



Original Article

Digital Pedagogy and Academic Libraries: A Study of Teaching Staff's Use of Online Educational Videos

Archana Rode¹, Pooja Kardile²

¹ATSS College of Business Studies and Computer Application, Chinchwad, Pune

²Baneshwar Shikshan Stantha Art's Science & Commerce College, Burhanagar, Ahilyanagar

Manuscript ID:

IBMIRJ -2026-030218

Submitted: 07 Jan. 2026

Revised: 11 Jan. 2026

Accepted: 05 Feb. 2026

Published: 28 Feb. 2026

ISSN: 3065-7857

Volume-3

Issue-2

Pp. 92-98

February 2026

Correspondence Address:

Archana Rode
ATSS College of Business Studies and
Computer Application, Chinchwad,
Pune

Email: rodearchana@gmail.com



Quick Response Code:



Web: <https://ibrj.us>



DOI: 10.5281/zenodo.21349524

DOI Link:

<https://doi.org/10.5281/zenodo.21349524>



Creative Commons

Abstract

Through the use of online instructional videos from sites like YouTube, NPTEL, SWAYAM, and Coursera, digital pedagogy has revolutionized higher education by facilitating flipped classrooms, concept clarification, and multimedia-rich instruction. The utilization of these videos by teaching staff and its effects on academic library services are investigated in this study. [1] The study examines the usage of online instructional videos for digital pedagogy by teaching staff at Arts, Science and Commerce College, Burhanagar, and ATSS College, as well as their knowledge of library-mediated resources and the ensuing changes in library dependency and service requirements. 44 teaching staff members were polled using a descriptive-analytical mixed-methods approach, and both college librarians were interviewed in a systematic manner. Thematic coding, graphics, and percentage distributions were all used in data analysis. The results showed a decrease in in-person library visits, a greater preference for digital resources, a greater dependence on online videos, and a decrease in print and reference usage. To stay relevant as partners in digital pedagogy, libraries must transition to video subscription portal integration, policy adjustments, and e-infrastructure upgrades. [2]

Keywords: digital pedagogy, online educational videos, academic libraries, teaching staff, streaming video, information seeking.

Introduction

Academic libraries and digital pedagogy are becoming more closely linked as instructors use online instructional video platforms to create and improve their teaching in higher education. This study looks at how academic library responsibilities, collections, and services are changing in video-rich, technology-enabled learning environments as a result of the utilisation of platforms like YouTube, NPTEL, SWAYAM, and Coursera.

Digital pedagogy in higher education: The efficient application of digital technologies to improve instruction in online, hybrid, and technologically advanced settings is known as "digital pedagogy" in higher education. It places a strong emphasis on learner-centered and participatory approaches, transforming learning interactions, evaluation, and knowledge generation through the use of digital tools, platforms, and media.

Growth of online educational videos: Due to the rise of national and international platforms, online instructional videos have become a key component of digital pedagogy. Services like YouTube, Coursera, NPTEL, and SWAYAM offer a wealth of curriculum-aligned video content that supports flipped classrooms, concept clarification, lecture substitution, and self-paced learning for both teachers and students.

Changing role of academic libraries: By going beyond text-based collections to include streaming video, locally produced lectures, and carefully chosen free educational materials, academic libraries are adjusting to video-rich learning settings. These days, librarians actively participate in licensing, incorporate video platforms into educational systems, and work with instructors on resource curation, digital literacy, and media-rich course design. [2]

1. Problem statement

There is little empirical knowledge about how instructors use these videos for instruction and how much they rely on or avoid academic library services, despite the growth of online instructional videos and library investments in streaming platforms. There is a gap between digital pedagogy practices and academic library planning and service design because existing research frequently separates faculty video-use habits from library-provided materials.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

How to cite this article:

Rode, A. & Kardile, P. (2026). Digital Pedagogy and Academic Libraries: A Study of Teaching Staff's Use of Online Educational Videos. *InSight Bulletin: A Multidisciplinary Interlink International Research Journal*, 3(2), 92–98. <https://doi.org/10.5281/zenodo.21349524>

2. Significance of the study

This study is important because it shows how academic libraries can actively support faculty usage of online instructional videos and digital pedagogy. In addition to influencing institutional strategies for integrating platforms like NPTEL, SWAYAM, Coursera, and YouTube with library services, it offers evidence-based guidance for library policy, streaming video collection creation, instructional support, and collaboration with teaching staff.

3. Scope of the study

The study looks at how teaching staff in higher education use educational videos on open platforms including YouTube, NPTEL, SWAYAM, and Coursera for instruction, preparation, and professional development. It ignores assessments of platform quality or student learning results in favour of concentrating on faculty video-use behavior, awareness and perceptions of library support, and the implications for academic library responsibilities in digital pedagogy.

4. Review of Literature

According to earlier research, internet instructional films transform academic library use and librarian responsibilities while improving learning outcomes through active involvement and multimedia integration. However, there is still a lack of research on the opinions of teaching staff about library-based video programs. Gutiérrez (2025), students choose physical venues for in-depth study and digital libraries for rapid access. While paywalls and discovery issues prevented complete adoption, streaming video increased remote access and search efficiency but decreased in-person visits. This led to calls for AI-enhanced interfaces and user training. Joute (2019) highlights how librarians have evolved from print custodians to digital curators, educators, and technology navigators. They are now in charge of e-collections, media literacy, and ethical video use, and they are becoming more and more active in multimodal training and AI integration.

Burke, Snyder, and Rager (2009) discovered that while non-users expressed interest in learning more, instructors who used YouTube saw it as a useful and innovative teaching tool. This suggests that YouTube has broad potential across disciplines and that more research is necessary. Horbal (2018) argues that despite changing distribution modes, the justification for including video resources in libraries is still compelling, supporting the ongoing value of video in academic library collections.

5. Research gap

Few studies look at teaching staff's information-seeking habits, preferences for open video platforms, or perceptions of library support for digital pedagogy, ignoring how faculty demand can shape library services.

6. Objectives of the Study

- To investigate how teaching staff members use online instructional videos.
- To examine how video-based instruction affects the use of academic libraries.
- To investigate the preference of teaching staff between online videos and library resources.
- To determine the difficulties academic libraries encounter as a result of digital pedagogy.
- To recommend tactics for libraries operating in the digital learning environment.

7. Research Methodology

The study examines faculty use of online instructional videos and its effects on academic library services using a descriptive-analytical mixed-methods approach.

Online educational video usage habits, including frequency, goals, preferred platforms (YouTube, NPTEL, SWAYAM, Coursera, and library platforms), and awareness of library support, are mapped in the descriptive component. The analytical part looks at connections between important factors including discipline and platform preference, knowledge of and actual use of library services, and opinions of the function of the library and the level of video use. The method offers both breadth and depth of research by combining a quantitative survey of teaching staff with qualitative interviews of librarians. The population consists of about 44 teaching staff members who were chosen from survey respondents to represent two disciplines - Science and Management streams.

Data analysis

Section 1: Demographic Profile of Respondents

Based on department, teaching experience, and college connection, the respondents' demographics were examined. The study had 44 academic members in all.

	Demographic information	Frequency	Percentage
College Name	ATSS College of Buine tudie and Computer Application, Chinchwad Pune.	16	36.36%
	Art's Science and Commerce college, Burhannagar, Ahilyanagar	28	63.64%
Department	Management	14	31.82%
	Computer	30	68.18%
Teaching Experience	0-5	22	50.00%
	06-10	13	29.55%
	10-15	4	9.09%
	15-20	5	11.36%

Interpretation:

The demographic research reveals a workforce primarily made up of early- and mid-career professors, a higher representation from Arts, Science, and Commerce College, Burhannagar, and a domination of computer department faculty. This composition reflects the opinions of both seasoned and emerging faculty members, making it appropriate for analyzing current academic practices.

Section 2: Use of Online Educational Videos in Teaching

In relation to online instructional videos, this section examines faculty usage patterns, motivations, goals, preferred platforms, and subscription behavior.

1. Frequency of Use of Educational Videos		
Response	Respondents	Percentage
frequently	18	40.91%
sometime	25	56.82%
rarely	1	2.27%
Never	0	0.00%
2. Reasons for Using Online Educational Videos		
Easy accessible	23	61.36%
Time-saving	22	52.27%
Variety of sources available online	27	50.00%
Lack of updated materials in the library	2	15.91%
Internet accessibility anytime	7	4.55%
Other (please specify)	0	0.00%
3. Purpose of Using Educational Videos in Teaching		
Introducing a topic	20	45.45%
Explaining complex concepts	28	63.64%
Flipped classroom	5	22.73%
Supplementing lectures	10	18.18%
Assignments for students	8	11.36%
4. Platforms Used for Educational Videos		
YouTube	41	93.18%
NPTEL	8	34.09%
SWAYAM	15	18.18%
TED-Ed	2	11.36%
Coursera	5	4.55%
Other:	0	0.00%
5. Following Specific Academic Channels		
Yes	18	40.91%
No	26	59.09%
6. Subscription to Paid Educational Channels		
Yes	10	22.73%
No	34	77.27%

Interpretation:

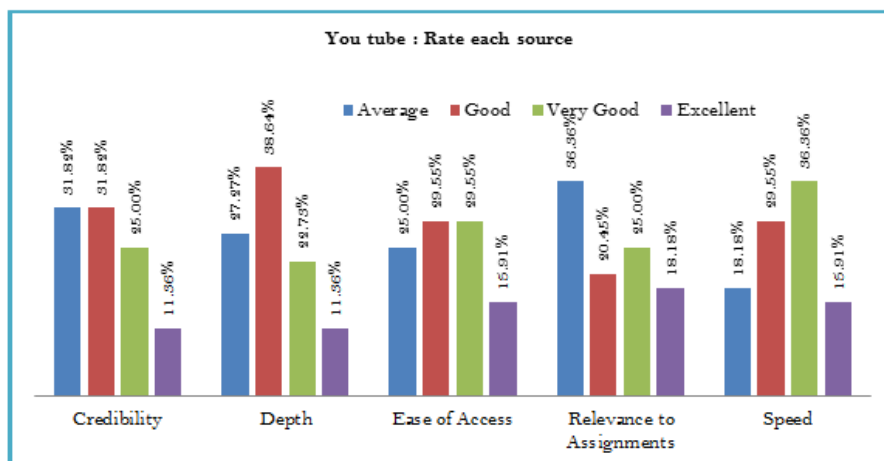
The results demonstrate the widespread usage of internet instructional videos in the classroom, mostly to enhance instructional efficacy and make difficult concepts easier to understand. While structured platforms like SWAYAM and NPTEL are becoming more popular and paid resources are still scarce, faculty prefer readily available, varied, and free platforms, with YouTube being the most popular source.

Evaluation of YouTube as an Educational Video Source (with Percentages)

Using a five-point rating system, faculty evaluated YouTube based on five criteria. The research concentrates on Average, Good, Very Good, and Excellent ratings because no "Poor" comments were noted.

Rating of YouTube as an Educational Source (Frequency & Percentage)

You tube : Rate each source	Credibility	Depth	Ease of Access	Relevance to Assignments	Speed
Average	31.82%	27.27%	25.00%	36.36%	18.18%
Good	31.82%	38.64%	29.55%	20.45%	29.55%
Very Good	25.00%	22.73%	29.55%	25.00%	36.36%
Excellent	11.36%	11.36%	15.91%	18.18%	15.91%



The results show that while academic qualities like credibility and assignment relevance are scored lower, emphasising the necessity of careful content selection, YouTube's technical advantages—speed and accessibility—drive its broad adoption in higher education. The high percentage of Good and Very Good ratings indicates that YouTube works well as an additional teaching aid rather than as a stand-alone resource, highlighting the importance of combining it with structured educational platforms and library materials for academic reliability.

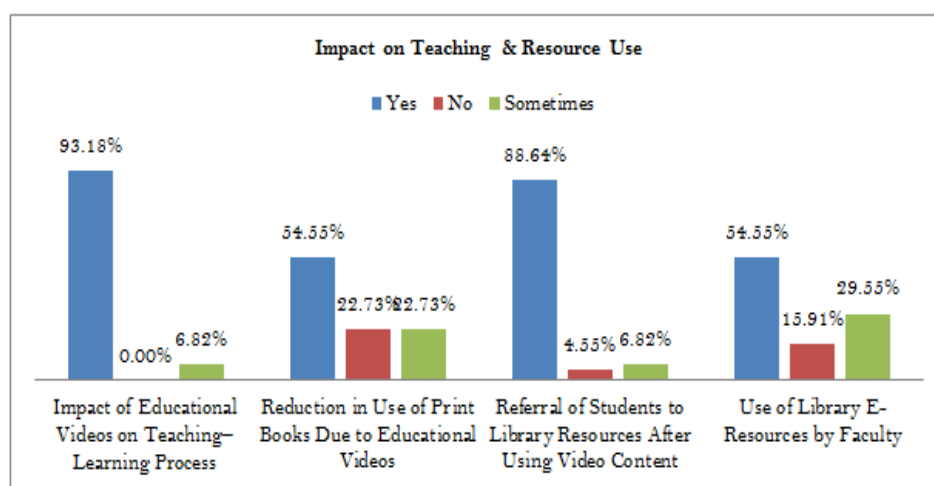
Comparative Platform Analysis

Despite being the most popular platform, YouTube's supremacy is primarily due to performance and accessibility rather than academic rigour. Although less popular, structured platforms like SWAYAM and NPTEL provide greater legitimacy and curriculum alignment because of expert-led, institution-backed content; yet, their lengthy formats and restricted flexibility make them less user-friendly. The results point to a complimentary model: SWAYAM/NPTEL as academically demanding, syllabus-aligned resources, and YouTube as a rapid, adaptable, student-friendly aid. A hybrid strategy is reflected in faculty preference, which combines YouTube for formal platform engagement with library resources for authoritative material.

Section 3: Impact on Teaching & Resource Use

This section looks at how educational movies are believed to affect the teaching-learning process and how library resources are used.

	Yes	No	Sometimes
Impact of Educational Videos on Teaching–Learning Process	93.18%	0.00%	6.82%
Reduction in Use of Print Books Due to Educational Videos	54.55%	22.73%	22.73%
Referral of Students to Library Resources After Using Video Content	88.64%	4.55%	6.82%
Use of Library E-Resources by Faculty	54.55%	15.91%	29.55%

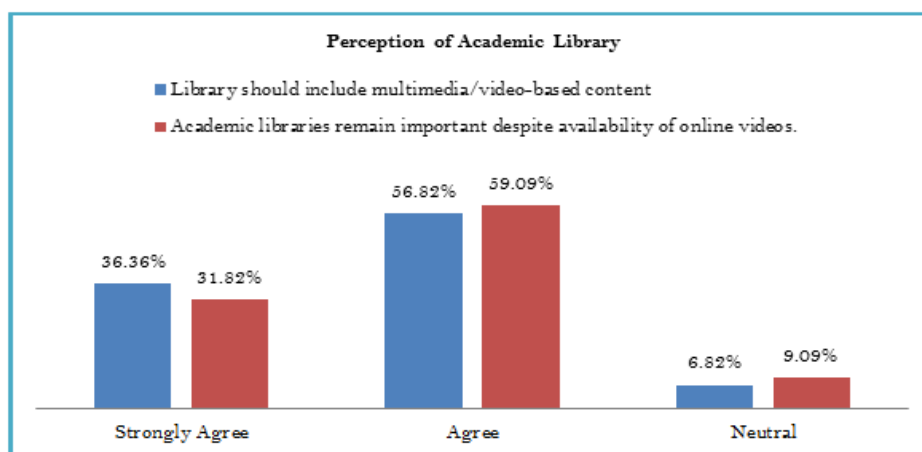


The investigation demonstrates that instructional videos have a favourable effect on the efficacy of instruction. Faculties continue to appreciate and promote library and e-resources, showing a hybrid resource approach rather than complete digital substitution, even though their reliance on print books has considerably decreased.

Section 4: Perception of Academic Library

The results verify that online instructional videos complement traditional and digital library resources while improving instruction.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Need to Include Multimedia/Video-Based Content in Library Collections	33.30%	63.30%	3.30%	0%	0%
Perception of Importance of Academic Libraries Despite Online Videos	33.30%	60.00%	6.70%	0%	0%



The results demonstrate that despite the growing use of online videos, Academic libraries are still regarded as vital knowledge hubs. A hybrid paradigm that combines print, digital, and audiovisual content is reflected in the faculty's strong support for updating library collections with multimedia and video resources. Libraries are seen as complementary, developing academic support systems rather than as rivals to internet videos.

Analysis of Librarians' Perspectives on the Impact of Online Educational Videos

Section 1: A Brief Overview of Library Services and Usage Patterns According to interviews with academic librarians, the increasing popularity of online instructional videos has resulted in a discernible decrease in the usage of physical libraries. Routine academic visits by teacher and the distribution of print books have declined. This implies that instead of asking for in-person library assistance, teachers are depending more and more on digital resources and online videos.

Analysis: Overall, the results demonstrate that by decreasing reliance on conventional reference services and physical library facilities, online instructional videos are changing user behavior.

Section 2: Preferences for Resources With an estimated 60% preference for digital and video-based materials compared to 40% for textbooks, librarians describe a strong movement in user preferences from print to digital resources. Although textbooks and reference book are still useful, teachers are favouring online and multimedia learning more and more. Additionally, borrowing trends indicate a decreased reliance on subject-specific print resources by favouring general books over specialised academic works.

Analysis: These trends show that multimedia explanations, accessibility, and ease of use are becoming more important than comprehensive print resources.

Section 3: Library Challenges and Adaptation Reduced foot traffic and dwindling print circulation pose questions about space utilisation and traditional duties, and librarians see the continued value of physical libraries as a major problem in the age of video-based learning. As a result, libraries are giving e-resource subscriptions like databases and e-books top priority, and collection development guidelines are moving more and more in the direction of digital media.

Analysis: These results show that print-centric approaches are giving way to hybrid or primarily digital service models in Academic libraries.

Section 4: Technology's Role The majority of librarians stated that their libraries have started incorporating video-based learning tools like SWAYAM, NPTEL, and Coursera. There is broad agreement that in order to assist students in critically analyzing and utilizing online learning resources, libraries should also support media and digital literacy activities.

Analysis: Librarians and professors must work together more closely to completely integrate multimedia resources into the academic ecosystem, even though technology integration is already under progress.

Section 5: Academic Libraries' Future Academic libraries should curate trustworthy academic video links for all the user and subscribe to subject-specific video series, according to librarians, in order to stay relevant and establish themselves as providers of top-notch digital learning materials. It is believed that managing this transformation requires sufficient resources, qualified personnel, and ongoing professional development.

Analysis: Academic libraries must embrace digital transformation and redefine librarianship as a technology-driven, user-centered profession if they are to survive.

Findings of the Study

The study highlights important implications for the changing role of academic libraries in supporting digital pedagogy by revealing a substantial trend among teaching staff towards video-rich, digitally mediated practices. The findings show that most teaching staff regularly use online educational videos—such as YouTube, NPTEL, SWAYAM, Coursera, and library-

licensed platforms—for lecture preparation, flipped classrooms, concept clarification, and professional development. Videos have become an integral part of their pedagogical toolkit. For normal teaching needs, educators are using fewer print collections and in-person reference services as they increasingly rely on internet videos for brief explanations and demonstrations. Teaching staff now favour online videos and digital resources over print handbooks or reference desk consultations for many questions involving examples, demonstrations, or procedural expertise. Survey responses show a strong preference for digital resources, such as streaming videos, e-journals, e-books, and online course materials due to their searchability, ease of integration into learning management systems, and anytime, anywhere accessibility. This is affected on foot traffic for traditional services including reading room use, physical circulation, and on-site reference. These developments show how academic libraries must change from print-focused, space-based establishments to proactive collaborators in multimedia integration and digital pedagogy. Enhancing streaming video collections, boosting video discovery and LMS integration, increasing faculty teaching in digital and media literacy, and redefining librarians as collaborators in course design rather than just caretakers of physical resources are some of the top goals.

Discussion

The findings unequivocally demonstrate that academic library usage, resource preferences, and service models have all been greatly impacted by online instructional videos. Despite a drop in print circulation and physical usage, libraries are responding by increasing e-resources and incorporating video platforms. The necessity for institutional support to stay relevant in digital learning is highlighted by the evolving roles of librarians. These results, which demonstrate an increasing dependence on video-rich resources and a redefinition of library functions, are consistent with broader trends in higher education. Libraries are often moving away from print-dominated models and towards more integrated, collaborative, and technologically enabled support systems due to faculty behavior and expectations.

Recommendations

Academic libraries must proactively respond to users demand for online instructional Videos and concentrate on subscribing to discipline-specific streaming platforms that correspond with curriculum requirements.

Libraries can facilitate faceted browsing by subject, format, and curricular level, integrate video search and discovery into unified search interfaces, and easily connect to LMS systems such as Moodle or Canvas. Discoverability of local lecture recordings and OER video collections in addition to standard e-resources is supported by creating faculty-curated playlists and subject-specific guides, improving metadata (keywords, transcripts, accessibility tags), and integrating with institutional repositories.^[3] Libraries should keep specific budget allocations based on faculty input and COUNTER reports. Selection criteria should be based on consumption, access modes, and curricular alignment. De-selection of low-use titles, diversification across Indian (NPTEL, SWAYAM) and international platforms, and sustainability through consortium purchase should all be covered by policies, which should be regularly reviewed to reflect changing objectives in digital pedagogy. Libraries need a strong infrastructure, which includes advanced authentication (Shibboleth/SAML) for off-campus access, cloud-based hosting for institutional movies, and high-bandwidth streaming servers. Faculty workflows are supported by mobile optimisation, LMS integration, accessibility features (screen reader support, auto-captioning), and analytics dashboards that monitor usage by course, department, and user type. Reliable digital video services for education and research are ensured by disaster recovery strategies and frequent usability testing.^[4]

Limitations of the Study:

The study I conducted in two-college focus may limit the results' applicability to a larger academic community.

Information about the frequency and style of video usage depends on respondents' honesty and memory, which may introduce recall or social desirability bias.

Niche or discipline-specific platforms might not be covered, even while big platforms like YouTube, NPTEL, SWAYAM, Coursera, and library-licensed services are taken into account.

A self-reported questionnaire was used to gather the data, which may have included respondents' subjective interpretation or personal bias.

Conclusion

By giving priority to subject-specific subscriptions, incorporating videos into library portals, updating collection policies, and bolstering e-resource infrastructure, academic libraries must proactively adjust to faculty reliance on online educational videos.^[2]

Key Findings: The study demonstrates that faculty in higher education frequently use online instructional videos (YouTube, NPTEL, SWAYAM, Coursera) as essential tools for digital pedagogy, decreasing dependency on print materials and physical library services while raising demand for carefully chosen digital video collections. Despite decreasing patronage, academic libraries can stay relevant by emphasizing faculty cooperation, digital literacy support, and multimedia curation. The results highlight the necessity of proactive training initiatives, improved discovery tools, and subject-specific streaming platforms.^[1]

Reiterating Academic Libraries' Changing Role: Instead of going out of style, academic libraries are redefining themselves as crucial collaborators in video-rich digital learning. They encourage media literacy and ethical video use among faculty members while bridging open platforms with licensed, curriculum-aligned content. Libraries can turn obstacles into strategic advantages, supporting creative teaching methods and institutional objectives in the digital age, by incorporating subject-specific video subscriptions, enhancing portal discoverability, updating collection policies for sustainability, and fortifying infrastructure.^[2]

Future Scope of the Study

Future studies could compare access to platforms like SWAYAM and NPTEL between urban and rural institutions, track changes in faculty video usage over time after improved library services are implemented, or look at how students feel about videos that are curated by the library versus those that are chosen by faculty. To generalise findings on libraries' participation in digital pedagogy,

next study may examine AI-driven video recommendation systems in library portals, cost-benefit assessments of consortia-based video licensing in India, or comparative studies across international higher education contexts.^[5]

Acknowledgment

The authors express their sincere gratitude to the management and administration of Arts, Science and Commerce College, Burhannagar, Ahilyanagar, and ATSS College of Business Studies and Computer Application, Chinchwad, Pune, for granting permission and providing the necessary support to conduct this study. We are deeply thankful to the teaching staff members who generously participated in the survey and shared their valuable time, insights, and experiences, which formed the foundation of this research.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References

Below is the reference list formatted in APA 7th edition style, with consistency in punctuation, capitalization, and DOIs/URLs? Duplicate entries have been consolidated.

References

1. Arya, P., Christ, T., & Chiu, M. M. (2016). Video use in teacher education: A survey of teacher-educators' practices across disciplines. *Journal of Computing in Higher Education*, 28(2), 261–300. <https://doi.org/10.1007/s12528-016-9116-y>
2. Basch, C. E., Mongiovi, J., Berdnik, A., & Basch, C. H. (2016). The most widely viewed YouTube videos with content related to multivitamins. *Health Promotion Perspectives*, 6(4), 213–220.
3. Boté-Vericad, J.-J. (2025). Information-seeking and content creation: The impact of YouTube educational videos on learning practices in library and information science. *Journal of Librarianship and Information Science*. Advance online publication. <https://doi.org/10.1177/09610006241309102>
4. Burke, S. C., Snyder, S., & Rager, R. C. (2009). An assessment of faculty usage of YouTube as a teaching resource. *The Internet Journal of Allied Health Sciences and Practice*, 7(1), Article 8.
5. Foley, M. (2023). Evaluation of streaming video usage in a university library before, during, and after the COVID-19 pandemic lockdown. *The Journal of Academic Librarianship*, 49(3), 102698. <https://doi.org/10.1016/j.acalib.2023.102698>
6. Fyfield, M., Henderson, M., & Phillips, M. (2021). Navigating four billion videos: Teacher search strategies and the YouTube algorithm. *Learning, Media and Technology*, 46(1), 47–59. <https://doi.org/10.1080/17439884.2020.1781890>
7. Grove, T. M. (2021). Academic library video services: Charting a post-COVID course. *Pennsylvania Libraries: Research & Practice*, 9(2), 101–110.
8. Hepworth, K., Mensing, D., & Yun, G. W. (2017). Journalism professors' information-seeking behaviors: Finding online tools for teaching. *Journalism & Mass Communication Educator*, 73(3), 255–270. <https://doi.org/10.1177/1077695817718425>
9. Major, L., & Watson, S. (2018). Using video to support in-service teacher professional development: The state of the field, limitations and possibilities. *Technology, Pedagogy and Education*, 27(1), 49–68. <https://doi.org/10.1080/1475939X.2017.1361469>
10. Miner, S., & Stefaniak, J. E. (2018). Learning via video in higher education: An exploration of instructor and student perceptions. *Journal of University Teaching and Learning Practice*, 15(2), 1–16. <https://search.informit.org/doi/10.3316/informit.T2025020500013100814945332>
11. Mohamed, F., & Shoufan, A. (2022). Choosing YouTube videos for self-directed learning. *IEEE Access*, 10, 51155–51166. <https://doi.org/10.1109/ACCESS.2022.3174368>
12. Sadeh, T. (2007). Time for a change: New approaches for a new generation of library users. *New Library World*, 108(7–8), 307–316. <https://doi.org/10.1108/03074800710763608>
13. Vassilas, C. A., & Ho, L. (2000). Video for teaching purposes. *Advances in Psychiatric Treatment*, 6(4), 304–311. <https://doi.org/10.1192/apt.6.4.304>
14. https://en.wikipedia.org/wiki/Digital_pedagogy
15. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10020038>
16. [admin.262-2314-5-PB\(1\).pdf](https://admin.262-2314-5-PB(1).pdf)
17. <https://journals.ala.org/index.php/ltr/article/viewFile/4900/5913>
18. https://www.ala.org/acrl/publications/keeping_up_with/digital_pedagogy