SHORT VIDEO CLIPS: A TOOL FOR TEACHING LIBRARY USER EDUCATION IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract
This study investigated adoption of short video clips as a tool for teaching Library User Education (LUE) in Colleges of Education in Nigeria. To achieve the objectives of the study, the study formulated the following research questions amongst others: What are the perceptions of LUE Lecturers on the relevance of Short Video Clips as a tool for teaching and Learning? What are the infrastructures available for the adoption of SVCs in teaching LUE in the Colleges of Education in the North West States of Nigeria? And What are the strategies required for the adoption of SVCs in teaching LUE in the Colleges of Education in the North West States of Nigeria? The research design adopted for this study was survey research method. A quantitative research methodology using the self – developed questionnaire was adopted as the instrument used to collect data in the study. The population of the study comprised of all academic staff, teaching Library User Education in the Colleges of Education in Northern States of Nigeria. The sample size of the study is one hundred and three (103) academic staff teaching Library User Education across the twelve Collages of Education in North West States, of Nigeria. A Total Enumerative sampling technique was used for the study. The study found that majority of the respondents agreed that short video clips are very relevant for effective teaching and learning; Android and I-Phones which many lecturers owned had been identified as a major infrastructure that could be used to create short video clips; and linking short video clips with overall learning objectives of library users education was identify as a vital strategy for adopting short video clips in teaching and research. The need for more sensitization on the relevance of short video clips in teaching library user as well as re-training and retooling of the lecturers teaching library user education in Colleges of Education was recommended.

Keywords: Short Video Clips, Library User Education, Teaching and Learning, Library Science, Information Science

Introduction

With the explosion of information, users need sufficient knowledge and the ability to navigate and select relevant information. Library User Education (LUE) programmes are necessary for all users, especially fresh students. According to Uwakwe et. al (2016), LUE is a course whereby potential users of the library are made to learn how to make efficient use of it and its resources through the acquisition of knowledge and skills in the identification, location and retrieval of information. Supporting this assertion, Liu et. al. (2019) posited that LUE teaches library users to make effective use of library systems, and it is expected to have various positive effects on students' learning outcomes, research practices, and self-motivation for independent learning. With the establishment of the National Commission for Colleges of Education (NCCE), LUE has been integrated into the curriculum of Colleges of Education. It has become an academic programme initiated by the NCCE for tertiary institutions to educate their students on how to utilize library resources and its services effectively and efficiently. It is also a course taught to first year National Certificate of Education (NCE) students in Colleges of Education and other institutions in Nigeria. Among the objectives of the LUE programme as outlined by library professionals, such as Senthur and Maduaka (2013), are:

 i.   To train the user to explore the library resources effectively;
 ii.   To provide the user with skills for independent information seeking;
 iii. To encourage the user to seek the assistance of library professionals;
 iv.   Making users aware of the existence of the library, its contents, procedures and services;
 v.   To enable users to know how to use library catalogues and classification schemes independently in any library with particular reference to author, title and subject catalogues;
 vi.   Making users aware of the existence of the library, its contents, procedures and services;
 vii. To enable users to know how to use library catalogues and classification schemes independently in any library with particular reference to author, title and subject catalogues;
 viii. To enable users to see the library as a repository of knowledge that determines the success of students' academic programs.

Several methods have been used for teaching LUE programmes such as library orientation, library tours, use of OPACs, and information literacy (IL) instructions via inquiry-based instruction methods. With the advent of ICTs, the use of Short Video Clips (SVC) has become a new method of teaching LUE through the distribution of multimedia files. Short Video Clip is adjudged to be the most potent resource being used in the 21st century because of the large number of students who have adopted and use ICT facilities (digital natives). This study therefore, investigates the adoption of short video clips for teaching Library User Education (LUE) by lecturers in Colleges of Education in Nigeria. Short Video Clips are effective for teaching and can offer more

flexible learning experiences in regards to teaching location and hours, hence it can be very effective in teaching LUE in Colleges of Education

Short Video Clip as a Tool for Teaching

Short Video clips are short digital movies that consist of pictures and voices. Their subject content can vary. They are short clips of movies, usually part of a longer recording. The idea of short video clips in educational use is that a student or a group of students could experience the content of the short video clip and not just look at pictures and read texts. SVC offer more flexible learning experiences, opening channels for synchronous and asynchronous communication and interaction, allowing for more collaboration and interaction with peers, thereby providing access to learning resources in various formats, and promoting authentic and situated learning (Ally, 2008; Davies, 2014; Fuller & Yu, 2014).

The Short Video Clip provides a forum to connect, inform and inspire individuals across the World. SVC has been accepted and used widely by teachers and students for learning purposes (Muslem & Abbas, 2017; Ismaili, 2013; Sihem, 2012; Silva, 2013). It simplifies teaching and learning activities, especially in crowded classrooms. This is because visual features assist in retaining and recalling learned activities. Other benefits that SVCs may gain include more flexibility in regard to teaching location and hours; being able to reuse and immediately update the learning materials; increasing the number of ways to individually communicate, supervise, and direct learners; and enhancing their ability to determine learners' educational needs and design personalized learning experiences accordingly (Ally, 2008). Other studies have also revealed that videos are good for supporting students in learning (Walmsley, 2017; Ljubojevic et. al, 2014 ; Hsin & Cigas, 2013). A number of studies had buttressed the advantages of SVCs in teaching library user education (Windermere 2015, Zanetis, 2012), which can be accessed easily at the time of need and outside the normal working hours of the library. Supporting this assertion, Odigie and Gbaje (2017) posited that the learner becomes active in the online video learning environment, with the ability to pause, stop, skip, and/or rewind sections to review problematic content until understanding is achieved. Online video also allows students the capacity to choose what to watch, when to watch, and where to watch. The adoption of SVC in learning and teaching has increased exponentially, especially during the global pandemic, which necessitated varying stages of lockdown. Short Video clips are well-placed to support the learning and teaching approach, particularly in their ability to provide a broader context and the visual point that can help to develop a fuller understanding of the focuses of the study.

A Brief History of Colleges of Education in Nigeria

The National Policy on Education (1981) postulates that education is "the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resource.'' Among the various educational institutions through which the nations intend to achieve its developmental goals is the College of Education, which is identified as a higher institution of learning. The National Policy on Education

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(1977) recognized the Nigerian Certificate in Education (NCE) as the minimum qualification for entry into the teaching profession. According to a National Commission for Colleges of Education (NCCE) report, "there are ninety three (93) accredited Colleges of Education comprising twenty (21) Federal, forty - two (42) State owned, twenty - one (21) Private, one (1) each for Military and National Teachers Institute (NTI). Colleges of Education are essentially set up to achieve certain stated goals and objectives. Broadly, a College of Education's main functions, among others, are:

i.   to contribute significantly to meeting in numerical terms the recurrent and expanding needs of highly motivated, conscientious and efficient classroom teachers for primary and secondary levels of education;

ii. to epitomise and impart to its students the occupational knowledge and skills needed for the teaching of the technology relevant to the Nigerian economy as well as develop the capacities for national self-management, a strong tradition of excellence in teaching functional or job oriented research activities, scholarship, institutional organization, management and community related service;

iii. to impart to its students the occupational knowledge and skills needed for the teaching of technology.

The performance of these onerous tasks by Colleges of Education depends upon the quantity, quality and calibre of the staff the Colleges are able to employ, train, develop and maintain.

Statement of the Problem

It can be argued that the use of digital technology can improve teaching and learning experience of Library User Education (LUE). Library User Education (LUE) plays an important role in academic success and research among students and lecturers. It is a key component of empowering individuals with the skills and knowledge needed to thrive in a knowledge-based society and contribute meaningfully to the advancement of research and education, Hence the need for LUE to be effectively taught in Colleges of Education. Scholars have identified short video clips as an effective tool that can be adopted for teaching and learning (Wong, 2020, Ljubojevic et. al, 2014 ; Hsin & Cigas, 2013). Short video clips are powerful tools for teaching and learning due to their effectiveness in capturing students' attention, facilitate deeper understanding, and create a more engaging and interactive learning environment for students. Colleges of Education in Nigeria use traditional methods in teaching overpopulated students in lecture theatres, sometimes they use multimedia, such as projector to teach LUE. Scholars (Omeluzor et. al. 2017 and Idoko et. al., 2015) observed that the current communication method used in teaching LUE in Nigeria Colleges of Education is one way which consequently leads to passive learning, time constrain and overcrowded classroom space. Therefore, there is the compelling need to explore additional methods of teaching LUE to achieve the desired purpose. This study explores how SVCs will enhance teaching the LUE program in higher institutions in Nigeria. The study therefore seeks to explore how lecturers in Collages of Education in North Western

States of Nigeria can adopt Short Video Clips to address some of the challenges highlighted. To achieve this, three questions will be explored within the study.

1. What are the perceptions of Library User Education Lecturers in Colleges of Education in North West States of Nigeria on the relevancy of short video clips as a tool for teaching?
2. What are the infrastructures available for the adoption of SVCs in teaching LUE in the Colleges of Education in the North West States, Nigeria?
3. What are the strategies required for the adoption of SVCs in teaching LUE in the Colleges of Education in the North West States, Nigeria?

The outcome of this study will be of great beneficial to the lectures because it will make achieving their learning objectives and goals easy, as well as produce better graduates that will serve the society better. The students of the colleges of Education will also stand to benefit from the study as they will be able to learn better how to utilize the library for both their academic work and lifelong learning. In addition, the outcome of the study will add to the body of knowledge in the field of Library and Information Science.

Literature Review

Short video clips aid learning in a number of ways, which include assisting in comprehending and recalling information, providing alternative perspectives, stimulating interest, motivating further research and increasing knowledge (Kay & Kletskin, 2012; Dhawan, 2020). Supporting this assertation Yousef et al. (2014) stated that SVC improves teaching and learning Outcome*; by* providing a vehicle for increasing access to practical demonstrations; increases self-paced learning; self-taught Students can also download and play the short video clips at any time and in any location using their personal computer or hand-held device such as i-phone and Android Phones (Dhawan, 2020). Other studies that had investigated the effects of video clips on learners include: the study conducted by Bravo et. al. (2011) on the effects of students' motivation found that short video clip increased the motivation of students; Similarly, Liao (2011) and Schaffhauser (2021) concluded that that modern technology could increase students' ability within a very short time and be an effective way to promote learner autonomy by being able to manage their own cognitive load by using pause and rewind on their own. Carmichael et. al. (2018) in their study on assessing the impact of educational video on student engagement, critical thinking and learning, stated that video-based learning has long been used as an educational tool to assist classroom teaching. The study concluded that the prevalence of the use of video in higher education has increased exponentially over the past decades and the trend is likely to continue in the future. This assertion is in agreement with Masruddin (2018) who posited that Short Video clip has been widely popular as an effective tool for teaching. It can facilitate students effectively to gain better understanding of the course content and increase students' learning process in the institutions of higher learning.

Pranav et. al., (2016) conducted a study on the adoption of SVCs in the senior-level mechanical engineering mechatronics course at University of Texas, San Antonio. The study reported that two to four short videos that last from 30 to 120 seconds, regularly shown after 20 minutes into a lecture, were most effective in engaging students and concluded that short video clips supplement classroom lectures, leading to increased student learning.

Infrastructure refers to the set of tools and technologies that form the foundation of an institution's information technology and operations (Bordia, 2022). It's the basic facilities and installations that help the system to run smoothly for effective performance for activities. The adoption of short video clips for teaching and learning is dependent on technological infrastructures as asserted by Ansari et.al. (2022), Moses et. al. (2012), Hennessy et. al. (2010), and Afshari et. al. (2010). Some of these infrastructures include; high speed Internet access, video editing software, storage devices, cameras, computers systems, wireless systems, Mobile digital device systems, Analytics and automation, Reporting, optimization and monitoring. However, Akinde and Adetimirin (2019) posited that some infrastructure necessary for adopting information technological resources are lacking in many higher educational institutions in Nigeria Telestream (2014) had outlined the key infrastructures required to be put in place for the adoption of short video clips to include:

1. Content repurposing - content repulsing for multiple distribution channels that each have different format requirements;
2. File transfers- file transfer from any given device to one or more different devices
3. Production - production of commercials and syndicated programming (e.g. content preparation for broadcast and cable distribution.)
4. File conversion - file conversation for multiple departments that each focus on a different segment of the media market (e.g. motion picture, television and gaming operations within a single enterprise).

In addition, the following infrastructural facilities are necessary for the successful adoption of short video clips in teaching and learning:
 a. Projectors or Smart Screens: This is useful for displaying video content to a larger audience in a classroom setting
 b. Video Streaming Platform: An appropriate video streaming platform or Learning Management System (LMS) is necessary for storing, organizing, and delivering video clips to students to access at their own time and convenient.
 c. Video Creation and Editing Tools: Educators should have access to video creation and editing tools to develop custom video content tailored to specific learning objectives.
 d. Cloud Storage: Cloud storage solutions allow for easy access and sharing of video clips among students and faculty from any location.

e. Training and Support: Faculty and staff should receive training and technical support on using video creation and streaming tools effectively.
f. Analytics and Usage Tracking: Tools for tracking video views, engagement, and user interactions provide valuable insights into the effectiveness of video-based teaching and learning.

According to Nickols (2010), strategy is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions being taken. Scholars such as Skinner et. al., (2008) highlighted the key strategies of avoiding the passive consumption of short video clips and ensuring their best possible integration of content into teaching and learning are: active engagement, linking strategies and assessment. Skinner *et. al.,* (2008) stated that active engagement is concerned with "the behavioural intensity and emotional quality of a student's active involvement during a learning activity". Berk (2009) identify key strategies for active engagement with video clip to include:

i. Linking video clip content to learning objectives of the course;
ii. guide students' attention to certain aspects or themes through question;
iii. pausing and replaying sections for in-depth analysis and discussion;
iv. building in reflective activities on the video clips;
v. facilitating group discussion after watching the video clips;
vi. designing follow- activities, which encourage deeper understanding and integration of content.

The purpose of active engagement strategies is to place the students' purpose at the centre of the learning process and increase learners' mental effort and engagement through active, constructive, cooperative and authentic learning. Cluing & Wang (2008) argued that situating learning with short video clip content within active engagement strategies can lead to a better understand and development of critical thinking.

The first stage is to link the overall objective of the course and use short video clip content to maximise student involvement and buy-in. The second stage is the use of guided discussion questions, which can take a number of different forms. Preparation questions can equip students with a set of pre-assigned areas or themes which they should look out for while watching the videos. These categories, hints, suggestions and other cues encourage students to pay more attention when watching video content, as they look out for specific pieces of information, reference points or examples, which can be linked back to the overall objectives. Pausing video at key moments can be used to facilitate focused discussions or reflective activities. Mitra *et al.* (2010) found that providing questions following sections of videos encouraged "active participation" from participants and allowed them to "build on existing knowledge". Follow-up activities encompass the 'what happens next' question and are concerned with designing activities that encourage students to integrate what they have learned and use the content taken from videos in other forms. In addition of linking strategies, Mitra *et. al.,* 2010 and Jonassen, (2000) are concerned with using short video clips content to connect students learning to other knowledge, such as: existing knowledge and skills;

real world contexts and practical examples; related contexts and possibilities that can be achieved facilitating access to experts in the field.

In order to form these links a number of strategies can be employed. Firstly, short video clips could be chosen to introduce a concept by introducing new information by providing contexts that are familiar to students. Secondly, video clips could be used to elaborate or expand on what has already been covered in lectures and texts, taking information that students are already familiar with and expanding this to new contexts or possibilities. Thirdly, video clip could be used to summarise or consolidate learning by displaying a number of interlinking ideas in one piece and demonstrating to students how related concepts work in practice (Martins, 2010).

Research Methodology

The study adopted quantitative research method and the population of the study consisted of all the academic staff teaching LUE in the Federal Colleges of Education (Technical inclusive) and State Colleges of Education in North West States, Nigeria. There were one hundred and three (103) academic staff, who teach Library User Education in these Colleges. Total enumeration sampling technique was used because the population was too small to be sampled. The instrument for data collection was self - developed questionnaire. Administered to the academic staff who teach the LUE course in Colleges of Education in the North West States, Nigeria. Descriptive statistical tools of frequencies, percentages, mean and standard deviation was used to analyse the data collected.

Data Analysis and Discussion

Out of one hundred and three (103) copies of the questionnaire distributed to the lecturers teaching LUE in the twelve (12) Colleges of Educations in North West States, Nigeria, 74 (71.8%) were duly completed and returned for analysis. Table 1 shows the distribution of the response rate and their percentages.

Table 1: Response Rates

S/N	COLLEGES OF EDUCATION (COEs)	No. of Questionnaire Distributed	No. of Questionnaire Returned	% of Questionnaire Returned
1	Adamu Augie COE Argungu, Kebbi State	3	3	2.5
2	Isa Kaita College of Education, Dutsen –Ma, ,Katsina State	5	4	1.7
3	COE, Jigawa, Gumel, Jigawa State	10	5	14.8
4	COE, Kumbotso Kano State	12	9	12.2
5	COE, Maru, Zamfara State	1	1	1.6
6	COE, Shehu Shagari , Sokoto State	7	5	14.8
7	FCE, (T) Bichi, Kano State	5	5	14.8
8	FCE, (T) GusauZamfara State	10	7	9.5
9	FCE, Kano Kano State	14	10	13.5
10	FCE, Katsina, Katsina State	6	6	8.2
11	FCE, Zaria, Kaduna State	20	14	18.9
12	COE Kafanchan, Kaduna State	10	5	14.8
	Total	**103**	**74**	**71.8%**

Table 4.1 indicated that high response rate of 74 (71.8) was achieved from the copies of questionnaire was returned. This was achieved due to the numbers of three (3) research assistants employed for the distribution of the questionnaire. This was attributed to the series of follow – ups made by the researcher and research assistants who worked for the period of three weeks to administer and collected back the questionnaire from all the institutions. Therefore, the researcher and research assistants had established a very good rapport with respondents. The respondents cooperated maximally in the completion of the questionnaire which led to obtaining high response rate. The total responses generated were found to be adequate for the analysis in this research.

Descriptive statistics was used to analyse the three (3) research questions. The result was summarized below according to research questions. This was analysed using descriptive statistics (tables, percentages, frequencies, mean, standard deviation and Likert scales). In order to answer these questions a list of options were provided and respondents were asked to tick the appropriately and they were also asked to indicate their responses using five Likert scale of highly relevance, relevance, rarely relevance, fairly relevance and undecided.

Relevance of Short Video Clips as a Tool for Teaching and Learning
The first question was raised to find out the perceptions of Library User Education Lecturers in Colleges of Education in North West States of Nigeria on the relevancy of Short Video Clips as a tool for teaching. In order to answer this question, a list of items

was provided and the respondents were asked to indicate their responses using three Likert Scale; Agree, Disagree and Undecided. The responses are shown in table 2.

Table2: Relevance of SVC as a Tool for Teaching and Learning

Relevance of SVCs as a Tool	Disagreed	Agreed	Undecided	Mean	SD
Short Video clips attract students' attention	21 (28.38%)	30 (40.54%)	23 (31.08%)	3.4730	1.43558
Short Video clips focus students' concentration	16 (21.62%)	37 (50%)	21 (28.58%)	3.5405	1.34663
Short Video Clips generate interest in class	15 (20.27%)	39 (52.70%)	20 (27.03%)	3.5676	1.8299
Short Video Clips energizes or relax students for learning exercises	20 (27.03%)	33 (44.59%)	19 (25.68%)	3.4054	1.3411
Short Video Clips improve attitudes toward learning	14 (18.91%)	41 (55.41%)	19 (25.68%)	3.5541	1.21792
Short Video Clips increase understanding	17 (22.97%)	33 (44.595)	24 (25.68%)	3.5811	1.34477
Short Video Clips have foster creativity	14 (18.91%)	43 (32.43%)	17 (22.97%)	3.5270	1.19615
Short Video Clips provide stimulate the flow of ideas	12 (6.76%)	44 (59.46%)	18 (22.98%)	3.3270	1.19615
Short Video Clips Provide an opportunity of expression	14 (18.91%)	48 (64.86%)	12 (6.76%)	3.4324	1.11135
Short Video Clip serves as vehicle for collaboration	17 (22.97%)	43 (58.11%)	14 (18.91%)	3.3108	1.24884
Short Video Clips inspire and motivate students learning	22 (29.73%)	35 (47.30%)	17 (22.97%)	3.2162	1.47370

N=74

Also, the numerator in the response cells represents frequencies, while the denominator in the bracket, represents percentages. The data presented in Table 2 revealed that majority of the respondents 48 (64.86%)with the mean of 3.4324 agreed with the statement that short video clips provide an opportunity for expression in teaching and learning. This was closely followed by 44 (59.46%) of the respondents with the mean of 3.3270 who also agreed with the statement that short video clips stimulated the flow of ideas. This finding was in agreement with Masruddin (2018), Pranav 2016) and Liao

(2011) who in their separate studies on the Adoption of short video clips in e- learning concluded that short video clips motivate students to attend class, improve their understanding as well as explore the subject matter beyond the classroom. The data also revealed that 30 (40.5%) of the respondents disagreed or were undecided that short video clips stimulate the flow of idea. This unfortunately is also regarded as relatively high. Similarly, the data indicates that 39 (52.7%) of the respondents were either undecided or disagree with the short video clips inspire and motivate student learning. The finding is a clear indication that majority of the respondents agree that short video clips provide an opportunity for expression in teaching and learning as well as in agreement with the statement that short video clips stimulated the flow of ideas. The implication of this finding was that the lecturers teaching LUE in colleges of Education in North-West Nigeria would be willing to adopt short video clips for their teaching and learning. However, the finding also revealed the need for more advocacy and sensitization on the relevancy of short video clips for teaching and learning.

Infrastructural facilities for the adoption of short video clips for Teaching
The second research question was raised to find out the infrastructures available for the adoption of SVC for teaching. In order to answer this question, a list of items was provided and the respondents also asked to indicate the availability and non-availability of the items listed. These are shown in table3 below:

Table3: Infrastructures available for the adoption of SVCs for teaching LUE

Infrastructures available for Adoption of SVC	Response Rate	Percentages	Mean	Standard Deviation
Training and Support:	√ 54 X 20	(72.97 %) (24 %)	1.3108	.73886
Software for creating SVC	√ 57 X 11	(77%) (22.97%)	1.3919	.85716
Storage device/ Cloud Storage	√58 X 16	(78.4%) (21.6 %)	1.1757	.60496
Camera	√61 X 13	(82.43 %) (17.56 %)	1.1622	.52413
Computer Server and Wireless systems	√54 X 20	(72.97 %) (24 %)	1.1216	.43645
Mobile phone (Android and I-Phones)	√65 X 9	(87.83 %) (12.2%)	1.12027	.64063
Video Streaming Platform	√6 X 68	(8.1%) (91.9 %)	1.0946	.33796

Key: √ = Available, X= Not Available

Table 3 reveals that mobile phone which recorded the highest figure of 65 (87.8%) with the mean of 1.12027 as the major infrastructures available for the Adoption of SVC for teaching LUE course. Which could be as a result of the deregulation of the Telecommunication industries that had made mobile phones affordable. This was closely followed by camera which recorded 61(82.43%) with the mean of 1.1622 as infrastructure also available. The implication of this is that majority of the respondents who had Android and I-phones had the necessary features and software to create short video clips that can be utilized for Library Users Education.

The data collected revealed that the least available infrastructure is video streaming platform as indicated by 6(8.1%) of the respondents. This is in agreement with Akinde and Adetimirin (2019) who asserted that some infrastructure necessary for adopting information technological resources are lacking in many higher educational institutions in Nigeria. The implication of this finding is that even when the lecturers were able to create short video clip, they would be unable to stream their video due to the poor video streaming platform in the Colleges of Education in North West States, Nigeria

Strategies require for the adoption of SVCs for teaching LUE in the Colleges of Education in North West States, Nigeria

The researchers went further to find out if the respondents had any knowledge on strategies required for the adoption of short video clips for teaching LUE in the Colleges of Education in the Northwest States, Nigeria. The data collected are shown in table 4.

Table 4: Strategies required .for the adoption of SVCs for teaching LUE in the College of Education in Nigeria

Strategies required for the Adoption of SVC	Response Rate	Percentages %	Mean	Standard Deviation
Linking short video clips content to overall learning objectives	67	90.54%	3.0135	1.40930
Preparation questions to guide students attention to certain aspects or themes	61	82.43%	3.5000	1.24141
Pausing and replaying section for in-depth discussion	60	81.08%	3.6892	1.03269
Facilitating group	59	66.21%	4.0811	.91796

Design follow on activities which deeper understanding and integration of content	58	64.86%	4.0270	.99275
Existing knowledge and skills	50	67.56%	3.9595	.98536
Real world contexts and practical examples	53	71.62%	3.8243	1.05152
Real life contexts and possibilities	65	87.83%	3.5405	1.08778
Providing access to experts in the field	53	71.62%	3.8919	1.02793

From Table 4, majority of the respondents 67 (94.54%) with the mean of 3.013 revealed that a vital strategy for adopting short video clips in teaching and research is linking short video clips content to overall learning objectives of LUE courses. This is in agreement with Cluing & Wang (2008) who argued that situating learning with short video clip content is a good strategy for adopting short video clips in attaining the objectives of LUE course. This was closely followed by real life contexts and possibilities which recorded 65(87.83%) with the mean of 3.5405.The respondents 50 (67.56%) indicated that their existing knowledge and skills was not adequate for the adoption of SVC for teaching LUE courses. Bihni (2019) went further to establish that there was a significance improvement in academic performance of students after the adoption of short video clips in teaching and learning. Hence, the requirement for linking short video clips content to overall learning objectives.

Summary of the Study
     The study explored the Adoption of Short Video Clips for Teaching Library User Education by Lecturers in North west States in Nigeria. The study therefore explore: the relevance of short video clip as a tool for teaching and learning; infrastructural facilities for adoption of short video clip for teaching; strategies for Adoption of short video clip for teaching in Nigeria, summary of the review and the review of empirical studies were studied. The data was analysed using statistical method. The researcher employed descriptive statistical tools (tables, frequencies percentages and Likert scale) to analyse the data. Descriptive research was used for statistical data analysis. A total of 103 (100%) questionnaires were prepared and distributed to the lecturers teaching Library User Education Course in Colleges of Education in the North West States, Nigeria but only 74 (72%) responded while 29 (28%) were not returned. The summary of the major finding are as follow:
  1. Majority of the respondents agreed that short video clips are very relevant to effective teaching and learning as it provided an opportunity for expression in teaching and learning as well as stimulated the flow of ideas.

2. Android and I-Phones were identified as a major infrastructure that could be used to create short video clips. While a major infrastructure like video streaming platform was seen as a major challenge in Colleges of Education in North West Nigeria.
3. Linking short video clips with overall learning objectives of library user education is identify as a vital strategy for adopting short video clips in teaching and research.
4. Many of the respondents also indicated that their existing knowledge and skills were not adequate for the adoption of SVC for teaching LUE courses.

Conclusion and Recommendations

The study established that short video clips play a vital role in facilitating the achievement of the aims and objectives of a course by providing a platform for lecturers to express themselves better as well as stimulate the flow of idea in a teaching and learning environment. The development in digital and information technology as well as the relevant telecommunication policy in Nigeria has to an extent created an enabling environment for short video clips to thrive as an infrastructure to aid lecturers in teaching library user education. The lectures sampled were also able to highlight strategies that could be utilized should short video clips be adopted for teaching library user education in Colleges of Education in North West Nigeria. Based on the findings of the study, the followings recommendations were made;

1. More sensitization on the relevance of short video clips in teaching library user Education in Colleges of Education were recommended. Seminars, workshops/symposium and conference should be organised peroidically .
2. The deployment and development of information and communication technology infrastructures in Colleges of Education by the relevant stakeholders is recommended as a way of encouraging the adoption of short video clips for teaching library users educations.
3. The need for lecturers teaching library user education in Colleges of Education in Nigeria to re-tooled and be retrained to develop their existing skills and knowledge in using short video clips for teaching is recommended.

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