

Using Student-Created Book Trailers to Increase Library Circulation

by Becky Todd, Librarian/Media Specialist
beckytoddlibrarian.org, [@MrsBTodd](https://twitter.com/MrsBTodd)

Phase 1

Analyse the Learner

ANALYSE your LEARNER

GENERAL CHARACTERISTICS

- 1** The class is comprised of two boys and four girls, all between the ages of nine and ten.
- 4** This is a general education fourth grade class in a private (Catholic) immersion school.
- 2** The students are generally well-behaved but do show some behavioral and very social among one another.
- 3** A very small number of students have identified learning disabilities, whereas most students are above grade level in reading.

ENTRY COMPETENCIES

Students are able to do the following:

- Turn on an iPad
- Find and select the necessary app
- Create a new project on Adobe Voice
- Add graphics and icons using Adobe Voice

Adobe Voice

- Add transitions using Adobe Voice
- Review work and finalize a project using Adobe Voice
- Add text to an Adobe Voice project
- Record audio narration using Adobe Voice
- Share an Adobe Voice project by publishing a link and sending that link via email

LEARNING STYLES

- Students learn best when working in a student-centric environment.
- Students learn best when asked to demonstrate their understanding visually.
- Students learn best when working in pairs or small groups.
- Students learn best when able to spread out and work in a quiet area.
- Students learn best when given freedom to make choices based on their interests.
- Students learn best when they have to ask occasional questions before asking the teacher.

View this infographic in full by visiting this [link](#).



Standards and Objectives

National Standards

This project will address the [ISTE Student Standard](#) of *Creativity and Innovation*, where students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. This project will focus on the following sub-standards: a) Apply existing knowledge to generate new ideas, products, or processes includes four principles for creativity and innovation and b) create original works as a means of personal or group expression. This project will also address two of the [American Association of School Library's Standards for the 21st Century Learner](#): 4.1.1. Read, view, and listen for pleasure and personal growth and 4.1.8. Use creative and artistic formats to express personal learning.

Objective

Fourth grade students (**audience**) will encourage at least one fellow student to check out a library book per their recommendation (**degree**) by introducing a book that was recently read for pleasure (**behavior**) through the creation a book trailer using [Adobe Voice](#) (**condition**).

Phase 2

Strategies, Tech, Media, and Materials

Environment: Face-to-Face

This project is designed for a face-to-face environment in the school library, this is standard practice, with students in grades preschool through fifth grade visiting the library on a weekly basis for a 45-minute lesson. The creation of book trailers will be an optional activity, students will be invited to participate but not required; a face-to-face setting will allow the librarian to work with students in small groups. Based on past optional activities, a number of students will be eager to participate. There will be some online video tutorials, but those videos will be watched while in the library, the students will not be asked to complete this project as homework.

Session Length

This project is intended to take approximately 5-7 weeks, being completed within weekly 45-minute library visits. Ideally, this project could be completed within a shorter time period if the classroom teacher were open to a collaboration, unfortunately, a joint project is not currently a possibility.

Strategies

Librarian-Centric (LC) vs. Student-Centric (SC)

- Preview a handful of commercially-created book trailers(LC).



- Discuss those trailers in partners, report back to the group if and why the videos made the students want to read the book (SC).
- Librarian will discuss the purpose of creating the book trailers, share the goals of the project (increase circulation rates and promote reading for pleasure) and invite students to participate (LC).
- Librarian will model the process of selecting a recently read book for pleasure by talking aloud (E.g., “I just finished two books, both of them can be checked out from this library. One of the books was just made into a movie and I know several of my friends are already in line waiting to read it, so I think I might pick the other book because I’d like more people to know about it. It had a lot of action and it would be fun to get others excited, it was really mysterious!”) (LC).
- Students will then break into small groups and brainstorm a book they could use for the book trailer project (SC).
- Librarian will discuss the importance of using a book review template and a storyboard (plan out your steps in a logical, thoughtful way before jumping into action) and then demonstrate the steps of these documents using paper copies, projected onto the screen using a document camera (LC).
- Students will create their own book review templates and storyboards (SC).
- Students will use Adobe Voice to create their book trailers (SC).
- Librarian will discuss the importance of seeking peer-reviews and then demonstrate the steps of these documents using a paper copy of the peer-review checklist, projected onto the screen using a document camera (LC).
- Students will work in partners to review one another’s work (SC).
- Students will share their book trailer with the librarian, librarian will approve publication or make suggested revisions (SC, LC).
- Students will publish their book trailer (SC).
- Librarian will demonstrate how to create a [QR code](#) for the published book trailers (LC).
- Students will create a QR code for their book trailers (SC).
- Librarian will compile all of the published book trailers in a central location (school’s LibGuide site) and print QR codes to display on the library book shelves (LC).
- Students will present their book trailers at an all-school assembly (SC).

Technology Tools and Devices

Devices

The students have a classroom set of iPads and those devices will be brought to the library each week to complete this project. There is an iPad kept in the library that will be used to model the creation of a book trailer using the Reflector app. The selection of this tool was done using the following rubric:



Tool	The school already owns	The students can move freely and still receive instruction	The tool is compatible with iPad	Reviewed by educational technology publication
Reflector App	X	X	X	<u>X</u>
Sharp Board	X			Unable to find something non-commercial and straightforward
Conference Pad App		X	X	<u>X</u>

There are several steps of the project that is done using paper and pencil, these steps will be modeled using the library's [document camera](#) and Sharp Board screen.

Tools

The students that have been selected for this project have been using [Adobe Voice](#) on the classroom iPads for the duration of the school year. The goal behind the project is to increase library circulation and promote reading for pleasure, it is not for the students to learn the use of a new digital tool. Bearing that in mind, coupled with the fact that library lessons only occur on a weekly basis, it would be best to make use of a tool the students are already familiar with. In addition, because the students will have such a limited amount of time to dedicate to this project, it was important to select an all-encompassing tool that could be used to find images, record audio narration, add transitions and publish, all in one.

It is important to be aware that Adobe Voice does not offer users the ability to import video clips so the idea of a traditional book trailer would not be possible using this option. Instead, students will search and select images that represent their book of choice from the bank of stock images within the app and then record their voice narrating a short summary.

As this project progresses, if Adobe Voice is not working well, there are two other common options for creating book trailers and those are:

- [Animoto](#)
- [iMovie](#)

In order for students to work independently, the librarian will create online video tutorials using [Screencast](#) and [Jing](#). The videos will be examples of how Adobe Voice is used to create a



book trailer. Because all of the students have used this application extensively, these videos will be for reference, as needed.

Materials

- Manilla folders for each student participating (to store documents, to be kept in the library)
- [Book review template](#)
- [Storyboard templates](#)
- [Peer-review checklist](#)
- Headphones
- External microphone (Students will have access to a private office to record their audio narration)

Models and Examples

The following two sites post both commercially- and student-created book trailers. Commercially-created book trailers will be shown to generate excitement, much like the students are intending to create among their fellow classmates, whereas, the student-created trailers will be an example of what is possible within the parameters of this particular school project:

- [Book Trailers for Readers](#)
- [Slime Kids Book Trailers](#)

Utilize Tech, Media, and Materials

Preview Tech, Media and Materials

- Preview the links to the book trailer sites
- Double-check with the classroom teachers that iPads will be available to transport to the library on a weekly basis; will students carry individual iPads or will they be delivered by the teacher?
- Ensure that iPads will be charged before coming to the library (backup iPad chargers are available in the library, if needed)
- Ensure Adobe Voice is installed on all iPads

Prepare Tech, Media and Materials

- Print storyboard templates
- Print book review templates
- Print peer-review checklists
- Turn on Sharp Board
- Connect document camera
- Charge library iPad

Prepare Environment

- Set up alternative centers for students that are not interested in creating book trailers
- Arrange tables and chairs in their normal position



Prepare Learners

- Center expectations will be reviewed with the entire class before breaking up into small groups
- Expectations of using the iPads in the library will be discussed

Phase 3

Utilize Tech, Media, and Materials

Provide the Learning Experience

Session One:

1. Ask students to tell about the last movie trailers they watched. Ask what the purpose movie trailers is and what makes a trailer good (get people excited to watch the movie, not ruining the ending) (Whole-class discussion).
2. Based on their knowledge of movie trailers, what a book trailer might be (Whole-class discussion).
3. Show several book trailers using the aforementioned sites ([Book Trailers for Readers](#) and [Slime Kids Book Trailers](#)) on the library Sharp Board screen. After the first initial project, examples from fellow (and former) students can be shown as examples.
4. Ask students to raise their hand if they are interested in checking out any of the books previewed via book trailers (based on past experience, this will ensure that some students will raise their hand).
5. Discuss with students that the library needs their help in creating book trailers to encourage other students to check out books from the school library. Ask if any students would be interested in helping (it is assumed that several students will be willing to participate in this project).
6. Explain that this is a special project and the students that are interested in helping with this special task will come together in one section of the library, while the remaining students will be dismissed to their normal library centers.
7. The book trailer group will preview another book trailer, but first, they will be asked to watch for the following:
 - Clear narration
 - Interesting images, reflecting the book
 - Length of trailer
 - Music that represents the book
 - Music that does not overshadow the narration
 - Details that get readers interested but does not ruin the ending
8. Watch the trailer and discuss if and how those points were covered (or done poorly).
9. Explain that students will be creating book trailers using books they have read recently and enjoyed.



10. Students will break into pairs to share some books that come to mind, they will explain why those particular books would make a great book trailer.
11. Students will be required to check in with the librarian to clear their book selection during the remaining library time. Students will also need to obtain a copy of their book trailer book prior to the next library class (the book can come from the school library, classroom library, or home).

Session Two:

1. Watch a book trailer as a group from one of the aforementioned sites.
2. Project the [book review template](#) using the document camera and Sharp Board screen and fill it out (talking aloud while filling in the answers, asking students to help with suggestions).
3. Ask students if they have any questions before working independently on their book review templates.
4. Pass out templates and allow students to work. Librarian will walk around the room, answering questions, as necessary.
5. Pass out manilla folders to students, they will write their name on the folder and all of their supplies will be added to that folder at the end of library time. It may be conducive for some librarians to have the students do their planning digitally, in my specific situation, this would be best done on paper.

Session Three:

1. Watch a book trailer as a group from one of the aforementioned sites.
2. Ask students to recall what they worked on during the last library lesson (book review template), ask students to share their progress.
3. Project the [storyboard template](#) using the document camera and Sharp Board screen and fill it out (talking aloud while filling in the answers, asking students to help with suggestions).
4. Ask students if they have any questions before working independently on their book review templates.
5. Pass out students' manilla folders.
6. Pass out templates and allow students to work. Librarian will walk around the room, answering questions, as necessary.

Session Four:

1. Watch a book trailer as a group from one of the aforementioned sites.
2. Ask students to recall what they worked on during the last library lesson (storyboard template), ask students to share their progress.
3. Project the librarian's completed storyboard template and ask students what type of images could be used to bring the storyboard to life.
4. Use the projector, Sharp Board screen and Reflector app to open [Adobe Voice](#) and demonstrate the initial stages of creating their book trailer (this section will be very condensed, as students are very familiar with these stages of the process, based on work in other classes).



5. Pass out students' manilla folders and give them time to brainstorm the images that could be used to fulfill their storyboard.
6. By this time, students will all likely be at different stages of the project and the librarian's role will transition into helping students individually.

Session Five (and beyond):

1. Watch a book trailer as a group from one of the aforementioned sites.
2. Ask students to recall what they worked on during the last library lesson (varying stages of the book trailer creation), ask students to share their progress.
3. Ask students the importance of reviewing their work and seeking peer-review (finding mistakes, making things more clear). Project the [peer-review checklist](#) using the document camera and Sharp Board screen and fill it out (talking aloud while filling in the answers, asking students to help with suggestions).
4. Request that students find a partner to share their book trailer with before publishing their book trailer. Also require students to share their book trailer with the librarian before publishing.
5. Discuss with students that once they have reviewed their own work, gotten at least one peer-review and shared their trailer with the librarian, they are welcome to publish their work.
6. Pass out students' manilla folders, the peer-review checklist and give students time to work.
7. Students will be at different stages of the project and the librarian's role will be to help students individually.

Following Sessions:

1. Share QR codes and their purpose with students, demonstrate the creation of QR codes.
2. Students will [create a QR code](#) to their published trailer.
3. Librarian will compile all of the published book trailers in a central location (school's LibGuide site) and print QR codes to display on the library book shelves.
4. Students will present their book trailers at an all-school assembly.

Require Learner Participation

Require Active Mental Engagement by Learners

- This project is very active, even when completing the [librarian-centric sections](#), students are encouraged to add their thoughts and ask questions. A great deal of this project is done with students working independently, at their own pace.

Engage Learners in Practice of New Knowledge or Skills

- Students have completed several formal book reports in their classroom, they will be demonstrating some of those same skills, but in a very different way:
 - Creating storyboards.
 - Sharing knowledge of a book in a non-traditional way.
 - Demonstrating their excitement through a book trailer.



Support Learning with Tech and Media

- Students are asked to take their excitement about a book and translate it into a multimedia product that can create excitement in fellow students.

Provide Performance Feedback

- Students are asked to check-in (as a group) at the start of each session.
- Students are required to seek peer-review and librarian-review prior to publishing.

Phase 4

Evaluate and Revise

Data-driven Reflection

Collection Circulation Report

Show Summary Only (Limited by circulation date. See the final page of the report for limiter details.)

Call numbers grouped by prefix

Range	Circulations
000 - 099	5 [0.45%]
100 - 199	1 [0.09%]
200 - 299	8 [0.73%]
300 - 399	33 [3.00%]
400 - 499	2 [0.18%]
500 - 599	28 [2.54%]
600 - 699	24 [2.18%]
700 - 799	95 [8.63%]
800 - 899	5 [0.45%]
900 - 999	28 [2.54%]

A large motivation for this project is to increase circulation rates and promote reading for pleasure. One way to evaluate the success of this project is to review the circulation rates before and after students create book trailers and share them with their peers. The library's current average circulation rate is approximately 1,200 items per month, I would be happy to see that number increase by 5%. That number is a goal rather than a prediction, after conducting this project for the first time, I will be able to better determine its success and make a more accurate prediction for circulation growth in the future.

Informal Feedback

As the initial stages of this project unfold, I have gathered my students back together at the end of their library time and asked the following questions:



- What worked well today that you were proud of?
- What was something that was challenging for you today?
- How can we work together to improve those challenges?

These have been simple conversations where the students raise their hands and share their responses with the group, it has been helpful for me in altering future lessons. In order for all of the students to be heard, however, it might be useful to implement a digital tool (e.g., [Padlet](#)) that allows all of them to answer and reflect.

Project Evaluation

At the conclusion of the project, students that participated will be invited to take a short survey that includes the following questions:

1. Did you enjoy the book trailer project?
 - a. I loved it
 - b. I liked it
 - c. I didn't like it but I also didn't hate it
 - d. I didn't like it
2. I thought the book trailer project was
 - a. Too easy
 - b. Too hard
 - c. Just right
3. I would like to do another project like this
 - a. Yes
 - b. No
 - c. Maybe
4. I think the other students will check out books because of my trailer
 - a. Yes
 - b. No
 - c. Maybe
5. I am proud of my work?
 - a. Yes
 - b. No
 - c. Not sure

These evaluations will be given using [Google Forms](#) on the library desktop computers, the survey is intended to be very simple and quite short, as it is one of the students' first experiences completing an online post-evaluation form.

The results of these evaluations will be used by the librarian to reflect on the project and make adjustments for future student projects.

