna: If this strategy of watching/reading is not promoted or used by faculty, I could see UG students needed to be introduced to this method via their librarian

JoAnne: Time, I remember as a student I hardly had enough time to read all the papers let alone also watch a video.

Megan: It would depend on the course content as well. We would need to work closely with our faculty to use it well and make sure students benefit from in but it doesn't make extra work for them (as others have mentioned)

Eileen: the library or a scholComm person should help with science communication, too.

Deborah: Diverse students have diverse learning styles. Once size doesn't fit all. More options for learning the material, the better.

Deborah: *one

Jen: It could require additional software or technology for access
Katie: might get out of date more quickly. Research studies are more clearly a moment in time.

Zodie: I agree with Elizabeth... Also, great for Student Accessibility.

Hanna: I could see video content being advantageous for public patrons that use the academic library. Increase their understanding, perhaps?

Tristan: @Katie Good point.

Rachel: IT capacity for hosting large amounts of video content, or guidelines about where to host

Eileen: * clarification - student confusion: that students might choose video/primary source not necessarily understanding the mode of academic conversations!

Roxanna: Prime Directive 🖤

Steve: Great ideas and conversation! Thank you all for your ideas and perspectives!

Megan: I curious on how we could use this to supplement our own content, either that delivered in person or in writing or online, but to break that ice with students. That librarians are people too

Charlotte: what about descriptive video?

Lisa: ❤️

Charlotte: ie for students with visual issues

Karen: But could having video effectively limit accessibility (to hearing and understanding English)? Whereas text is more easily translatable through automatic translating systems.

Yi: May require original cataloging to those videos and add extra work to library tech services

Lisa: @Karen - absolutely. Videos should have captions at minimum, description captioning is, so i understand, the better option

Joseph Doan: Definitely yes!

Tristan: I'm fine with it.

Jo: 👍

Megan: I'm fine with it as well!

Zodie: I'm fine with it.

Rafaela: It's fine.

Jane: It's fine.
Roxanna: I consent 😊

JoAnne: 😊

Rachel: 😊

Kristen: 😊

Darlita: It's fine.

Karen: 😊

Bobie: 😊

Kathy: On the slide showing 😊

Tara: 😊

Roxanna: I also see videos being helpful for "learning on the go" - like commuting, eating, etc... where it isn't as easy to read the thing.

Nithi: 😊

Zodie: That's a great point, Roxanna

Tristan: @Roxanna The opposite can also be true. Some of my students can read more quickly than they can watch a video. I think that's why it's important to have multiple modes of instruction -- video and text.

Lori: So these videos are already listed in Sage? Are they linked somewhere?

Joseph: Would any of our presenters be able to share their experience with effective lengths for these "scientific" videos? Videos lengths are significant factors contributing to viewing time.

Steve: adam.frost@utoronto.ca

Lori: Are the videos all in the "science" field? Have you explored videos to correspond with other areas like education?

Lisa: thanks for the clarification and answer, Michael!

Tristan: @Michael YES! Open Access video summaries of articles would help instructors identify which articles to use, which would lead to the university purchasing these articles.

Zodie: The motivational aspect is key, for sure. I'm dealing with freshman who have been so affected by lack of instruction during Covid, that they are very intimidated by what they're encountering now with their first foray into college academia.

Susannah: Those videos would also be great for reviewers of the articles

Lisa: ❤️❤️❤️ Steve for Adam's open access dreams :)
Megan: More and more funding bodies are requiring OA elements to publication...so this would be great to add to that!

Lori: Yes, a template of what a video "should" include for authors

Hanna: And we now have a US federal mandate that all publicly funded research much be OA included data.

David: @Hanna, I love that :)

Hanna: SO excited

Hanna: Side thought, linking these videos to the researchers' ORCiD may be interesting. Sage and ORCiD collab? ;)

Tristan: Thanks for presenting everyone.

Darlita: Thanks! Great information. (Darlita Ballard)

Yi: Thank you all for your wonderful presentation.

Stacy: What I wonder is if the value is in the video (medium) or the scaffolding (method).

Gabriela: Very usefull! Thank you

Lori: What kinds of questions do you use when scaffolding the research/article?

Megan: Best webinar I've been to in a long time. Tons of food for thought thank you!

Susannah: TEDX talks also

Steve: Thank you Megan!

Lori: Is the scaffolding something that Steve or David developed?

Donell: Thank you! Bye!!

Zodie: This has been very valuable. I taught at primary and secondary level for 21 year...first year out of the classroom spent in academic library and now getting my masters in information science, so this has been incredible as I seek to support the students in our library!

Hanna: But wouldn't these videos open up scholarly communication away from the traditional method? Is that bad?

Suzanne: Great presentation and convo- thank you all!

Nithi: Thank you very much.

Roxanna: Really helpful and well designed webinar, thanks y'all! 🤠

Julie Oshiro: thank you!

Rachel: Thanks so much for sharing!
Amy: Very very interesting thank you!

Elizabeth: Thank you for this!

Megan: Thank you very much, very interesting and well presented!

Lisa: Thanks Michael, David, Steve, and Sapo! Very interesting and insightful. Hilariously - would love to see this in article form to pass onto my faculty. 😊

Michael: thanks!

Steve: Thank you all, always great chatting with colleagues!

Layal: Thank you Everybody!

JoAnne: Thank you! Very interesting research :) 

Steve: Interesting idea Lisa

Megan: Thank you.

Joseph: Thank you!

Kathy: Thank you! Very interesting!