

EFFECTS OF VIDEO-BASED ASSIGNMENTS ON STUDENT ENGAGEMENT AND ONLINE SOCIAL PRESENCE

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BACKGROUND

Online education, the acquisition of knowledge and skills through a mediated web-based infrastructure, is one of the leading learning pedagogies used to diffuse health professions education.

Students get the greatest benefit from online courses when they can have meaningful interactions with their classmates or establish their social presence¹.

However, students in online courses rarely have face-to-face interactions with their professors or classmates.

One strategy that can enhance social presence and learner engagement is to employ technological means such as video-based assignments (VBAs) to facilitate active student interactions.

OBJECTIVES

This case study was to examine the impact of VBAs on enhancing student engagement and social presence in online classes.

METHODS

Context: graduate-level nursing students in 2-credit 8-week course.

Intervention	Week 1	Week 4	Week 8	
Experimental (n=52)	VBAs	VBAs	VBAs	WBAs
Control (n=36)				WBAs*

*WBAs: written based-assignments

Data collection	Engagement ²	Experiences ^{3,4}
Experimental (n=52)	Weekly Survey	Qualitative
Control (n=36)		

T-test and Content Analysis were conducted.

RESULTS

Student Engagement ($t = .964, p = .35$)



VBAs + WBAs Group
4.29± .11 (1-5)



WBAs Group
4.21± .14 (1-5)

Social Presence ($t = 1.40, p = .21$)



Experimental Group (VBAs + WBAs)
4.22± .40 (1-5)



Qualitative Findings

Most students in both groups: Positive experience of engagement in discussion forums.
"Most engagement was felt when having exchanges with my peers in terms of stories and experiences."

New technology: Challenging but at the same time refreshing and motivating.
"I enjoy the video forums. Watching people's faces and body language helps to drive the points home for me (more than the written words)."

Students felt least engaged when listening to recorded lectures, writing discussion posts, spending time with the new technology
"I felt most distant just before posting the video. The fear of the unknown. Would I get the video right? Would I answer appropriately? Would the posting upload? I did feel a bit anxious just before, but my angst was not necessary."

CONCLUSIONS

As trends indicate a growing demand for online education, it is essential that the health professions stay in front of this rapidly developing field.

As online education continues to become a key method of content delivery and student interaction, it is essential that health professions educators develop and revise online pedagogy in a way that cultivates students' engagement and social presence in their online courses.

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