

# **Student Perspectives on the Use of Interactive Video Lectures**

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Aim: This study sought to understand students' perspectives on the inclusion of active learning components to online lecture videos.

## Method:

- Implementation of interactive video lectures (IVLs) in four undergraduate online classes using PlayPosit Program.
  - One psychological statistics course
  - One human development and family studies research methods class
  - One psychological and one human development and family studies content class
- IVLs contained questions and reflection opportunities embedded into the videos similar to face-to-face class sessions using interactive response programs (such as clickers; Tophat).
- Surveys were given in final two weeks of each course soliciting feedback on the implementation of the interactive video lectures.

## Results:

- Demographics
  - Major: 17% Family Studies and Human Development; 23% Psychology; 60% other
  - Gender: 83% female; 17% male
  - Age: 22.7 average (Range 17-65)
  - Class Standing: 6% freshmen; 21% sophomore; 42% junior; 30% senior
  - Full-time student status: 91%
  - Fully online student status: 9%
  - Previous experience with an online class: 87%
  - Previous experience with video lectures in a class: 74%
  - Previous experience with interactive video lectures: 30%
- Ranking of questions that were rated as most beneficial to students' learning:
  - (1) Multiple choice questions
  - (2) Reflective pauses
  - (3) Free response questions
  - (4) Check all that apply questions
  - (5) Fill in the blank questions
  - (6) Polling surveying questions
  - (7) Embedded videos and links
  - (8) Discussion forum questions

## Student Perspectives on Use of Interactive Video Lectures

**Table 1.** *Student perspectives on use of interactive video lectures*

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The embedded questions helped increase my understanding of the content	0.6	5.7	3.8	44.7	45.3
The embedded questions helped solidify what I needed to study	1.3	9.4	10.1	35.8	43.4
The embedded questions helped keep my attention during the videos	1.9	4.4	10.7	28.3	54.7
The embedded questions helped keep me engaged in the material	1.3	4.4	9.4	36.5	48.4
I would continue the use of embedding questions in lecture videos	2.5	8.2	8.8	30.2	50.3
I paid more attention to the video because of the questions embedded in the videos	1.9	5.7	8.8	28.9	54.7
The embedded questions that asked me to think about my knowledge of the topic helped me make connections with the course content	1.3	5.0	8.2	42.8	42.1
The embedded questions that asked me to predict an answer before being shown the information were beneficial to my learning	4.4	9.4	9.4	38.4	38.4
The embedded questions were fun	8.8	9.4	30.8	28.9	22.0

**Table 2.** *Student perspectives on specific types of questions*

Now we would like to get your feedback on certain features of PlayPosit. Please note how helpful were the...	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The reflective pauses	0.0	9.0	25.6	47.4	17.9
Free response questions	1.3	9.7	17.4	53.5	18.1
The multiple choice questions	0.0	1.9	6.5	52.9	38.7
Check all that apply	2.6	6.5	16.9	48.1	26.0
The polling survey	0.0	7.1	20.1	47.4	25.3
Fill in the blank	2.0	6.6	11.9	53.0	26.5
The embedded links/videos	0.7	7.4	17.6	44.6	29.7
The discussion forum questions	1.3	3.3	11.3	57.0	27.2