



Miller, Phillip (2023) Video podcasts as a revision tool for examinations. In: Higher Education Sport Conference, 8th Sep 2023, Northumbria University. (Unpublished)

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## Background:



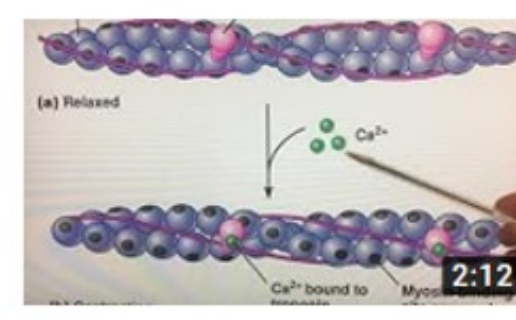
- Exams traditionally a troublesome assessment method.
- Associated with progression from low prior attainment, from vocational routes, and from breaks in study, or due to vast amounts of complex knowledge in modules such as *Functional Anatomy for Sport and Exercise*.
- Inclusion of exams important due to their frequent use within professional body qualifications.

## Intervention:

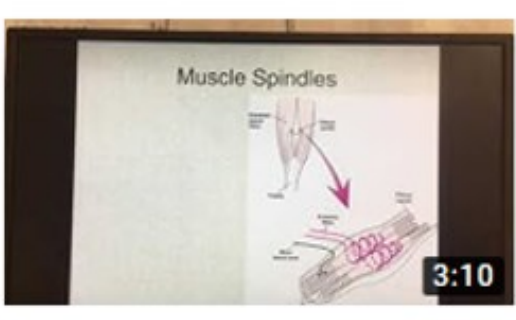
- Reviewing videos / podcasts can help prepare for exams (Kay, 2014; Kay & Edwards, 2012; Lazzari, 2009; Winterbottom, 2007)
- Whitley & Ahmad (2007) multimedia principle.
- Brett & Ogilby (2008) videos appeal when content is 100% relevant, can be replayed, can be viewed at choice of time and location, with portability helping remove distraction.
- Videos should be of less than 4 minutes duration (Ahmad, 2017).




- Anatomy Recap 1 - Skeleton
- Anatomy Recap 2 - Skeleton
- Anatomy Recap 3 - Joint Classifications
- Anatomy Recap 4 - Synovial Joints
- Anatomy Recap 5 - Types of muscle tissue and ...
- Anatomy Recap 6 - Muscles, Origins and Insertions
- Anatomy Recap 7 - Movement Types
- Anatomy Recap 8 - Contraction Types
- Anatomy Recap 9 - Muscles Roles During Movement
- Anatomy Recap 10 - Sliding Filament Theory
- Anatomy Recap 11 - Nervous System Divisions
- Anatomy Recap 12 - Neuromuscular System



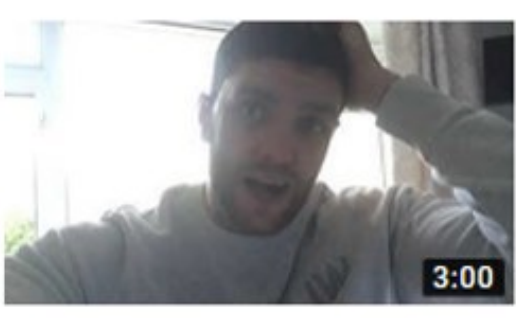
**Anatomy Recap 10 - Sliding Filament Theory**  
2 views • 5 months ago



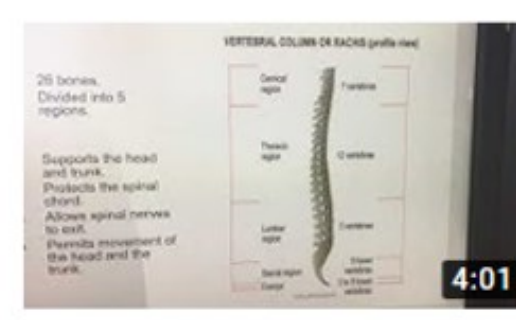
**Anatomy Recap 12 - Neuromuscular System**  
2 views • 5 months ago



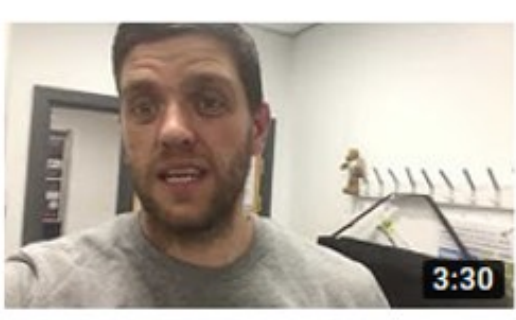
**Anatomy Recap 9 - Muscle Roles during Movement**  
5 views • 5 months ago



**Anatomy Recap 8 - Contraction Types**  
3 views • 5 months ago

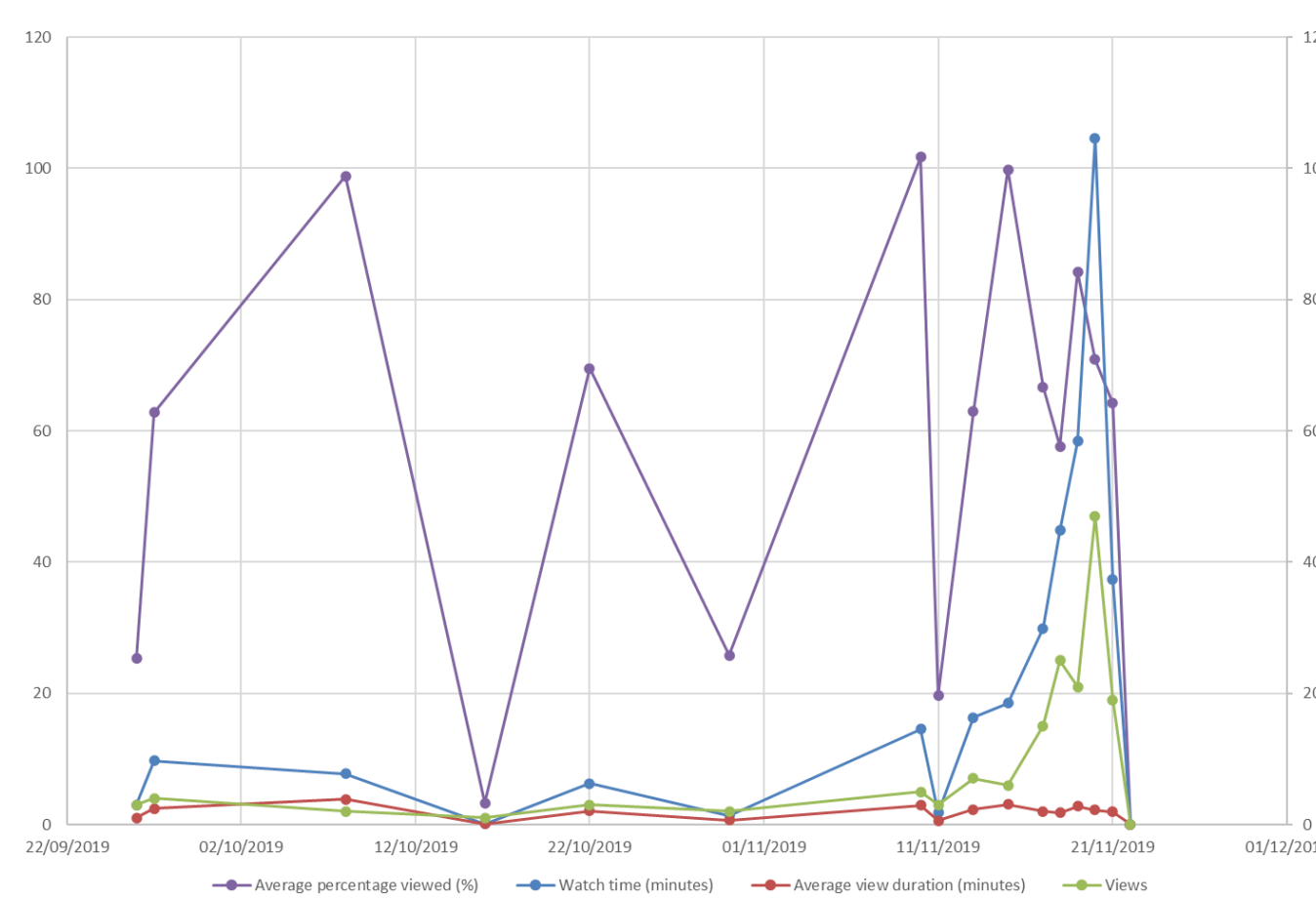
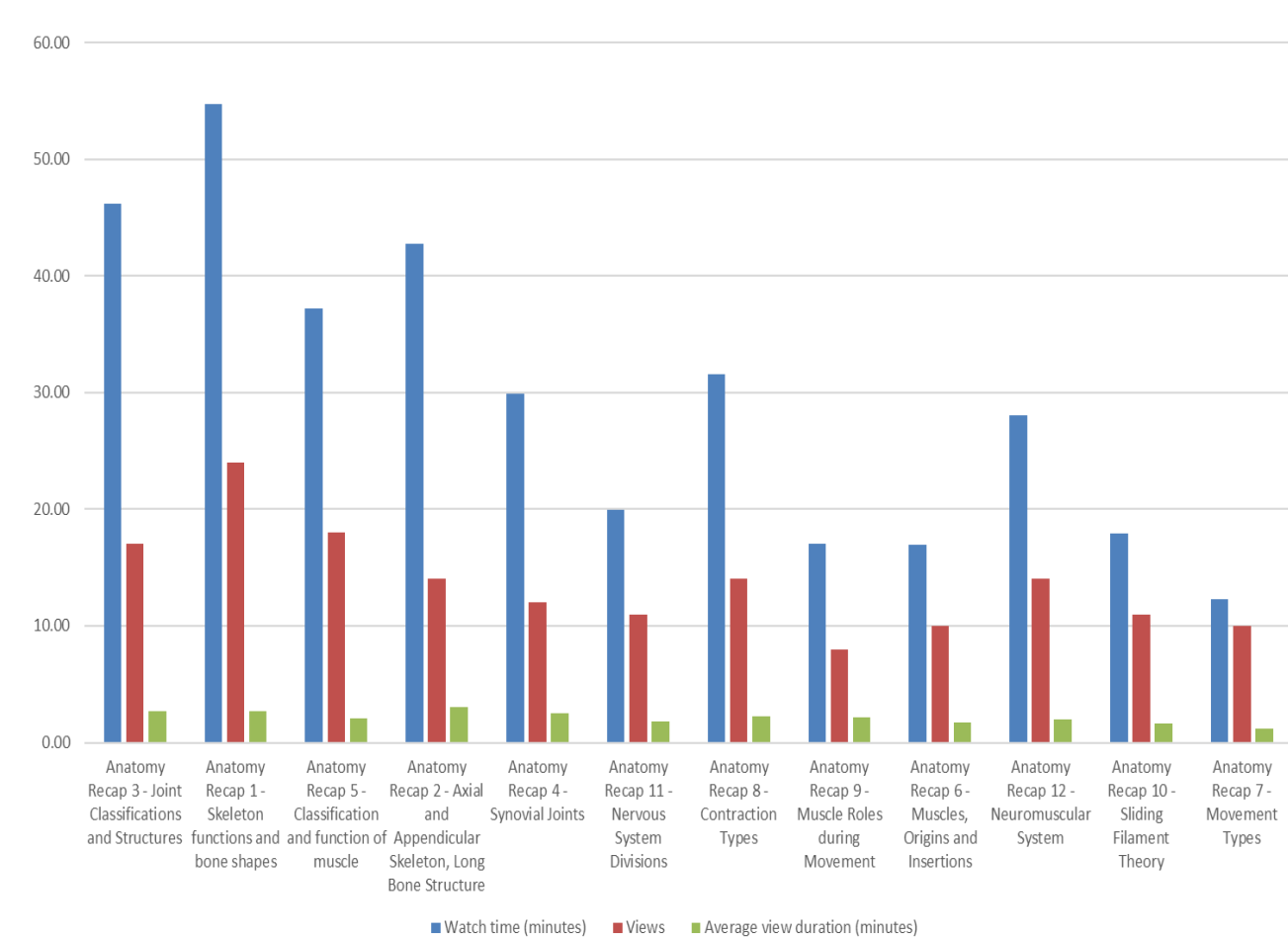


**Anatomy Recap 2**  
3 views • 6 months ago



**Anatomy Recap 3 - Joint Classifications and**  
14 views • 6 months ago

## Evaluation:



	1	2	3	4	5
	Not at all Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
a) I like the video recaps as I could access them whenever I wanted					4.0 4.3
b) I like the video recaps as I could access them wherever I wanted					4.4 4.8
c) I like the video recaps as I could self-pace my own learning					4.4 4.8
d) The video recaps helped me to understand concepts					4.0 4.4
e) The video recaps helped me to remember facts					4.2 4.3
f) The video recaps helped me to actively engage with learning					4.4 4.5
g) I believe that the video recaps will help me to do better on the examination					3.8 4.5

**Average Grade with videos** 63.0 ± 13.95 %  
**Average Grade without videos** 53.5 ± 20.47%



- Engagement with videos is similar to in the published literature. Kay (2014) 60% used the videos.
- Video podcasts have increased student perceptions of improved learning (Hill & Nelson, 2011) but not necessarily improved exam scores (Hulsizer, 2016).
- Video recaps may be a useful revision tool for students.
- They should be used as a supplementary tool as some students will prefer other methods.
- Possible need to notify students when a new video is posted.
- Provide clear information regarding the contents of each video.
- Consider having students make their own videos to increase active engagement (Schultz & Quinn, 2014).

### References:

Brecht, H.D., & Ogilby, S.M. (2008) Enabling a comprehensive teaching strategy: Video lectures. *Journal of Information Technology Education*, 7: 71-86. | Hill, J.L. and Nelson, A., 2011. New technology, new pedagogy? Employing video podcasts in learning and teaching about exotic ecosystems. *Environmental Education Research*, 17(3), pp.393-408. | Hulsizer, H., 2016. Student-produced videos for exam review in mathematics courses. *International Journal of Research in Education and Science*, 2(2), pp.271-278. | Kay, R.H. (2012) Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behaviour*, 28: 820-831. | Kay, R. and Edwards, J., 2012. Examining the use of worked example video podcasts in middle school mathematics classrooms: A formative analysis. *Canadian Journal of Learning and Technology*, 38(3). | Kay, R.H. (2014) Developing a framework for creating effective instructional video podcasts. *International Journal of Engineering and Technology*, 9(1):22-30 | Lazzari, M. (2009) Creative use of podcasting in higher education and its effect on competitive agency. *Computers & Education*, 52(1): 27-34. | Schultz, P.L. and Quinn, A.S., 2014. Lights, camera, action! Learning about management with student-produced video assignments. *Journal of Management Education*, 38(2), pp.234-258. | Whitley, J. & Ahmad, A. (2007) Using video to record summary lectures to aid students' revision. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3: 185-195 | Winterbottom, S. (2007) Virtual lecturing: Delivering lectures using screencasting and podcasting technology. *Planet*, 18(1): 6-8. |