Master students’ perceptions of online reading and video learning materials

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Introduction

• The model of the flipped classroom where students have access to learning resources prior to attending class creates a more equitable teaching environment.
• Equitable teaching environment equates to higher student engagement.
• Sletten (2017) found strong positive relationships between students’ perceived value of videos and how often they engaged with the material before coming to class.
• This research investigated Masters students’ perception of a blended learning approach for a Geographic Information Systems (GIS) module presented at Glasgow Caledonian University in 2017.

Approach

• Students were given advanced access to online reading and video material throughout the module.
• At the end of the module students were asked to indicate:
  1. How frequently they accessed the material.
  2. The helpfulness of the material, and
  3. The appropriateness of the: (a) volume and (b) academic level of the material.
• Students’ responses were split into those who reported higher frequency access (more than once a week) and those who reported lower frequency access.

Findings

<table>
<thead>
<tr>
<th>Frequency of access to material</th>
<th>Helpfulness of material</th>
</tr>
</thead>
<tbody>
<tr>
<td>High user access - All material</td>
<td>Very helpful</td>
</tr>
<tr>
<td>Low user access - All material</td>
<td>Very helpful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriateness of material</th>
<th>High user access - Volume of material</th>
<th>Low user access - Volume of material</th>
</tr>
</thead>
<tbody>
<tr>
<td>High user access - correct academic level</td>
<td>Very appropriate</td>
<td>Somewhat appropriate</td>
</tr>
<tr>
<td>Low user access - correct academic level</td>
<td>Very appropriate</td>
<td>Somewhat appropriate</td>
</tr>
</tbody>
</table>

Conclusion

• Students who reported higher frequency access to material also rated the material as more helpful than students with less frequent access.
• Students who accessed material most frequently were more likely to rate the volume as excessive.
• High frequency users rated the academic level more favourably than low frequency users.
• Students were generally satisfied with the online learning material provided.
• Students preferred the reading material to the video material.
• Supporting the findings of Sletten (2017), students who accessed the material more frequently generally rated the material more favourably than those students who accessed it less often.
• Low sample size (15 students) mean results should be treated with caution.

Reference