

ABSTRACT

Evaluating the effectiveness of a quiz in an educational video

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Educational videos are becoming more prevalent within a higher education context and the use of videos is now taken for granted. However the full impact videos have on learning is under researched and not fully known. This study investigates the impact of educational videos, and in particular the effectiveness of quiz questions embedded throughout a video, compared to a video with a quiz at the end, and a video with no quiz. Two groups of students from different modules ($n_1 = 102$, $n_2 = 23$) each watched the three different formats of videos and subsequent results of a multiple choice test was recorded and compared. In addition viewing behaviour was recorded and also explored to evaluate if this also impacted upon results. Finally students from one module undertook a questionnaire to identify students perceptions of the three different formats. Results shown in both modules highlighted that the performance on tests significantly improved after watching the video with embedded quiz questions throughout. Furthermore, results indicated the number of views, and when the student watched the video had no impact on results. Contrary to the test scores, students quantitative ratings of the three video formats did not identify any differences, for usefulness or quality of learning, between them. However students qualitative comments showed overwhelming support for quizzes embedded throughout a video. Hence given the results of this study it is recommended educational videos have quiz questions embedded throughout. Based on these results, implications on professional practice and further research to build upon this study are discussed.