

AV SELECT

ENRICHING UNSW TEACHING THROUGH AV TECHNOLOGIES

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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 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).

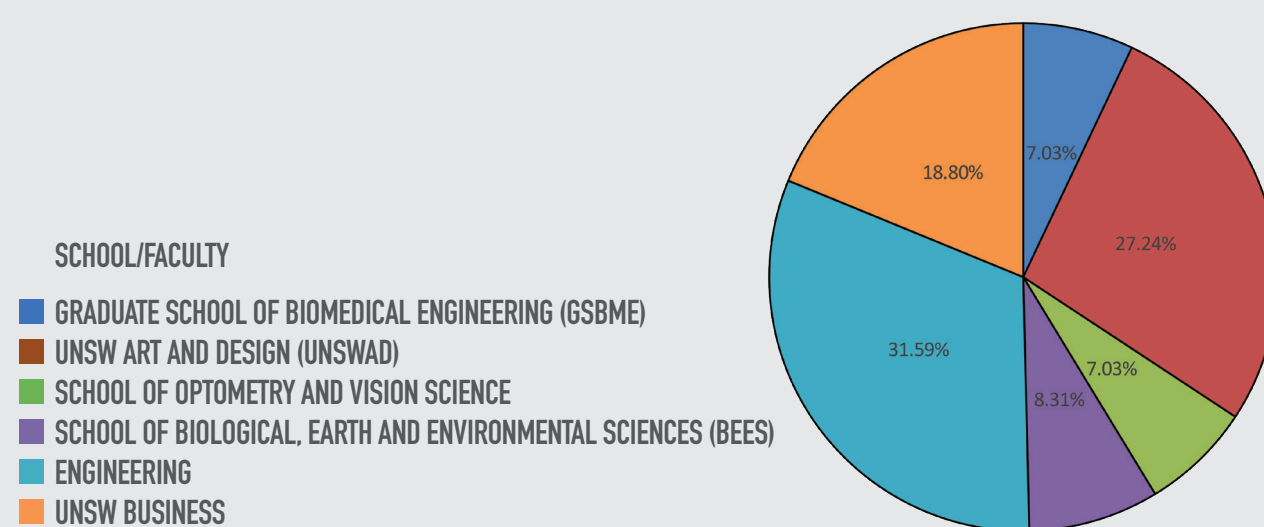
This project evaluated how different styles of video impact on student engagement, learning, and perception of authority:

- 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.

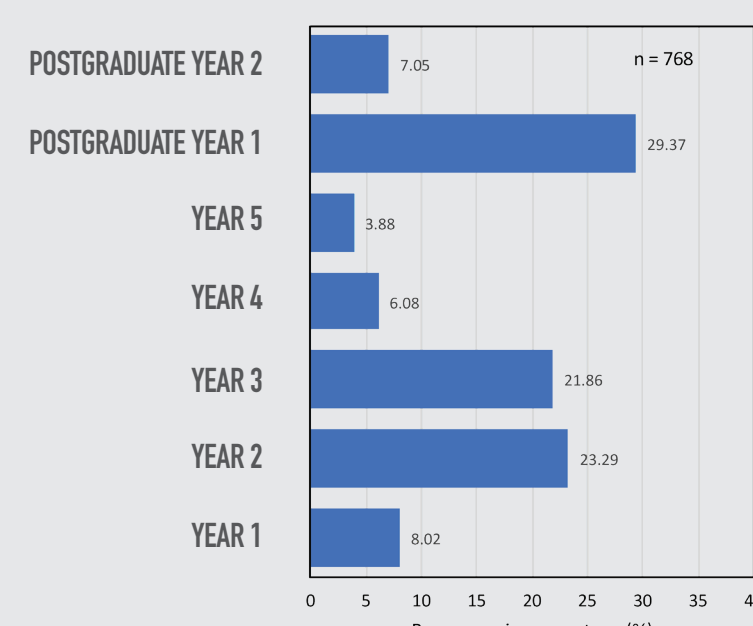
WHICH STUDENTS DID WE SURVEY?

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).

WHICH SCHOOLS/FACULTIES DID WE SURVEY?



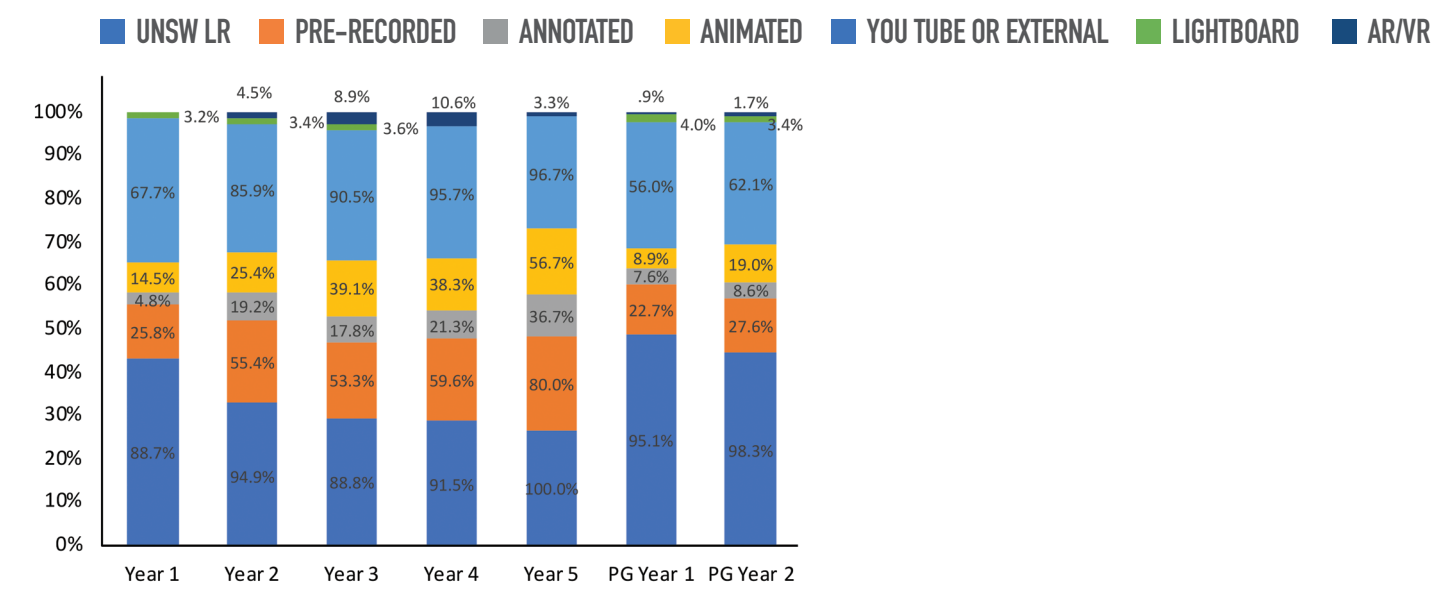
WHICH YEARS OF STUDY DID WE SURVEY?



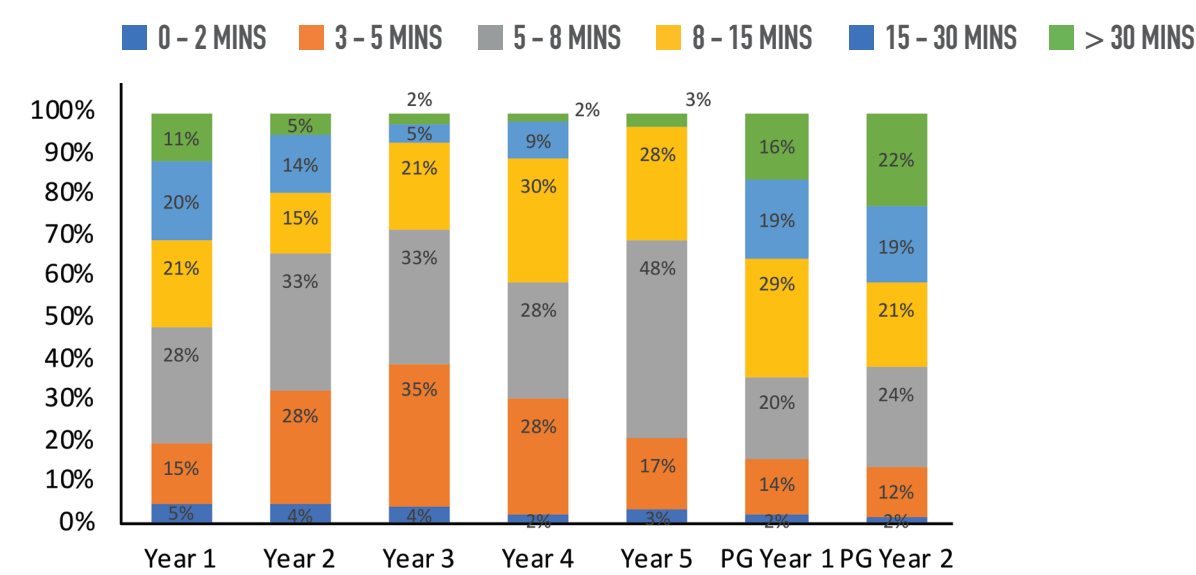
WHAT DID OUR STUDENTS TELL US?

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

WHAT TYPES OF VIDEOS HAVE YOU WATCHED IN YOUR COURSES?

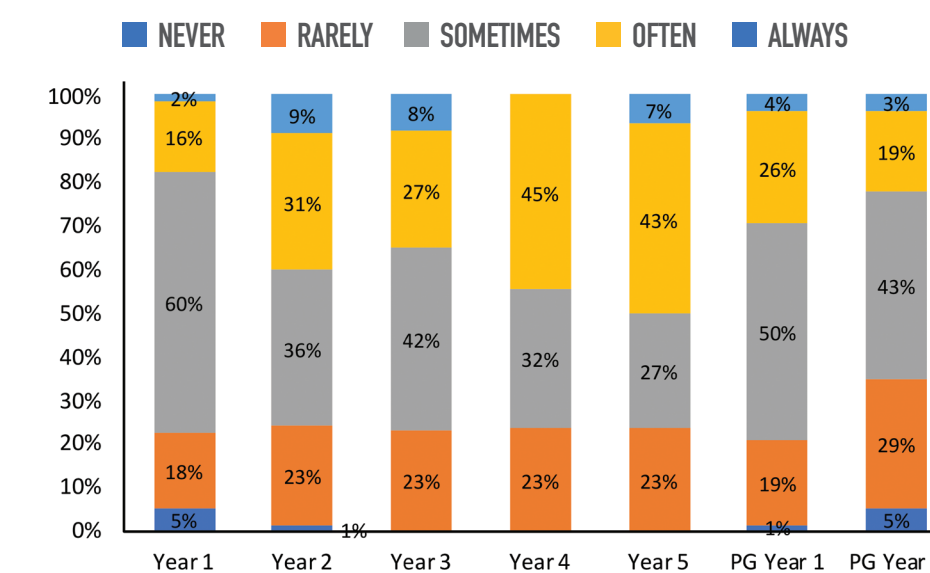


HOW LONG DO YOU PREFER VIDEOS TO BE IN ORDER TO STAY ENGAGED?



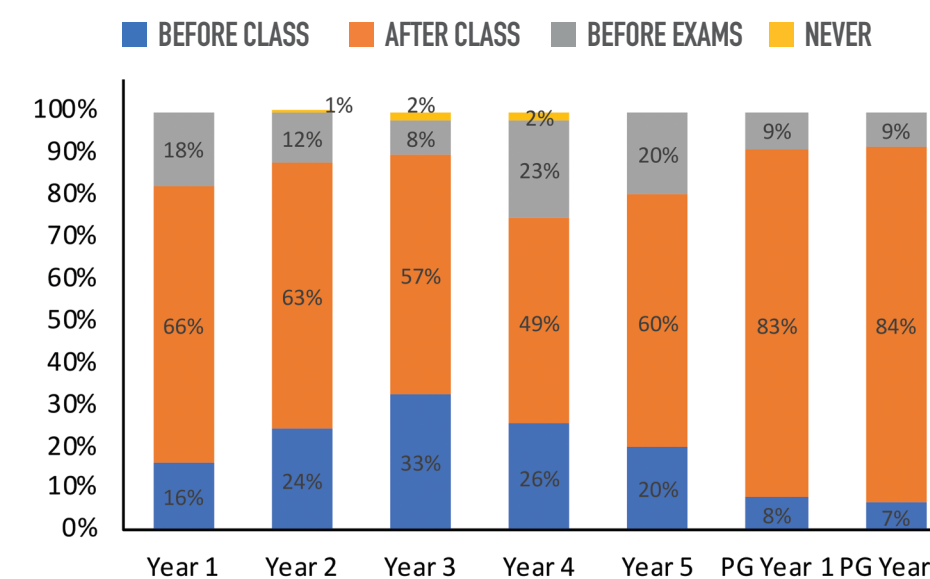
5-8 min long videos were considered most engaging. Differences were present between year of study and between faculties

HOW OFTEN DO YOU WATCH VIDEOS (EXCLUDING UNSW LECTURE RECORDINGS)?



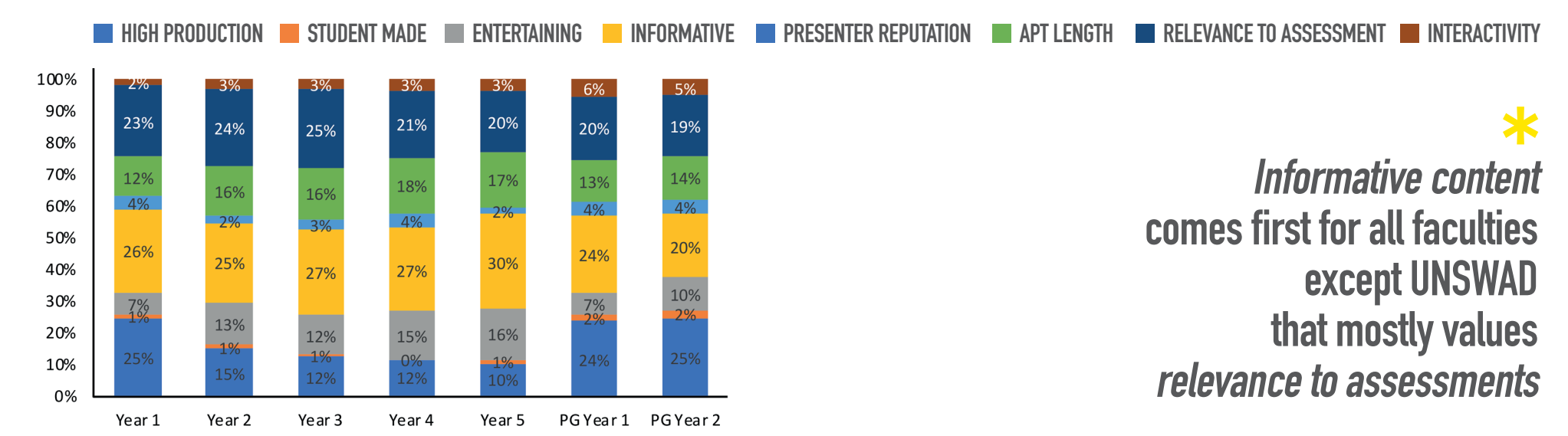
Most students *sometimes* watched educational videos but there were faculties where students *often* watched videos as a part of their courses

WHEN DO YOU WATCH VIDEOS?



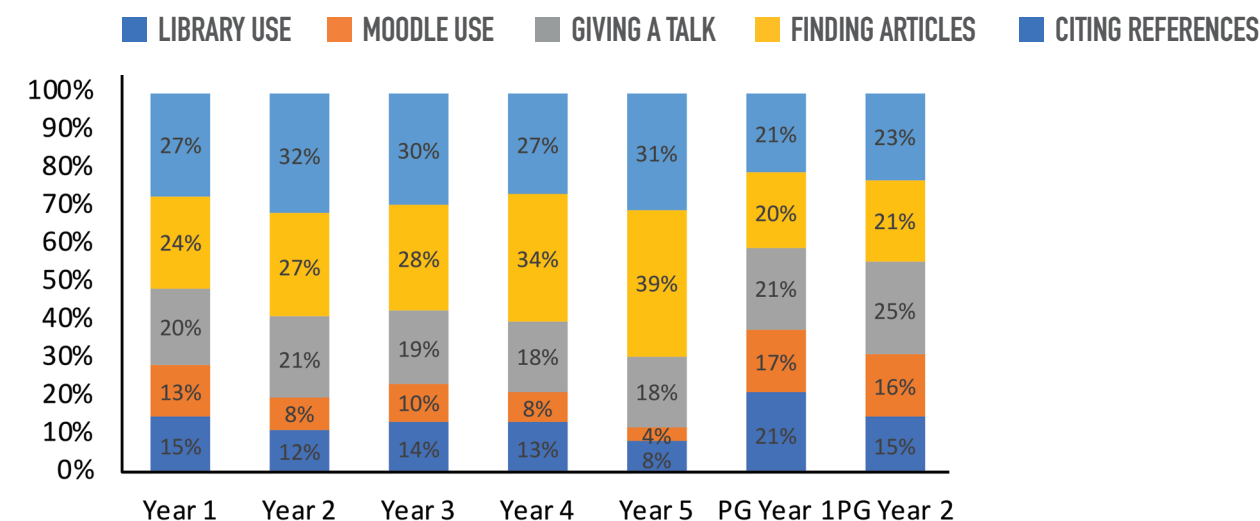
UNSWAD preferred to watch *before* almost as much *after* the class. BEES and Business watched *just before the exams* more than others

WHAT FEATURES DO YOU VALUE IN EDUCATIONAL VIDEOS?



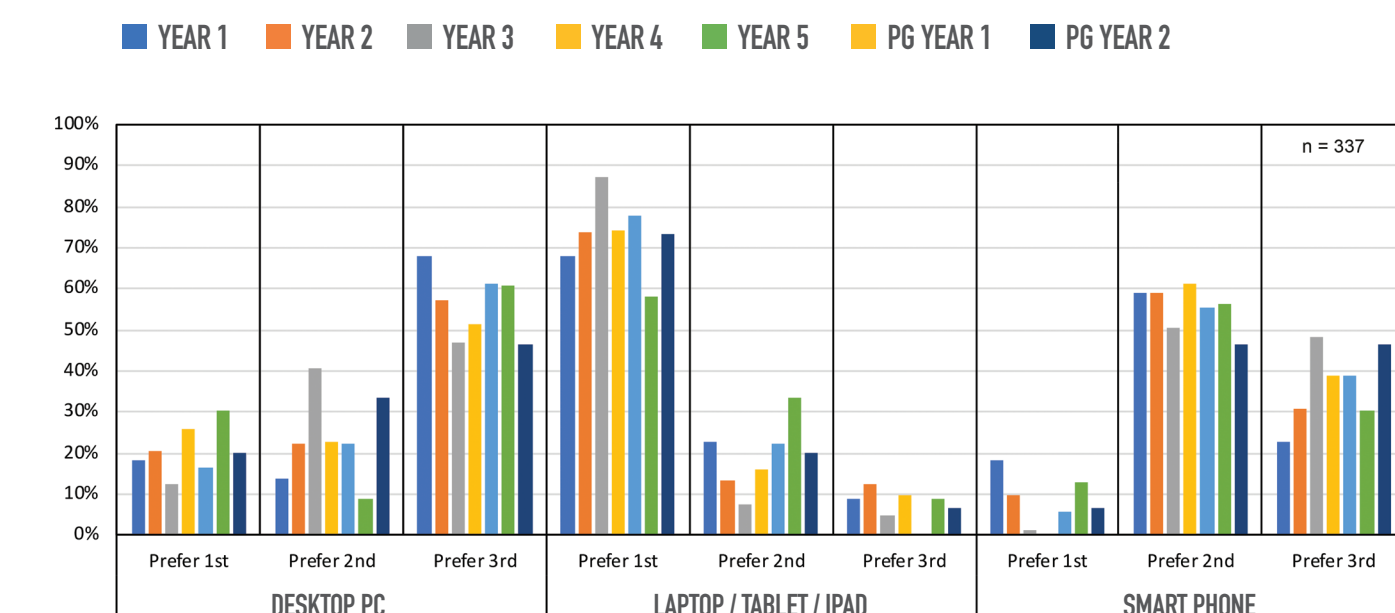
Informative content comes first for all faculties except UNSWAD that mostly values *relevance to assessments*

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



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?



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

A TOTAL OF 780 STUDENTS FROM SIX FACULTIES AND SCHOOLS PARTICIPATED IN THIS SURVEY including Graduate School of Biomedical Engineering (GSBME), UNSW Art and Design (UNSWAD), School of Optometry and Vision Science (Vision Sci), Engineering, UNSW Business, School of Biological, Earth and Environmental Sciences (BEES).