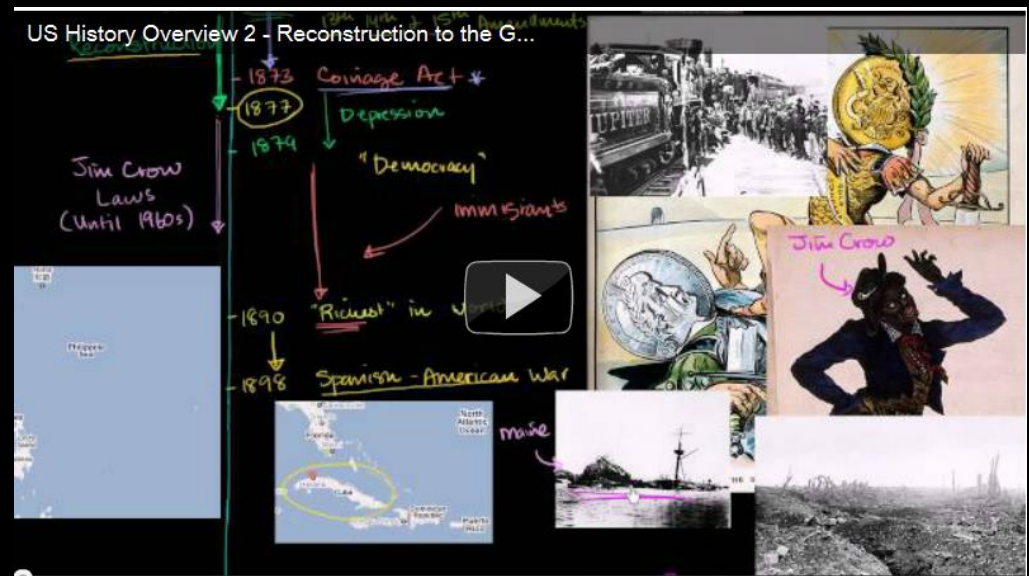
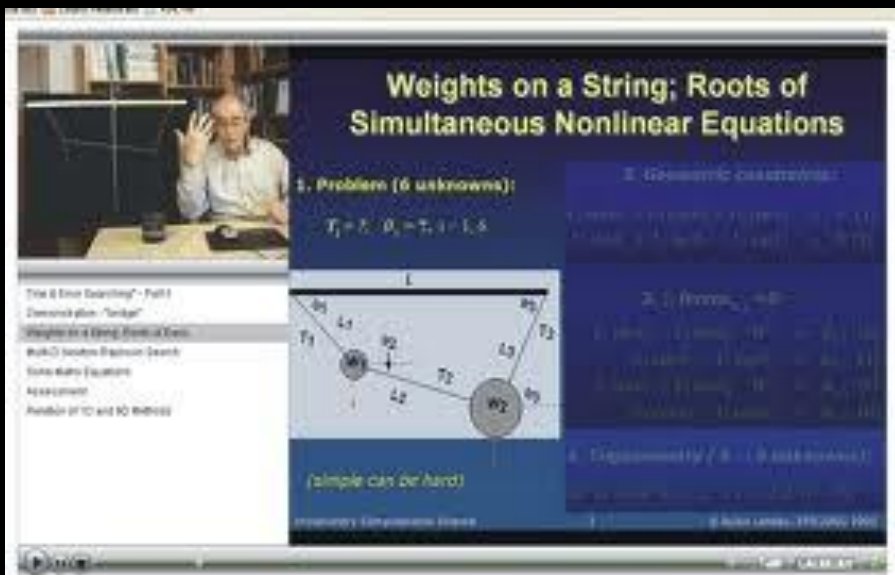
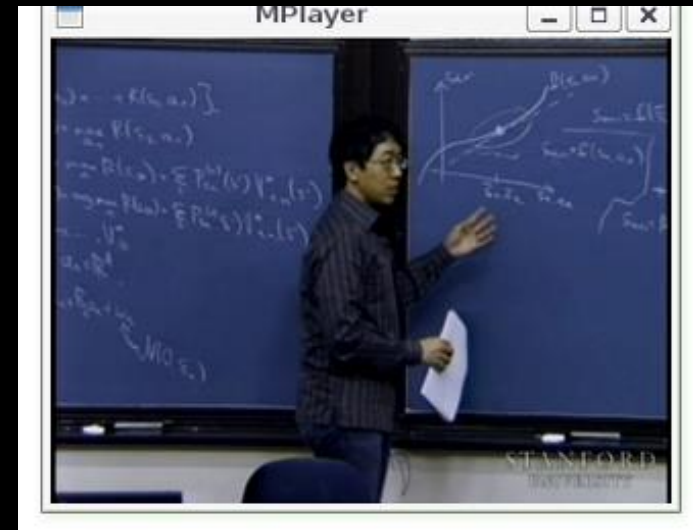


Investigating Differences Among the Common Used Video Lecture Types

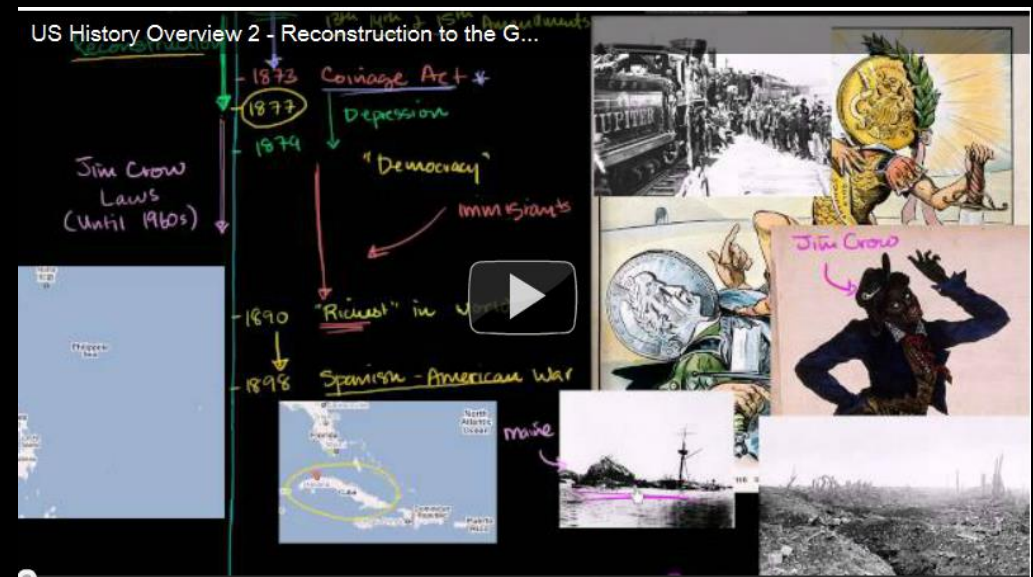
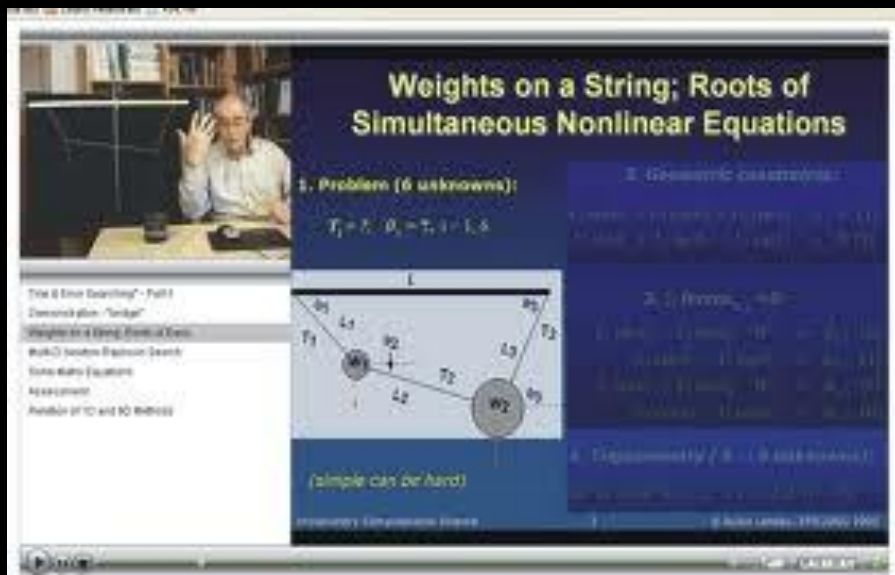
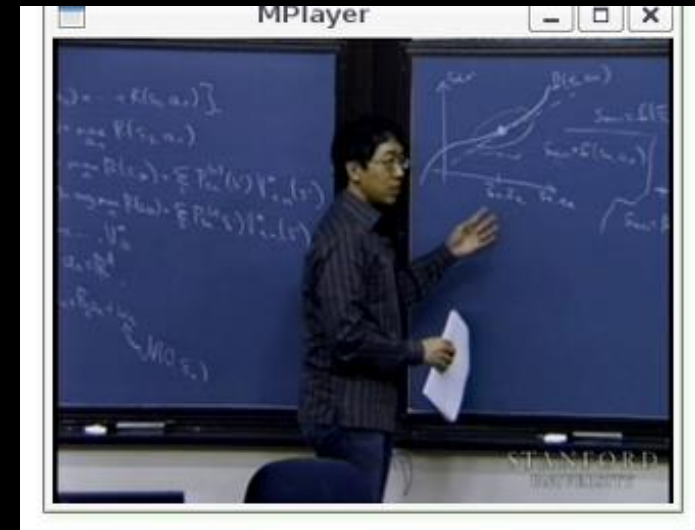


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Video Lecture Types



What makes video lecture type “good” or “more appropriate”?

What are the criteria for using specific video lecture type?

Are there cases where one type is better than the other?



When a video lecture is successful?



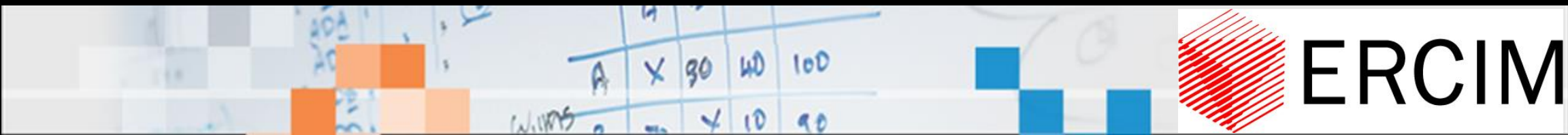
When a video lecture is successful?

✗ People having good experience with it



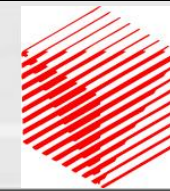
When a video lecture is successful?

- × People use it
- × People having good experience with it



When a video lecture is successful?

- × People use it
- × People having good experience with it
- × People Perform good with it



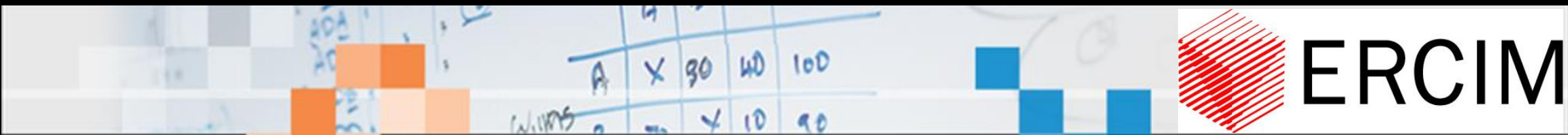
What we can evaluate?

Good Learner
Experience

Good
Performance

Make people to
perceive that is good

Make people
feel good



What we can evaluate?

Good Learner Experience → How people **use** the video lectures?

Good Performance

Make people to perceive that is good

Make people feel good



What we can evaluate?

Good Learner Experience → How people **use** the video lectures?

Good Performance → How people **perform** with the video lectures?

Make people to perceive that is good

Make people feel good



What we can evaluate?

Good Learner Experience → How people **use** the video lectures?

Good Performance → How people **perform** with the video lectures?

Make people to perceive that is good → What people **believe** for the video lectures?

Make people feel good



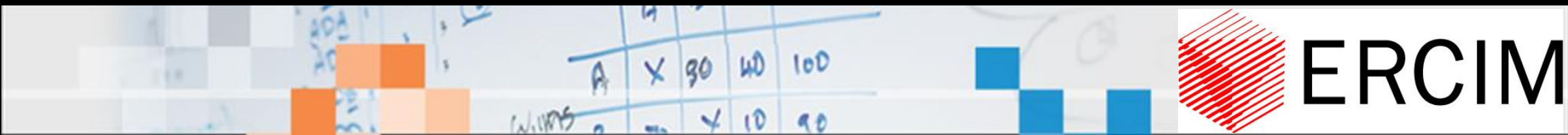
What we can evaluate?

Good Learner Experience → How people **use** the video lectures?

Good Performance → How people **perform** with the video lectures?

Make people to perceive that is good → What people **believe** for the video lectures?

Make people feel good → How people **feel** when they are using the video lectures?

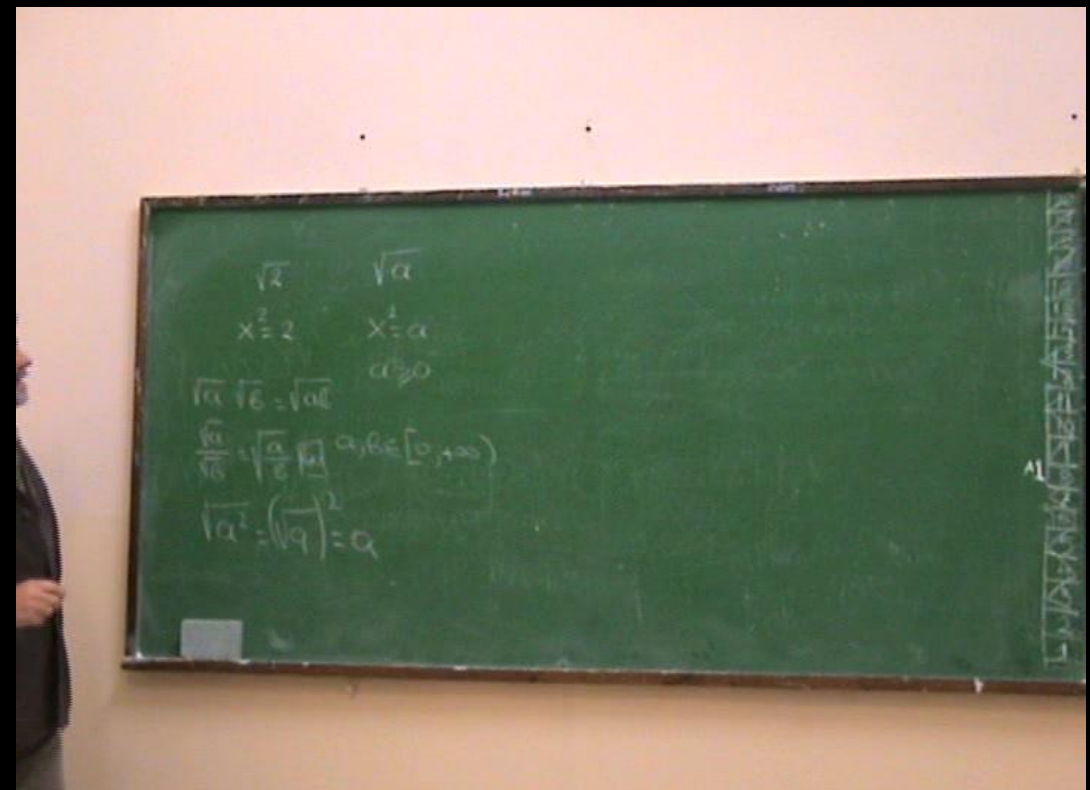
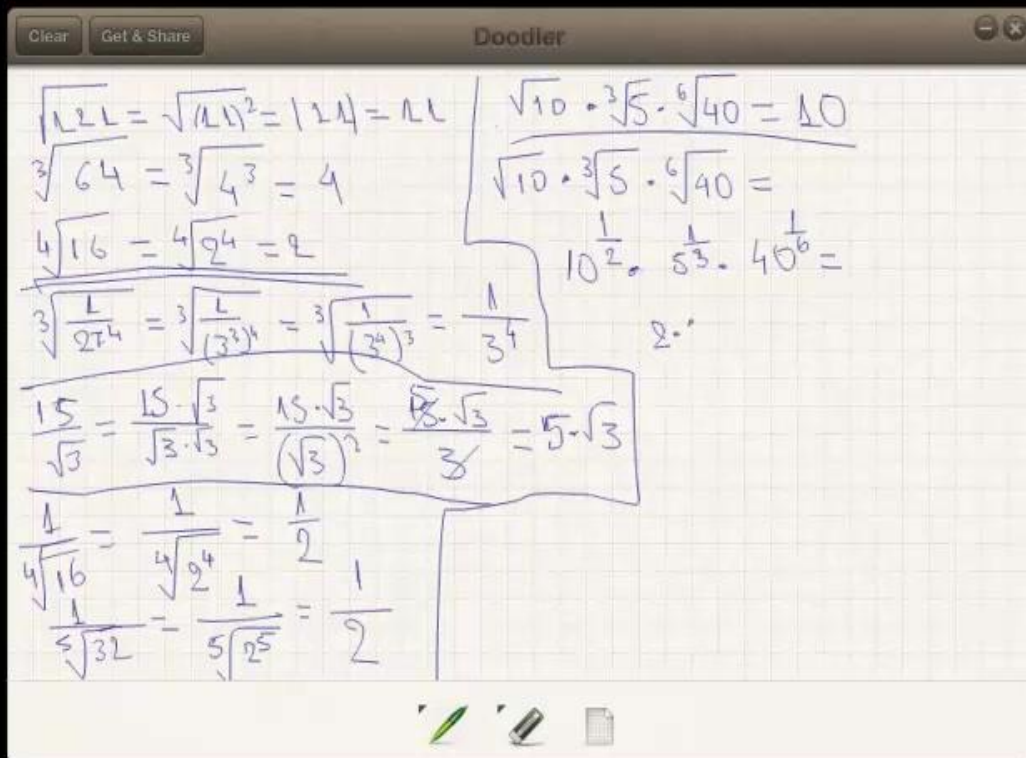


Our Case Study

- Content: Mathematics
- 36 high school students (15 years)
- 3 different groups
- Using Pre-tests for the grouping
- Measuring Students learning performance and 3 different attitudes
 - Enjoyment
 - Playfulness
 - Satisfaction



Comparison of 2 different video lecture types and traditional teaching

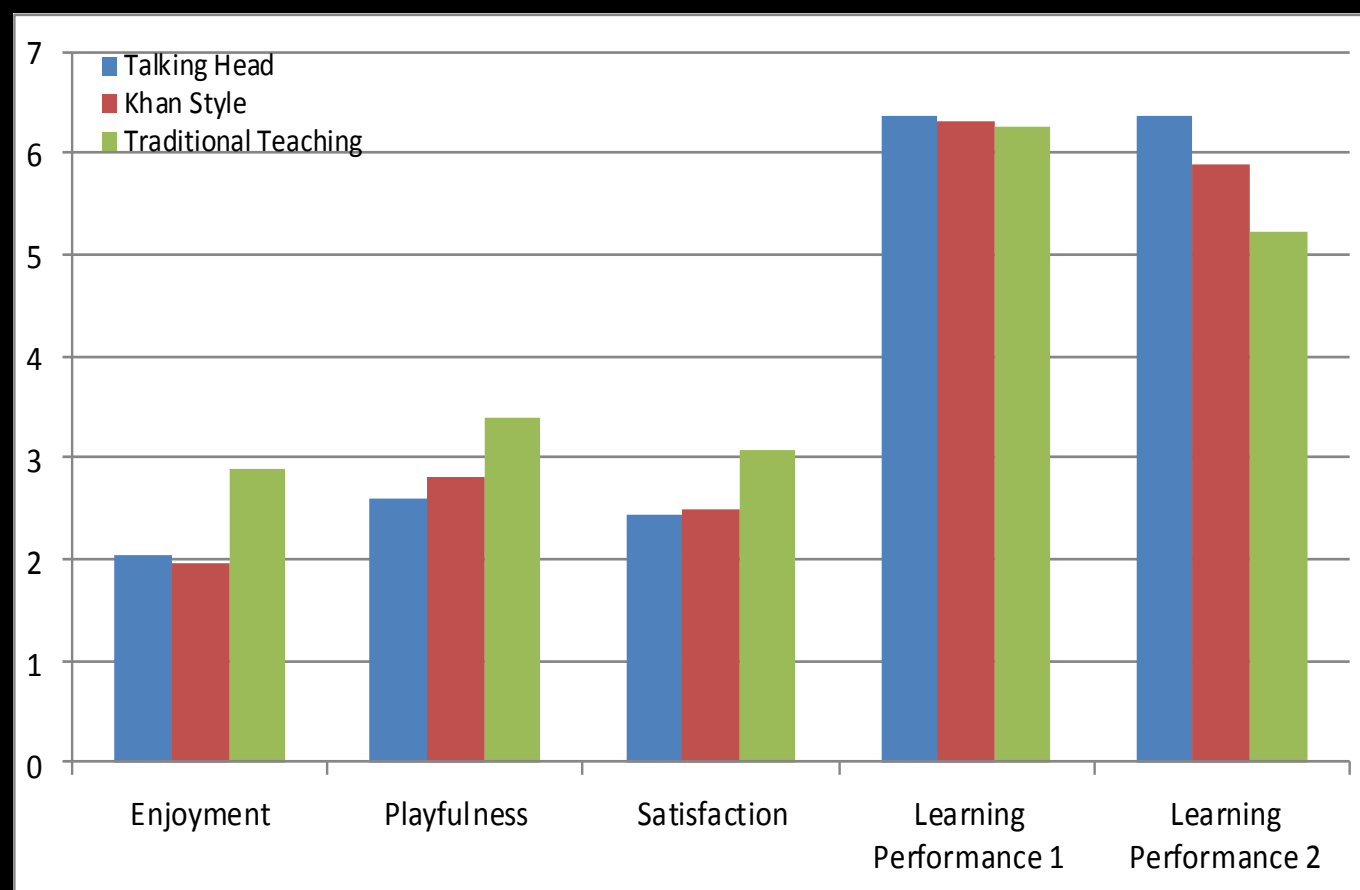


Students' experience & performance

	Mean (S.D.)		
	Talking Head	Khan Style	Traditional Teaching
Enjoyment	2.03 (0.96)	1.97 (0.82)	2.89 (1.15)
Playfulness	2.61 (0.81)	2.81 (0.64)	3.39 (1.32)
Satisfaction	2.44 (0.77)	2.50 (0.85)	3.08 (1.06)
Learning Performance 1	6.38 (1.52)	6.31 (1.54)	6.26 (1.12)
Learning Performance 2	6.37 (2.95)	5.89 (2.40)	5.24 (3.04)

Factor	Type a	Type b	Z	U	p	Results
Enjoyment	Talking Head	Khan Style	-0.058	71	0.95	i.d.
	Talking Head	Traditional Teaching	-2.07	36.5	0.04*	s.d.
	Khan Style	Traditional Teaching	-2.01	37.5	0.04*	s.d.
Playfulness	Talking Head	Khan Style	-0.85	57.5	0.40	i.d.
	Talking Head	Traditional Teaching	-1.66	43.5	0.10	i.d.
	Khan Style	Traditional Teaching	-1.34	49	0.18	i.d.
Satisfaction	Talking Head	Khan Style	-0.20	68.5	0.84	i.d.
	Talking Head	Traditional Teaching	-1.37	48.5	0.17	i.d.
	Khan Style	Traditional Teaching	-1.22	51	0.22	i.d.
Learning Performance 1	Talking Head	Khan Style	-0.38	65.5	0.71	i.d.
	Talking Head	Traditional Teaching	-0.17	69	0.86	i.d.
	Khan Style	Traditional Teaching	0.00	72	1.00	i.d.
Learning Performance 2	Talking Head	Khan Style	-0.99	55	0.32	i.d.
	Talking Head	Traditional Teaching	-1.16	52	0.25	i.d.
	Khan Style	Traditional Teaching	-0.52	63	0.60	i.d.

Results



- There are not significant difference among the two video lecture types
- The only significant difference was among video lecture types and traditional teaching on the factor of Enjoyment
- The results of the case study are indicative due to the sampling and the specific content and context

Thanks for listening

Questions?

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