

# Master students' perceptions of online reading and video learning materials



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## Introduction

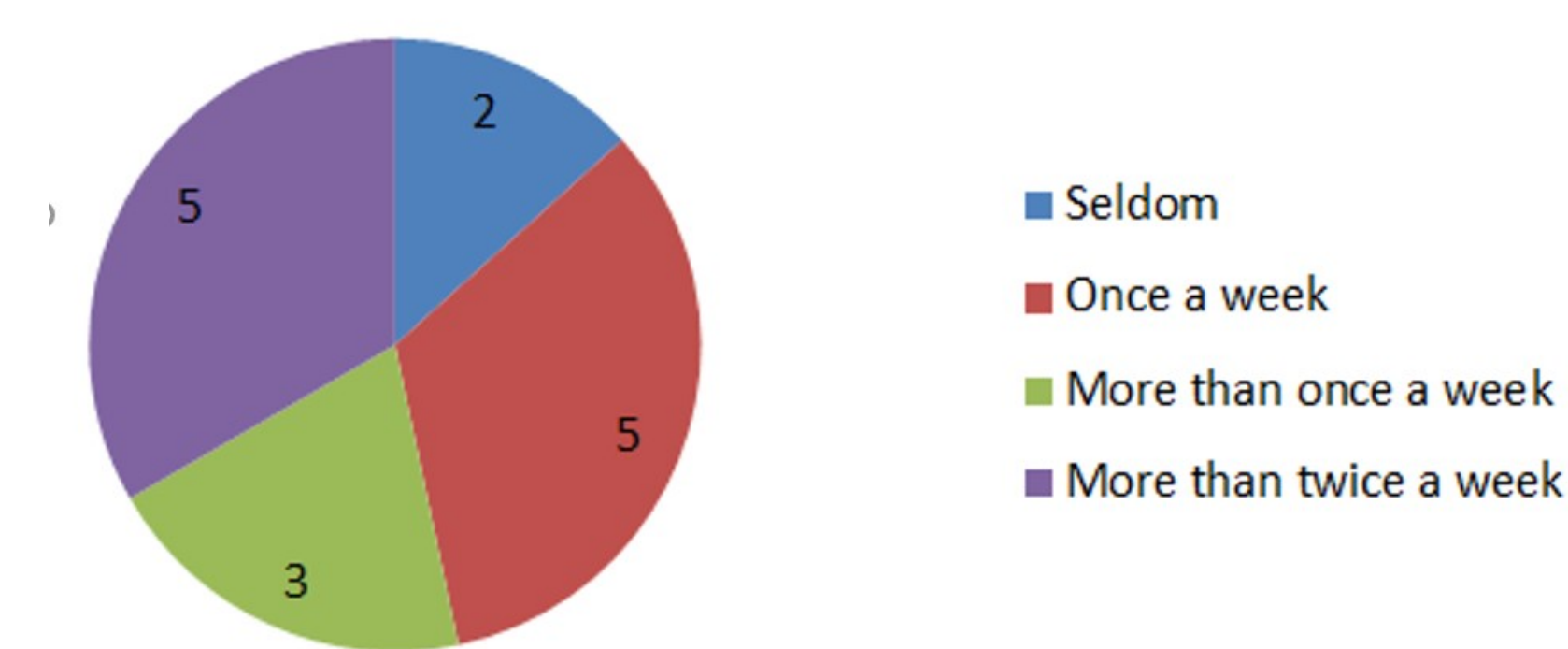
- The model of the flipped classroom where students have access to learning resources prior to attending class creates a more equitable teaching environment.
- Equitable teaching environment equates to higher student engagement.
- Sletten (2017) found strong positive relationships between students' perceived 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.

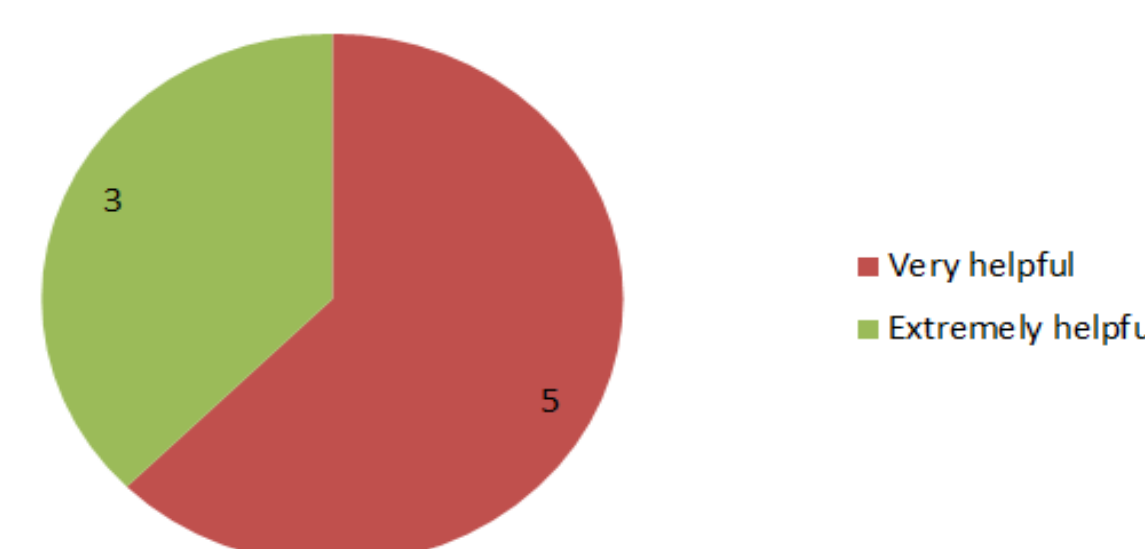
## Findings

### Frequency of access to material

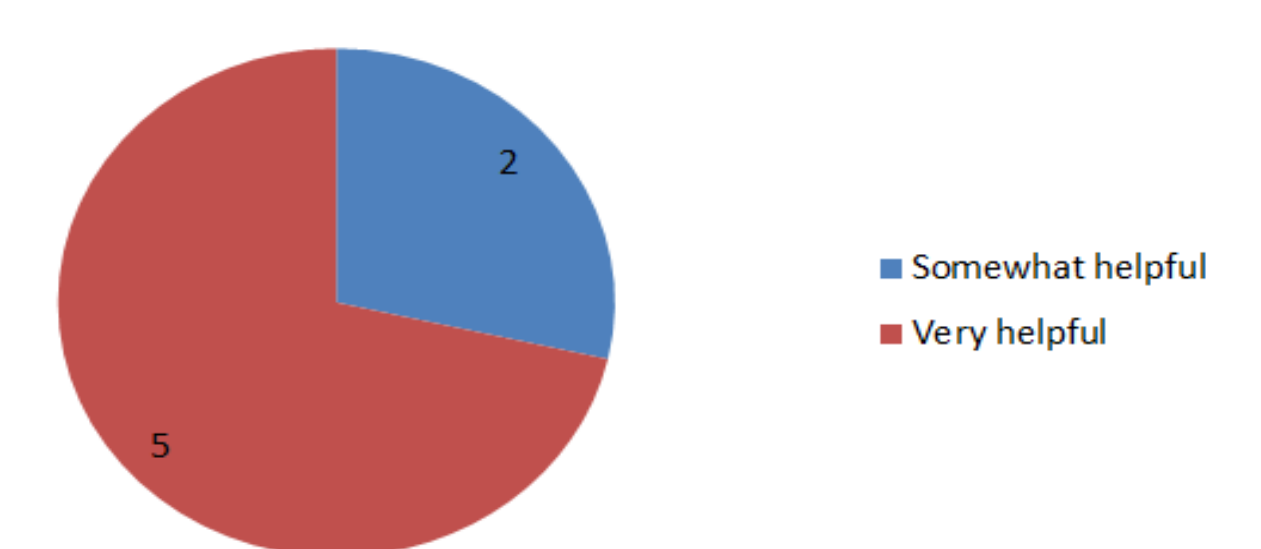


### Helpfulness of material

#### High user access - All material

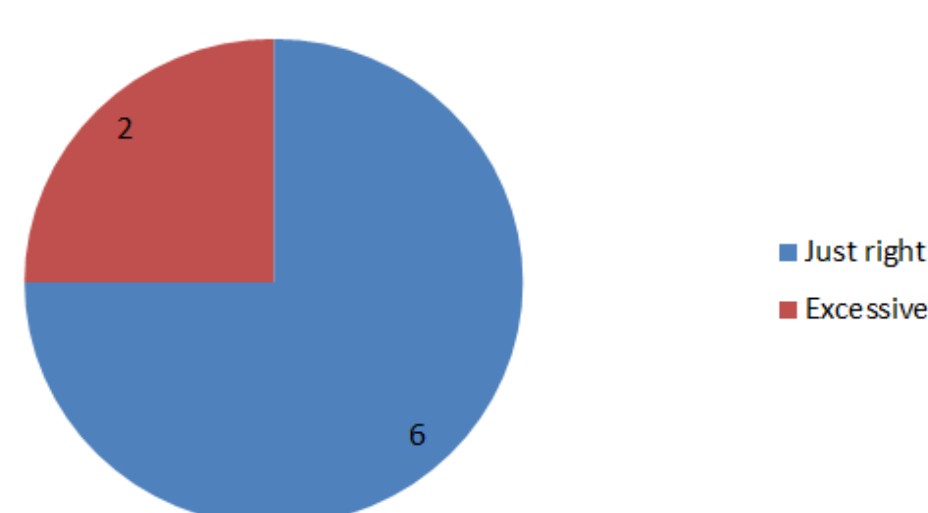


#### Low user access - All material

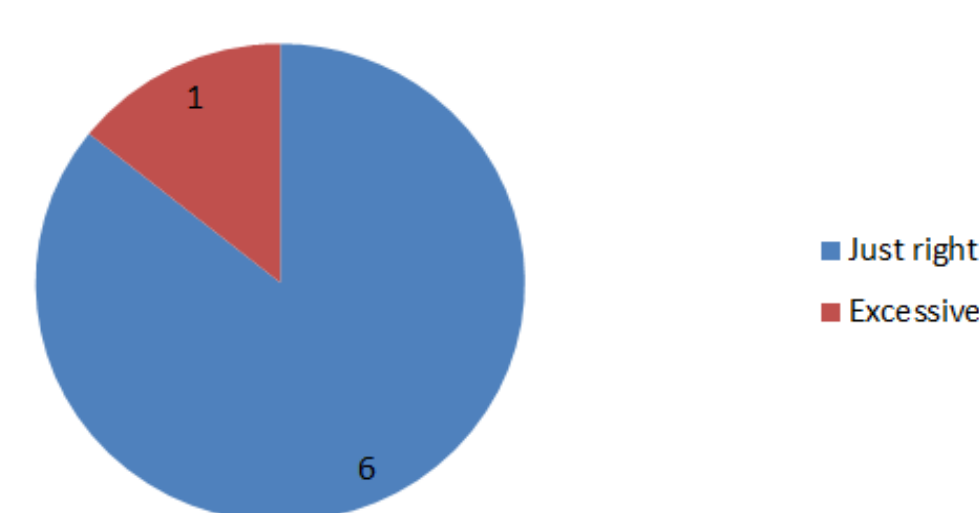


### Appropriateness of material

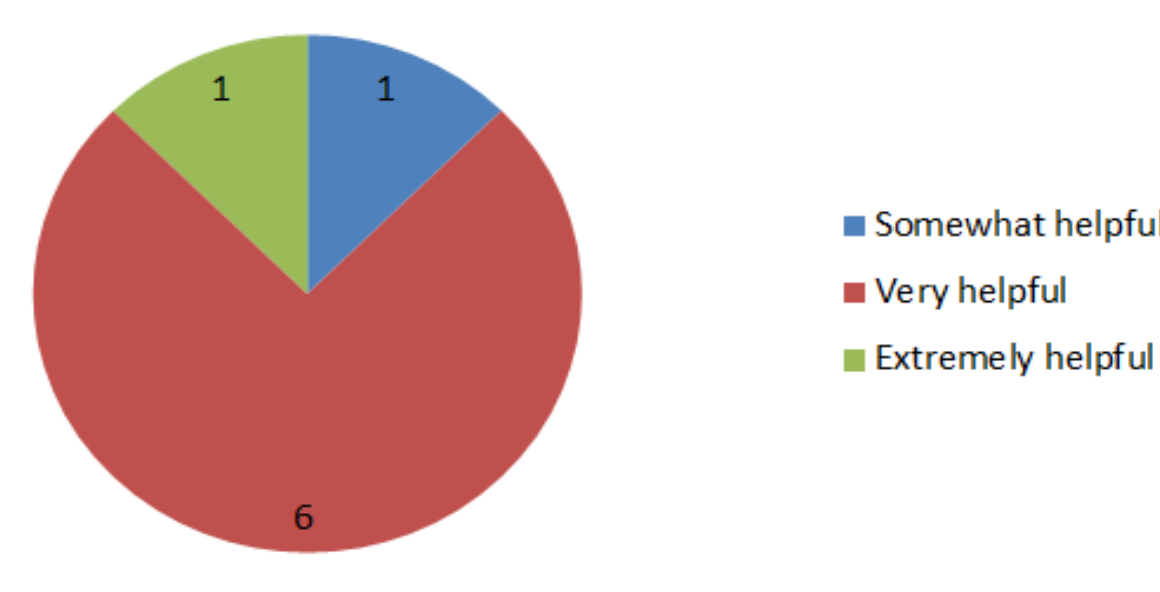
#### High user access - Volume of material



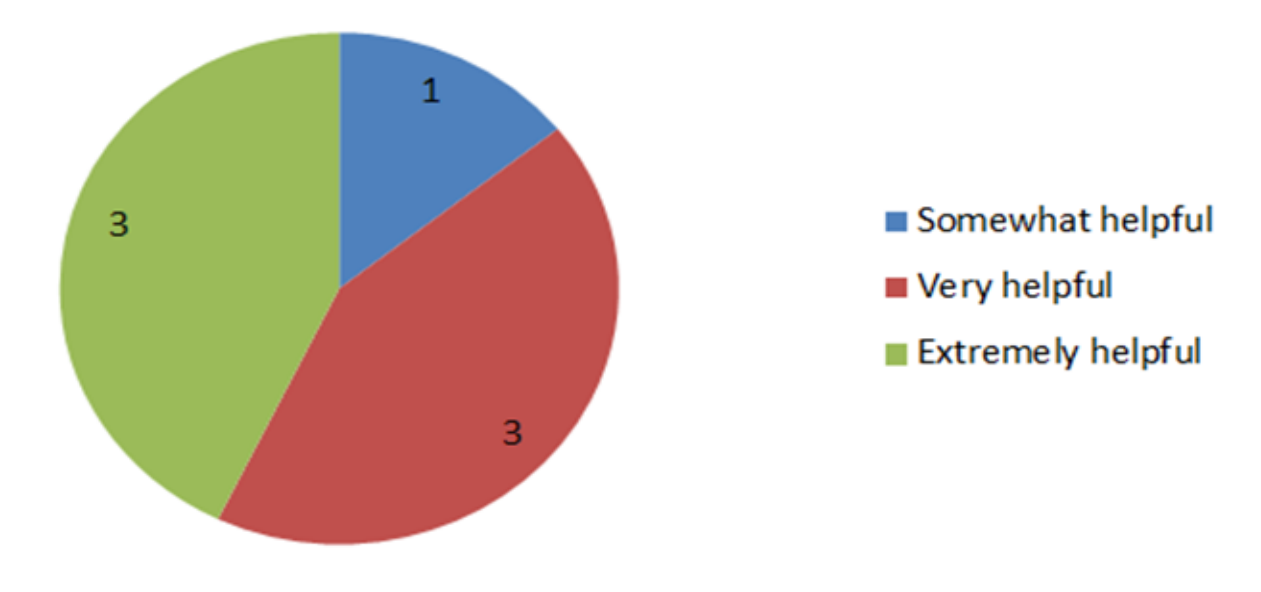
#### Low user access - Volume of material



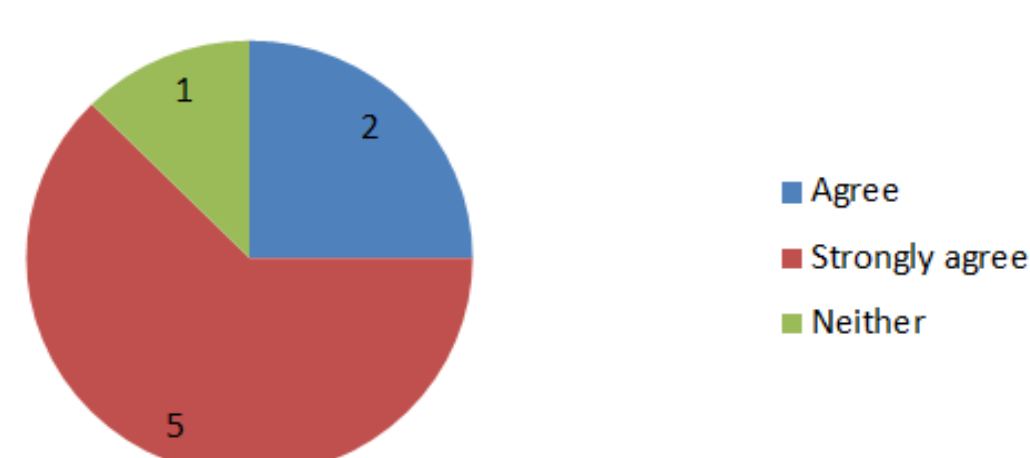
#### High user access - Reading



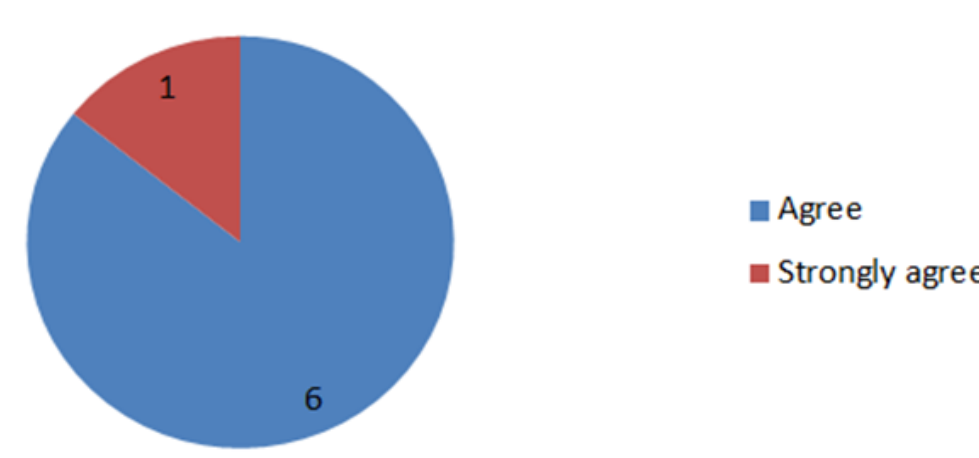
#### Low user access - Reading



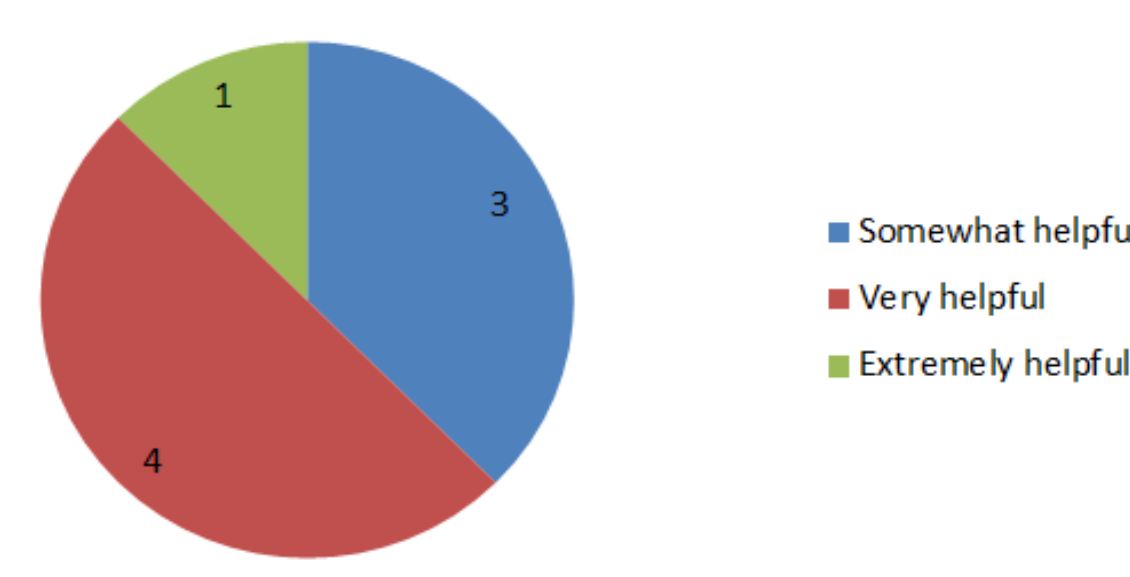
#### High user access - correct academic level



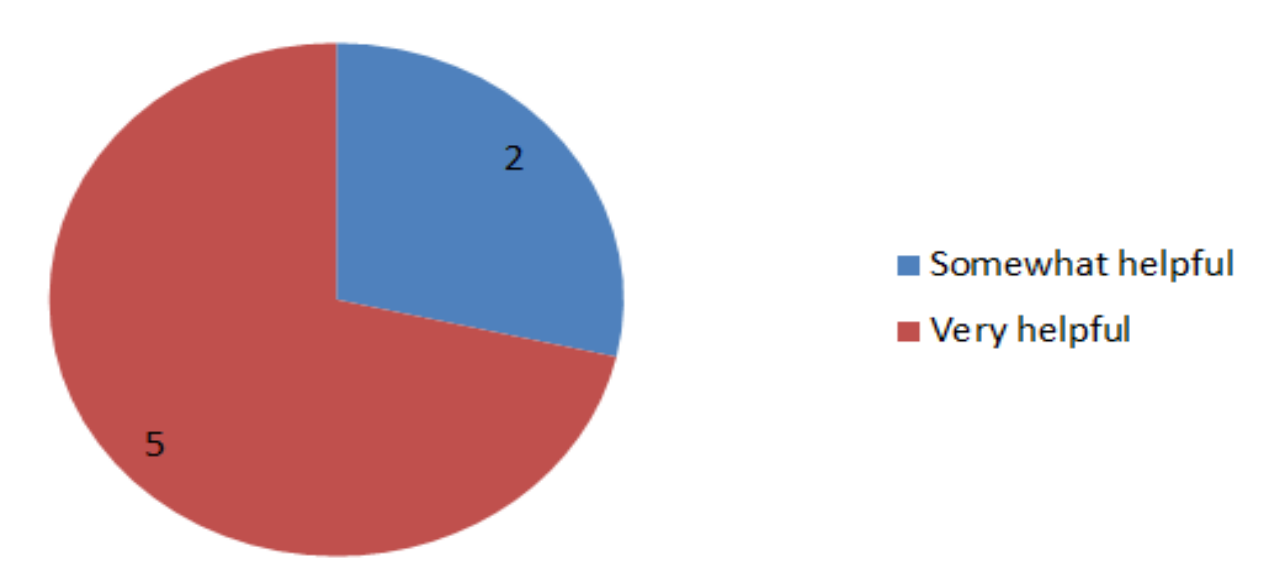
#### Low user access - correct academic level



#### High user access - Videos



#### Low user access - Videos



## 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

Sletten, S.R. 2017, "Investigating Flipped Learning: Student Self-Regulated Learning, Perceptions, and Achievement in an Introductory Biology Course", Journal of Science Education and Technology, vol. 26, no. 3, pp. 347-358.