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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Type a</th>
<th>Type b</th>
<th>Z</th>
<th>U</th>
<th>p</th>
<th>Results</th>
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<tbody>
<tr>
<td>Enjoyment</td>
<td>Talking Head</td>
<td>Khan Style</td>
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<td>0.95</td>
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<td>Playfulness</td>
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<td>0.86</td>
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</table>

<table>
<thead>
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<th>Khan Style</th>
<th>Traditional Teaching</th>
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</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>2.03 (0.96)</td>
<td>1.97 (0.82)</td>
<td>2.89 (1.15)</td>
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<td>Playfulness</td>
<td>2.61 (0.81)</td>
<td>2.81 (0.64)</td>
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<tr>
<td>Satisfaction</td>
<td>2.44 (0.77)</td>
<td>2.50 (0.85)</td>
<td>3.08 (1.06)</td>
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<td>Learning Performance 1</td>
<td>6.38 (1.52)</td>
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<td>6.37 (2.95)</td>
<td>5.89 (2.40)</td>
<td>5.24 (3.04)</td>
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</tbody>
</table>
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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