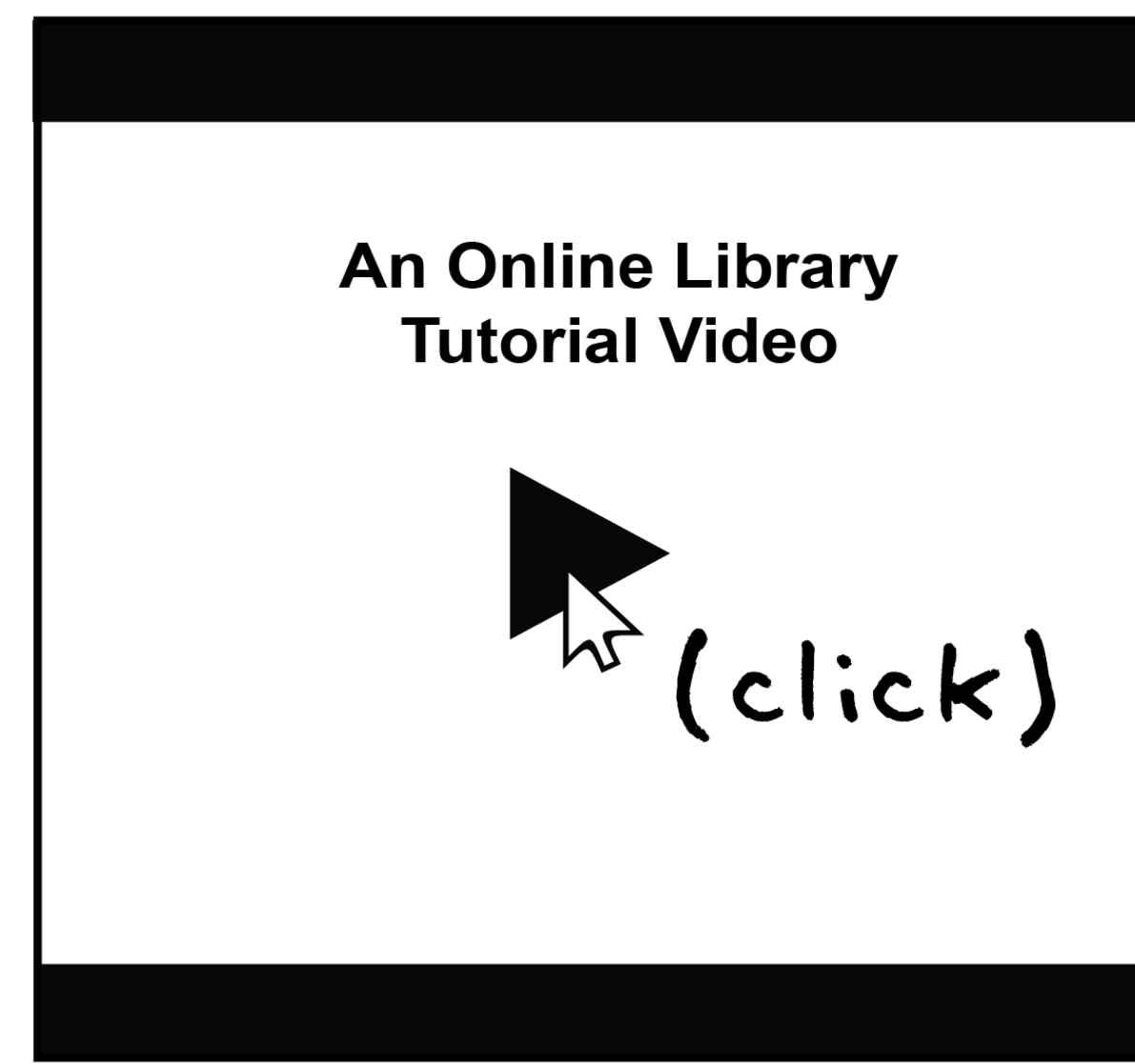
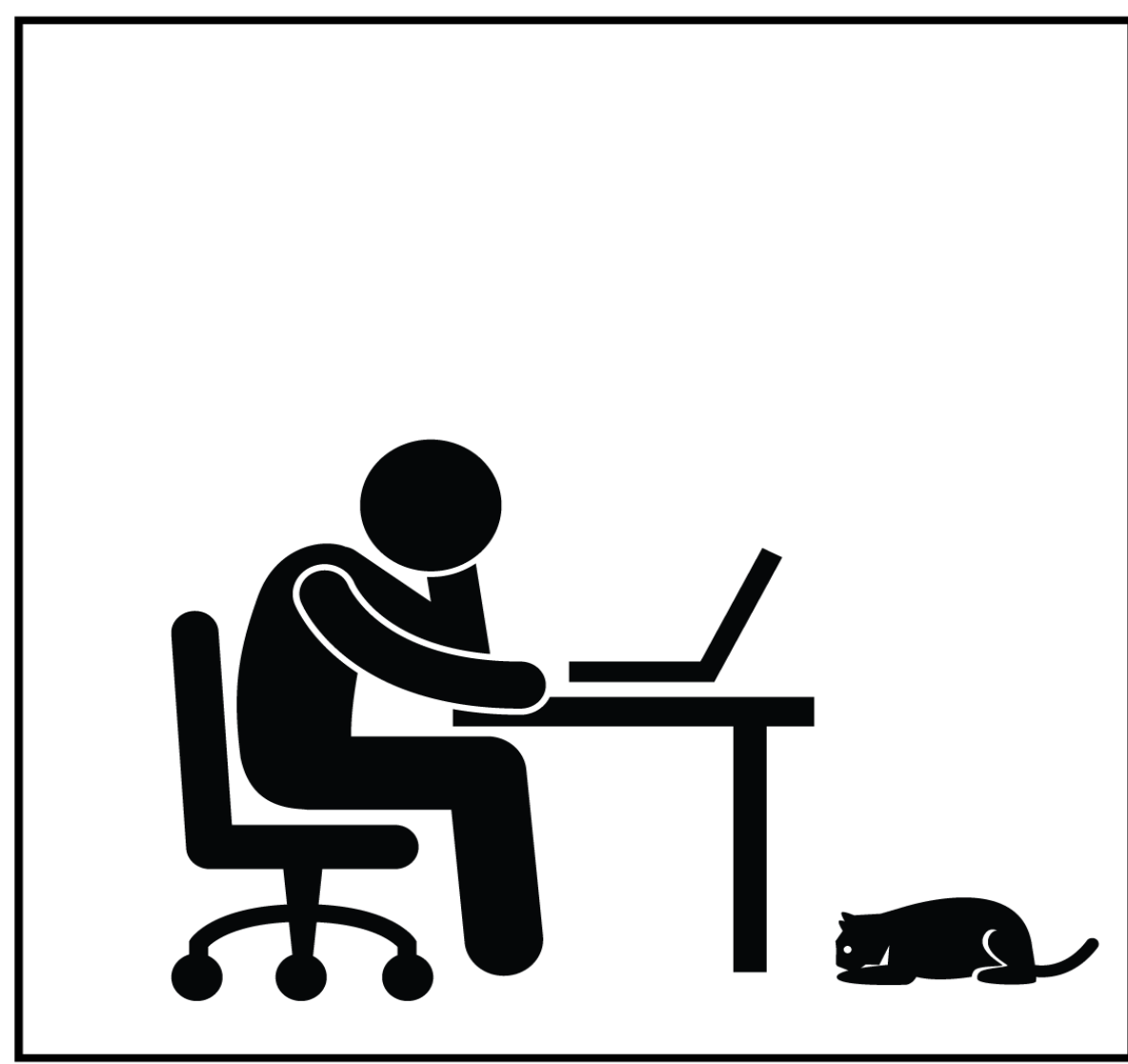


# Enhancing Student Engagement Using Story-Based Learning

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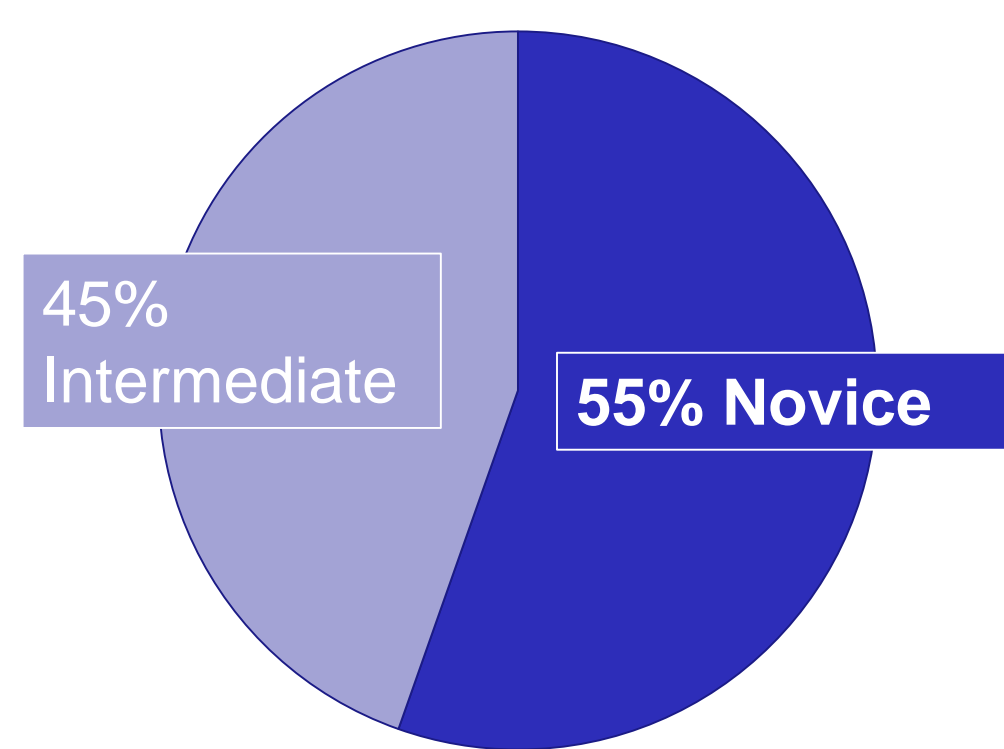
THERE HAS TO BE A BETTER WAY!

## The Project

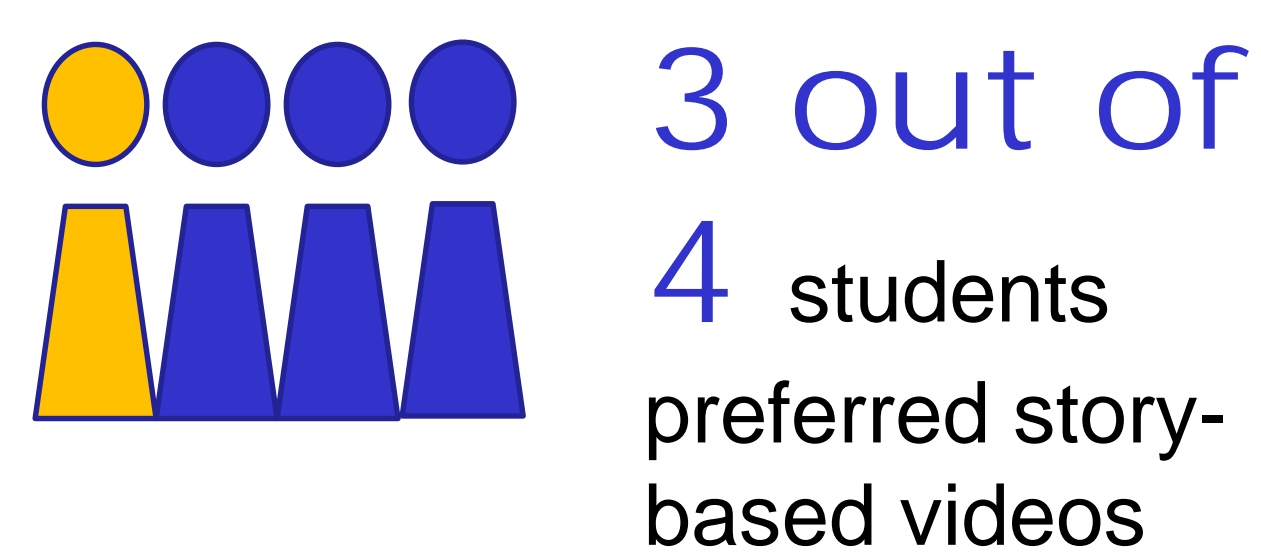
In response to the evolving changes in the teaching and learning environment and to promote a more engaging learning experience, we re-designed several library instruction videos by incorporating new instructional strategies, specifically, story-based learning. To understand student's video viewing experience,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

## Result (preliminary)

### Library skill level (self-identified)



### Video Preference

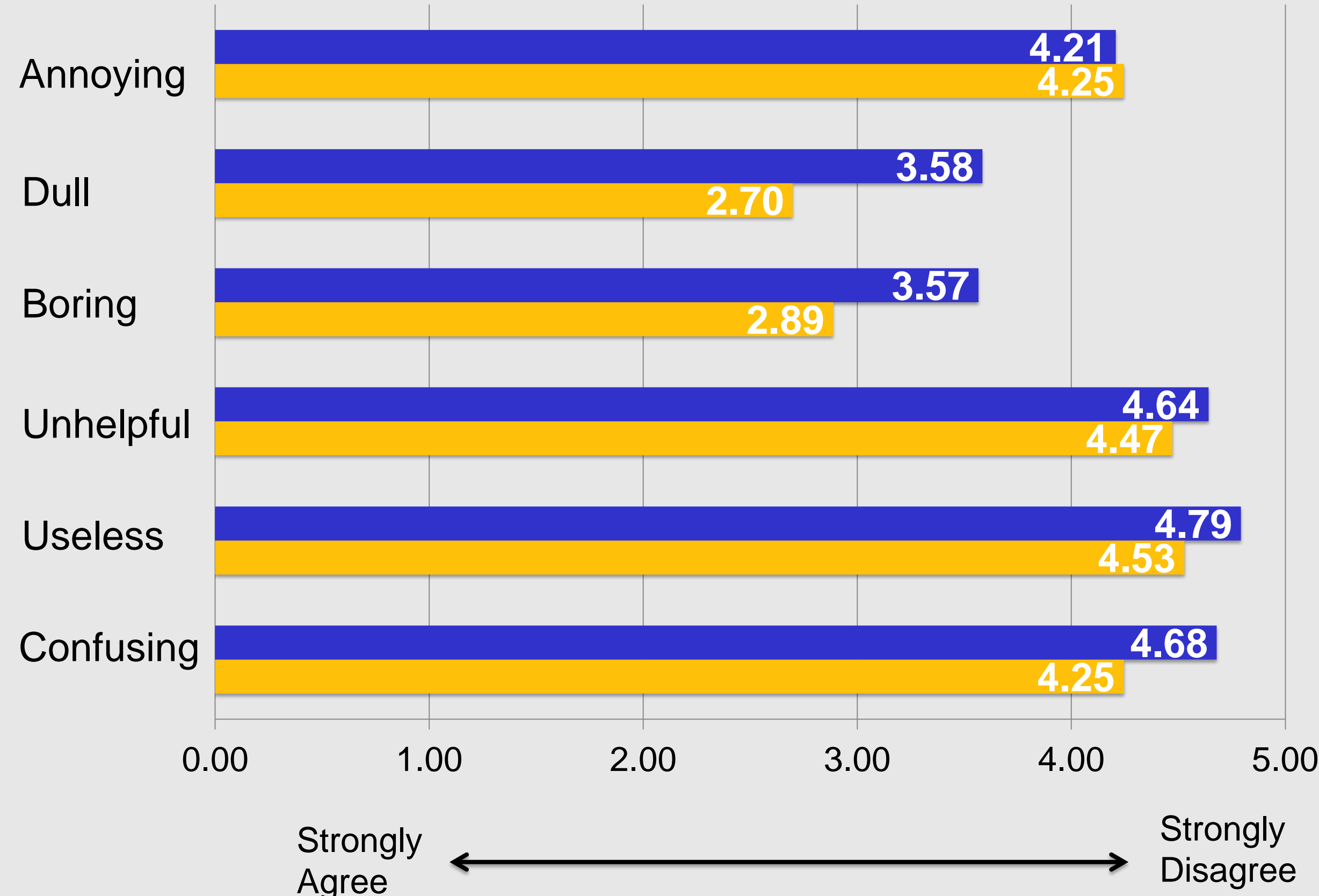


### Story-based vs. Nonstory-based library tutorial watching experience

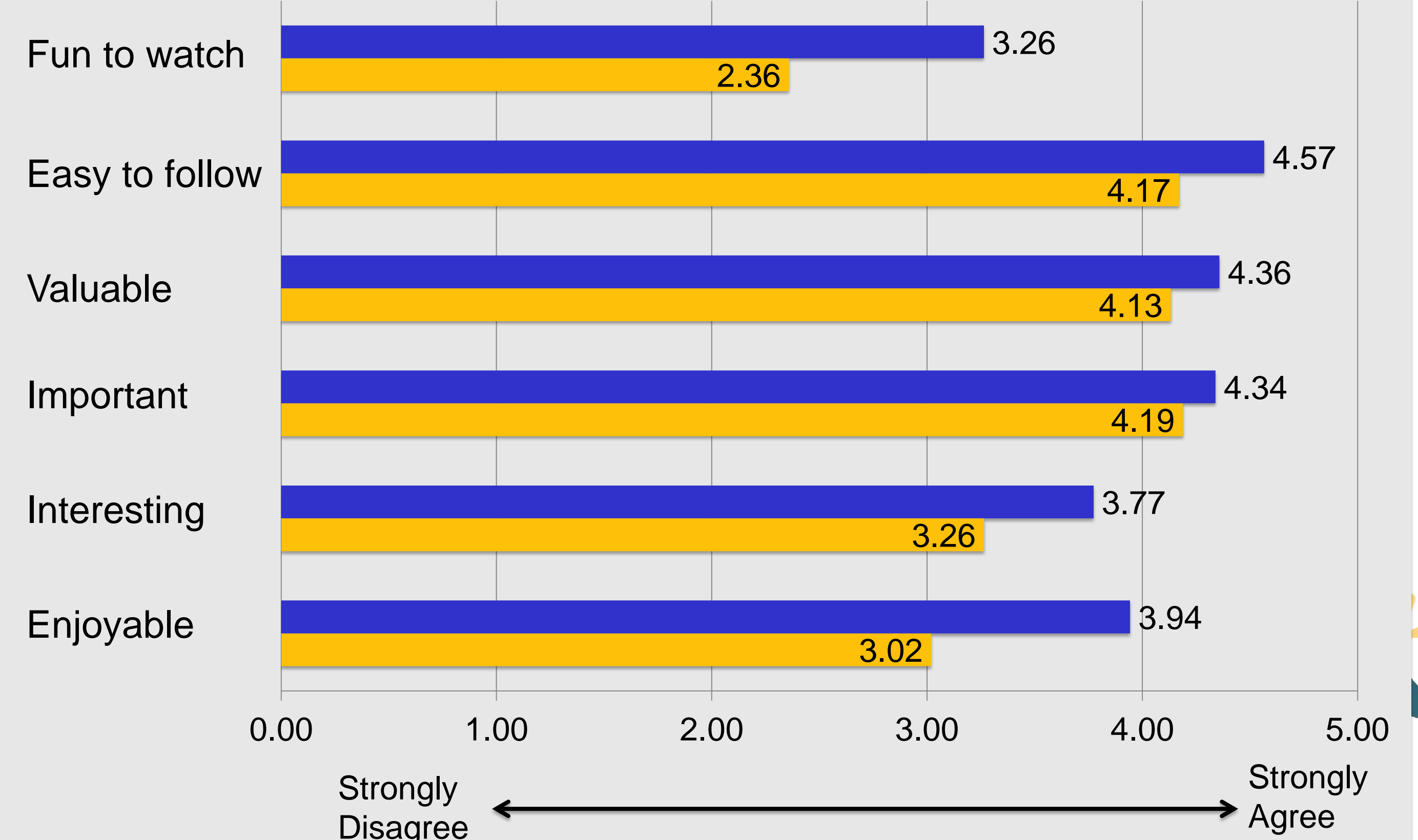
● Non-story-based video ● Story-based video



### Engagement- negative aspects



### Engagement- positive aspects



## Conclusion

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

## Takeaways

- How you present the video content matters regarding student's experience!
- The story-based approach has great potential to enhance student engagement with information literacy and library practices experience.