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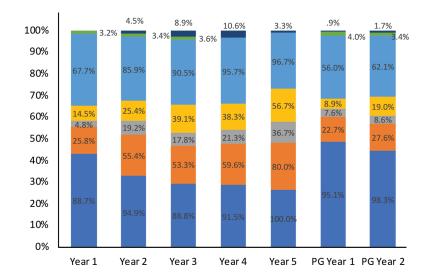
# ENRICHING UNSW TEACHING THROUGH AV TECHNOLOGIES

# **EF COMMUNITY OF PRACTICE**

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The use of video and other AV technologies have become commonplace in tertiary education. Despite this, at UNSW we do not know how videos impact student engagement, learning, and perception

#### WHAT TYPES OF VIDEOS HAVE YOU WATCHED IN YOUR COURSES? ANNOTATED ANIMATED YOU TUBE OR EXTERNAL LIGHTBOARD AR/VR

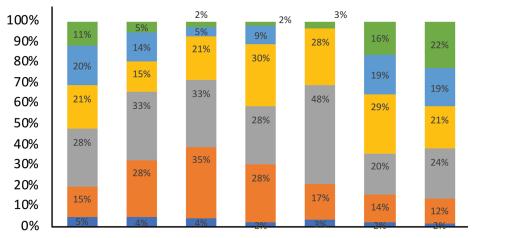


## WHAT DID **OUR STUDENTS TELL US?**

YouTube was the second most watched video type in all faculties except in Vision Science

HOW LONG DO YOU PREFER VIDEOS TO BE IN ORDER TO STAY ENGAGED?

■ 0 - 2 MINS ■ 3 - 5 MINS ■ 5 - 8 MINS ■ 8 - 15 MINS ■ 15 - 30 MINS ■ > 30 MINS



5–8 min long videos were considered most engaging. Differences were present between year of study and between faculties

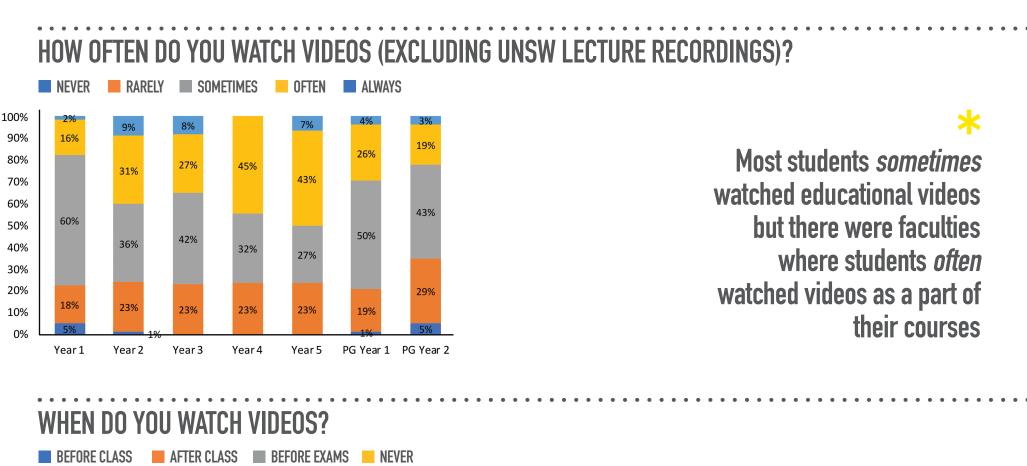
## of authority.

Evans (2008) reported that watching videos is more efficient way of learning than using traditional materials like books or even student's own notes. There has been an increase in the use of audio/visual and other emerging technologies amongst both learners and teachers in higher education (Chen & Wu, 2015; Ozan & Ozarslan, 2016; Henderson et al. 2017). Videos that were perceived as 'value add' elements were watched by more students than other types of videos, including lecture capture videos (Witton 2017).

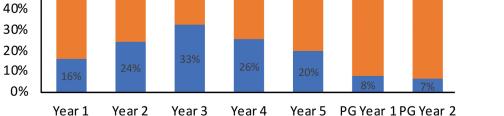
This project evaluated how different styles of video impact on student engagement, learning, and perception of authority:

- how are videos being used in courses at UNSW;
- how students perceive the effectiveness of videos;
- what topics students feel would be of value to improve the experience of first year UNSW students as guide for producing pilot videos in the next part of this study.

Year 3 Year 4 Year 5 PG Year 1 PG Year 2



**UNSWAD** preferred to watch before almost as much after the class. BEES and Business watched just *before the exams* more than others



100% 90%

> 80% 70%

> 60%

50%

#### A TOTAL OF 780 STUDENTS FROM SIX FACULTIES AND SCHOOLS PARTICIPATED IN THIS SURVE

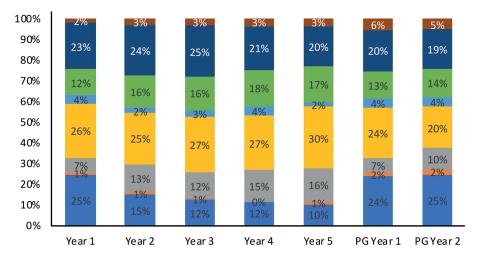
including Graduate School of Biomedical Engineering (GSMBE), UNSW Art and Design (UNSWAD), School of Optometry and Vision Science (Vision Sci), Engineering, UNSW Business, School of **Biological, Earth and Environmental** Sciences (BEES).

## WHICH STUDENTS DID WE SURVEY?

A nine-item survey was designed by the AV Select team targeting students across various schools and faculties at UNSW. Participating students reflected back on their first year experience. The study received approval (HC 180405) from UNSW Ethics Advisory Panel and was completed by the students during/after a scheduled class. Data was analysed using Frequency Test, Chi Square, Kruskal Wallis H and One Way ANOVA tests in SPSS Statistical Analysis Software. A p-value < 0.05 was considered statistically significant due to the nature of the survey (5% risk of conclusion error).

### WHAT FEATURES DO YOU VALUE IN EDUCATIONAL VIDEOS?

RELEVANCE TO ASSESSMENT INTERACTIVI PRESENTER REPUTATION



### Informative content comes first for all faculties except UNSWAD

that mostly values relevance to assessments

#### WHAT WOULD YOU LIKE A SHORT PILOT VIDEO TO BE ABOUT?

#### REFERENCES

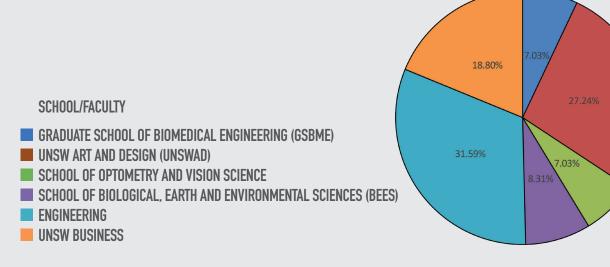
Chen, C. M., & Wu, C. H. (2015). Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. Computers & Education, 80, 108-121

Evans, C. ( 2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. Computers & Education, 50 (2), 491-498. in Giannakos, M. N., Jaccheri, L., & Krogstie, J. (2016). Exploring the relationship between video lecture usage patterns and students attitudes. British Journal of Educational Technology, 47(6), pp1259-1275.

Henderson, M., Selwyn. N., Aston, R. (2017) What works and why? Student perceptions of 'useful' digital technology in university teaching and learning Studies in Higher Education 42:8 pp1567-1579

Ozan. O., Ozarslan. Y, (2016) Video lecture watching behaviours of learners in online courses Educational Media International 53(1) pp27-41

Witton, G. (2017). The value of capture: Taking an alternative approach to using lecture capture technologies for increased impact on student learning and engagement. BJET, 48, pp 1010-1019.



**POSTGRADUATE YEAR 2** 

**POSTGRADUATE YEAR** 

YEAR 5

YEAR 4

YEAR 3

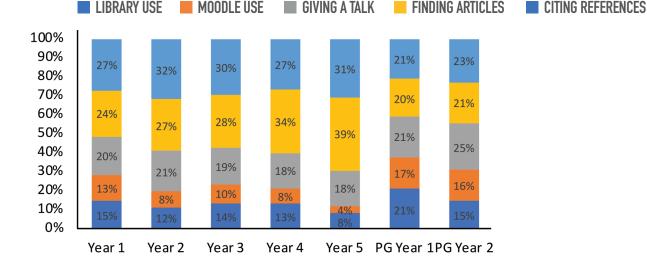
YEAR 2

YEAR 1

0 5

WHICH SCHOOLS/FACULTIES DID WE SURVEY?

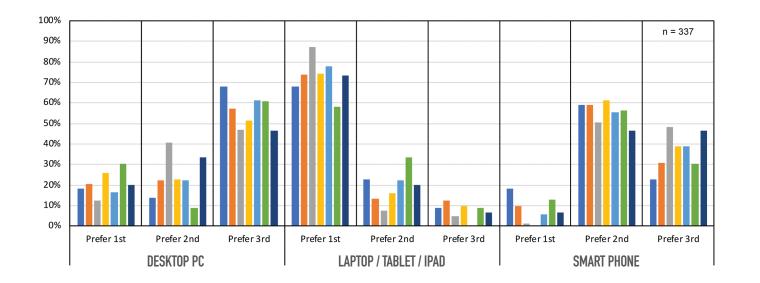
WHICH YEARS OF STUDY DID WE SURVEY?



**GSBME** preferred information on *How to find* journal articles while BEES and Business would have liked *How to give a talk* 

. . . . . . . . . . . . . . . . . . WHAT IS YOUR PREFERRED DEVICE FOR WATCHING VIDEOS?

YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 PG YEAR 1 PG YEAR 2



Laptop/Tablet/iPad were the most used devices used for watching course videos

n = 768

29.37

35

10 15 20 25 30

Responses in percentage (%)