



Article

Developing a Communications Plan for Library Screencasts

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Abstract

Encouraged to explore and implement technology, many librarians create screencasts to supplement library instruction. Without a structured creation process, a number of communications issues can result, including: duplication of topics; absence of library branding; and lack of centralized availability to all screencasts. To create a more cohesive online presence, establishing a communications plan is recommended. This article is an account of the University Libraries within the State University of New York at Buffalo's early experiences with screencasting, assessment of screencasting services, and the consequent development of a coherent communications plan and best practices document regarding video and screencast production.

Screencasting software, such as Camtasia, Captivate, or Jing, enables the capture of visible actions on a computer screen. In recent years, the confluence of increasing bandwidth, inexpensive digital storage, and information users' preferences has spurred librarians to experiment with screencasting. Screencasts offer several advantages in the provision of library services. At their essence, screencasts are self-paced instructional modules for users. The ability to rewind sections of the screencast, or conversely fast-forward through irrelevant sections, allows users to tailor their education to their needs. Screencast reusability offers libraries a way to meet repetitive instructional demands without taxing valuable human resources. Additionally, screencasts improve access to libraries' educational offerings, as they are viewable at the users' convenience in contrast to the inherent temporal limitations of reference desk hours and training workshops. Whether a user is anxious about using the library, embarrassed to ask a librarian to repeat a set of instructions, or is unable to access help during regular business hours, screencasts alleviate the stress or inconvenience of engaging a librarian multiple times to complete research. If done well, screencasts are a powerful alternative to text or verbal instructions because they mitigate ambiguity and unequivocally show users the discrete tasks necessary to accomplish their educational goals. All of these qualities serve libraries well, as they can employ screencasts as either standalone tutorials, or supplements to in-person reference and instruction.

In April 2008, the State University of New York at Buffalo (UB) Libraries began offering screencast services to the UB community. The process of creating a unified screencasting presence proved to be a challenging experience. As a result, the UB Libraries created a communications plan (see Appendix) to assist individuals and libraries with the preparations and considerations needed before creating screencasts.

Literature Review

The literature about libraries' use of multimedia tutorials includes a small but significant subset of articles on screencasting. Many of these articles review various screencasting software packages (Beales, 2011; Murley, 2007; Steiner, 2010) , and provide fundamentals and best practices on how to capture and edit screencasts (Beales, 2011; Brown-Sica, Sobel, & Pan, 2009; Kerns, 2007; Price, 2010; Schroeder, 2010; Sparks, 2010). The majority of articles discuss screencasting in terms of its use as a tool to create point-of-need tutorials (Brown-Sica et al., 2009; Harnett & Thompson, 2010; Mairn, 2010). Beyond reference and educational purposes, other uses of screencasts cited in the literature include website usability (Goodwin, 2005), staff training (Arch, 2008; Harnett & Thompson, 2010), vendor communications (Harnett & Thompson, 2010) and presentation backup (Notess, 2005).

Another set of articles offers a much-needed evidence-based perspective by describing assessment methods and the effectiveness of screencasts in their libraries. Using a pre-test and post-test assessment methodology, Oehrli, Piacentine, Peters, and Nanamaker (2011) concluded that screencast tutorials improved learning outcomes and student confidence at the University of Michigan Undergraduate Library. Betty (2009) detailed the use of Google Analytics at Regis University to measure the use of screencasts and

tutorial completion rates, as well as to provide the library a technological assessment of their users. Schroeder (2010) described the advantages of exploiting the assessment tools in Michigan State University's ANGEL course management system over Camtasia's built-in Flash quizzes feature. Using a hybrid model of formal and informal assessment methods, Brown-Sica polled both users and librarians to evaluate screencast effectiveness at the University of Colorado Denver (Brown-Sica et al., 2009).

The authors did not find any published articles in the literature about libraries developing communications plans and procedures for their multimedia tutorial offerings. When the search is broadened to include libraries' communications plans and their use, several articles and books broach the topic. Books from professional organizations, such as the American Library Association, detail the essential elements in the creation of a communications plan, such as organization goals, measurable communications objectives, target audiences, core messages, communications methods, resource requirements, assessment, and a dated action plan (Barber & Wallace, 2010; Fisher & Pride, 2006; Nelson, 2008). Librarians extol the vital role that communications plans have played in a budget reallocation and resource cancellation project (Weir, 2010), the adoption of a new library service model (Gigliotti, 2003), and the rollout of a statewide virtual reference service (Bailey-Hainer, 2004). Taking a divergent position, Mathews (2009) posits that communications and marketing plans take a significant amount of time, exhibit fleeting utility, and tend to focus on the library at the expense of library users. Finally, several library communications plans reside on the Web for perusal by those who seek real world examples.

History of Screencasts in UB Libraries

The State University of New York at Buffalo (University at Buffalo), with approximately 30,000 students, is the largest and most comprehensive in the 64-campus SUNY system. The University at Buffalo Libraries accommodate 3.5 million users per year. Librarians answer reference questions from students, faculty, staff, and the public via in-person transactions (reference desk and by appointment), chat message, text message, phone and email. With eight library locations and an elaborate Web presence, librarians provide user instruction using a variety of traditional teaching methods, including in-class instruction, print guides, and online tutorials. In 2008, librarians began to experiment with screencast tutorials to supplement, and in some cases, replace instruction.

The creation of library screencast tutorials began as an uncoordinated effort in the UB Libraries. Staff in various library units began to experiment with the technology at various points of need. The Health Sciences Library (HSL) took the lead with screencast experimentation in April 2008. When a HSL librarian discovered that he was frequently answering the same series of questions, he began to experiment with replacing in-person appointments and instruction with a series of screencast tutorials that he could send off to faculty as needed. Videos were created using CamStudio, a free screencasting software. With permission of the HSL director, a UB HSL channel was created on YouTube to store the screencasts (<http://youtube.com/ubhsl>). The

screenrecast creation process was a learning experience, as the HSL librarian quickly realized that managing such a large number of screenrecasts was a time-consuming project.

As the Health Sciences Library began to create a growing number of screenrecasts, librarians in other library units began to express an interest in screenrecast creation. During the fall semester of 2008, the Arts and Sciences Libraries' Undergraduate Services and Collections Team created a series of screenrecasts that would answer questions commonly asked by undergraduate students. The screenrecasts were used as supplements to other methods of library instruction. The team members identified five frequently asked library-related research questions and each librarian was assigned to create one video. With no previous experience with screenrecasting software or video creation, the team members turned to the Health Sciences Library for assistance. To learn about how to get started, the team met with the HSL librarian for a one-hour workshop to learn basics on screenrecasting software and to ask questions about best practices. Each librarian then created one screenrecast of the previously assigned topics. The style and technique was up to the individual, but it was required that each screenrecast contain an opening and closing slide branded with the Libraries' logo. Screenrecasts were then uploaded to the recently acquired UB Libraries YouTube channel (<http://youtube.com/ublibraries>). The final product varied in quality. Some screenrecasts zoomed in on various sections of webpages, while others were extensively difficult to read. In addition, some screenrecasts were short and ended abruptly, while others were very scripted and detailed. Confusion about stylistic and content guidelines prior to production created an inconsistent screenrecast presence. Acquiring the technology skills needed to develop a high quality product was difficult for some, leading to feelings of frustration. We learned that screenrecasting is best left to those with the experience and skills required by the task.

As video production continued in both the Health Sciences Library and Arts and Sciences Libraries, another library entity--Access Services--began production of staff training screenrecasts. In July 2009, Access Services received a grant from the Western New York Libraries Resources Council (WNYLRC), a regional library consortium, to provide video training for staff on the use of ILLiad software. These screenrecasts assisted staff with the back-end and front-end use of the software. Two student assistants within the Access Services department were hired to create screenrecast tutorials for WNYLRC's YouTube (<http://youtube.com/ubaccessservices>) and Vimeo channels. Over time, the students became proficient with Camtasia, and began to make screenrecasts for end users rather than staff. In April 2010, the UB Access Services channel on YouTube was created. Some of the screenrecasts were duplicates of topics already available on the UB Libraries and UB HSL YouTube channels.

During the fall 2010 semester, it was brought to the attention of library administration that multiple YouTube channels were created and very little coordination had taken place among the library units that created the videos. The initial exploration of creating and implementing screenrecast tutorials was done in a fashion in which guidelines and restrictions were not set and librarians were free to explore software and techniques to

create screencasts that best fit their needs. However, with three UB Libraries YouTube channels, and the possibility of more to come, the need for coordination and guidelines for video creation soon became clear.

Developing a Communications Plan

At the same time that screencast tutorial production hit its peak within the Libraries, library administration was also undergoing numerous changes. Following the retirement of the Associate Vice President for University Libraries, as well as the Director of Communications, the Libraries faced new challenges in creating a more cohesive online presence. To meet these challenges, under the leadership and guidance of the Interim Vice Provost for University Libraries, the University Libraries' Communications Team was formed.

The team consisted of library administrators, faculty, and staff, and was charged with numerous communications-related tasks, including the management of promotional tools, as well as the planning, production, and distribution of publications that highlight library resources. The creation of screencast tutorials clearly fell into the responsibilities of the newly formed Communications Team.

During the fall 2010 semester, the team reviewed the current status of screencasts created within the UB Libraries. It was immediately determined that production guidelines needed to be established to assist with presenting a more cohesive online video presence. The guidelines were set for screencasts that would be published by library-branded entities, such as the Libraries' YouTube page and library website. An environmental scan of academic libraries revealed that the development and implementation of a communications plan that specifically addressed video creation, production and dissemination in libraries did not exist. An outline of the unique and innovative plan is described below.

Branding.

"It is recommended that videos produced for the library web site and/or YouTube channels should include library-branded opening and closing slides" (see Appendix).

The American Marketing Association defines a brand as "a name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers" ("Brand", 2012). Branding reminds users what services and resources libraries provide. For example, branding reminds UB Libraries users that the Libraries support database access, physical and digital exhibits are comprised of library collection materials, and high quality reference services are available.

The Communications Team identified branding as an important step in the process of creating library screencast tutorials. Searching a video repository such as YouTube can produce many results on a particular topic. Branding library screencast tutorials provides the end user with confidence that the information comes from a reputable

source. It is encouraged that all screencasts displayed on the library website or YouTube channels include the library-branded opening and closing images created by the Libraries' graphic designer. These images are available for use by all library staff through a shared drive and include the Libraries' logo, style, and color scheme. The opening image includes a textbox which library staff can easily edit to include the name of his or her screencast. The closing image features the Libraries' logo and website address. In addition to using the images, library staff is encouraged to mention the Libraries' name as appropriate throughout the screencast. Examples of this include mentioning that database access is provided by the UB Libraries; or at the end of a screencast, encouraging a user to contact a UB librarian for further assistance.

Accessibility.

"It is recommended that videos should comply with accessibility standards set out by New York State policy, NYS-P08-005" (see Appendix).

In the early stages, UB librarians used freeware solutions, such as CamStudio, which had no captioning features. Even when librarians moved to the features-rich Camtasia Studio, captioning was not considered due to library staff's ignorance of the existence of these tools in Camtasia. Fellow librarians brought up the lack of accessibility features to the screencast creators and the Communications Team in the Summer 2010. The Communications Team strongly believed that captions should be a required feature for all screencasts going forward as it dovetailed with the official policy of UB. As a state entity, UB is committed to act in accordance with established accessibility standards set out by the New York State Information Technology Policy on the Accessibility of Web-Based Information and Applications (New York State Chief Information Officer/ Office for Technology, 2010).

The Americans with Disabilities Act (ADA) compliance mode in Camtasia allows librarians to adhere to optimal captioning standards. Currently, librarians caption new screencasts using the "Sync captions" feature in Camtasia Studio, which allows librarians to sync text from a script onto the timeline of the screencast. Since most librarians script their screencasts before recording, this offers the easiest and most accurate method of captioning for our organization. Generally, speech-to-text is more inaccurate and manual input of captions is more time-consuming.

In the libraries' computer lab spaces, workstation audio is muted due to the close proximity of our users to each other. For patrons without headphones, captioned screencasts allowed them to continue their work uninterrupted and was an unforeseen benefit to captioning.

Resolution.

"It is recommended that videos recorded and produced with a 4:3 (standard) aspect ratio should be produced in at least 1024 x 768. Videos recorded and produced with a 16:9 (widescreen) aspect ratio should be produced in at least 1280 x 720" (see

Appendix).

When UB librarians began screencasting, little thought was given to technical specifications such as resolution and aspect ratios. The first screencasts produced did not display a sharp picture. In the search for an optimal production setting for public screencasts, experimenting with the file formats, aspect ratios, compression rates, frame rates, and audio settings became an arduous and time-consuming process. Because of their own limited technical experience and limitations of the freeware, librarians took a utilitarian approach, focusing on content rather than appearance. With the move to Camtasia, librarians improved the resolution of their screencasts using a best practices document developed in-house, and subsequently the optimized production presets provided in Camtasia Studio 5. With several librarians making videos with little coordination, the production quality varied greatly from screencast to screencast. Early data (through April 2010) from 38 user satisfaction surveys indicated that users were more satisfied with content (89% indicated satisfaction) than audio and video production (76% indicated satisfaction). Free-text comments from the same survey specifically mentioned that “the screen was not in focus,” and “the video was a little blurry...not sharp.”

Due to this feedback and the desire to create a more professional public presence, the Communications Team decided that the Libraries’ screencasts should be produced at the highest quality resolution possible on YouTube. This requires the screencast creator to set the screencast’s dimensions three times in Camtasia Studio 7: before recording, editing and producing. As a side benefit, higher resolution screencasts afford UB Libraries the opportunity to convert to smaller video formats while still retaining quality.

The exception to the resolution policy is custom screencast production. A custom screencast is an impromptu screencast tailored to meet the individual needs of a specific user. Custom screencasting offers a more informal process than producing a video for general public consumption on YouTube. Custom videos are characterized by the lack of branding, minimal editing, and a conversational tone. Currently, UB Libraries uses custom screencasts for in-person and remote reference transactions. At the reference desk or during in-depth research consultations, library staff often demonstrate complex search strategies or how to retrieve a resource buried within the Libraries’ website. By screencasting the specific research process, library users have a concrete and tailored tutorial to take away. Remote or virtual reference service also benefits from custom screencasting. This is especially helpful for faculty that rarely set foot in our libraries. Custom videos are produced in Camtasia using the Web production preset (640 x 480) which balances quality with file size. The custom videos are emailed to the user with standard text that explains how to play the screencast on their computer, a link to download VLC (an open source media player), and a link to our custom screencast user satisfaction survey.

Metadata.

“It is recommended that significant metadata should be included to assist users with

finding videos” (see Appendix).

Using the “tags” field in YouTube is an extremely powerful way of making screencasts discoverable. Early on, the number of tags provided for UB Libraries’ screencasts ranged from no tags to over 50 tags, and of those there was no standardization. YouTube Insight data revealed that a large majority of screencast views came via discovery mechanisms that relied on keyword searching, such as search engines and YouTube’s related videos. As of August 2011, tags accounted for over 70% of the views on UB Libraries’ YouTube channels; thus, the policy drafted by the Communications Team made tagging mandatory for all public screencasts. A list of metadata required by UB Libraries was shared with library staff and includes several variations of the university name, as well as words such as “library,” “libraries,” “research,” and “scholarship.” Librarians are also encouraged to list additional tags germane to the screencast. For example, a screencast on using EndNote to search PubMed will include obvious tags such as “PubMed” and “EndNote,” but also variants of the version of EndNote used (“X.4” and “X4”) and related terminology (“MEDLINE,” “NLM,” and “bibliography”).

Comments.

“It is recommended that videos should enable comments to allow feedback and conversation with users” (see Appendix).

As with other social media tools, YouTube provides the ability to enable or disable comments with each video uploaded. The ability to leave comments provides users with a forum to converse with others viewing the same video, as well as engage in conversation with the video creator.

The Communications Team recommends that all screencast tutorials uploaded to the UB Libraries’ YouTube accounts enable commenting. This provides an easy way for library users to initiate contact with library staff immediately after viewing the screencast, eliminating the need for patrons to return to the Libraries website.

Enabling comments also allows users to voice their opinion about screencasts. Library users can leave comments with suggestions for what they liked about the screencasts and what they did not like. If the screencast was too long or missing content, users can share that information. In addition, users may share a topic that they would like to see addressed in a new screencast. Such feedback can be invaluable.

Although many of the UB Libraries’ screencasts on YouTube have high usage, little interaction has been received via comments. The reason for little interaction could be that a screencast tutorial does not promote a discussion on a particular topic; most users view a tutorial to answer their question and then move on. If a library is looking for feedback about screencasts, it is not recommended to rely on the comment feature alone. Feedback can be received successfully by other means, which will be described later in this article under the “Assessment” section.

Currency and sustainability.

“It is recommended that content should be reviewed regularly and revised as necessary” (see Appendix).

A sustainable product is one that is easily maintained for an indefinite period of time, an important consideration to keep in mind when creating screencast tutorials. Designers should consider the changes they need to make relating to interface design, navigation, and information. Avoid including information in screencasts that may be time sensitive. Will you show users how to navigate to a database from the library website? If so, it may be better for sustainability purposes that the screencast is broken into smaller segments.

While UB librarians initially created a large number of screencasts on a wide range of topics, it was quickly established that maintenance of the screencasts could be cumbersome. The UB HSL YouTube channel has stored over 52 screencasts in a three-year period. Many of the screencasts needed to be removed or reproduced after only a few months. Librarians creating screencasts for the UB Libraries YouTube channel had a similar experience; as they found themselves re-creating screencasts on general topics less than eight months after upload. A few of the reasons that screencasts become quickly outdated include database interface changes, library website navigation or interface changes, and dated information. The Communications Team recommends that all screencast tutorials be created with sustainability in mind. Screencast tutorials should be reviewed regularly, updating content as necessary to reflect current interface design, navigation, and information.

Sharing and archiving.

“It is recommended that video scripts and files should be made readily available to all library staff” (see Appendix).

Screencast creation is a time-consuming task and daunting for someone who has never used the software. As screencasts are created, the benefits of housing all screencast tutorials in a place accessible to all library staff are two-fold: it limits staff time dedicated to tutorial creation and it anticipates staff turnover.

Library staff will spend a number of hours creating screencast tutorials because the process is quite involved. One must create a storyboard, learn appropriate software, capture the screencast, edit the project, and produce a final product. Sharing the created files not only helps to avoid duplicate effort but also provides screencasts that all staff can use whether or not they have screencasting experience. By sharing screencasts, a tutorial that once lived only on a library YouTube channel can now be found in numerous places: 1) on research guides, 2) embedded in course websites, 3)

shared with users during an electronic reference transaction, or 4) as a supplement to an in-person appointment.

It is also beneficial to archive screencast files and scripts in a central location so that all staff members can easily access files that need updating. If a screencast needs slight editing, any staff member can easily access the file, edit, and re-upload as appropriate. If a screencast needs to be recreated because of interface or navigation changes, any staff member can access the original script and quickly reproduce a new screencast. In addition, if for any reason, the social media site in which you store screencasts is unavailable, it is always beneficial to have a back-up. If your YouTube channel is hacked or account privileges are revoked, how will your patrons view the screencast you linked to via email? Copies of screencast files should be readily available for staff to use, whether they need to upload it to a website or email the file to a patron. The Communications Team recommends that a document sharing space be created where screencast files and scripts can be accessible for all library staff.

Assessment.

“It is recommended that library staff formulate an assessment plan before video production” (see Appendix).

Gauging the use and effectiveness of any library service should be an integral part of the planning process. From the outset, UB Libraries employed three assessment methods to evaluate our screencasting services: (1) user satisfaction surveys, (2) analysis of YouTube Insight data, and (3) informal anecdotal feedback. In the case of custom screencasts, analytics from YouTube Insight could not be used.

In the beginning, screencast views as recorded by YouTube served as the primary measure of whether or not screencasting efforts were effective. In the first year the UB HSL YouTube channel garnered 6,172 views, which far exceeded expectations. This revelation indicated that our screencasts supplemented our users’ academic work and spurred new enthusiasm among other librarians, resulting in further development of screencasting services.

In the Fall 2009, librarians created two separate user satisfaction surveys in Google Documents to gain more meaningful understanding of screencasts posted on the UB HSL YouTube channel and custom screencasts. The surveys employed a five-point Likert scale to appraise overall satisfaction and satisfaction with the content and production values. Furthermore, the surveys inquired about future directions for screencast services and user preferences for delivery of remote reference services. As of August 2011, 51 users responded to the YouTube satisfaction survey, and 74 responded to the custom screencast survey. YouTube users report high levels of satisfaction, with 69% and 24% indicating they were “highly satisfied” and “satisfied.” This data contributed to the Communications Team’s endorsement of further development of public screencasting content.

As described earlier, satisfaction data for the screencasts' content noticeably surpassed satisfaction data for production values. Early qualitative comments from the survey further emphasized the need to correct early audio and video production problems that plagued our early screencasts. The adoption of a uniform best practices policy sought to ensure that UB Libraries screencasts met a standard deemed as "professional."

UB Libraries also use YouTube Insight, YouTube's native analytics tool. Insight provides raw visitation metrics such as views, unique users, user demographics, and discovery methods. Additionally, Insight provides granular "Hot Spots" data, which measures how well a specific screencast is keeping its audiences' attention. Librarians have used "Hot Spots" to hone in on the most important concepts, cut out extraneous detail, and create short and razor sharp screencasts.

Through these assessment efforts, librarians are able to sharpen their focus on which topics users would like to see in screencasts. EndNote assistance was overwhelmingly the largest need for screencasts with 81% of respondents indicating this. Views data confirms the EndNote focus of our screencast consumers with EndNote screencasts averaging 725 views versus 74 views for non-EndNote screencasts. Finally, when asked what other kinds of videos UB HSL should produce, EndNote topics were suggested the most. Of the non-EndNote screencasts, how to request materials via UB Libraries' interlibrary loan system received the most views.

Through our user surveys and email feedback, UB librarians learned quite a bit about custom screencasting services. As with our YouTube screencasts, custom screencasts were rated highly by users with 65% indicating they were "highly satisfied" and 24% indicating they were "satisfied." More importantly, the survey revealed users generally gravitate to a visual educational tool once exposed to it. After receiving reference assistance via a screencast, more users prefer a video to answer their question (73%) than the telephone (18%) or a plain text email (5%). Due to these preferences, recording the screen has become second nature for some librarians when answering an email or telephone reference question, or conducting an in-person research consultation.

Initially, some custom screencasts were problematic. Initial user feedback indicated that over 20% of our users had trouble playing the files. Some users could not access the files due to firewalls at remote sites such as hospitals. Other access problems include the users' inability to view screencasts due to incompatible media software or poor production quality. Listening to user feedback, librarians investigated the most usable and least troublesome file formats for the most popular media players. Librarians decided on using the mp4 file type because of its ability to balance quality and file size. UB Libraries also suggested users download VLC, a media player known for playing a wide variety of media files.

The considerable amount of data that UB Libraries has collected through assessment was incredibly important in charting the direction of content, production, and overall staff effort. Furthermore, annual reviews of the communications plan insure flexibility in

meeting the needs of library staff as screencasting technology and processes change.

Additional best practices.

Despite the aforementioned standardization, the Communications Team emphatically did not want to govern the content or style of the screencasts. Library liaisons and subject specialists know their disciplines and their clientele, and thus should produce screencasts that they feel will best reach their audience. Through reviewing the literature, industry standards and personal experiences of library staff, the Communications Team compiled a list of best practices in screencasting. The best practices are optional and only serve to offer librarians some general tried and true rules of thumb.

The following best practices are recommended:

- Plan public screencasts in advance. Scripting and storyboarding can help you organize before recording (Brown-Sica et al., 2009; Schroeder, 2010).
- Clean up your desktop of extraneous applications.
- Turn off reminders and pop-ups while recording (Kerns, 2007).
- Use cursor highlights to emphasize mouse movement and clicks.
- Focus your topic to one or two discrete tasks (Kerns, 2007).
- Try to stay under 3 minutes in duration (Brown-Sica et al., 2009).
- Use direct commands to assist user with navigation.

Conclusion.

The ubiquity and utility of online video requires libraries to identify fundamental needs most effectively addressed by video, develop technical expertise in video capture and editing, as well as formulate a strategic communications plan. Even the most thoughtfully conceived and flexible communications plan will not ensure total compliance in an organization where content creation is distributed. Despite this, the adoption of a video communications plan in tandem with staff education on screencasting has improved the quality and professionalism of screencasts at UB Libraries. Looking to the future, the plan provides a framework to not only create screencast tutorials, but also video tours, promotional videos, staff training modules, and video content to be embedded into integrated library systems.

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Appendix

Guidelines for Creating University at Buffalo Libraries Videos

Revised: August 2011

In the Libraries, there are currently three channels on YouTube:

1. UB Libraries: <http://www.youtube.com/ublibraries>
2. Health Sciences Library: <http://www.youtube.com/ubhsl>
3. Access Services: <http://www.youtube.com/user/UBAccessServices>

The Law Library videos are hosted on the UB Law School YouTube channel:
<http://www.youtube.com/user/UBLawSchool>

The following guidelines have been established for library staff who wish to create videos for the library web site and/or YouTube channels.

Branding

It is recommended that videos produced for the library web site and/or YouTube channels should include library-branded opening and closing slides.

Accessibility

It is recommended that videos should comply with accessibility standards set out by New York State policy, NYS-P08-005.

Resolution

It is recommended that videos recorded and produced with a 4:3 (standard) aspect ratio should be produced in at least 1024 x 768. Videos recorded and produced with a 16:9 (widescreen) aspect ratio should be produced in at least 1280 x 720.

Metadata

It is recommended that significant metadata should be included to assist users with finding videos.

Comments

It is recommended that videos should enable comments to allow feedback and conversation with users.

Currency/Sustainability

It is recommended that content should be reviewed regularly and revised as necessary.

Assessment

It is recommended that library staff formulate an assessment plan before video production.

Sharing

It is recommended that video scripts and files should be readily available to all library staff.

Additional Best Practices

The following best practices are recommended:

- include only the most important and desirable information.
- produce short, on-topic videos.
- use direct commands to assist user with navigation.