

ASSETT

Arts and Sciences Support of Education Through Technology

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ASSETT Survey Series
Streaming Video
Full Report
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Mission statement
<http://asset.colorado.edu>

Streaming Video Survey Executive Summary

The "Streaming Video" survey was designed to find out how students perceived and used the streaming video service provided in partnership with the libraries. ASSETT issued this survey in December of 2009 to students enrolled in courses that requested streaming video services from the library. Students answered questions regarding how they typically watched the videos, perceived ease of accessing and viewing the videos, and perceived impact of these videos on their learning.

The primary finding of this survey is that students who viewed the videos generally found them to be useful tools to supplement the classroom experience and other course content. Most students said that more courses at CU should use streaming video.

Respondent Data

137 CU students enrolled in 5 courses responded to the survey. The majority of students (n=92) were enrolled in Theater and Dance classes.

Survey Results

1) Viewing Habits

Half of the students that responded to this survey reported typically watching the video in full only once (n=68; 50%). Open-ended responses to these questions indicate that the typical way students watched the video may be dictated by the content of the video and the way that instructors structured assignments around the viewing of the video content. Most students (n=77; 58%) watched the video before class and most students (n=70; 51%) reported spending two to three hours a week watching the videos.

2) Viewing Experience

Most students (n=123; 91%) said the streaming video was easy to access. Most students (n=125; 91%) also reported that they typically enjoyed viewing the videos and either agreed or somewhat agreed that watching the videos improved their experience in the class (n=129; 97%) and most students (n=127; 96%) were either confident or somewhat confident that watching the videos improved their learning in the class. Most students (n=109; 81%) agreed that more CU courses should use streaming video.

Survey Description

The “Streaming Video” survey was designed to find out how students perceived and used the streaming video service provided to instructors for use in classes, in partnership with the libraries. ASSETT issued this survey in December of 2009 to students enrolled in courses that requested streaming video services from the library. Students were asked questions regarding how they typically watched the videos, perceived ease of accessing and viewing the videos, as well as how they perceived these videos to impact their learning. The survey was delivered online. Survey participants were offered a chance to win a \$100 gift certificate from the CU Bookstore.

We asked students to report the name and the instructor of the course and if watching the videos was optional. Next, we asked how many videos they viewed. A further set of questions asked how and why students typically watched these videos. For example, students were asked if they watched the videos instead of going to class, before or after attending the class, etc. Then a second set of questions asked students about their viewing experience. For example, one question asked students about the ease of accessing the videos. An additional question asked about students’ enjoyment watching the videos. We then asked students to relate the viewing of these videos to their overall experience and learning in the class. Finally, students were asked if they thought more CU courses should use streaming video.

Respondent Data

137 CU students responded to the survey. Class distribution is as follows:

Theater & Dance	92	67%
German	6	4%
Russian	38	28%
Physics	1	>1%

Table 1

Survey Results

83% of students (n=113) reported that they were required to watch the streaming videos.

Viewing Habits

A set of questions asked how students viewed the streaming video.

Most students watched at *least a part* of all of the videos.

Item	N	Percentage
At least a part of all of them	65	47%
More than half	46	34%
Less than half	11	8%
One	11	8%
None	4	3%

Table 2

Students reported typically watching the video in its entirety only once (n=68; 50%). Some students watched the entire video once and then went back to certain parts (n=49; 36%). Very few students typically fast forwarded to watch only certain parts of the video (n=14; 10%) or watched the videos more than once (n=5; 4%). Open-ended responses to these questions indicate that the typical way students watched the video may be dictated by the content of the video and the way that instructors structured assignments around the viewing of the video content. Those who had to fill out small homework assignments indicated going back to certain parts to answer specific homework questions. Since most of the survey respondents are from Theater and Dance classes, most of the videos were full-length musicals. Students in these courses thought it made sense to watch the entire musical in full.

We asked students how and when they viewed the videos. Students were able to check all of the following that applied to their typical viewing of a video:

Item	N	Percentage
I took notes while watching the video.	67	51%
I watched the videos with other students in the class.	27	21%
I watched the video before class.	77	58%
I watched the video after class.	49	37%
I watched the video instead of going to class.	6	5%
I watched the videos when studying for exams.	32	24%

Table 3

Most students (n=70; 51%) reported spending two to three hours a week watching the videos.

Viewing Experience

We asked students if they enjoyed watching the videos and if they found them useful. Most students (n=123; 91%) found the streaming video was easy to access and said that they typically enjoyed viewing the videos (n=125; 91%). Open-ended responses indicate that the enjoyment of watching the streaming video may be attributed to the content of the videos themselves.

Most students (n=129; 97%) either agreed or somewhat agreed that watching the videos improved their overall experience in that class. Additionally, most students (n=129; 97%) either agreed or somewhat agreed that watching the videos helped them with assignments in the class. Open-ended comments indicate that for many students, the assignments in the class were structured around watching the videos. Most students (n=127; 96%) were either confident or somewhat confident that watching the videos improved their learning in the class. Most students also thought that more CU courses should use streaming video (n=109; 81%). Open-ended comments indicate that students liked the videos because they helped them to apply what they had learned in class.

Interpretation

Findings of this study suggest that technical problems with streaming video no longer prohibit its use as an aid for learning. Before high speed Internet access, instructors may have been less likely to assign streaming videos and incorporate them as a required component of the course. The results of this survey suggest that instructors can feel more confident in the technical aspects of incorporating streaming video as a required component of the class.

Most students who responded to this survey were required to watch the streaming video. Open-ended comments indicate that students appreciated that the video content was well aligned with the other class goals and activities. Assignments were structured around the viewing of the videos and teachers used content from the videos in exams. Further, the content of the videos were generally seen as important and appropriate for the particular type of course (most respondents were from theater and dance, required to watch musicals). This suggests that instructors should not only be concerned with ease of access, but also appropriateness of the video content to the course objective and goals.

Students also liked being able to view the course content outside of class on their own time. The streaming video made it more convenient for students to access and view this content as it fit in their schedules.