

# Students' perceptions and experiences towards the educational value of online videos

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## Abstract

*In conjunction with the arrival of emerging technologies, many universities are encouraging their educators to rethink and reframe their teaching approaches and delivery methods. Integrating different types of media to enhance delivery of subject materials to higher education students is growing in national and international importance. As a response to the technology-enhanced approach, a more student-centered experience that actively engages students is promoted. This paper focuses on student perceptions of the value of online videos in relation to their learning and reports on interviews conducted with students in a rural and remote university in Australia. It provides a clear voice on their views concerning the benefits, and challenges of online video use, along with any positive or negative suggestions regarding their experience of the technology.*

## Keywords

Blended Learning, Higher education, ICT, perceptions, video learning

## Introduction

Blended learning, also known as hybrid or mixed-mode learning, is a combination of two archetypes of traditional face-to-face and online learning environments. Mixed modes of delivery have appealing to a wide range of learners in higher education. Although in existence for over fifteen years, the debate about the meaning of blended learning is still continuing and thus, agreement on a fixed definition remains elusive. Blended learning basically refers to the integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended strategies enhance student engagement and learning through online activities to the course curriculum, and improve effectiveness and efficiencies by reducing lecture time (Watson, 2008, p. 5).

Blended learning is the thoughtful fusion of face-to-face and online learning experiences. The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose (Garrison & Vaughan, 2008, p. 5). Dziuban, Hartman, and Moskal (2004) state that,

Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically

enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

- A shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions);
- Increases in interaction between student-instructor, student-student, student-content, and student-outside resources;
- Integrated formative and summative assessment mechanisms for students and instructor. (p. 3)

There is no single accepted definition of the term blended learning. Although the definitions vary, they are all common in the coexistence of traditional face-to-face and technology integration for non-face-to-face learning. Thus, as Partridge, Ponting and McCay (2011) state, we can place blended learning courses offered in higher education institutes somewhere on a continuum, between fully face-to-face and fully online subjects. This study fits more with the definitions provided by Oliver and Trigwell (cited in Torrisi-Steele, 2011) as they define the term blended learning from the learning experience perspective rather than its instructional perspective. To them, “blended learning refers to enriched, student-centered learning experiences made possible by the harmonious integration of various strategies, achieved by combining f2f [face-to-face] interaction with ICT” (p. 366).

There is a range of advantages for academics and students embracing the blended learning approach over other learning methods. According to Partridge et al. (2011), these advantages can be categorised into three leading groups of: a) institutional, b) personal, and c) pedagogical. Each of these include: a) Institutional: improving the efficiency of classroom space, reducing on-campus traffic and the associated need for parking spaces, student retention is increased; b) Personal: flexibility to study at a convenient time and place that suits them, saving time and travel cost; and c) Pedagogical: enhancing students’ learning experience and outcome, and increasing pedagogical richness. As such, Ginns and Ellis (2007) appoint that the overall aim of using a blended learning approach is providing “a mix of both on-line and face-to-face experiences which support each other in achieving desired learning outcomes” (p. 55). The popularity and development of this approach has also helped higher education institutes to address students’ different needs and to provide individually tailored opportunities and solutions to engage more students, to compensate space limitations in the classroom, and to reduce classroom time. Blended learning is “a viable means for introducing asynchronous online learning in campus-based universities with little risk and minimal resistance” (Garrison & Cleveland-Innes, 2004, p. 37). In a similar vein, Wicks, Craft, Mason, Gritter, and Bolding (2015) posit that integrating technology in this approach has provided flexibility and asynchronicity that meets students’ diverse learning styles and needs.

Blended learning has garnered a plethora of challenges and criticisms concerning both academics and students. According to Macdonald (2008) “successful blended learners will need to develop as self-directed, reflective learners.” (p. 115). Critics complain about the lack of clarity and the breadth of interpretation, positing that “almost anything can be seen as blended learning” (Oliver & Trigwell, 2005, p. 18). However, some echo the lack of having a consistent definition as the strength of this approach as “it allows staff to negotiate their own

meaning for it within the context of their institution, course or student group” (Partridge et al., 2011, pp. 2-3; Sharpe, Benfield, Roberts, & Francis, 2006, p. 75). Some common issues faced by students as addressed by Vaughan (2007) are “the expectation that fewer classes meant less work, inadequate time management skills, problems with accepting responsibility for personal learning, and difficulty with more sophisticated technologies” (p. 85). Kleber (2015) states, today’s students’ diverse needs have provided a continuous challenge to modern educators as they need to meet their students’ diversity in the fast-paced world of the technology learning environment. Such challenges may seem endless due to the lack of time, money and staff. Blended learning may not be the only solution. However, as Kleber (2015) appoints, blended learning provides “a dynamic, evolving tool that can unite students, teachers and administrators through technology with the goal of increasing learning and engagement” (p. 24). These increases in learning and engagement empower students with measurable growth in the required skills they need to compete in the ongoing challenges in higher education. Online videos have been perceived as a means to bridge the gap between face-to-face and online modes in blended learning environments. For example, lectures can be recorded and made available online or shorter, livelier summary lectures can be used along with relevant commercial or youtube videos to enhance content presentation.

Although today’s learners spend so much of their time online and are plausibly expected to have a strong preference for online courses, the reality is otherwise. Oblinger and Oblinger’s (2005) survey study found that a majority of students “preferred a moderate amount of IT in their classes”, and that “face-to-face” interactions were preferable to online options (p. 2.11). In another study (Kvavik, 2005) carried out among 4000 students, they were found to have a “moderate preference for technology” with regard to teaching and learning. They also had “mixed feelings” towards the use of technology in the classroom, and believed many of the ICT skills necessary for learning were acquired at college (p. 7.17). In this regard, the relative efficacy of online and face-to-face courses is still under question and needs to be revisited. The first step in understanding how students’ needs could be met is to determine their preferences. Whether students fully employ online components of courses and individual tools, and whether they perceive these affordances as adding value to their educational experience and understanding is still unknown and this paper hopes to go some way to address this issue.

Educational video clips have become prominent in higher educational settings due to their capabilities for providing deeper thought processes, communication and interaction among users (Mundy, Kupczynski, & Kee, 2012). According to Sherer and Shea (2011), integrating online videos to deliver a subject in any mode (traditional, online, or hybrid) provides many opportunities for students. For instance, it can enhance lectures, class discussions, examinations, and even students’ skill competency. For instance, Greenfield (Lance & Kitchin, 2007) postulates that videos can offer “an accessible visual and emotional experience to students’, presenting ‘a literacy’, and a new language – the ‘language of images’, and a form - ‘symbolic visual codes’” (p. 113). In a similar vein, Sherer and Shea (2011) state that the flexibility, accessibility, and content breadth of online videos provide opportunities for both teachers and students as they can be used to shape and contribute to subject content as well as increasing students’ engagement in classroom activities.

It is important to consider students’ perceptions of the changes in educational aspects in parallel with technological innovations and different types of ICT resources. Integrating students’ preferences through understanding their perceptions of these innovations into their learning environment may facilitate meeting individual learning needs. Exploring students’

reasons for taking online courses, Braun (2008) claims that the most prevalent ones are related to financial reasons, flexibility, and the ability to complete course assignments, readings, and other requirements from home. Jensen (2011, p. 298) also speaks of the 'almost universal access', 'increased flexibility', and 'preference among young adults' as the factors contributing to the appeal of online courses. This study focuses on the students' perceptions of online videos that lecturers utilize in their teaching. The following main interview question was formulated: *What are the students' perceptions of the educational value of online videos and their learning experiences within the subject?*

## **Method**

### **Participants**

A total number of 13 tertiary students who were studying at a rural university in Australia participated in this study and their demographic information is summarized below. Based on the data, two males (15.4%) and 11 females (84.6%) formed the sample of 13 participants whose ages ranged from 18 to 46 years. The majority of the interviewees were in their first year of study ( $n = 10$ ), two were in their third year, and one other was in a final year. Four students were enrolled part-time and nine were full-time students in both Education and Psychology subjects. Ten students (76.9%) were studying on campus in a 'face-to-face mode', two were studying solely online (15.4%), and one (7.7%) was studying in 'Distance with some face-to-face on campus component' mode of delivery.

### **Material**

For this qualitative study a semi-structured interview schedule was developed. The questions were derived from the literature on online videos. By combining the related interview questions supporting the objective of the study, the most relevant questions were selected and rephrased and the repeated ones were removed. The construct validity of the questions were then assessed by two experts and the required changes and revisions were made in subsequent meetings with them.

### **Procedure**

Permission to speak to the students in the respective classes was sought after ethics approval was granted and before data collection. This was to invite them to take part in the research project and to answer any questions they may have about their possible participation. They were also informed that participation in the study was voluntary and they were under no obligation to accept the invitation. Furthermore, they were informed that all information gathered for the purpose of the research would be treated confidentially and their identity would not be revealed in any research publications. As an incentive for participation, 4 gift cards were also made available. Research has shown that a token incentive effectively increases the response rate (Helgeson, Voss, & Terpening, 2002; Jobber, Saunders, & Mitchell, 2004; Marsden & Wright, 2010; Newby, Watson, & Woodliff, 2003). To complete the interview task, interviews were made in the first author's office at a mutually agreed time. While interviewing, extra care was taken to ensure interviewees felt at ease and the researcher's personal opinions did not affect the subjects (Ritchie, Lewis, Nicholls, & Ormston, 2013).

## Results

The findings presented below are based on the students' perceptions and attitudes towards online videos. Specifically, it addresses students' views on the benefits, and challenges of their use, along with any positive or negative suggestions regarding their experience of the technology. To protect students' identity pseudonyms are used. Any interview excerpts used to highlight a point are reported verbatim.

According to Ella, videos have given her a different perspective on life and have provided her with the opportunity to look at different examples from around the world. She believes that blended videos have helped her to understand the reality of things. Hence, she can see that they aren't always black and white and there can be a different side to the story. She has found that,

*If lecturers have different videos involved with the lectures, it would, obviously change the point of view of a student that can be sitting there, pretty bored and not really interested.*

In addition, she thinks that videos can be more beneficial for those students who cannot attend lectures all the time, but can have access to the internet. To her, videos have to fulfil a motivational need. She posits that she will learn more if she experiences enjoyment while watching the videos. She will take in a lot more than if it's a boring one with a monotone person speaking. In those cases she will tune out if it is not very interesting. She thinks that it's helpful to have a podcast as students can then go back if they have missed something or pause it or fast forward it. For example, she suggests that,

*If there's different ways that you can learn, like different pop ups, either pictures or links to videos that can be connected to it and that sort of thing, it relates to your topic, it'd be interesting that way.*

Also she believes that she would be more intrigued if there was an image that was related to the topic and could provide more information. She also thinks that if posted videos provided a context, even if taken out of a book, it could help her to understand the meaning. In other words, she is interested in having a little note on what the videos are beforehand. For example, an explanation about what the video content is and maybe more notification as to where and when it's going to be put up. Exemplifying the suggestion, she states that,

*Like, if it gets posted on the Facebook page, it's then linked. It could also be put onto the Blackboard, for example, for those students that probably don't have Facebook, which is a very rare occurrence, but, you know, a student that doesn't have Facebook can then still access the videos.*

Ella also admits that sometimes videos weren't functioning 100% properly. In addition, she cannot access videos from her phone while she is out or she doesn't have her laptop nearby herself. Using her phone, she can easily access the videos on Facebook, but it is difficult to link it towards something else. Other than that, she is happy with the nice and simple setup and the videos.

Maggie has found videos really beneficial. They make her more interested in the topic. They help her to engage and understand the material. She is "very comfortable with videos" as she

can rewind them, pause them, and go back to them whenever she needs to. She thinks videos are really good as she can come back to them to take notes, and she can source similar videos externally where she can look up more information. As an online student, Maggie believes there are certain things that they have to engage with in order to understand the material and there are many questions they might have. Therefore, having a lecture format video could help explain things a bit better. She suggests having more lecture-type videos, not just an introductory one. She needs to watch more about the content as they don't get that face-to-face session. She is not sure if the introductory videos overwhelm people or if they are needed. She asserts that,

*They need more that lecture type thing so that they can understand what they need for the exam, what they need to understand.*

As the lecturer uploads videos on his YouTube private channel, she hasn't experienced any difficulties regarding the video access as they can reach them from anywhere. Furthermore, she notes that YouTube supports most devices. Thus, she can access videos from her phone "anyway, or anywhere else".

Jack has experienced several advantages of integrating videos. For example, watching videos have helped him to remember things better. He states that,

*I remember for, when we were doing educational psychology you need for the exam to remember a full list of theory, and then videos were perfect for me because I could remember the theory really easily by watching those three minute videos that would explain each theory in three minutes.*

Accessibility is another advantage of videos. He feels that if he doesn't understand a concept, he can review the video several times for a better understanding. It also provides him the flexibility to watch videos anytime and anywhere. As a visual learner, he has found videos beneficial for his studies.

Jack would prefer to watch videos created by the lecturer as they fit the subject perfectly. Other videos, such as YouTube, can then be used as a supplement. He likes to see the introductory video. He looks at the five minute videos as an overview prior to doing the reading. He believes this is a more efficient approach for his learning. He states that,

*if I have 20 or 30 minute videos, I have to replay as I get distracted. I start watching the phone. I start looking on the internet at the same time and I'm losing concentration, things that don't happen to me in reading.*

With regard to the quality of videos uploaded or created by the subject lecturer, he thinks it's important for them to think carefully when shooting a video and try to create a good quality one when they are recording themselves. If the quality is poor, students may give up watching the videos as interest is limited. He also adds that,

*you can see lecturers that record themselves and they most use very old technologies and then the sound is not in good quality then it's getting a pain to understand them.*

He thinks videos should be there as a supplement that takes them deeper into the subject material. He believes that "the lecturer should still be there, should still give his lecture every

*week or record himself*". He doesn't think that videos like the TED talk or the YouTube can replace their teaching. Thus, he argues that,

*I'm paying money to learn and I'm not paying that amount of money to learn from YouTube. I'm paying that amount of money to get a teacher that sets up his own content because he's been qualified and he needs to, it's my belief.*

He also shared a previous experience in another subject, where the lecturer had a list of YouTube videos and a list of articles for students to read with no contact and response from the lecturer. He was quite upset about this situation as he could do it on his own from YouTube with no cost. He further noted "*if you're getting upset and disappointed you won't have a good feeling that you have learnt properly*". He also confided that a few of his friends have had internet problems depending on the place where they live. Although it works perfectly for him, the internet speed has affected the downloading of the videos and has been a challenge for them.

Videos for Kris work because of the extra explanation of the concept or the theory, particularly if it's an intricate one. He likes the idea that he can have it explained several times but he notes that the videos could be "*tailored to actually our learning*". Flexibility to be able to watch videos at his own time and pace is another benefit that he has experienced. To him, online videos "*can lead to outside research*". "*When you click on a video, for instance on YouTube, it presents other options for other videos into different theories and concepts*". This adds interest for him. Overall, he thinks that,

*A video that's made with a certain class in mind based on a psychological topic in this case, and it was done really well, I think there are things to be benefitted from that.*

He believes that videos could assist students to be more successful in subjects. As individuals learn differently, the use of different interactive learning content can cater to students' learning abilities. For instance, he finds his PsychLab quite useful because "*it explains the concept and it does make it interactive*". To him,

*It's almost childish in the games they use, but there are little games where you've got to put things together. And it's surprisingly effective how it gets it. It sort of implants that information in your mind through that little game or whatever, the interactive learning content.*

To him, the challenges are mainly around the length of the videos and he admits that he cannot keep his attention for such a long period of time. He argues that sometimes he cannot watch videos because the required platforms are updated and the videos won't work. This issue is more technical and thus, he had to brush up his computer skills on how to update the required apps such as Adobe flash player and Quick time. The technical issue has forced him to improve his computing skills and consequently, he has learned all these different Java platforms and things which he didn't know before, and has also learned how to update them to be able to receive videos. As such, he states that,

*I can't just go to a computer shop so I've actually had to work out exactly how to update a flash player, and now I know how to do that and fix problems I guess.*

A side benefit of videos as Ava notes is that you can access them anytime and anywhere. If you want to go back to them at any time, you can. As a lot of videos were linked through to YouTube, she could easily like or bookmark them for later. She believes that the video integration has provided her the opportunity to see learning on different dimensions. To her, this means that,

*Everything from a textbook is great, but most of us now use multiple technologies to connect with family or friends alone, so using something that you'll find suits you more often.*

She also thinks that as we move into industry, we are going to face technology in our work environment. For instance, she states that “we have training videos at work which help do stuff like that”, so she believes that we need to get used to technology as well. Furthermore, we can capture information a lot quicker through a visual aid rather than just writing pages of information. Hence, she adds that,

*A lecturer is one, because it's a way, but then when you're using visual, vocals, and music or pings or something to draw your attention to certain things. So it's using just multidimensional.*

She also has found videos helpful in that they have shown pictorial representations of the historical material. She appoints that if you are talking about “John Locke and Hume”, for instance, having a visual aid around would be helpful as it shows you what it was like in John Locke's era.

Ava thinks having some captions, multiple choice questions, more explanatory notes, or greater opportunities to discuss the videos would be helpful. For instance, having questions at the end of a video would make it interactive and “stimulate discussion around that throughout; whereas a couple of them would just present information”. They would also help learners to determine whether watching the videos is part of their assessment. Other links to YouTube videos would also be helpful.

Ava found the videos posted and the links for the Blackboard appropriate. All the YouTube links on the Blackboard were free. However students also needed to get access to MyPsychLab where there were dozens of videos. Unfortunately, they couldn't access them unless they purchased the access to log in. She thinks there are probably better ways to deliver videos as she argues that,

*once you had access to MyPsychLab, you weren't really directed on there what would be most relevant for you for that week, and yet they'd all said, purchase MyPsychLab at \$180, and so you just had quantity.*

She knows some students didn't look at the videos as they had no access to MyPsychLab through the Blackboard. As this is a first year subject, putting five or 10 relevant videos linked into the Blackboard would overwhelm her. Moreover, she adds that finding quite relevant and similar videos on YouTube could not be possible without having access to MyPsychLab and spending an hour or more to find similar videos. Another challenge has been with regards to the odd broken links. She thinks the lecturer uploading the video should have checked the link prior to uploading onto the Blackboard.

Yvonne finds online videos easy and enjoyable because she can pause or rewind them and take notes, rather than sitting in the lecture room and trying to write and listen. She admits that she is not very good at listening and taking notes, so it's good to be able to pause, quickly write something and then play it again and then continue; whereas in the lecture, she cannot do it at the same time. The flexibility to watch videos on her own time is another advantage. As for a lecture, she needs to attend it physically at a scheduled time, whereas the videos have provided her the opportunity to watch them at her own pace and the time that suits her. In addition, she states that she is a full-time student working casually. Thus, she has to attend the lectures and tutorials. However, with the online videos, she can do it outside of work and classroom. For example, she states that,

*When I have two hours spare I can go and sit in my office, close the door, make sure there's no noise, no-one around me and I just sit and I watch and I can dedicate two hours or whatever it takes to watching a video, taking notes and learn it. I think that's good.*

To her, using videos to complete the subject successfully depends on each individual student and their learning style. She thinks that,

*Some students can just sit and read a book and know that's all they have to do and they know it, and they walk away and they can do an exam. Other students need online videos and interactive models and all that sort of stuff, which is probably me.*

Because of such individual learning differences, she appoints that “*I don't think you can set up a specific learning task for hundreds of students*”. Thus, she believes that universities have to provide everything hoping that students can find their own pathway to learning although she believes that “*they could be used to a certain extent with every subject*”. She can sit in a lecture and listen and learn a little, but she believes that she definitely doesn't take away enough. She thinks it is good to have something that she can definitely go back to, a video or a podcast, of being able to listen to it again and take notes. It makes it a lot easier to learn.

Yvonne thinks videos should not be longer than ten minutes. The first video uploaded by the subject lecturer took about 40 minutes to watch and it was too long to capture the attention of students. It has led her to stop the video and walk away as the lecturer was trying to do too much at once. Likewise, she thinks that,

*The shorter videos just touch on the one topic or otherwise, not to pay attention too much to listen to 40 minutes all at once.*

Yvonne also argues that she could see the lecturer is just sitting there with no facial expression, just reading off a piece of paper when doing her podcast. She adds that,

*It is a subject that I have to do as part of my course, so to make me interested in it, I need someone to be a little bit more exciting.*

As one of the main priorities she thinks the lecturer needs to ensure that students are aware of the time that videos are going to take to be uploaded or how long they're going to be online. She admits that “*we don't really go looking for them. We're pretty lazy*”. Although there haven't been any glitches with videos, she argues that sometimes videos were very monotone and boring and they put students to sleep. Further, she adds that she cannot concentrate if the

video involves just the lecturer speaking in a monotone and there is nothing exciting about it. Accordingly she states that,

*When you're sitting in an actual lecture there's stuff going on, like the lecturer is there walking back and forwards, they are talking, they're enthusiastic, so it gets you interested. Whereas when you're just watching a video that's not really that interesting in the first place, it's hard to pay attention, so it's hard to be involved in it.*

She thinks that recording a video just by the lecturer sitting, looking at the camera, and reading off a script might be boring. She also states videos don't work on her phone or iPad. Hence she recommends having the videos more accessible in some way.

According to Katie, videos engage her in the subject. They give her a human view, and sometimes she has found them very educational and provoking as they make her think. The videos that she has found work the best are specific to the actual area of study that she is doing. For instance, she recalls a video about the brain in which the lecturer showed specimens, real ones, revealing how things in our brains work together. Thus, it brings a sort of perspective into what she is studying and also makes it interesting. However, she believes that using videos in the subject is “*just a matter of finding things, time wise, and being more capable with that kind of technology*”. She notes that for the previous semester, instead of having lectures, it was all podcasts. So, she adds that they were told on the first week that this is how it's going to be. To her, podcasts were really boring and there was nothing interesting about them as they were just hearing a voice “*which wasn't a very nice voice, and nothing extra, just the PowerPoint, the whole lecture*”. She believes that the lecturers need to do it more interesting as students are not at the university just for online learning. They are there to have a lecture. She would prefer videos to be interactive and relevant to what they are studying. She generally has had no issues except the internet connection. She also suggests that the videos need to be more interactive. She appoints that,

*If you're an educator you have to find things that are out there, or create them yourself, so I suppose to create them yourself you could do that the easiest possible way by getting your students to do different things, as assessments. It's a lot of information, and if you are a first year, kind of, lecturer you are not going to get it right. Well, I think that a lot of people who have been doing it for 30 years, they don't make an effort, and it's probably time that they retired.*

According to Helen, a huge benefit of online videos is that they provide her the flexibility and also give her the opportunity to refer back to what's being said by the lecturer. She can't see she would be able to take notes in a lecture hall and get everything that the lecturers are saying. Working full time, she can also use her lunchtimes to set up her iPad in order to watch videos for an hour. She adds that,

*Even if the lecture is two hours, then I could stop it and then when I got home, I could watch the rest of it. Or, if I was lazy, I'd wake up in the morning and watch the lectures in bed, instead of watching the news; or folding washing... being able to watch those lectures or the videos, just doing housework with my iPad' walking around. And so I've enjoyed the flexibility, and definitely being able to refer back to it.*

In essence, videos support her understanding of the topics. To her, not only do the videos of the lecture/tutorials support her content knowledge, but the videos that accompany those lectures aid her in developing further knowledge on the topic. For example, she states that,

*The lecture material/video will focus on a specific topic such as Indigenous Futures within the curriculum; however videos from YouTube will provide further knowledge as the current status of Indigenous Australians and the reasons why they require incorporation within the curriculum.*

In addition, she finds that visually it makes her think about the topic a little bit more, or deeper than if it was just listening to them with no pictures. She also adds that it is a little bit more interesting watching the videos, than just listening to them or reading Power Point presentations as they can be a bit boring at times.

She likes the way the Camtasia feature was used as well as YouTube, and the lecture recordings, however, she thinks that videos should be scrutinized and picked very well. She also notes that,

*There shouldn't be an over-abundance of them, because then you would get a bit disillusioned, or you wouldn't have the time.*

Accordingly, she adds that a lot of external students, or even internal students who have taken an external subject, usually do it because they're doing their flexible sort of living. They're either working full time, or they've got kids, or they're doing something else as well. She thinks videos need to be definitely picked carefully.

*If you put a large amount of videos on there that are quite lengthy, they won't get watched and they'll be superfluous. You won't really require them.*

She also likes the fact that videos have relevance to the subject, but also take her away from the subject and beyond-they “open a world view, rather than just one focus sort of tunnel-view”.

As an online student, Helen recommends that there shouldn't be more than three accompanying videos to a lecture, per topic, per week. She would prefer to keep it quite limited, just to reiterate the topics for that week and to engage students a little bit more. She knows that a lot of other students wouldn't watch videos. So, to engage them a little bit more, she suggests to have quizzes or questions at the end of Camtasia videos. To her, presenting and uploading videos in a more timely manner would be an improvement which would facilitate further engagement. She notes that there has to be a motivation for students to engage with videos. Although she has got engaged in all the videos presented, she knows a lot of her cohort have not watched the videos. Apart from the above mentioned suggestions and benefits, she has also experienced some issues. For instance, the videos were not uploaded in a timely manner to aid her learning style as she has had to juggle time restraints. Further, when the online videos have been presented, sometimes the voice recordings would not be adequate and she would miss some of the content.

Rena enjoys the flexibility that videos provide in her learning ability to go back through the content and review at any time. So she states that,

*If I had just gone to the lectures, I don't think I would have understood it as well as I hoped.*

Rena thinks the online video scenarios are a lot different to just having a written scenario. Students interact more with the topic and they understand it better. She thinks having online videos in the subject has made it a whole lot easier. She believes the visual and auditory people take more advantage of videos in their learning. She adds that,

*Real visual learners don't really cope that well going to lectures and just listening, and writing. I feel like they could be better off if they could do if they had that sort of visual material, like online videos.*

To her, videos are fine and she likes having more videos (three or four) on different topics. She is also apprehensive as to whether the videos can be downloaded. She thinks if she could download them, she could keep going back, and watch them whenever she wanted. She thinks a video might be able to explain the concept better while enjoying it. However, she would like the lecturers to interrupt videos by embedding a slide for instance, to ask questions. So that, they can have more time to look into the content. Further, she suggests lecturers provide a direct link to the videos instead of “*having too many different file types to go through to find them*” which could be confusing. Having a list of folders uploaded on Blackboard, she asserts that “*when I got to open up, I didn't feel like watching anything*”. As the internal subjects don't have any sort of videos or podcasts, she has found it hard to try and recall everything that's happened in that lecture. She admits that she is “*a pretty fast typer*”, but as she states, “*she can't type everything*”. YouTube videos have all been fine. However, she had laptop issues in watching them online.

A side benefit of videos as Mary notes is that videos give a picture to the context. Watching a video helps her in getting “*a bit more in depth knowledge*”. She acknowledges that she has got dyslexia and thus she cannot read pages and pages of writing as it gives her really strong headaches. Thus the visual aids provided through videos have given her a real meaning to it all as they suit her learning style. She also thinks of the advantages in terms of the subject. She states that,

*It definitely works with subjects. It really makes you see other people's point of view and it also almost opens a gateway that you go and explore more videos around that. With readings you don't tend to...you just do the reading and move on whereas when you see the visual things you think I wouldn't mind seeing more videos of that.*

For her, if it's a YouTube clip and they've got other related topics around it, she might click on more of them and quite enjoy doing it. According to Mary, all lecturer's videos are pretty good as long as they are followed up with tutorials. She admits that,

*I think that's a really good learning tool and it's a good way for assessment to use it.*

She thinks a challenge would be around internet access at the university. She notes that she has experienced Wi-Fi disconnections all the time. Thus, instead of doing any of her ICT at the university, she would prefer to do it at home because of the better connection. Although she could overcome the challenge by having MBN at home, she imagines that,

*A challenge for a lot of students who haven't gone onto the MBN yet would be the slow process.*

Apart from the internet speed and slow process, she has never had any problems. However, she states a few of her friends have had downloading problems as the provided links were not working.

Kasia thinks of the videos' benefits in terms of the accessibility and the feasibility to replay and repeat. She can easily access the videos through the provided links at any time of the day. Further, she appoints that in week three she was struggling to understand the content and she couldn't; thus, she was thinking that, "oh no, I've hit that point where I'm not smart enough!". However, she admits that videos have provided her the ability to keep replaying them in her own time "where it wasn't so embarrassing to keep saying I didn't understand" as she states. She could go to a quiet place and keep replaying the video until she understood what it was conveying. Accordingly, she adds that,

*I probably would have never have asked a lecturer to repeat herself three times. If someone was going to say that information so that's definitely a massive advantage.*

So videos have provided her the opportunity to reiterate the message that the lecturers were trying to convey in a real life experience or even comedy. Lecturers have as they've even used comedy as an example to make it more relevant and memorable. As some videos have been played during the lecture and they haven't been assigned to them to learn at home, Kasia thinks that it might be nice to upload these video's online in their course content as well. Although she would like more of them throughout the lecture, she notes that the length of videos should not be more than 12 minutes; if so, they have to be engaging. Further, she suggests to include fun in the videos. She states that,

*They have to be concise and they have to be exciting and they have to be able to keep people's attention and still teach the content and keep it relevant as well.*

She also suggests they make sure that the equipment is working and that the use of comedy is always effective.

To Kasia, the major challenges are around lecturers' lack of technology literacy. She feels that about eighty per cent of the time their lecturers have had trouble even playing the video. Thus, she states that,

*There's a good thirty seconds to two minutes sometimes five minutes, wasted just trying to work out how to get it up on the screen and all of that. But it gets our attention, but when it gets past the thirty second like 'giggle, giggle' she can't do it then we sort of start doing our own thing because we wonder how long she is going to waste getting it to where it...*

Accordingly she thinks if the lecturers were provided with a better way to just press ‘play’ and know that it’s going to work every time, it would save a lot of their time. She also states that,

*When you’re trying to work out in your first semester, how to even access these online videos or what they’re there for or what you’re meant to be doing with them. And how to take the information away from them, so that’s just learning how to be a student.*

Having had experience, she now goes looking for the videos before she reads the content. She has found it easier as it gives her “a very brief run-through of the chapter before she even gets to the point where she reads the book”.

Having a diagnosed learning disability, videos have provided Chiara the opportunity to access materials at her own pace. She has unusual sleep and wake patterns so with access to online video materials she can access information when she is mentally and physically active. It allows her to follow-up any misunderstandings or questions she may have had following lectures. In her opinion, videos can provide a better understanding and “can help define problems and clarify situations”. As such, she believes that,

*Videos add a clarification to teaching and allow students to understand things without a language or slang gap in the generations.*

She also thinks videos could help long distance education in solving the face-to-face interaction issue. As such, she would like to see more videos used within the subject to help explain some of the harder concepts in more depth. She admits that videos have provided her a firmer and better understanding of the material and the only problem that she has had was when videos were used or posted incorrectly. Despite the huge advantages of videos, she believes that,

*Many of the videos we are given in our courses are more general, they give background material that is not directly relevant to course assignments.*

Thus, she suggests that,

*Lecturers should be given refresher course in on-line videos and posting them once every five years.*

Olga thinks videos just provide her with a better understanding of principles and give her the opportunity to understand the subject better. Blended videos have helped her, through visual clarification, to complete the subject successfully and also to clear up a point or a concept that she couldn’t grasp. Hence, she prefers

*To see what someone else may have explained in a lecture or what you’ve read, good to have that explained visually.*

Although she has had no problem with videos, she suggests uploading more videos through the Blackboard that could be accessed easily at any time.

## **Conclusion**

Based on students' responses, it seems that they were mostly satisfied with the video integration as they reported positive experiences from the videos uploaded and shared by lecturers. The results revealed the interactivity of videos and students' preference toward games and pleasure and interest sparked by video integration. The results indicated that they visually attentive students would be more intrigued and motivated if the lecturer had incorporated a visual modality. Video integration has made them free from the burden of note taking and paying attention to the lecture at the same time. Videos have provided them the opportunity and flexibility to refer back to what is being said by the lecturer with no time and place restriction and with the benefit of documentation once it is downloaded. After all, if the course is interactive they need to be attentive, quick, and responsive; so they need different parts of their mind-body to cooperate quickly and efficiently. Besides the advantages, the findings revealed that videos cannot stand entirely by themselves and need supplementary material or tutoring on the part of the teacher. The students addressed the necessity of their lecturers' need for familiarity with the latest Apps, as well as the lecturers' need to overcome a lack of technology literacy, in particular, in the psychology discipline. They were asking lecturers to ensure that the equipment was working and also to resolve the downloading and broken links issues. In contrast to the students in psychology, their counterparts in education were happy with the lecturers' technology use and literacy. They could find the private YouTube channels of lecturers quite useful as they could easily access videos through different apps and from their phones as YouTube supports most devices. It seems that short but scrutinized and well-picked relevant videos might be more appealing to students as the lengthy videos might distract and bore them. Further, they seem to be very interested in learning that was interesting, engaging and fun that could be integrated into their learning and enhanced through videos.

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