

ABSTRACT

This study examines the increasing importance of video lectures in modern education, with a particular focus on their role in exam preparation. As digital learning tools become more widely available, students increasingly rely on video lectures to supplement traditional study methods, especially during exam periods when time is limited, and pressure is high. The introduction highlights how video lectures provide flexibility, self-paced learning, and opportunities for students to revisit difficult concepts, thereby promoting personalized learning strategies. A review of relevant literature supports the effectiveness of video-based learning across disciplines, demonstrating its positive impact on comprehension, retention, and engagement. The methodology adopted in this research combined both quantitative and qualitative approaches, including surveys, interviews, and observations, with a sample size of 50 students selected randomly from different academic backgrounds. Data collection tools such as Google Forms and Excel were used to analyze responses effectively. The fieldwork revealed that YouTube and recorded lectures are the most frequently used platforms, with students consistently reporting that video lectures are highly beneficial for understanding difficult topics, improving exam performance, and saving revision time. Observations further indicated that students value the ability to pause, rewind, and rewatch videos, which reduces exam anxiety and supports diverse learning preferences. The analysis confirmed that both short and long lectures are equally preferred, with most students relying on a balanced mix of video content and traditional resources like textbooks and notes. The study concludes that video lectures not only enhance academic performance but also build confidence during high-pressure exam situations. Based on these findings, it is recommended that educational institutions encourage the use of video lectures as supplementary tools, promote credible platforms like YouTube EDU.

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Easy to Learning through Video Lectures



A group is discussing about the Google Form



Clarity of Explanation in Video Lectures



Understanding of Concepts



Students are satisfied with video lectures

CHAPTER 1:INTRODUCTION

In recent years, video lectures have become an integral part of modern education, reshaping how students access and absorb academic content. Particularly during exam periods, when time is limited and pressure is high, students turn to video lectures for quick revision, concept reinforcement, and personalized learning. These digital resources offer flexibility, allowing learners to study at their own pace, revisit challenging topics, and tailor their preparation strategies to individual needs.

This shift from traditional classroom instruction to multimedia learning raises important questions about the effectiveness of video lectures in enhancing student performance during exams. Do they improve comprehension and retention? Can they reduce exam anxiety and boost confidence? This study aims to explore the role of video lectures in exam preparation, analyzing their impact on student engagement, academic outcomes, and overall learning experience.

CHAPTER 2:LITERATURE REVIEW

1.Since 2025:

Impact of Clinical Video Scenarios Used for a Summative Exam to Facilitate Learning

MG Botelho, B Boubaker - ... Journal of Dental Education, 2025 - Wiley Online Library

2.Since 2024:

Impact of video lectures on students' performance and analysis of viewer demographics in online courses

PA Goedl, GB Malla, MG Sanders - ... Journal of Distance Education, 2024 - Taylor & Francis

3.Since 2021:

Active learning with online video: The impact of learning context on engagement

K Seo, S Dodson, NM Harandi, N Roberson, S Fels... - ... & Education, 2021 – Elsevier

4.Sort by relevance:

Video improves learning in higher education: A systematic review

M Noetel, S Griffith, O Delaney... - Review of ..., 2021 - journals.sagepub.com

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PENGARUH PENGGUNAAN VIRTUAL REALITY LABORATORY TERHADAP KEMAMPUAN BERPIKIR TINGKAT TINGGI PESERTA DIDIK PADA MATERI ...

INA SAKINAH - 2025 - repository.unj.ac.id **6.Review**

articles:

PENGARUH PENGGUNAAN VIRTUAL REALITY LABORATORY TERHADAP KEMAMPUAN BERPIKIR TINGKAT TINGGI PESERTA DIDIK PADA MATERI ...

CHAPTER 3: METHODOLOGY

3.1 RESEARCH METHOD:

Mixed Method Research is ideal for studying the impact of video lectures on student learning during exams. It combines statistical analysis of exam scores with student feedback to provide a comprehensive understanding.

3.2 TOOL USED:

Questionnaire - to gather students' opinions on how video lectures affected their exam preparation.

Interview - for deeper insights into individual learning experiences with video content.

Observation - to monitor student engagement with video lectures during revision periods.

Software/Apps- like Google Forms and Excel to collect and analyze responses efficiently.

3.3 SAMPLE SIZE:

For this research on the impact of video lectures on student learning during exams, a sample size of **50 students** was selected. These participants were chosen from different academic backgrounds to ensure diverse perspectives.

3.4 SAMPLING METHOD:

Non-Probability Sampling methods used to study the impact of video lectures on student learning during exams:

- a) **Convenience Sampling**: Surveying easily reachable students who watch video lectures.
- b) **Purposive Sampling**: Selecting students who actively use video lectures for exam preparation.

CHAPTER 4:FIELD WORK

DESCRIPTION,OBSERVATION AND ANALYSIS

4.1 DESCRIPTION

For my field project on the impact of video lectures on student learning during exams, I talked to a bunch of students from different courses to see how they use video lectures while preparing for exams. I handed out some simple surveys and had casual conversations to understand how helpful they find video content compared to textbooks or classroom notes. I also visited a few colleges and study spots to observe how students actually study with these videos— whether they use YouTube, recorded lectures, or other platforms. Overall, this fieldwork gave me a good idea of how video lectures are really affecting students' learning during exam time.

4.2 OBSERVATION:

The impact of video lectures on student learning during exams is significant, as they offer flexible, self-paced learning that enhances understanding and retention of complex topics. Students often find video lectures helpful for revising key concepts, especially when they can pause, rewind, and rewatch difficult sections. This mode of learning supports diverse learning styles and allows for more personalized study experiences. Additionally, video lectures can reduce anxiety by providing consistent access to course material, which is particularly valuable during high-pressure exam periods. Overall, they serve as an effective supplement to traditional learning methods, improving both performance and confidence in exams

4.3 ANALYSIS:

Sometimes, we use video lectures while preparing for exams, and YouTube is the main platform we rely on for accessing these videos. Video lectures are extremely helpful in understanding difficult concepts compared to textbooks. I agree that video lectures improve our exam performance. While watching video lectures, we can maintain average concentration. During exam preparation, we prefer both short videos and long, detailed lectures equally. Compared to selfstudy from notes or books, video lectures are about the same in effectiveness. We rely equally on both video lectures and books or notes for studying. Additionally, video lectures save revision time during exams, which is a significant advantage. Therefore, we would probably recommend video lectures to other students preparing for exams

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION:

Overall, students find video lectures to be a highly effective tool during exam preparation. YouTube is the main platform used, and these lectures are considered extremely helpful for understanding difficult concepts compared to textbooks. Students believe that video lectures not only improve exam performance but also save revision time. While concentration levels can be maintained at an average level, both short and long lectures are equally preferred depending on the need. In comparison with self-study through notes or books, video lectures are seen as equally valuable, and most students rely on a combination of both resources. Given these benefits, students are likely to recommend video lectures to their peers as a useful exam preparation strategy.

5.2 RECOMMENDATIONS:

Based on the findings, it is recommended that educational institutions promote the use of video lectures as a supplementary learning tool during exam preparation, as they help students understand complex concepts more easily and save revision time. Teachers can guide students toward credible platforms like YouTube EDU or other academic sources to ensure quality content. A balanced approach should be encouraged, combining video lectures with traditional methods like textbooks and notes for better retention. Additionally, creating subject-specific video playlists and integrating interactive elements can enhance engagement and concentration. Regular feedback and peer recommendations can further improve the effectiveness of video-based learning.

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❖ **GOOGLE:** <https://www.google.com/> ([google.com](https://www.google.com/))

❖ **GOOGLE FORM:** <https://forms.google.com>

❖ **GEMINI:** gemini.google.com.