

# Can YouTube videos be used to enhance the learning experience for students?

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## Executive Summary

The aim of this project was to identify how useful YouTube videos could be for year one biomedical science students.

The project title was inspired by students who were struggling with assessments and how to format them. Although written guidance is provided, many students prefer visual and audial aids which is what a video would cater to. A video based on an assessment was produced by a lecturer and students, based on the feedback received from students completing the initial questionnaire. A second questionnaire was distributed to assess how useful students found the video.

The data collected from the second questionnaire indicated that students found the video useful and are interested in seeing similar content in the future. Out of 50 students, 45 were interested in watching similar styled videos and 40 students said yes or maybe to producing these videos in the future.

## Methods:

First year biomedical science students were used to carry out this research. A questionnaire was produced and distributed in a Critical Thinking for Scientists module lecture. The questionnaire consisted of questions which asked opinions on different aspects of a video, for example, length of video, who they would like to produce it and where it should be posted. A video based on the results of this questionnaire was then produced with the help of Dr Stuart Thompson, for the same module's assessment. It consisted of a breakdown of the guidelines provided to students and a question and answer section. The video was then uploaded onto Blackboard and an announcement was made about it. A second questionnaire was produced via Google forms based on the video and the link was posted in an announcement on Blackboard. The link was also given to students during lecture. The results of both questionnaires were then presented graphically to portray how helpful students found the video and if they would like to see more in the future.

## Results

The first questionnaire was given out as a hard copy, the results were then counted and put into graphs using Microsoft Excel. There were 90 participants for this questionnaire. The second questionnaire was given out electronically through google forms which then graphically produced the data. There were 50 participants for this questionnaire.

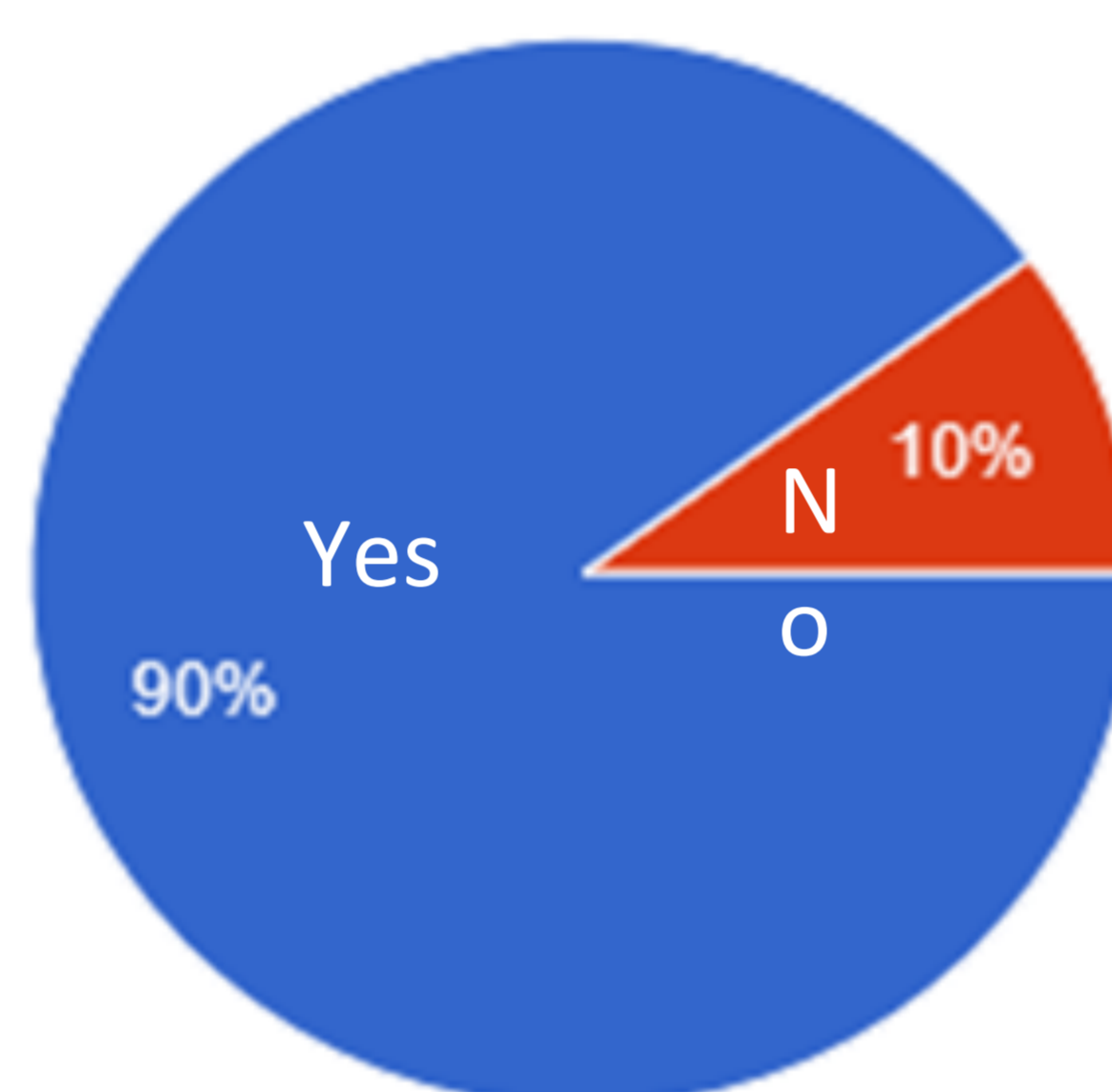


Figure 1: Question from the second questionnaire: Would you be interested in watching similar styled videos in the future?

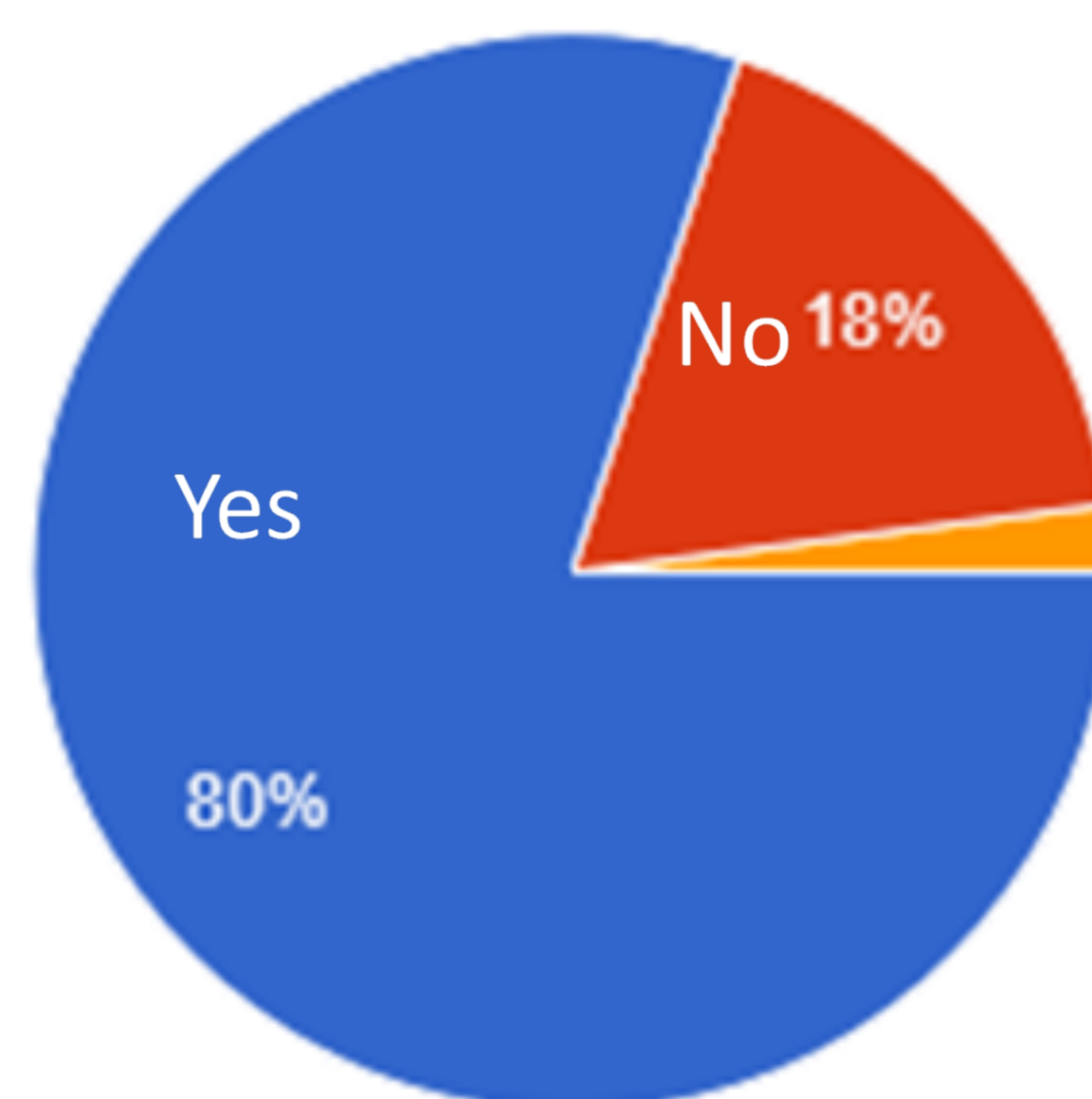


Figure 2: Question from the second questionnaire: Did you find this video useful?

A high number of positive comments were also received on the second questionnaire:

'It was an amazing idea well done guys! Maybe next time the lecturer could also refer back to the marking criteria more like how to specifically get a first or something like that..'

'Great work guys! Keep it up! The video helped a lot with the assignments. Thank you so much!'

'Thank you Stuart for the additional help'

'A video recording that helps you where ever you are....no pens and notes required....I'm surprised there is a questionnaire. This should have been done a long time ago'

## Discussion

The conclusion that can be obtained from the results is that students do find videos regarding assessments useful. From the comments left on the questionnaires, students would like to see more videos and would also like to see videos regarding specific lectures. The second questionnaire contained similar questions to the first questionnaire to observe if students changed their minds about anything asked in the first questionnaire. A higher number of students were interested in making videos in the future after watching the video that was made. It is evident from this that the videos helped students and in the future similar styled videos could be produced by students and academics.

## Recommendations

In the future similar styled videos could be produced by students and lecturers. The university could turn this into a paid job as students would be investing time and effort into making videos alongside studying for their own degrees. This will also motivate students to make videos and could prove to be an asset on their CVs. The university's YouTube channel could include videos for many more courses. Course leaders could then have access to the YouTube channel to post and assess videos.

## Acknowledgements:

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