



What Do Faculty and Students Think of Videos in the Online Classroom?

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Use of videos for instruction in online courses is becoming more and more common, in part because they enable faculty to better engage with students. Consequently, almost all students who watch instructor-generated videos report that they feel like they know their instructor better. Moreover, they perceive increased levels of learning and express a desire for more instructor-created videos. However, although videos enhance instructor personalization and foster student satisfaction, little is known about differences between student and faculty perceptions of the value of instructional videos. Thus, this study surveyed students and faculty to compare their views about using videos for instruction and feedback.

Participants were 418 faculty and 2,386 students from a large university who answered an e-mail request to respond to a survey. A wide range of academic disciplines and all student class levels were represented, but only those for whom online courses were the primary mode of course delivery were included in the statistical analyses. There was no control over delivery of the videos in this study. Respondents were simply asked to reflect on their experiences with videos in their online classes. All online courses were faculty created and lasted eight weeks. Each contained asynchronous modules that were primarily text-based with embedded multimedia supplements, as well as discussion activities and homework assignments.

Participants completed parallel forms of the same survey adapted to their respective roles in the institution. Questions were split into two forms to reduce length, but common questions were asked across both forms. No incentives for participation were offered, but the survey remained open for 30 days.

The results of the study revealed similarities and differences in faculty and student perceptions. Faculty found Web 2.0 technologies somewhat effective for instructors to create videos, and students found them somewhat effective for learning. Faculty were

equally likely to create videos using Web 2.0 as they were to use video-creation technologies in the learning management system (LMS). Similarly, students reported they were equally likely to watch them. However, students preferred instructor-generated videos over outside video resources because they better clarified the instructor's interpretations and priorities. Both students and faculty voiced greater support for using video technology in instruction than in providing instructor feedback about student performance. Whereas faculty indicated a need for the LMS to make creation of videos "quick and easy, students especially liked the opportunity to pause the video to take notes. Both would like to see more videos integrated into course design.

Although the study shows that both faculty and students want more multimedia integrated into the online classroom, the authors admit additional research must be done to examine the effect of videos on student learning outcomes.