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VIDEO IN LIBRARIES

David Lee King

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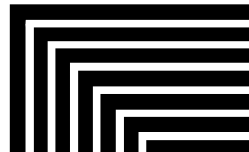
Library Technology

R E P O R T S

Expert Guides to Library Systems and Services

Video in Libraries

David Lee King



ALA TechSource
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About the Editor

David Lee King is the Digital Services Director at Topeka & Shawnee County Public Library, where he plans, implements, and experiments with emerging technology trends. He speaks internationally about emerging trends, website management, digital experience, and social media and has been published in many library-related journals. King is a *Library Journal* Mover and Shaker. His most recent book is *Face2Face: Using Facebook, Twitter, and Other Social Media Tools to Create Great Customer Connections*. King blogs at www.davidleeking.com.

Abstract

In this issue of *Library Technology Reports* (vol. 54, no. 7), “Video in Libraries,” David Lee King explores how libraries can leverage videos’ popularity to share information and enhance their marketing efforts. He explains why libraries should make and post videos and strategies for creating video content. Throughout this report, King covers varying aspects of making and sharing videos—from best practices to video content creation, including the types of equipment, tools, and staff resources you’ll need to start incorporating video into your library outreach and marketing.

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Introduction

In today's fast-paced, multimedia-enriched world, video is everywhere. When you check your weather app you can watch a weather-related video. Check the local or national news by reading the latest update or watching it via a video. You can find more videos on social media—some from your friends . . . and some silly viral videos, too.

With a little effort, libraries can harness videos' popularity to share information and enhance the library's marketing and promotion efforts.

My Video Story

When I was in the fourth or fifth grade, we made videos as part of our art class. More specifically, we made short animated videos by moving paper cutouts and telling a short story with them. I was fascinated by the animation process, loved my short video about a goldfish, . . . and was disappointed when something went wrong with the video camera and we couldn't play my clip for my parents during the parent/teacher conference.

After that introduction, I largely ignored video creation until early 2005, when video on the web started to appear. I had been reading about emerging video trends and was posting about them on my blog. The library where I worked at the time purchased some equipment allowing me to create videos, so I started to experiment and see what I could do.

The gray box below contains a link to my blog post about my first "video podcast" (what vlogging was called back in 2005) and a link to the video (see figure I.1) mentioned in the blog post.

Blog post on David's first video podcast
www.davidleeking.com/davids-first-video-podcast/

David's first video podcast
<https://archive.org/details/DavidLeeKingFirstVideoPodcastHowtoCreateaVideoPodcast>

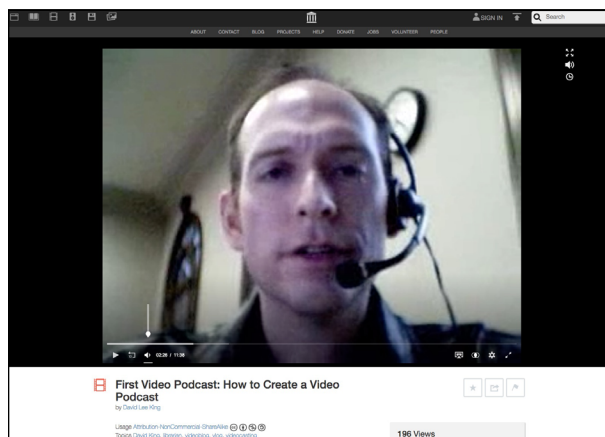


Figure I.1
Screenshot of my first video podcast.

It's not a great video by any stretch of the imagination! But it was a start. I was brave enough to figure out the equipment, make a video, publish it on the web, and share it on my blog. (Back then, I probably also shared it on Myspace.) These videos are still archived on the Internet Archive. For some reason, there are two copies stored there, and between the two of them, that early video has been viewed over 400 times. Not bad for my first real video!

Internet Archive
<https://archive.org>

I should confess that the video mentioned above was actually my second video. My first video was a short video of me being silly. I created a test video to have video footage so I could figure out the process of editing and posting to the web and to my blog. (It was a bit more involved than simply posting to YouTube and embedding video in a blog post back in 2005.)

All that testing and experimenting led to another early video that made a bit of a splash. At the time, I was thinking a lot about Web 2.0 and all the online

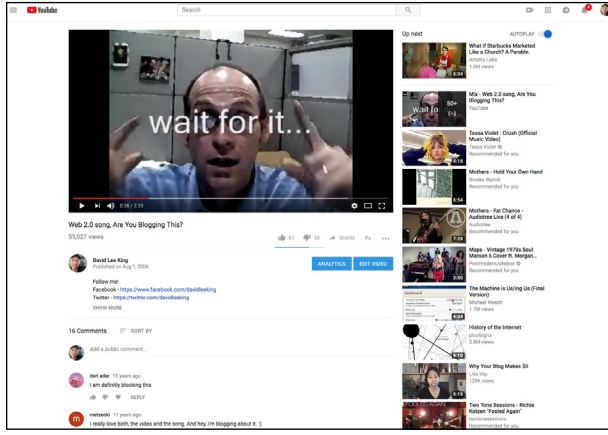


Figure I.2
Screenshot of “Are You Blogging This?”

startup companies that were forming. That thinking developed into a song that I recorded in my basement, along with an accompanying music video. The song is called “Are You Blogging This?” (see figure I.2) and can be watched on YouTube.

Are You Blogging This?
https://youtu.be/V6Kki_WJJRA

That video has been viewed over 55,000 times. It was mentioned in some popular technology blogs at the time—mostly by people who answered the question in the song title by saying, “Yes, I am blogging this!” Then they shared the video on their blogs. It was even mentioned in the *USA Today Tech Space* blog. That site is no longer online, but I have a screenshot of the article (see figure I.3).

The story of my early video journey illustrates one of my main points: video is a great way to reach people and to help spread the word about your library and the cool, useful stuff you have.

In this publication, we will explore aspects of making and sharing videos:

- **Chapter 1: Why Make Video?** I’ll share some solid reasoning about why your library should make and post videos. I’ll also share some trends and statistics around the video revolution.
- **Chapter 2: Types of Videos to Make.** This chapter is all about content. It will introduce you to different types of videos that you might want to

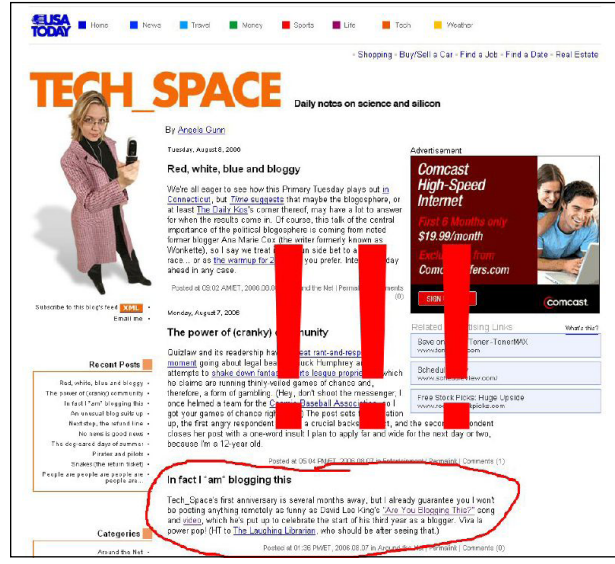


Figure I.3
Screenshot of *USA Today Tech Space* blog.

create—from interview videos, to explainer videos, to fun videos!

- **Chapter 3: Best Practices.** There are some handy best practices out there that will help you make an awesome video. This chapter will introduce some of those best practices in order to help you make a video that your customers will want to watch and share.
- **Chapter 4: Video Tools and Software.** This chapter will focus on equipment and software that you will need to create videos.
- **Chapter 5: How to Start.** The last chapter will talk about how to start making videos for your library. I’ll provide pointers on planning, gathering a video team, writing a script or outline, and being in front of and behind the camera.

One other thing to mention before we get started. There are a LOT of links to articles and videos throughout this publication, and a bunch of equipment is discussed in chapter 4. I have created a supplement page on my website so you don’t have to type every single link! I hope you find it useful.

Now—let’s learn how to make videos!

Video in Libraries Supplement Page
www.davidleeking.com/video-in-libraries-the-supplement/

Why Make Video?

Before I get into the nuts and bolts of video making, I'll first answer the question "Why make videos?" Videos can take a long time to create. Creating a video requires skills that library staff don't necessarily have, including how to operate a camera, how to properly record audio, how to work with different types of lighting, how to use video editing software, and how to feel comfortable in front of the camera.

The goal of this chapter is to help convince you that making videos is worth pursuing. I will focus on four areas:

- reasons to make videos
- business case for making videos
- using video in social media
- learning and video

Let's take a deep dive into the world of video statistics!

Reasons to Make Video

There are a lot of current statistics that illustrate the popularity of video on the web. Here are some to consider:

- One-third of all online activity is watching video.¹
- "Video made up 73% of global internet traffic in 2016; Cisco predicts it will make up 82% by 2021."²
- "By 2021, the equivalent of 5 million years of video content will be watched every month."³
- "69% of people worldwide watch video online, but 86% of those 18–26 do."⁴



Figure 1.1
Screenshot of Topeka & Shawnee County Public Library's Lynda.com page.

- "The average person spends around 30 minutes watching video on their smartphones every day."⁵

Implications: It's a good idea to periodically walk around your library and notice what people do on your library's public computers. Most likely, they are watching videos. They are accessing and watching whole movies, how-to videos, or their favorite "YouTubers," a person who frequently posts video to YouTube. My library's databases now include video-heavy resources, like Hoopla, Lynda (see figure 1.1), and Treehouse.

Some of what's being watched is definitely entertainment-based, but more serious learning resources

are being accessed and watched as well. Even our digital inclusion database, DigitalLearn.org, is made up of self-paced video learning tutorials.

When you combine the statistics with observations, you can easily make a case for making videos. Your customers are viewing them, so it makes sense for your library to create content that customers want and expect—content in video form.

Business Case for Making Videos

The previous section discussed some general reasons to start thinking about creating videos for your library. A strong business case can also be made:

- “Almost 50% of internet users look for videos related to a product or service before visiting a store.”⁶
- Video content generates 1,200 percent more shares than text content and image content.⁷
- “Videos are more likely to be shared and in turn, generate more inbound links. Because of this, videos are 45 times more likely to rank on the first page of Google than text results.”⁸
- “Video . . . drives organic traffic [to your website] up by 157%.”⁹
- “92% of people who watch mobile video say they share videos with others.”¹⁰
- “Companies that create video content earn 41% more traffic from search engine results than those that don’t.”¹¹
- “81% of businesses say that video has helped them effectively increase sales.”¹²
- “Using embedded video on your website makes you 53% more likely to show up on the first page of [search engine] search results.”¹³
- “After watching a video, 64% of users are more likely to buy a product online.”¹⁴
- “Including a video on a landing page can increase conversion rates by 80%.”¹⁵
- “Video in an email leads to a 200–300% increase in click-through rates.”¹⁶

Implications: Think like a business for a second. It makes a lot of sense for a business to use videos to connect with customers. From the statistics mentioned above, effectively using video content helps sell products.

After customers watch a video, they are very likely to share that video on social media, which increases the chance that other interested people will click through to the company’s website. Because video is so popular right now, and because Google likes to insert relevant videos (especially YouTube videos) into Google search results, videos have a good chance to appear on the first page of Google’s search results (see figure 1.2).

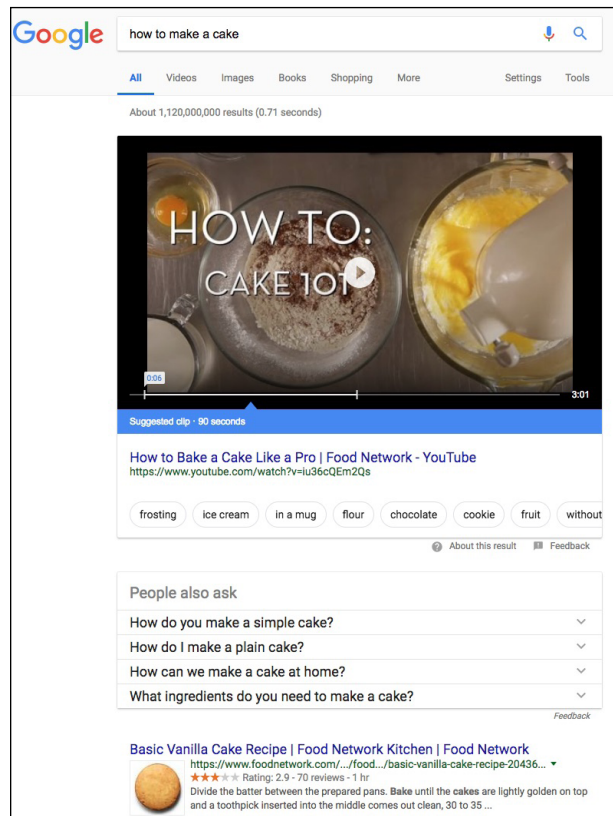


Figure 1.2 Screenshot of a Google search results page that includes video results.

Multiple companies say that making and sharing videos has increased their sales—their bottom line.

Now change the word *businesses* to the word *libraries*. The same things apply to us, if we effectively create and share videos:

- Our library customers are very likely to share our video on social media, which increases the chance that other interested people will click through to the library website.
- Our videos have a good chance to appear on the first page of Google’s search results.
- Making and sharing videos can help increase a library’s “sales”—our checkouts, program attendance, potentially even the number of people visiting the library building.

Sounds to me like libraries should start making videos!

Using Video in Social Media

Now let’s switch our focus to creating videos for use on our social media channels. How does using videos

in social media settings affect what we do on our social media channels?

Here are some statistics about video use on Facebook (see figure 1.3):

- Video posts on Facebook have 135 percent greater organic reach than photo posts.¹⁷
- In the U.S from 2014 to 2015, Facebook videos posts increased by 94%.⁸
- “Facebook gets over 8 billion average daily video views.”¹⁹
- “85% of Facebook users watch videos with the sound off.”²⁰
- “People are 1.5 times more likely to watch video daily on a smartphone than on desktop.”²¹
- “One in five Facebook videos is now a live broadcast.”²²
- “Square videos [on Facebook] get 275% more views, 482% more shares, 523% more comments, and 349% more reactions than the average.”²³

Statistics from Instagram and YouTube:

- “Video consumption [on Instagram] is up more than 80%.”²⁴
- “YouTube is the second-most popular mobile app; 71% of all mobile users have it installed.”²⁵
- People are watching a billion hours of YouTube a day.²⁶

And some statistics about live video:

- “Live video will grow 15x by 2021, making up 13% of all internet traffic.”²⁷
- “People spend 3x more time watching Facebook Live videos, on average, compared to a typical Facebook video.”²⁸
- “Live videos earn 10x the amount of comments compared to pre-recorded videos.”²⁹

Implications: These statistics point to the idea that if you create videos and share them on your social media platforms, your friends and followers will watch them, comment on them, and share them with their friends. People are likely to watch your video on their smartphone with the sound off (so make sure to include captions if needed).

Also, think about using a square video format on social media instead of the standard wide-screen format. Square videos fill more of a smartphone’s screen, so it’s easier to see, which helps people watch the video. You might also think about branching into live video.

Learning and Video

Now let’s focus on learning and video. How do people

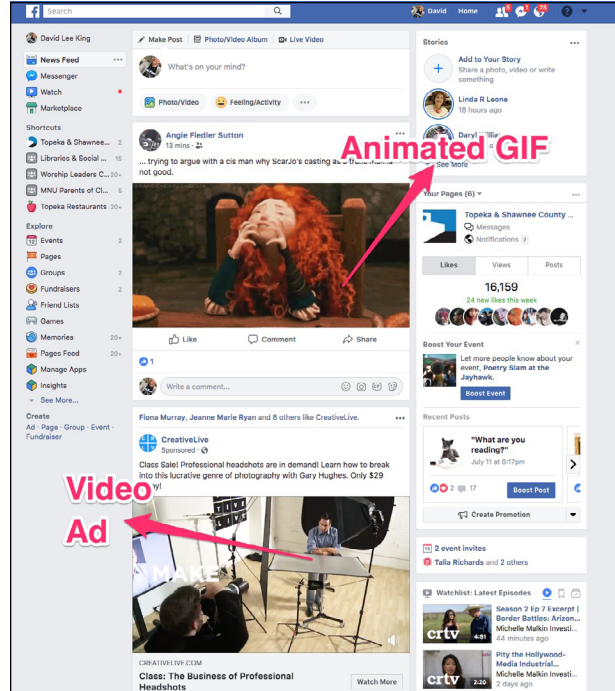


Figure 1.3
Screenshot showing video in Facebook.

use videos to help them learn?

- “90% of information transmitted to the brain is visual and people retain 80% of what they see in comparison to only 20% of what they read.”³⁰
- “95% of people have watched an explainer video to learn more about a product or service.”³¹
- “81% of people have been convinced to buy a product or service by watching a brand’s video.”³²
- “69% of people have been convinced to buy a piece software by watching a video.”³³
- When video and text are both available on the same page, 72% of consumers prefer video to learn about a product or service.³⁴
- “85% of customers are more likely to make a purchase after watching a product video.”³⁵

Implications: Remember the old adage that people like books with pictures? That definitely applies to our modern online world, and especially to learning settings. When we learn, we like to have options other than text only. We like to hear, to read, to watch, and to view. Visuals definitely help in the learning process.

This is great news for video creators because video is a visual medium. Statistics show that videos used to explain a product or service (i.e., explainer videos, which we will explore later) are a great way to help people learn. So it follows that making videos about library services will help people learn what it is we do as libraries. If you offer a video along with text

to explain something your library does, people will watch your video.

Videos are great for learning, and they also help convince viewers about the usefulness of something. For example, think about the statistic above that says 69 percent of people were convinced to buy something based on watching a video about it. What does that mean for your library? It might mean that more people will use the library. For example, if you create a video about your library's new makerspace and people watch the video . . . you will probably convince a majority of video viewers that your makerspace is a good thing. Those same people might come visit the library to try the new makerspace—all because you spent a little time to create a video about a new library service.

People Prefer Video

In the US, most library customers have grown up watching videos. They most likely own a television and have been to the movies. They have seen commercials their whole lives. Younger customers are also watching video from the online world. In addition to having a favorite TV show or movie series, they are probably binge-watching that show on Netflix. They might also have a favorite YouTuber they subscribe to and watch daily. And they most likely make and watch short videos on Instagram, Snapchat, and Facebook.

Your older customers might not be into YouTubers, but they are visiting YouTube to find how-to videos. They are probably also watching viral Facebook videos at least weekly.

That's because videos are fun and informative. Videos have an emotional connection that's pretty addictive. Think about this: "Video is a vehicle for transmitting emotion. We've all experienced watching a horror film that makes us leap, a video blog that makes us think, and a motivational montage that makes us throw on our training sneakers. In fact, because we already associate it with feelings like humor, curiosity, and awe, marketers can piggyback on these sentiments to form a quick emotional connection with their audience."³⁶

People connect with video; it moves us. When done well, even a simple video with a real person sharing what the library does can help the library authentically connect with its customers. It can help draw those customers into the library, or to the service, or to the website.

So Why Should Libraries Make Videos?

It seems to me that the statistics in this chapter make

a good case for libraries to start making and sharing videos.

Our customers are already consuming videos. They are watching them on our library's public computers. They are using our video-based databases and resources, like Lynda or Treehouse. If they don't use our public computers inside the library, they are watching videos at home on their computers (and very likely on their mobile devices as well).

Today's library customer is also used to seeing business-focused videos, which include commercials about a new product or service and videos that are more how-to oriented and show how a product or service works. They expect to see that same type of video content from your library. And if our customers like what they see from the library, they will share it with their friends.

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Types of Videos to Make

In the last chapter, we learned the why. Now let's talk about the what: content. I will introduce different types of videos that you can make for your library—from interview videos, to explainer videos, to fun videos.

You have lots of options and can find the best one that works for you. Maybe you don't like acting and don't want to star in a parody video, but you have the knack for being the interviewer behind the camera in an interview video. Maybe you can skip scripting and outlining altogether and just go live. Or maybe you want to start out with something simple and useful, so you focus on creating a short “What's happening this week at the library” news-style video.

On to the examples!

Types of Videos

There are more types and formats of video than appear on my list, but this list focuses on videos that are likely to be relevant to a library. Here are the types of videos we will examine:

1. promotional videos
2. explainer videos
3. trainer videos
4. news videos
5. interview videos
6. storytime videos
7. music videos
8. fun videos
9. series videos
10. videos sharing unique stuff
11. book review videos
12. behind-the-scenes videos
13. short videos
14. live videos
15. company culture videos
16. thank-you videos
17. staff-focused videos
18. testimonial videos
19. haul and unboxing videos
20. webinar videos

Promotional Videos

Promotional videos highlight and advertise something your library does. For example, if you have just started a new service, you can create a video describing what the service is and why a customer might find it useful. Maybe you have just built a new makerspace. You can create a short promotional video that shows off the new space and invites people to visit. You might do this as a thirty-second commercial or a story-based clip or by using other creative ideas.

Here are some examples of promotional videos:

- This video about the communication tool Slack is a great example of a promotional video: <https://youtu.be/B6zVzWU95Sw>.
- Here's a great example of a promotional video for a public library: <https://youtu.be/x2Mhksr9be4>. This video is titled “My Library”—ARY Campaign” and is done by the Cedar Rapids Public Library in Cedar Rapids, Iowa. It's a fun, short video promoting what you can do at the library, from a kid's perspective.
- This video is titled “Libraries Transform: Entrepreneurship” from the American Library Association: https://youtu.be/_Gyr1mfCtoA (see figure



Figure 2.1
Screenshot of “Libraries Transform: Entrepreneurship” from the American Library Association video.

2.1). It shares how a library helped a new brewery use a 3-D printer to print a design for a unique beer tap. The video is promotional because it illustrates how a library can help local entrepreneurs grow their own businesses.

Explainer Videos

The goal of an explainer video is to quickly and efficiently explain something to the viewer. “An explainer video is a short-form video usually used for marketing or sales purposes that highlights a company’s product, service, or business idea in a compelling and efficient way.”¹ Often, explainer videos are animated, and there’s usually a voice-over narrative explaining what’s happening in the video.

For a product, the video might include an explanation of the product and how to use it. Dropbox’s video “What Is Dropbox?” is a great example of an explainer video: https://youtu.be/QADSH8XYx_A. It’s short (1:07 long), uses animation and a voice-over, and quickly describes what you can do with Dropbox. It’s not a full-blown training or how-to video, but it paints a picture of the product and provides a broad overview of Dropbox.

Here are two examples of library-focused explainer videos:

- “Open+ Introduction” from Bibliotheca: <https://youtu.be/8bV9DCWMjLQ>. This is a short, animated explainer video describing Bibliotheca’s Open+, a new product aimed at keeping libraries open for extended hours without staffing.
- “Get a Library Card” from Otis Library: <https://youtu.be/DwZ22og15zY>. Otis Library, a public library in Norwich, Connecticut (

Figure 2.2
Screenshot of Topeka & Shawnee County Public Library’s “Using Our New Checkout Kiosks” video

librarynorwich.org/), created a short, animated explainer video highlighting the steps needed to get a library card from the library. The library used Powtoon (<https://www.powtoon.com>), a tool to help easily create animated videos.

Trainer Videos

Explainer videos give an overview so that the viewer quickly gets up to speed about a product or service. If you want to get into the nuts and bolts of how to use a product or service at your library, you will need to create a trainer video. These are also called tutorial videos, quick-tip videos, and how-to videos.

Want to teach customers how to search for an item in your library’s catalog? You can make a video explaining the process. Want to explain how to do genealogy research? You can make a “getting started” video.

Trainer videos can include a person showing the viewer how to do something. They can also be done using a screencast format, showing and talking through what’s happening on the computer screen.

Here are a couple examples of trainer videos:

- “Using Our New Checkout Kiosks” from Topeka & Shawnee County Public Library: <https://youtu.be/3m5R0NZFXNk> (see figure 2.2). This short video shows the process of using the library’s self-check kiosks.
- “Find Global Travel/Lodging Industry Information in Passport”: <https://youtu.be/CQKlY2ke6n8> This video was created by Chad Boeninger, a business and economics subject specialist at Ohio

University Libraries in Athens, Ohio. It uses screencasting and narration to explain how to find global industry reports and analysis using the Passport database from Euromonitor.

News Videos

Some videos aren't meant to explain or to show how something works. Instead, a video's goal might be to share news about the library. I'll take a guess that your library has some type of news all the time. Maybe your library recently won an award. Maybe you added something to the library, like a new branch or service. Maybe a staff member did something and got recognized for it, or maybe your local community did something pretty great that connects with the library, and you want to share that information with your library customers.

That's where this type of video fills the need. When making a news video, you are taking off your librarian hat for a bit and putting on your news reporter hat. You are sharing a more journalistic "here's what's happening" type of content with your viewers.

When making this type of video for your library, think about your library's breaking news. What is new and exciting at the library or in the local community?

Here are some examples of news videos for libraries:

- "Training Center for Deer Creek" from Topeka & Shawnee County Public Library: <https://youtu.be/nb5jQunDprc>. In this video, I share information about the partnership my library has with our local public housing authority and how the library helped create a computer lab at one of the public housing authority's low-income housing sites.
- "Topeka Metro Bikes at the Library" from Topeka & Shawnee County Public Library: <https://youtu.be/gQ4ppjgK8M0>. This video introduces the new local metro bike program in Topeka and shows the bikes arriving at the library from a local university.

And here are a couple of "what's happening at the library" news videos:

- "What's Happening at the Lehi City Library in May" from Lehi City Library in Lehi, Utah: <https://youtu.be/cOW0JefGEo8>. This short, simple video consists of a series of ads showing what's happening at the library during that month.
- "What's New at the Monson Free Library—June 2018" from Monson Free Library, Monson, Massachusetts: <https://youtu.be/I4lu0d0NRxU>. There are a couple things to note about this video. It's

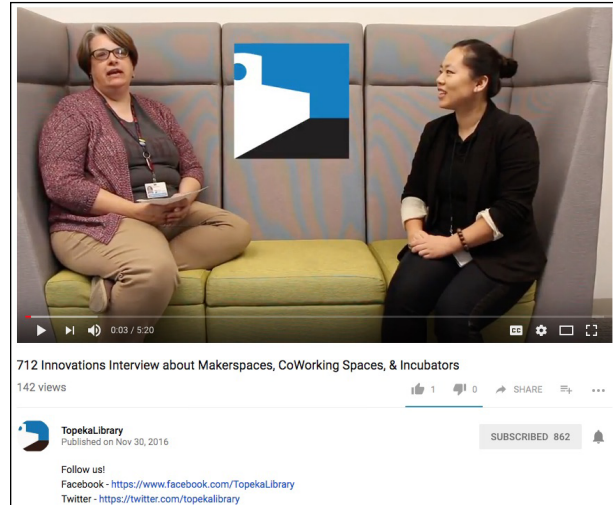


Figure 2.3
Screenshot of Topeka & Shawnee County Public Library's "712 Innovations Interview" video.

LONG—over fourteen minutes! That's okay (as we will see in a later section) because the video is engaging. It's done similarly to a local news show, which is basically what the video is. This video was created for M-PACT TV, the city's public access television station. Because of that, it makes a lot of sense that the video is long. I also want to point out that the library director is in the video at the beginning and does a great job. You don't often see library directors in this type of video, and it's a nice touch!

Interview Videos

Interview videos are similar to news videos in that they both resemble the evening news. Interview videos might have two to three people, with both the interviewer and the interviewees on screen. They can also just show the person being interviewed, with the interviewer off screen, asking questions.

If you are short-staffed, the interviewer can also be the person operating the camera. Here are a couple of interview videos from my library:

- "712 Innovations Interview about Makerspaces, CoWorking Spaces, & Incubators" from Topeka & Shawnee County Public Library: <https://youtu.be/21jVglFo0Ho> (see figure 2.3). In this video, one of our library staff members interviewed an employee at 712 Innovations, our local community makerspace. This video is a two-person interview, where both the interviewer and the interviewee are on camera. A third person (me, in this example) recorded the video interview.

- “Interview with Photographer Jim Richardson” from Topeka & Shawnee County Public Library: <https://youtu.be/YCCbRBPWiZ8>. This is one of my library’s more popular videos. To date, it’s been viewed over 23,000 times. It’s an example of an interview video where the interviewee is on camera and the person asking the questions is off camera.

Storytime Videos

A storytime video is members of your children’s staff leading a song or a story or a game in front of the camera. These tend to be short videos. One story may last only two to three minutes.

One example of a storytime video is “Five Little Owls—A Nursery Rhyme from Topeka & Shawnee County Public Library, <https://youtu.be/Km2OtfYfHhQ>. In this video, one of the library staff members tells a story about owls to young children. We then placed the video on our website so kids can watch and participate, even if they miss storytime at the library. We can also share those video links with local day-care centers so they can watch the videos as part of their day-care programming.

Music Videos

Music videos can be videos of someone playing and singing, or they can be MTV-style music videos. These videos can be focused on children, like the storytime videos mentioned in the last section. Or they can highlight customers, perhaps with a video performance of a song recorded with the library’s makerspace or digital media lab equipment. They can also be a recording of an event that happened at the library.

Music video examples:

- “Twinkle Twinkle Little Star” from Topeka & Shawnee County Public Library: <https://youtu.be/a5CogocuVA0>. This is a musical storytime video of one of Topeka’s staff members singing a song. This video is used in the same way the storytime videos are used.
- “The Wires—Argentine” from Johnson County Library: <https://youtu.be/d2O6RwFnO5k>. This is a video of library customers making music as part of Johnson County’s *Local Music* program. Find out more about that program at the library website: <https://www.jocolibrary.org/we-recommend/local-music>.
- “New Kids Library Opening Music Video: ‘It’s Library Time!’” from Topeka & Shawnee County Public Library: <https://youtu.be/INp-UPR0v6M>. This video highlights a song that library staff

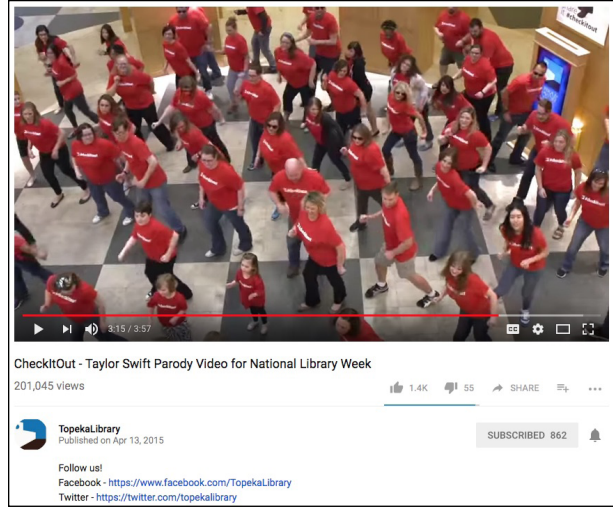


Figure 2.4
Screenshot of Topeka & Shawnee County Public Library’s “CheckItOut” video.

members wrote, recorded, and performed as part of the opening of the remodeled Kids Library.

Fun Videos

Fun videos cover quite a bit of ground and include memes, parody videos, and comedy sketches. These types of videos are mostly made with the goal of gaining views, likes, comments, and shares. They are fun, make people smile, and hopefully convince viewers to share the video with their friends.

Here are some examples of fun videos:

- “Librarians Read Mean Tweets #1” from Invercargill Public Library: <https://youtu.be/JO0gwCtBvrM>. This library copied Jimmy Kimmel’s segments where famous people read mean tweets about themselves. This library has librarians reading mean tweets about libraries and library staff.
- “‘The Library’ Episode 7: 50 State Salute to Banned Books Week—Arkansas” from Craighead County Jonesboro Public Library: https://youtu.be/af_F9uyXpR4. This video is a parody/skit video focused on Banned Books Week.
- “CheckItOut—Taylor Swift Parody Video for National Library Week” from Topeka & Shawnee County Public Library, <https://youtu.be/IfNfnL64rOQ> (see figure 2.4). In this video, my library and some local library customers celebrated National Library Week to the tune of Taylor Swift’s song “Shake It Off.” It made quite a splash when released and has been watched over 200,000 times.

Series Videos

You know how some YouTubers make daily or weekly videos as part of a video series? Libraries can do that too!

Maybe a daily “This is my life” type of vlog video wouldn’t be very interesting, but there are other ways to make a useful recurring video series. For a library’s purposes, series videos are videos created on a schedule. A library series video might be a show or a weekly video. You could categorize those “What’s happening this week” videos as series videos, too.

Here are some examples of series videos:

- “Fairy Garden and Other Desktop Gardens” from Topeka & Shawnee County Public Library: <https://youtu.be/JIR1IxDjltc>. This video was part of Topeka & Shawnee County Public Library’s *All Booked Up* video series. Usually, this series focused on books. In this particular video, they discussed fairy gardens.
- “*Staxpeditions*—2013 Holiday Edition!” from the University of Iowa Libraries Special Collections: <https://youtu.be/ccV2s7nzDbc>. In *Staxpeditions*, the host, Colleen, starts by saying “Welcome to *Staxpeditions*, where we’ve been asking the nerdiest question: What is your favorite Library of Congress call number?” Someone shares a Library of Congress call number, and then library staff members explore the special collections shelves to see what they find. It’s a fun series.
- “*Librarians in Cars Getting Coffee*: Ben Kamp-schroer” from Tampa Bay Library Consortium: <https://youtu.be/LySys6Av77o>. In this video series, modeled after Jerry Seinfeld’s *Comedians in Cars Getting Coffee*, library staff interview a staff member in a car while driving to a coffee shop.

Unique Stuff

There’s probably a better category name than “unique stuff,” but it is appropriate nonetheless. This video category often applies because libraries have lots of weird and unique stuff!

Any library with a local history collection, special collections, or an archive probably has some unique items as part of the collection. If a library has a unique service, that could also be a topic for this type of video. There’s most likely something your library can claim that is unique to your library.

So . . . make a video showcasing your library’s unique things. Your customers will be interested in seeing these items, and possibly others outside your local service area will also be interested.

My example for this section comes from my library. It’s a video showing Fore Edge books—books with art on the outer edges of the book. They are



Figure 2.5

Screenshot of the Public Library of Cincinnati and Hamilton County’s book review video.

pretty cool and a bunch of other people seem to think so, too. This video is our most popular video and has been watched almost 400,000 times.

- “Fore Edge Books” from Topeka & Shawnee County Public Library: <https://youtu.be/aMXRDrQIGVQ>.

Book Review Videos

I’m on the eleventh type of video . . . and I’m finally getting to something every library has: books! There are a few ways to do a book review video. You can do a short and sweet book review—for example, a sixty-second book review video. Or you can talk for a longer time or talk with multiple people on screen about the book.

Some book review videos can be a lot longer than sixty seconds, especially if there’s a back-and-forth discussion about what someone thought about the book.

Examples of book review videos:

- “*The Help*,” from Public Library of Cincinnati and Hamilton County: <https://youtu.be/1lOj8XLqXbw> (see figure 2.5). This is a forty-second book review.
- *All Booked Up: Gone Girl* from Topeka & Shawnee County Public Library: <https://youtu.be/1Y2CuTRLqYE>. This is an example of a longer book review. Two people read the book, and they discuss their varying viewpoints of the book in the video.

Behind-the-Scenes Videos

Your customers already find the library interesting. Why not show them what happens behind the curtain,

so to speak, and create some behind-the-scenes videos? They will definitely be watched and can serve a useful purpose: showing all the work that goes into running a library.

For this type of video, you can take customers into staff-only areas, do some short interviews to introduce staff and their interesting jobs, or even focus on a single service of the library (like getting the bookmobile ready for the day).

There are all kinds of behind-the-scenes style video opportunities that will help open up the library to people and make you more authentic by sharing with customers.

Examples of behind-the-scenes videos:

- “Mysteries of the Book Depository REVEALED” from Topeka & Shawnee County Public Library: <https://youtu.be/uwyekriJ0ww>. This video, from my library, shows what happens when you put a book into our Automated Handling System. The library staff person taped a cheap video camera onto a book and slid it into the book return.
- “Behind the Scenes at NYPL’s Conservation Lab” from New York Public Library: <https://youtu.be/5yi7PbN7AmQ>. In this video, staff share what they do to get ready for a library exhibit.

Short Videos

By short video, I mean a video that is thirty seconds or less. These videos work great on social media channels like Facebook or Twitter because of their length.

Some social media channels allow only shorter videos. Right now, Instagram videos can be only a minute long. Snapchat’s videos are also very short.

Examples of short videos:

- Instagram video of construction at Topeka & Shawnee County Public Library: <https://www.instagram.com/p/BkxZEUhKKk/?taken-by=topekalibrary>.
- “Stay Curious Video 3” from Topeka & Shawnee County Public Library: <https://youtu.be/GVjqSdZQnF8>. This is part of a series of short PSAs that library staff made. They have been run as commercial breaks on a local TV station. These short videos are meant to get people thinking about the library and to introduce the library’s new branding.

Live Videos

Now it’s time to talk about the newest form of video: live video. Okay, it’s not really that new, but live video is certainly becoming more popular since it’s now much easier to create a live video than it used to be.

Live video can be about anything—the only requirement is that it’s broadcast live, just like a TV news show can be broadcast live. In this case, an app or a social media channel is used as the broadcast platform for the live video.

Right now, Facebook, YouTube, and Twitter all have some form of live video. Instagram can go live too through its Stories feature.

A nice feature of live video on Facebook and YouTube is that after you are done broadcasting live, the video is archived and can be shared in your feed or in other places (i.e., on your website). Facebook also allows you to go live by sharing a previously recorded video.

Some mobile and web apps use notifications to alert followers when someone goes live. This feature can be a handy way for the library to stay in sync with their customers’ interests, and it keeps customers interacting with your library’s social media content (watching, liking, commenting, and sharing).

Examples of live video:

- “Monday Farmer’s Market” from Topeka & Shawnee County Public Library: <https://www.facebook.com/TopekaLibrary/videos/10155545762527976/>. My library went live at the farmer’s market in our parking lot.
- “Kansas Ballet Academy” from Topeka & Shawnee County Public Library: <https://www.facebook.com/TopekaLibrary/videos/10156303370987976/>. Karen, from the library’s marketing department, visited the Kansas Ballet Academy and gave a preview of what customers would see at the library later on that week.

Company Culture Videos

Company culture videos share information about company values and why the organization focuses on those values. They introduce the organization to other prospective employees and can be used to share organizational values with staff and to share corporate values with customers.

These types of videos are also great to share with your local community to help people understand what your organization is all about.

Examples of company culture videos (not from a library—couldn’t find any!):

- “Annie’s Company Culture Video” from Annie’s Homegrown: <https://youtu.be/HugkZne0KN8>. Annie’s staff shares what their company culture is like.
- “This Is Zendesk”: <https://youtu.be/l0uaSU6IVN4> (see figure 2.6). Zendesk shares what the company is all about.

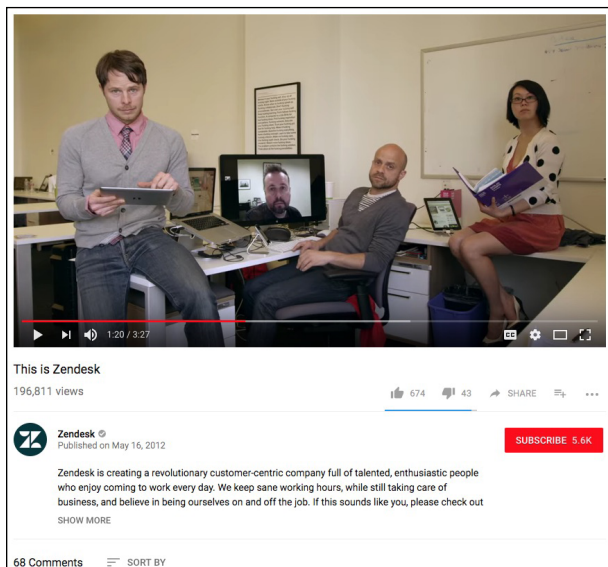


Figure 2.6
Screenshot of Zendesk’s company culture video.

Thank-You Videos

Think of thank-you videos like a video greeting card, thanking your community or another organization for something. Maybe the community just voted on a mill levy (a local tax rate) that allows your library to build a new branch. Maybe the community just reached a reading goal for your summer reading program. Maybe it helped your library win an award.

If something like this happens, you can make a quick thank-you video to share your appreciation.

Examples of thank-you videos:

- “Thank You Skokie Public Library Volunteers!” from Skokie Public Library: <https://youtu.be/S1KVaTzYBwc>. In this video, the library thanks its volunteers.
- “Thank You, National Charity League” from Fullerton Library: https://youtu.be/H_1N8lmHoSE. This is a thank-you video for one of the library’s partner organizations.

Staff-Focused Videos

Some libraries make videos that aren’t targeting customers but instead are focused on staff. These videos aren’t something you’d necessarily share with customers, but you certainly could if you wanted to.

Some examples of self-focused videos might include staff training on a new system or on something like safety or first aid. It might be a recording of a presentation given at the library or even an all-staff

meeting. You might record these types of videos so staff who couldn’t attend the meeting can watch after the fact.

Examples of staff-focused videos:

- “Richmond Hill Public Library 2017 Staff Training and Development Day Highlights”: <https://youtu.be/O2WBpviCsqQ>. This library made a highlights video of its annual staff training day to share with customers.
- “Birmingham Public Library Social Software”: <https://youtu.be/a3ylfi43N8g>. This video was made for a staff training session on social media tools.

Testimonial Videos

How about making videos that share what your community thinks about the library? Get some people in your community involved and create a testimonial video.

The video might feature someone telling a story about how the library helped the person do research or get a good grade on an assignment. It could also feature a group of people sharing their thoughts about the library and what it does for the community.

Examples of testimonial videos:

- “Why Do You Love Your Library?” from Topeka & Shawnee County Public Library: <https://youtu.be/JBBmxnRuoT0>. This video was made during a fundraising event held by our library foundation. People who attended shared something about why they love the library.
- “Library Patron’s Testimonial: Lewis Curtwright” from Atlanta-Fulton Public Library System: <https://youtu.be/NLRe7rh5UEc>. In this video, Lewis shared how the library helped him find a job.

Haul and Unboxing Videos

If you have watched a lot of YouTube videos, I’ll guess that some of you have seen a haul or unboxing video. These are two different, but related, types of video.

Haul videos are videos showing what you bought at a store. For example, after going clothes shopping at a thrift store, people make a video showing their new outfits and sharing how much (or little) everything cost.

Unboxing videos are similar: they show someone in the process of opening a box just received in the mail. For example, if you just received a new iPhone, you might make a video that shows you opening the package and showing what you received.



Figure 2.7
Screenshot of a library unboxing video.

I know this sounds kind of silly, but people LOVE these types of videos! And they can actually work well in a library setting because we receive new stuff ALL THE TIME (see figure 2.7).

Examples of haul and unboxing videos:

- “New Stuff at the LD Fargo Library in Lake Mills, WI” from L. D. Fargo Public Library, Lake Mills, Wisconsin: <https://youtu.be/CC0rw0KSe-c>. Unboxing video of new books and DVDs.
- “Two Years of Six Seconds in Ten Minutes: Box Opening Videos #ripvine” from the University of Iowa Libraries Special Collections: <https://youtu.be/aa5xBPfJkZQ>. Here’s what was said about this video in the YouTube description: “We are very sad that Vine closed down in early 2017. Here’s a compilation video of the new acquisition box openings that we posted to that site from 2015–2017.”

Webinar Videos

Does your library do webinars? Or maybe you are a regional library association that hosts webinars for your member libraries.

Press record while you are doing a webinar, and you have a webinar video. Why would you want to share these? If you are a library association or a service organization, or even a large library with lots of library branches, it makes sense.

Instead of having staff come to one place for training, you can do a webinar and let people participate live during the webinar—or after the fact if they can’t attend.

Your library can also make webinars for your local community. The same thing applies: record it and make sure to share it.

Examples of webinar videos:

- “Think & Do Customer Service at the Library” from Florida Library Webinars: <https://youtu.be/tDe4G8XNgYU>. This is a customer service training video for libraries.
- “Researching beyond the Basics Webinar” from Smith Library, Luther Rice College and Seminary: <https://youtu.be/p6UlkPlw5Vk>. This video was made to help with library search strategies.

Wow—we just explored twenty different types of videos you can make. Is that all you can do? Probably not! My point is this: you can probably find something in this list that will make you think, “Yes, I could create a video like that.”

You might not be interested in making a parody video of library staff dancing with bookcarts (yes, this has been done). But you might want to make a tutorial video showing customers how to use OverDrive’s new Libby app, or maybe you want to create a video sharing what’s happening this week at the library.

Find something that interests you and other library staff and seems like it would be useful to your community . . . and go make those videos!

Note

1. Grant H., “What Is an Explainer Video? Here’s Everything You Need to Know,” *Lemonlight* (blog), February 19, 2018, accessed July 9, 2018, <https://www.lemonlight.com/blog/what-is-an-explainer-video/>.

Best Practices

So far, I have shared why your library needs to make videos. I have also shared what types of video can work well in a library setting. There are a lot of video-creation best practices that will help you make an awesome video, and we will explore these practices in this chapter.

Best practices covered here include

- the basics
- video placement
- video style
- video content
- content around the video
- video length
- when and how often to post
- where to post
- social media channel best practices
- telling a story

The Basics

Let's start with the basics that will improve your videos.

Lighting

When making videos, you have two best friends. One of them is lighting (see figure 3.1). If you can't clearly see the subject, the video will be much harder to watch and will look unprofessional. Thankfully, there are some really easy ways to maximize lighting. These options range from free, to cheap, to not quite so cheap.

A simple lighting solution is to make the video outside. Stand in the sun and have your subject face



Figure 3.1
Using lights during a video shoot.

toward the light source. Voila! The subject will be well lit. If you need to make the video inside, find some bright lights or a window source for light and set up in the same way. If you have the budget, you can also visit your local hardware store and buy some cheap shop lights. Get some daylight or natural light bulbs, and then aim the lights at your video subject.

One step up from shop lights are actual video lighting setups. These range from inexpensive to pricey. Start out with a couple of LED video lights and see if they work for you. I will give specific examples of lights to buy in the following chapter.

Audio

Your other video best friend is audio. The sound on your video is possibly even more important than lighting. Most likely, the information you share in a video is spoken, so the audio (i.e., your voice) needs to be clearly heard.

You have a few options to improve audio. For starters, when shooting your video, get as close to the source as possible. For example, if you are recording someone talking, place yourself four to five feet away from the person instead of ten to twelve feet away. This will help you capture clear audio. When it's time to edit the video, make sure to boost the audio volume a bit.

Also make sure your video subject speaks clearly—no quiet voices or mumbling! Your other option is to buy a microphone for your video camera. There are fairly inexpensive microphone options that will help make your video subject sound a lot better. We'll look at specific examples of microphones in the equipment chapter.

Rule of Thirds

You can find out more about the Rule of Thirds in most books on video production or photography (see figure 3.2). But the gist of the rule is this: don't place the video subject in the center of the screen. Instead, move the subject toward one side, so the subject fills one-third of the screen.

If you are recording movement, have the movement start either in that one-third spot, or even off screen, and headed toward the middle to fill empty space, rather than quickly going off screen. Doing this makes your video more interesting to watch.

Talk to the Camera

Think of the camera lens as the person you are talking to. When you are making a video, make sure to look directly at the camera lens and direct your conversation to the camera (rather than another person in the room). Doing this will make your video look like you are talking to the person watching the video.

Stay Steady

Your video should not be shaky; a shaky video makes viewers nauseous. There are a few options to help you hold the camera steady. For example, your camera's recording software might include a stabilization option. That often works well.

You can also use a tripod or a handheld stabilizer. If nothing else, brace your elbows on your chest or on another object (e.g., lean on a railing or desk). That will help your camera remain steady.

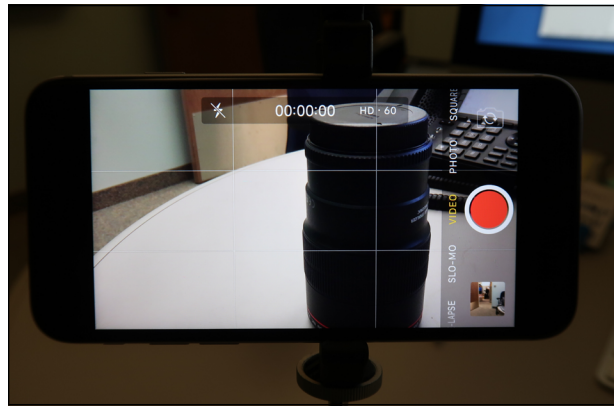


Figure 3.2
Rule of Thirds on camera screen.

Here is a quick editing tip: when recording a video, make sure to pause for five to ten seconds after you start recording, and include some extra time before you stop recording. This provides an easy place to trim your video during editing time. Also, if you do a lot of starts and stops, make sure to leave enough space to delete those pauses without making the subject seem to shift. You'll be glad you left space when it's time to edit the video.

Video Placement

Here are two quick tips related to placing video on your library or organization's website.

- **Post the video above the fold.** Yes, this is still important. If you really want busy people to see your video, you need to get it in front of them. An easy way to do this is to place the video “above the fold” on your website.

Make sure it shows on the top of the screen of an average computer. For example, make sure to place the video first in a blog post, and at the top of a page describing a service, rather than at the bottom of the page.

- **Post the video on your website!** For some reason, some people go to a lot of trouble making a video, upload it to YouTube . . . and never post the video on the library website or on its other social media channels, like Facebook or Twitter. Don't be those libraries! Make sure to post your video on your website (see figure 3.3) and anywhere else your library customers might be likely to see it.

Video Style

Here are a couple of quick tips on how to make your video stand out.

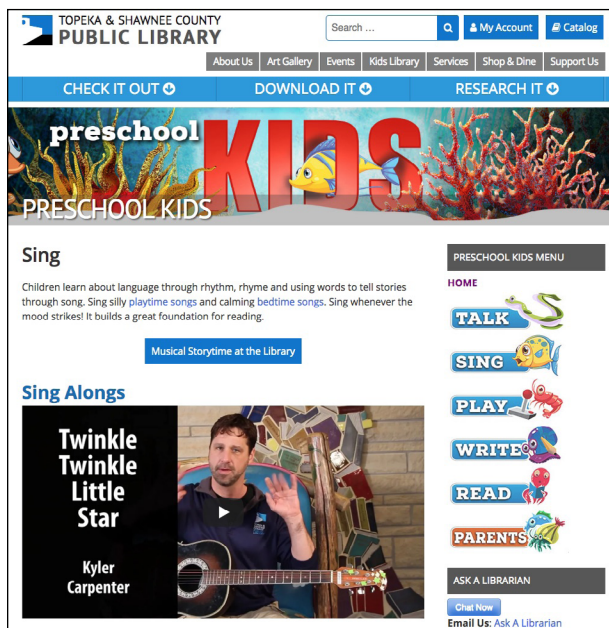


Figure 3.3
Screenshot of video on Topeka & Shawnee County Public Library's website.

People First

Focus on people (unless you are shooting a landscape video). People like to watch people, so make sure that's what your video features.¹

Tell Your Story with and without Sound

You should definitely talk and tell your story (whatever your video is about) using sound. But can you also tell that story without words? Make sure your video makes sense without sound.

I'm not talking about using captions (though that's good); I'm talking about the actual video. Make sure what people see when they watch the video relates to the content of the video.²

Video Content

Now let's focus on the content in the video itself.

Calls to Action (CTAs)

A call to action, or a CTA, is asking people to do something. The request can be as simple as asking people to make a comment, subscribe to a video channel, or share a video with friends. The CTA can also be library-specific, like checking something out, attending a program, or visiting the bookmobile.

Always include a CTA in your videos. After someone watches your video, what do you want that person to do? Make sure to include those directions or that

request, very clearly, in your video, preferably close to the beginning. Also place a short reminder about the CTA at the end of the video.

Repurpose Popular Blog Posts

Having a hard time coming up with ideas for video content? If you have a blog, make a short video about each of your blog posts. Or when creating the blog post, also make a video version of that post. That will help extend the reach of the content you are trying to share with customers.³

Create Videos for Each of Your Products

Do libraries have products? Sure we do! Classes and events at the library are products that we can "sell" to the public. We can consider our book collections as products we want to move off the shelves.

How do you sell the library's collection in a video? You can illustrate how to use the catalog to check out a book or share the benefits of reading the book. You can share the features of a new service. This will highlight the new offering or service and will help to sell that product to your customers.⁴

Don't Be Boring

I know that "Don't be boring" is easier said than done! Make sure to have fun when you are creating a video, and that energy will come through, making you (and your library) seem positive and likeable.

Content around the Video

There's also content that surrounds video.

Title Correctly

Video titles are very important. YouTube focuses searches on titles and descriptions in your video, so these need to be accurate. To adequately title your video, use a journalistic approach rather than a cutesy approach. Think like a newspaper and create descriptive five- to six-word titles. Figure 3.4 showcases examples of good video titles.

Video Complements Other Forms of Content

Often, your video can stand alone. But if you want to post the video on your blog or website or in social media, you will need other content to surround your video. Plan ahead and surround your video with an article or blog post describing the video content. In the accompanying article, you can include a list of links that point to more resources.⁵

Tags and Descriptions

In YouTube, you can add a video description and relevant tags along with the video. Your video description should succinctly describe what viewers will see when they watch the video. You can also include links in the video description.

Make sure to point to your library and other relevant social media accounts in your video and in your tags.

Video Length

Keep It Short

There are two things to remember regarding video length. The first is to simply keep that video short! A good rule of thumb is to keep your video under two minutes in length. If it's short, people are more likely to watch the entire video.⁶

As Long as Needed

The second rule is that video length is less important than telling a cohesive and concise story. Your video shouldn't be longer or shorter than the amount of time needed to tell your story well, so make sure to create something that captures your viewers' attention so they watch the full video.⁷

First Ten Seconds

The first ten seconds are the most important part of your video. If it's not interesting, people will click over to the next video, and your video won't be watched. Make sure to quickly get to the point.

Remember, we aren't making feature movies, so your video doesn't need credits, a title, and a fancy fade-in with music. Instead, start by sharing the most important part of your video content first.⁸

When and How Often to Post

Post Regularly

The only way to consistently grow your video channel and your video viewership is to consistently post video content. Create a schedule, plan out the next couple of months of content, and stick to that schedule.

Use an Editorial Calendar

If you want to take your posting schedule to the next level, create an editorial calendar for your video

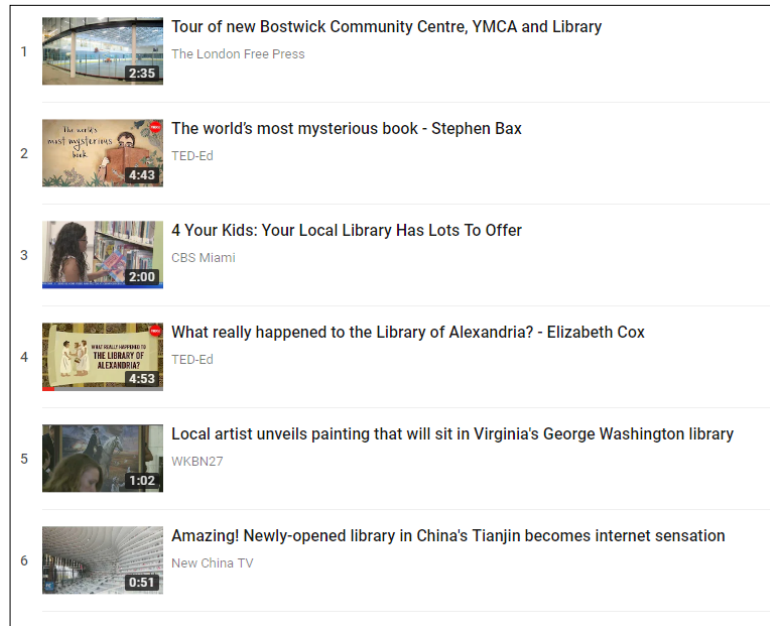


Figure 3.4
Examples of good video titles.

content. An editorial calendar can show dates and times when you want to post video.

It can also be a great reminder of themes. For example, you might have a video series named *Maker Mondays* so you'll know that you are posting maker content every Monday. Setting this type of calendar can help you organize, plan, and schedule your videos so they align with the library's business goals and are consistent.⁹

Where to Post

I've already shared that you should post your video to your website. Where else can you post?

Use Multiple Channels

Post your video in multiple places, like YouTube and your library's website. Share the video in your other social media channels. That might mean editing your video to fit Instagram's current one minute or less video length (this will possibly be changing in the near future). If you do this, point to a longer version of the video using Instagram's Profile URL.

Include Videos in Your Email Content

Does your library have an e-newsletter? If so, by all means make sure to share your videos there. Be sure to put the word *Video* in the subject line, as well.¹⁰

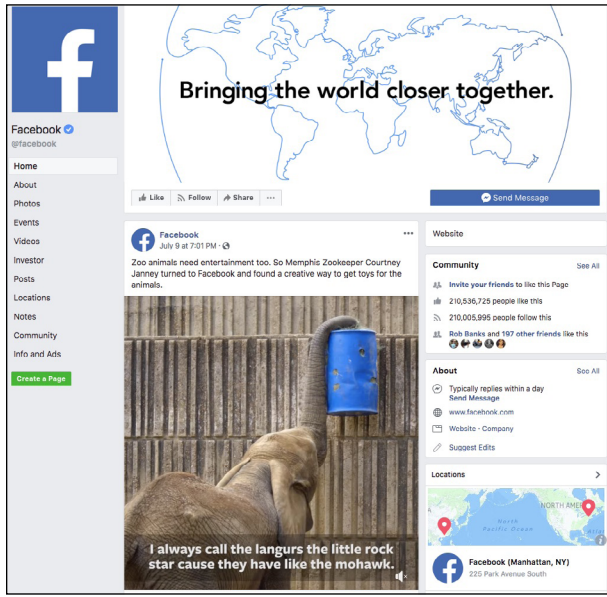


Figure 3.5
Square video on Facebook.

Multiple Platforms

When using multiple channels for your video, you should also upload the video file in multiple places. For example, if you want your video to appear in both YouTube and Facebook, you should upload a separate video file to Facebook. Facebook’s algorithm favors Facebook-native video (video files uploaded to Facebook), so a video that is natively uploaded to Facebook will be viewed more than a YouTube video that’s embedded and shared within a Facebook post.

Social Media Channel Best Practices

Now let’s focus on some best practices for specific social media channels because each one is slightly different when it comes to video.

Facebook

USE “SQUARE” OR 1:1 FORMAT

Studies show that videos using the square 1:1 aspect ratio outperform landscape video formats by 30 to 35 percent. This makes sense because currently the majority of people watching videos in Facebook use a smartphone app. On a smartphone, a square video will fill up more of the screen than a standard wide-screen-formatted video does (see figure 3.5).¹¹

ADD CAPTIONS TO YOUR VIDEO

On Facebook, 85 percent of videos are viewed without sound. So use captions. Since videos on Facebook

autoplay with the sound off, it’s important to make sure your video holds the viewer’s interest, even when the audio is muted.¹²

MAKE THE FIRST THREE SECONDS COUNT

Facebook’s Autoplay feature counts three seconds as a “view.” Because of this, you want to make those first three seconds engaging and visual so people click the play button and watch at least a little clip of your video.¹³

USE HIGHER RESOLUTIONS

Higher-resolution videos (i.e., 1080p HD) tend to get more video views than lower-quality resolutions. This makes sense because people would rather watch a clear video than a grainy, pixelated video.¹⁴

WRITE A COMPELLING HEADLINE

Facebook Live videos have titles and short descriptions that accompany the live video. Because of this, you should write headlines and descriptions in such a way that they are interesting enough for people to click the play button.¹⁵

YouTube

ADD CAPTIONS TO YOUR VIDEO

Captions also work well for YouTube videos. More YouTube videos are starting to be watched via the YouTube mobile app, and these videos are probably viewed first with the sound off. YouTube videos may see 40 percent more views when captions or subtitles are included in the video.¹⁶

MAKE THE FIRST THREE TO TEN SECONDS COUNT

Of viewers, 20 to 25 percent will watch less than ten seconds of your video. YouTube places related videos in front of viewers, and they can easily choose a different video. So those first ten seconds need to be compelling.

That’s why I say to start right in with the main content of your video, or at least do a quick summary of the video’s focus.¹⁷

USE ROBUST VIDEO DESCRIPTIONS AND TAGGING

YouTube is a search engine (the second most popular search engine in the world, second only to Google—which also owns YouTube). Because of this, you want to use clear, descriptive titles for your videos and complete the video description.

That added information helps your video get discovered when people search YouTube. Since YouTube

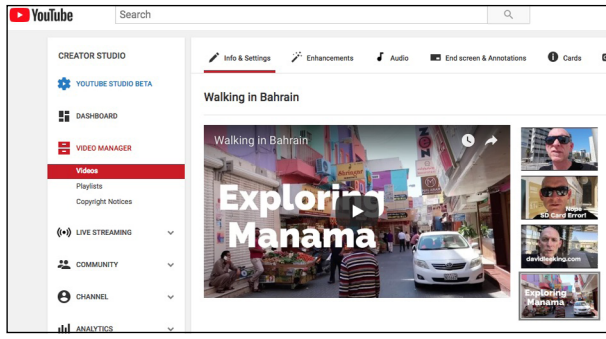


Figure 3.6
Example of a custom thumbnail image on YouTube.

is owned by Google, it also helps your video show up in Google searches.¹⁸

USE KEYWORDS

Keywords are similar to titles and descriptions for your video. You need to make sure your keywords, or tags, are descriptive. These will help people discover your videos.¹⁹ For example, if you make a storytime video, tag the video with keywords like *storytime*, *toddlers*, *story*, and *kids*.

CREATE CUSTOM THUMBNAILS

You have the option of allowing YouTube to automatically choose a thumbnail image for your video. You can also create and use a custom thumbnail image. I suggest using a custom thumbnail image (see figure 3.6).

When done well, a custom thumbnail can make the video more engaging by showing a person, and a nice, large video title page if needed. Over time, you can create a custom thumbnail style for consistency and viewer recognition.

USE END SCREENS

YouTube channels have some unique links to other videos and channels, called end screens (see figure 3.7). End screens allow you to link to other YouTube videos, playlists, and channels. Add about ten to twenty seconds of space at the end of your video, and add some end screens that point to another one of your videos and a Subscribe button.

USE THE PROFILE PAGE

YouTube channels have a profile page. Fill it out! On your library's profile page, describe who you are (e.g., a public library) and create links to your library's website and social media channels.

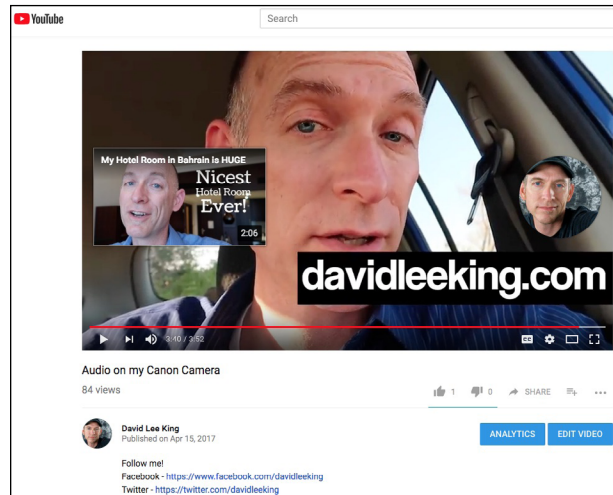


Figure 3.7
End screens on a YouTube video.

Instagram

Instagram is a new up-and-coming video platform. At the moment, Instagram allows videos of up to one minute in length. As of this writing, it looks like Instagram is planning to add long-form videos (up to one hour in length).

That will be a big change and will be seen as direct competition with YouTube. Here are some tips for creating and posting video to Instagram with the current one-minute video length.

USE "SQUARE" OR 1:1 FORMAT

I mentioned using "square" or 1:1 format earlier in the Facebook section. This principle also holds true for Instagram.

THINK "NO SOUND"

Instagram videos start silent; you have to tap the sound icon to hear a video. Make sure your video makes sense with no sound. Provide captions if needed, and also use big, bold visuals that tell a silent story, if possible.

USE HASHTAGS

Posts in Instagram that include one or more hashtags get 12 percent more engagement. Make sure to add one to three hashtags that make sense. Try to find local or slightly more niche hashtags to get more local and authentic engagement. If you use popular hashtags, you will gather a lot of spammy likes and follows.²⁰

Telling a Story

Finally, work at telling a good story. That means you need to focus. Tailor your story to your audience. Your library should create videos that focus on what you do as a library and on local content and information.²¹

With social media, people are more likely to pay attention to content that's relevant to their interests. Thankfully, they followed you—which means you already have their attention. They want your content, which is why they clicked that follow button.

Think about making videos unique to different audience segments—maybe even different versions of the same video. For example, if you are showing off your library's new 3-D printer, you might create a couple of videos: (1) a teen-focused video that shows you printing Groot from *Guardians of the Galaxy*, and (2) an adult, entrepreneur-focused video that shows how to print a design concept for a new product.

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Video Tools and Software

Now that you know what types of videos to make and have learned some best practices to make your videos stand out, you need to start making them! And to do that, you will need equipment and software.

This chapter explores camera options; ways to enhance the quality of your videos with microphones, better lighting, and lenses; and ways to stabilize your video camera. We'll also look at software—mobile apps for your smartphone video rig and editing software options.

Before we jump into equipment options, I should say this: there are thousands of options in today's video-making world. There's no way I can include everything here! I will include options I have used or that other video makers have recommended.

Camera Options

You can't make a video without a camera, so considering the options is a good place to start.

Smartphones

For starters, the camera in your pocket—your smartphone—is a great option. Most of you reading this have one, and I'll guess you purchased it within the last three years. That means it has the capability to record quality videos.

I currently have an iPhone 6s—a slightly older phone that I will probably replace soon. That said, it is capable of creating 4K video, although I usually keep my settings at 1080p HD video at 60 frames per second (fps). That gives me a good video file that will work great on YouTube or Facebook and will also



Figure 4.1
David's Canon PowerShot G7 X Mark II camera.

translate well to a larger screen. Android smartphones will also be able to make HD-quality videos.

Point-and-Shoot Cameras

If you want to upgrade from a smartphone, your next option is an automatic point-and-shoot camera. These are also known as compact cameras. Point-and-shoot cameras are usually pretty small. They also don't have detachable lenses. That said, they are versatile and work great for making videos as well as taking quality photos without much fuss. Cost-wise, they tend to be under \$1,000.

Currently, two of the most recommended point-and-shoot cameras for creating video are:

- Canon PowerShot G7 X Mark II (see figure 4.1)
- Sony RX100 Mark V

Both of these cameras record HD-quality video. I own the Canon camera and can vouch for it. Although you can't attach an external microphone to the camera, the built-in microphone does an adequate job of capturing sound, especially when doing a talking-head type video. It also has a flip screen, so you can see what the camera is capturing. That way, you can make sure you are, in fact, aiming the camera at your head!

DSLR Cameras

An upgrade from a point-and-shoot camera is a DSLR camera. These can be pricey—and can continue costing money as you purchase more lenses and accessories. But they are also the modern standard for capturing photos and videos and are a great addition to anyone's video equipment arsenal.

All DSLR cameras will have a large variety of options for lenses and have attachable accessories like lighting or an external microphone. Canon and Nikon are the most popular DSLR cameras, and both do a great job at video.

Here are some examples of DSLR cameras that people tend to use for making video:

- **Canon EOS Rebel T7i:** This is a lower-priced camera. You can find one with a basic starter kit lens for around \$750. This camera is good for those just learning to make videos and will quickly get you into the world of DSLR cameras.
- **Canon EOS 80 D:** This camera costs \$200 to \$300 more than the Rebel and has more options, including a 45-point autofocus system, and the body is weather resistant.
- **Nikon D3400:** Nikons tend to be less expensive than Canon cameras. This one will run you approximately \$500 with a starter lens included.
- **Nikon D7500:** Like the Canon 80D, this more expensive Nikon camera has more features and a better body. It costs a little over \$1,000 for a basic camera and lens.

Mirrorless Cameras

The newest types of cameras are mirrorless cameras. DSLR cameras have an optical mirror inside the body of the camera, but instead of an internal mirror, mirrorless cameras use a digital display system and a digital viewfinder (or no viewfinder).

With no mirror inside the camera, mirrorless cameras are often smaller and lighter than their larger, heftier DSLR counterparts. They also use interchangeable lenses like DSLR cameras.

Why purchase a mirrorless camera instead of a DSLR camera? Because mirrorless cameras are usually smaller and lighter than DSLR cameras, they are easier to hold while making videos. They also make

slightly sharper-looking videos, since there is no mirror involved. My guess is that mirrorless cameras will eventually take the place of DSLR cameras in the professional photography and videography world.

Here are some examples of mirrorless cameras that are used for shooting video:

- **Sony Alpha a6000:** The camera and a basic multipurpose lens currently cost around \$700.
- **Sony a7:** This is a step up from the Alpha a6000 and costs around \$1,000. It's larger and has more features, including better focus systems and on-board options.
- **Panasonic LUMIX G7:** This is Panasonic's version of a mirrorless camera and is a great option for creating videos. It costs around \$500.
- **Canon EOS M50:** If you like Canon cameras, you can get this mirrorless option. It costs around \$700. If you already have Canon lenses for a DSLR, they will work with this camera if you buy a lens adapter.

Camcorders

One drawback to using a camera for taking videos is the length limitations built into the camera. Most cameras allow you to make a video that is only approximately twelve to fifteen minutes long. This is because a camera might overheat if it continually runs for too long. It's really made for taking photographs and short videos (even though it has fancy video features). Some cameras also have a file size limitation.

For most videos, with multiple shots and clips, you won't go much beyond a couple of minutes of video at a time, and so you will be well under that upper video-length limitation.

But maybe you want to make a video of an hour-long presentation. In such cases, a modern video camcorder—made specifically for video—is what you need.

Here are some examples of dedicated video cameras:

- **Canon VIXIA HF R800:** This is a relatively inexpensive camera (coming in at around \$220) that has a lot of great features. Some of those features include a 57× zoom, microphone and headphone jacks, and a way to mount a microphone or a light on top of the camera. It's also small and lightweight, so it's easy to work with.
- **Canon VIXIA HF G40:** This one costs more than the R800—closer to \$1,000. It also has more features and is a bit more solidly built. One handy feature of this camera is a dual SD card system. This feature allows the camera to automatically switch video recording to the second media card when the first one fills up. I don't know how many times I have missed two to three minutes of video action

because an SD card filled up and I had to quickly switch the cards or find a creative way to pause at a break so I didn't miss anything important. This feature alone makes this a very useful camera!

- **Panasonic HC-V770K:** This camera costs about \$500 and has an interesting feature. It allows you to pair your smartphone with the camera and use your smartphone as a secondary camera. This gives you a variety of shooting angles and picture-in-picture images.
- **GoPro HERO6:** A GoPro is an action camera, so it does a great job of capturing action videos—like at sporting events. It also does well at capturing time-lapse videos and can even go underwater up to 33 feet. This one runs approximately \$400.

Webcams

Sometimes you don't really need a fancy camera. Instead, you need a simple webcam. Webcams can easily capture you in front of your laptop or desktop computer. Obviously, webcams are necessary for video-conferencing. They are also easy to use for livestreaming to Facebook, Twitch, or YouTube.

Some webcam options include

- **The webcam built into your laptop or computer monitor.** If you have a fairly new computer, the built-in webcam should take quality video.
- **Logitech C922 Pro Stream Webcam:** This is one of many types of external webcams you can use. This one includes a six-foot cable, so you can detach it from your computer and move it around a bit. It will also swivel on its base (unlike the webcam built into your laptop). It takes up to 1080p HD quality video, has a built-in stereo microphone, and will definitely up your livestreaming game! It costs only \$80, so it won't set you back much at all.

Drones

Finally, let's talk about drones. Have you watched a YouTube video with a slow-motion flyover? The creators were using drone footage in those videos. Drones are great for aerial shots and can be used for a wide variety of creative video shots.

Drones are a cheap way to do things that used to cost a lot of money. Aerial shots used to require a helicopter or an airplane. High overhead shots used to require some pretty costly cranes. Now, all you need is a drone to do some of the same types of shots.

DJI is arguably the best-known drone maker right now. Here are two options of DJI drones, one a beginner drone and one a more intermediate model:

- **DJI Spark Quadcopter:** This is a beginner drone and costs approximately \$400. What's it do? Quite

a lot! It takes steady 1080p HD quality video. It will also capture 12MP photos. It has GPS and a vision-based navigation system with 3-D obstacle detection, so it is purportedly easy to fly.

- **DJI Mavic Air:** This is an intermediate-level drone and costs around \$1,000. It has better stabilization than the Spark and can take 4K video at 30 frames per second. It also has up to 8GB of internal storage. It flies faster than the Spark (43 miles per hour instead of 31 miles per hour) and has a longer maximum flight time of up to 21 minutes (approximately 15 minutes for the Spark).

Microphones

Now let's discuss making videos sound better through the use of an external microphone. These days, most cameras have an internal microphone built in. So why do you need an external microphone?

Most microphones in internal cameras sound bad, especially when you are not close to the microphone. The audio quickly starts sounding tinny as you back away from the camera. Also, internal microphones tend to pick up a lot of surrounding room and environmental noise, so you'll hear a lot of echo in the room or wind and traffic noises.

An external microphone will easily fix those audio problems. Many modern cameras have external microphone input jacks built into the camera: that means you can plug a microphone directly into the camera.

If your camera doesn't have a microphone input jack or limits the types of microphones that can be used (like a smartphone), you can still get better sound for your videos by recording the audio separately from the video. To do that, you will need to combine the video and audio files during editing (thankfully, there's an easy way to do that—more on that in the software section below).

What are some good options for microphones? Here are some of the cheaper basics.

Lavalier Microphones

Lavalier microphones are those tiny microphones that newscasters use that are unobtrusively clipped onto a shirt. They are also called clip-on microphones. There are a wide range of lavalier microphones, from really inexpensive to pricier, more professional options.

Here are examples of both:

- **BOYAS BY-M1 microphone:** This is an inexpensive microphone, costing only \$20 on Amazon! It has a 20-foot cable, so you can move around a LOT while recording. It also has a boost switch that lets you select if you are using a smartphone



Figure 4.2
Topeka's RØDE microphones.

or DSLR and camcorder style cameras.

- **Sennheiser EW 112P system:** A huge step or two (or three) up from the BOYA microphone is a Sennheiser wireless lavalier system. You'll get professional-sounding audio and no cables. You'll also have to figure out how to use a more complicated wireless microphone system.

Shotgun Microphones

Lavalier microphones work great for interviews or for anything that requires a microphone clipped onto a single person. But what if you want more movement in your video or want to capture more than just a single person talking? If this is the case, you might think about getting a shotgun microphone. These are long microphones that can usually be attached to your camera using the hot shoe mount on top.

Here are a couple of options for shotgun microphones:

- **RØDE VideoMic Pro:** I use one of these. RØDE Microphones is an Australian microphone company that has focused on microphones for mobile video production among other things (see figure 4.2). This microphone is easy to use: just plug it into your camera, and you are ready to go. It has a couple of switches on the back of the microphone, including a high pass filter and a boost/cut switch that helps make quick audio volume adjustments—and a shock mount system that helps reduce camera noise. It requires a battery and costs around \$200.
- **RØDE VideoMic GO:** This is a less expensive option from RØDE. This microphone is simpler—no extra audio switches and no battery—just plug it into your video camera, and you are all set. It costs around \$80.

- **Sennheiser MKE 400:** This microphone is similar to the RØDE VideoMic Pro. It also needs a battery and costs around \$200.

Handheld Microphones

Sometimes you need a handheld microphone. For example, they are great for man-on-the-street interviews. Handheld microphones usually include longer handles that you can tilt toward people during an interview. They are tailored to pick up voices and have internal noise-reducing systems built in for handling noise from hands.

Options include

- **RØDE Reporter,** which costs about \$130.
- **Sennheiser MD 46,** which costs about \$200.
- **Shure VP64A Omnidirectional Handheld Microphone,** which runs around \$90.

You will need a way to connect a handheld microphone to your video camera. There are a few ways to do this. You can purchase some microphone cables and adapters that will connect directly to a camera, or you can purchase a small microphone input device built for cameras. These attach directly to a camera using the hot shoe mount. Zoom and BeachTek both make adapters for this.

You can also use practically any microphone with an external recording option, or you can look like a reporter on the street and use a wireless controller. The best choice for this option is the RØDE RODELink Newsshoooter Kit. It's a one-microphone wireless system that lets you plug the receiver directly into a camera.

Mobile-Friendly Microphones

The microphones listed above all work well for DSLR type cameras. But what if you want to use your smartphone or tablet to make a video? There are some great options for mobile devices these days.

Here are some examples:

- The **BOYAS BY-M1** microphone mentioned above works great with smartphones.
- **RØDE smartLav+:** This is another nice lavalier microphone option for smartphones. It costs around \$80.
- **RØDE VideoMic Me:** This is a small shotgun microphone that attaches directly to a smartphone via the headphone jack. Newer iPhones will need the VideoMic Me-L, which uses a lightning connector. It also has a built-in headphone jack for monitoring your recording live. It costs about \$60.
- **RØDE i-XLR:** This handy little adapter lets you plug a dynamic XLR microphone directly into an iPhone. It includes a headphone jack for



Figure 4.3
David's Zoom H1n Digital Handy Recorder.

monitoring and includes a -20dB pad switch for volume control.

External Recorders

Sometimes you have microphones but don't want to purchase a wireless system. Or you don't have the option of plugging microphones directly into your camera (like with a point-and-shoot camera). What do you do?

Thankfully, you can record your audio separately on a portable audio digital recorder. Most of these also have microphones built into the device, so it might be all you need.

There are many options. Here are some to start with:

- **Zoom H1n Digital Handy Recorder:** It has a stereo microphone built in and a 3.5 mm input jack so you can plug a microphone into it (like a lavalier microphone). It costs about \$120 (see figure 4.3).
- **Zoom H6 Handy Recorder:** This is a more full-featured option from Zoom. You can plug up to four microphones into it using normal XLR microphone cables. It costs \$350.
- **Tascam DR-40 4-Track Handheld Digital Audio Recorder:** This is similar to the Zoom H6. It costs \$180. You can plug in two microphones.

Lighting Options

I have already covered some simple best practices for lighting in chapter 3. If you want to step up your lighting game, what types of lights should you buy?

Shop Lights

If you want a simple and inexpensive way to add some light to your videos, visit your local hardware store



Figure 4.4
Inexpensive shop light.

and purchase some basic, cone-shaped, clamp-on shop lights (see figure 4.4). Use a daylight lightbulb and—tada!—instant lighting. Clamp-style shop lights at Home Depot currently run about \$9 (you will also have to buy a lightbulb).

LED Lighting

A big improvement over shop lights is LED lights. These have come down in price, and you can find some inexpensive, and non-bulky, lighting options that will work for your video lighting needs.

Some examples include

- **Neewer CN-304:** These cost around \$50 on Amazon. You'll also need to buy a rechargeable battery, which will run around \$15. These lights are dimmable, so you can adjust the brightness. They can also be mounted on a camera hot shoe mount, or they can be mounted on a separate stand.
- **TOLIFO Photo Studio 176:** These run around \$30 on Amazon. They are similar to the Neewer lights, but a little smaller. These will also need a battery or a DC power supply.
- **Dracast LED1000 Pro Bi-Color LED 2-Light Kit with Stands and V-Mount Battery Plates:** This kit is very different from the smaller, inexpensive LED lights. This complete setup works for both photo and video settings and includes two 12×12 inch LED panels, each with a multivoltage power supply, a case, and a light stand. This kit costs about \$1,100. My library has two of these kits.

Lenses

DSLR Lenses

DSLR and mirrorless cameras need lenses. Thankfully, the basic kit lens that comes with many of these



Figure 4.5
Topeka's DSLR lenses.

cameras works just fine and will get you started. But if you want more options for photos and videos, you'll need to buy some different lenses. Warning: camera lenses expenses can be a bottomless pit. There are a TON of lenses, and eventually you will want them all (see figure 4.5)!

Here are some basic DSLR lens types to consider for video work (look for similar types of lenses for mirrorless cameras):

- **The kit lens (for example, Canon's EF-S 18–55mm lens).** This is a basic, multipurpose lens that comes with some DSLR cameras. It's a fine starter lens.
- **An ultra-wide angle zoom lens—like the Canon EF-S 10–18mm f/4.5–5.6 IS STM lens.** This is a popular lens for vloggers to use. It allows you to get close to the camera (like a vlogger does) without filling the frame with your head. Wide-angle lenses capture a lot more of the background. Obviously, they also work well for wide-angle shots in other settings.
- **Canon EF-S 18–135mm f/3.5–5.6 IS STM.** This is another all-around lens. It's a standard zoom lens, but zooms better and farther than the average kit lens. Both this lens and the 10–18 mm lens use something called a stepper motor (STM designation) in the lens, which keeps the lens quiet while it's continually autofocus. That's a good thing. Otherwise, a microphone mounted on the camera would pick up the lens motor noise.

Smartphone Lenses

If you have a smartphone, there are clip-on lenses you can purchase. Many smartphones have good cameras, but the lenses are pretty basic, and the digital zoom

that's built into the phone quickly degrades in image quality the farther you zoom out. If you want a wide-angle shot or a telephoto shot, you are out of luck.

Thankfully, there are a handful of companies that make add-on lenses for smartphones. Here are some examples:

- **Ollclip:** I've used Ollclip lenses for a few years (see figure 4.6), and they really extend the performance of my iPhone's camera. The Ollclip lens slides onto your phone and provides you with lens choices. The basic lens kit includes a wide-angle, telephoto, fisheye, and macro lens.
- **Moment:** Moment lenses are a little more expensive than Ollclip lenses. You need to choose a case and a single-purpose lens (like a wide-angle or telephoto lens). They provide greater image clarity than the Ollclip lenses.
- **Zeiss ExoLens:** This is yet another add-on lens to consider adding to your arsenal.

Ollclip
<https://www.olloclip.com/>

Moment
<https://www.shopmoment.com/>

Zeiss ExoLens
<http://exolens.com/>

Stabilizers

You'll need something to keep your camera steady when recording. Some people prop the camera on books (which you probably have a lot of!) or balance the camera on a table or chair. If you want to look more professional, though, buy the appropriate tool for the job.

There are many types of stabilizers. Here are some different options depending on your needs:

- **Tripods:** A tripod is a basic necessity for both videos and photography, so it's a good purchase to make. Tripods cost anywhere from \$30 on up to hundreds of dollars. The more professional tripods last much longer, and you can purchase different tripod heads for them, for different shooting needs.
- **Handheld gimbal:** There are a lot of handheld motorized gimbals on the market. Gimbals keep your videos steady, even when you are walking, running, or riding in a car. Gimbals can help make your action videos look more professional (i.e., less bouncy). Look for gimbals from DJI or Zhiyun. They will cost anywhere from \$130 to



Figure 4.6
David's Olloclip iPhone lens.

over \$700, depending on what type of camera you are using and the features needed.

- **Bendy tripod:** If you've ever watched a vlogger in action, you've probably seen the person using a handheld, bendy tripod of some sort. Usually, it is the JOBY GorillaPod tripod. These are short tripods with flexible tripod legs. The legs are sturdy enough to use as a handheld stabilizer. The legs can wrap around pretty much anything—trees, poles, fences, and so on. They cost around \$80 (prices vary, depending on the size of the camera you are using).
- **Pistol grips:** Finally, you might need to move your camera away from your hand. You'd be surprised at how even moving your camera onto a short handle or grip will help keep your camera steady. Olloclip makes a grip for smartphones. You can also search Amazon for “camera pistol grip” and you'll find a lot of options for \$10 to \$20. These grips are basic: screw them into your camera (or into a smartphone holder), and you are ready to go.

JOBY
<https://joby.com/>

Software

We have talked a lot about cameras and camera accessories. Now we need to look at software! First, let's cover software needed for your smartphone. Again, there are many options, and I'm covering the more popular ones.

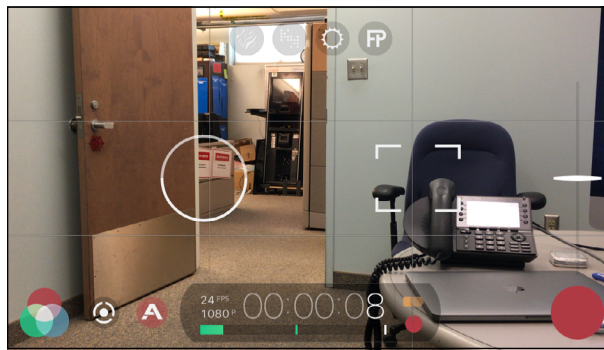


Figure 4.7
Screenshot of FiLMiC Pro.

Video Recording Apps for Smartphones

- **The app that comes with your phone.** The easiest app to use is the camera app that came with your smartphone. Choose video, hit record, and you are ready to go. Go into your smartphone or app settings to choose different video file options. For example, I can record video anywhere from 720p on up to 4K video at 30 fps on my iPhone. I usually keep video settings on 1080p HD at 60 fps, which makes video that's easy to edit and can be used on YouTube and Facebook.
- **FiLMiC Pro:** If you want more options when recording, this is the app you need. FiLMiC Pro is a professional-quality video recording app for mobile devices, and it provides you with many more manual video settings that you don't get on your phone's basic camera app (see figure 4.7). I think it's a must-have for mobile video.
- **FiLMiC Remote:** This app gives you remote control over the FiLMiC Pro app. For example, you can record on your iPhone and use FiLMiC Remote to remotely see what's on your iPhone screen. This allows you to walk away from your smartphone and still have control of your screen.
- **Hyperlapse:** Built by Instagram, this app lets you record stable time-lapse video. It can be fun to use, and you can post the video from Hyperlapse to Instagram, share it with other social media channels, or save it to your mobile device for further editing.

Video Editing Apps for Smartphones

- **iMovie:** On iOS devices, you can use iMovie to edit the video.
- **Adobe Premiere Clip:** Do you have an Android phone or an iPhone and are simply not interested in iMovie? Try this Adobe app for your mobile video editing needs. It's very easy to use.

Video Editing Software for Computers

If you are editing video on a normal computer, you'll need video editing software.

- **iMovie:** This is very basic video creation software for Apple computers, and it's available for all Macs. It's easy to use and comes with a lot of options.
- **Final Cut Pro X:** This is Apple's professional video editing software for Macs. It gives you more options and control than you'd get from iMovie. It also costs more!
- **Adobe Premiere Elements:** This software is similar to iMovie, but with an Adobe twist to it. It's a basic editing tool that will get you started, and it works on both PCs and Macs.
- **Adobe Premiere Pro:** This is the professional version of Premiere and has a lot of bells and whistles that you can't get in Elements. To use this software, you'll need an Adobe Creative Cloud subscription, which currently runs \$20.99 a month for a single app.
- **PluralEyes:** If you recorded your audio separately from your video, PluralEyes is your secret weapon. Drop in your video file and your audio file, and this software automatically syncs them up. I use it all the time, and it's like magic.

PluralEyes

<https://www.redgiant.com/products/shooter-pluraleyes/>

Tricking Out Your Smartphone

We have reviewed a LOT of equipment and software. What should you buy first? Thankfully, you don't have to decide right away, because you really don't have to buy much of anything to start.

Simply use the default camera app on your smartphone and start making videos. Install the iMovie or Adobe Premiere Clip app to make some quick edits, and upload to YouTube and Facebook. You just made your first video!

Use this method for a while to familiarize yourself with the process of making and editing videos. Once you've done a few videos, start to assess things. Think about things like this: How's your audio compared to other videos on YouTube? Could your lighting be improved?

Remember that your goal is not to be Steven Spielberg—it's to get your ideas across in a video setting, without distracting people from your message. Weak sound, dim lighting, and unnecessary pauses that can easily be edited out of the video all distract and take away from your message. To communicate as effectively as possible, you will want to work on editing, on making better videos, and on being succinct with your video message.

I suggest that your first purchase should probably be a better microphone. At this point, you are still using your smartphone, so get a smartphone-friendly microphone mentioned above. Maybe also look into a cheap LED light for shooting video indoors.

While you are at it, start thinking about purchasing a stabilizer of some sort. What you'll need depends on what types of video you are creating. For example, are you making simple book review videos or "what's happening this week" videos where you stand in one spot and talk to the camera? In that case, you should purchase a tripod with a smartphone adapter. Are you making videos that involve a lot of walking? In that case, a tripod and a handheld gimbal might do the trick.

Regardless of your specific projects, always remember your goal: getting your message across without distracting. For not too much money, you can turn your smartphone into a nice little video camera and easily communicate with your community through video.

How to Start

Once your video equipment is assembled, your video editing software is chosen, and your video topics are chosen, it's time to start making videos. In this final chapter, let's talk about starting well. I will provide pointers on scheduling, planning, creating a video team, and writing scripts and outlines.

Just Start Already

You have already read this advice, but I'll say it again—just start. Get that phone out of your pocket, aim it at something, and hit record (see figure 5.1). Then post your video to your favorite video-friendly social media channel.

See what type of reaction you get. Did people watch your video? Did they like, comment, or share? If so, you made something that connected with your customers! If not, you still learned something about the video-making process and can focus on making improvements in your next video.

Making More Videos = Scheduling

If creating video is not scheduled, it will quickly fall off your radar, since you are most likely busy with other tasks at work.

So make sure you schedule video creation and editing time. I'll guess that you have some type of planner, or scheduler, or calendar, or to-do list. Actually, I know you do because you most likely own a smartphone—and there's an app for that.

Take a peek at your calendar and think about how often you want to post videos. I'd suggest starting



Figure 5.1
David making a video with his iPhone.

out with a small goal, especially if you haven't made videos before. Maybe schedule one to two videos a month, and make it a recurring task so you get an automatic reminder in two to four weeks. Consider giving yourself a two-hour block for video creation.

If you are making a simple “what’s happening this week” video, two hours is plenty of time to set up the video camera, talk for five minutes about what’s going to happen next week, edit the beginning and ending of the video (and cut out your embarrassing pause in the middle of the video), and post the video to social media.

Also take ten minutes of that time to plan your next ten to fifteen videos. If you follow this system, you will have two to three months of video planning scheduled.

Outlining and Scripting

Now that you have video on your calendar and you know what types of video you want to make, let's talk about planning the video content. That will require some outlining and maybe even scripting.

Outlining

Outlining is easy; you probably outlined in school for a paper you needed to write. Write an outline of the different parts and pieces of content that should be included in your video.

You will want to capture a few different things, including

- **Content:** What will you focus on and how long will you focus on it?
- **Video clips needed:** You might need multiple video clips.
- **Staff:** Who do you need on your team to make the video?

Here's an example of a simple video outline for a library that recently opened a makerspace.

Outline: Opening Our New Makerspace!

- Introduction—Janet talks for 10–20 seconds about the video's focus.
- Quick tour of the new space—This should take approximately 1 minute.
- After touring, share 2–3 ideas that can be done in the new space (30 seconds).
- Conclusion—Make sure to include a Call to Action in the video. Perhaps invite people to visit the new makerspace and direct them to the website for more information. This part might take 10–20 seconds.

Filmed and edited, you now have a two-minute video that's interesting, shows a new space, demonstrates what you can do there, and invites customers to visit. Impressive!

Scripting and Storyboarding

Want to get fancier than a simple outline? Try scripting and storyboarding.

SCRIPTING

Instead of an outline that says "Janet talks for 10–20 seconds," you might include specific lines for Janet to say. You can also outline specific shots. For example, for an interview video, your script might include camera directions like "Get a close-up of David, and then show him walking toward the library director to greet her."

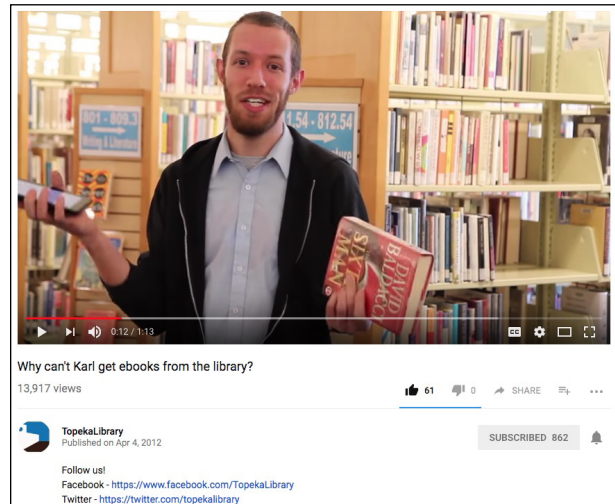


Figure 5.2
Screenshot of the e-books video.

Here's an outline I made for a video about e-books (https://www.youtube.com/watch?v=REhzFqfI2_A; see figure 5.2). I put directions in brackets and included scripted lines.

[fade in]

[Karl on Right, head & shoulders, holding up book]

"Hey—Karl here. Here's a book from our library. I can check it out with my library card."

[Karl on Left, with Kindle]

"But what if I want the e-book version for my Kindle? I can't check that out—in fact, the library can't even buy this book in e-book format!"

[Karl in middle]

"You know why? Because some publishers don't want to sell e-books to libraries."

[Karl closer, still in middle]

"Which is weird, because libraries are probably the best, and most unique, way to introduce us to their authors, and to their books. In any format!"

[Karl in middle, holding book and Kindle]

"But I want to choose my format—and I don't want a publisher limiting my choice."

[Karl on Left, closer] [possibly bookshelf B-Roll here]

"Here's what you can do to help."

“Let’s send a message to those publishers and tell them to give customers what we want. Books—in all formats—from libraries.”

“Don’t worry—we’ll still buy those books if we like them, just like we always have.”

[Karl closer, in middle]

“So, please click the link below, and fill out the form. This will send a message to publishers, saying readers like you and me want libraries to have their books in all formats.”

[Karl, farther away, middle]

“Reading is your business, reading is our business. Reading is everyone’s business.”

[fade out]

STORYBOARDS

Storyboards are another type of outline for your video—but they are a visual outline. A storyboard can help you visually plan what types of shots you want to include in your video. Here’s what Wikipedia says about storyboards: “A storyboard is a graphic organizer in the form of illustrations or images displayed in sequence for the purpose of pre-visualizing a motion picture, animation, motion graphic or interactive media sequence.”¹

Making a storyboard can be very helpful to the creative process. And you don’t have to be an artist to create a storyboard. You can even use stick figures!

A storyboard often enhances a text-based outline. You might create the outline first, and then if you need to visualize how you want the video clips to look as you are making the video, you can create a rough storyboard for each of those video segments.

I have an example of a storyboard I used for the video “Library Time—A Music Video from Topeka & Shawnee County Public Library” (<https://www.youtube.com/watch?v=VzMrWV0INhU>). The introduction storyboard is included in figure 5.3. You can find the rest of the storyboard on Flickr (<https://flic.kr/s/aHsk34WwVlk>).

Teams and Planning

Finally, let’s talk about planning and creating a team of staff to help you create videos. Having a plan and a team can help you make video faster than if you are doing it by yourself. Also, if others are helping, it can be a lot more fun. The people included on the video team are also learning valuable skills in the process.

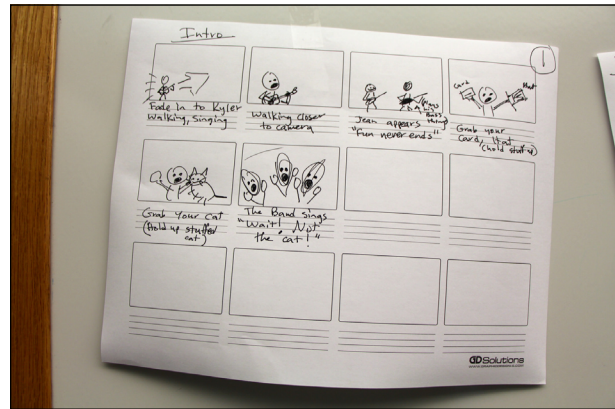


Figure 5.3
Example of a storyboard.

Video Team

If possible, recruit at least one other person to help make videos. Depending on your video-making needs, you might look for people to fill these team positions:

- camera operator
- microphone person (if the microphone is separate from the camera)
- video editor
- on-screen talent—someone to do the talking, acting, etc.
- lighting person
- director—someone to yell, “Cut!”

Some people are nervous about being on screen. It’s sort of like public speaking: people do it all the time, but we may not want to do it ourselves. However, being the on-screen person can be a lot of fun, depending on the type of video you are making. Speaking in front of a camera is also a great skill to learn because you may be called upon to talk to your local TV news for two or three minutes about your library or about a new service.

If you can, gather two to three staff who might have an interest in being on the video team. Share what you want to do and then add their video responsibilities to their job descriptions so video work is considered a work assignment.

Planning

Next you can take your fledgling video team and start planning. Make your list of ten to fifteen videos you would like to make, and have everyone put planning and production dates on their calendars.

Then outline the video you want to work on first. In your outline, plan the video in individual video clips. For example, if you know you need four different parts in your video, outline each clip separately. Then, you can edit the clips together later.

Once the planning is completed, schedule the people you need for the video. Also, schedule the place, if needed (e.g., if it's in a library meeting room, you might have to schedule the room).

About a day before you want to do the video shoot, gather the equipment needed and any props you plan to use in the video. Important: make sure to charge the camera batteries! Also, schedule some editing time, if needed.

Now you are ready to make your video.

Final Words

Storyboarding, outlining, and scripting require in-depth planning, and that might be needed. But it might not, either. Remember, making a video—especially some of your initial videos—can be as simple as pulling out your phone, pointing it at willing participants, and asking them to share about a book they

just read, if they liked it, and why. Tell them they have thirty seconds, and press record.

Delete the extra space at the beginning and ending of the video, add your logo or URL at the end, and post it to Facebook. You will have successfully completed a video, as simple as that.

Above all else, remember to have fun! Having a sense of fun when making videos certainly makes the work more enjoyable, and if you are having fun, it will come across in the video. Seeing your animation will help your viewers (your customers) enjoy the videos you make. And when they smile at your video, they are smiling at your library—and that, my friends, is success.

Note

1. "Storyboard," Wikipedia, last updated June 30, 2018, 11:34, <https://en.wikipedia.org/wiki/Storyboard>.

Notes

Library Technology

R E P O R T S

Upcoming Issues	
November/ December 54:8	Index-Based Discovery Services: Current Market Positions and Trends by Marshall Breeding
January 55:1	Artificial Intelligence edited by Jason Griffey
February/ March 55:2	Creating Engaging Content on Social Media: Snapchat, Instagram, and Beyond by Paige Alfonzo

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