Mediafication in Education - leveraging the concept of social media and its elements as learning tools

Overview

- Remote online video lectures and tutorials have been gaining significant attention due to COVID-19.
- It has proven to be valid and useful opening up a new era - the revolution of education.
- Social media videos are how many people consume information with entertainment.

Remote online teaching & learning (T&L)

- Involves both synchronous & asynchronous learning.
  - A mix of live lectures (LLs) for interactive discussions & pre-recorded lectures (PRLs), which explain concepts.
  - Students must watch PRL before attending related LL.
  - Recordings of LL are made available immediately.
- Uses video repositories (e.g., Echo360, MyMedia).
  - Enable to understand the interactivity via analytics.
  - Recognise student behaviour pattern to predict & measure important parameters of learning process.
  - E.g., student success, student performance, academic achievement, and learner engagement.

Challenges of remote online T&L

- Lack of engagement with video lectures.
- No time to revise leading to increased anxiety and stress.
- Decrease learner outcomes or increase dropout rates.

How engaging are video lectures?

- Based on learning analytics (objective):
  - Average completion rate is the average percentage of the video that students watched.
  - Average drop off rate is measured by viewer reaching playback quartiles.

'Total completion rate', 'Avg drop off rate' by 'Video length'

Total completion rate (10-min): 42, 58.5 — Pre-recorded, Live
Total completion rate (30-min): 29.8, 55.5 — Pre-recorded, Live
Avg. drop off rate (10-min): 44.8, 60.7 — Pre-recorded, Live
Avg. drop off rate (30-min): 46.4, 58.1 — Pre-recorded, Live

- Based on student feedback (subjective):

% of students
- 5 minutes (on a single topic only): 14%
- 10 minutes (on a single topic only): 22%
- 10 minutes (on multiple topics): 0%
- 20 minutes (on multiple topics): 22%
- 30 minutes (on multiple topics): 14%
- 40 minutes (on multiple topics): 21%

Why is this?

- Learning environments for video lectures are often distractive due to its flexibility (anytime, anywhere).
- Long video lectures are less engaging.
  - Students lose focus & concentration even before halfway through the video due to short human attention span.
  - One-way message passing in the case of PRLs, which is boring.
- Short videos cover-up the problem of short human attention span, which is getting shorter.
  - This is why social media is so attractive to people regardless of their age, race and culture - so engaging and entertaining.

SMI-SVL Framework (work-in progress…)

Social media-inspired short video lecture (SMI-SVL) framework for a single content only.

Students learn & consume information with entertainment

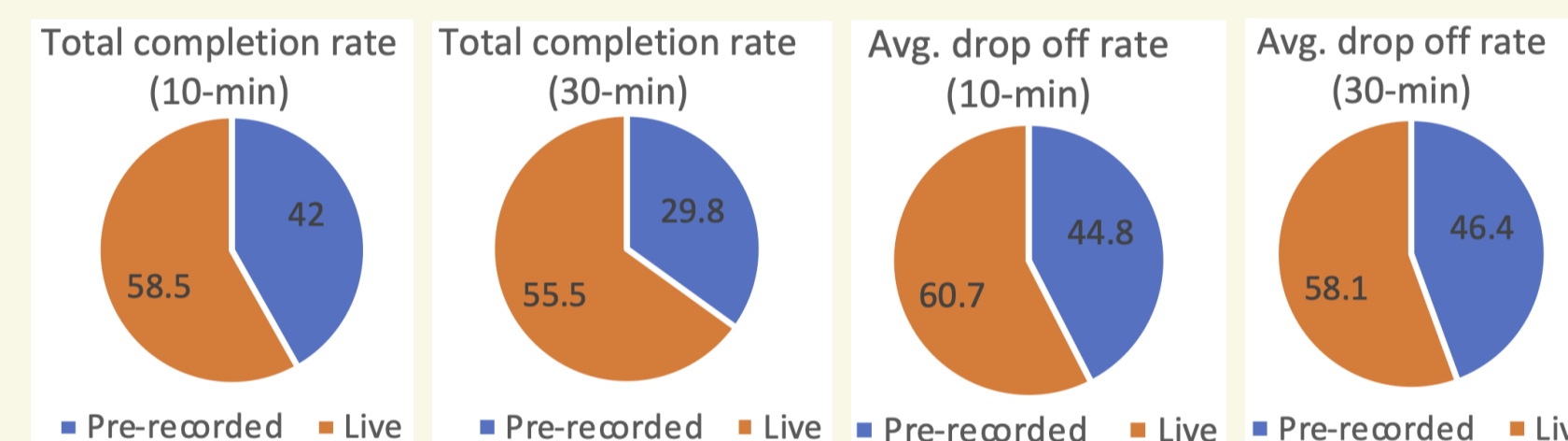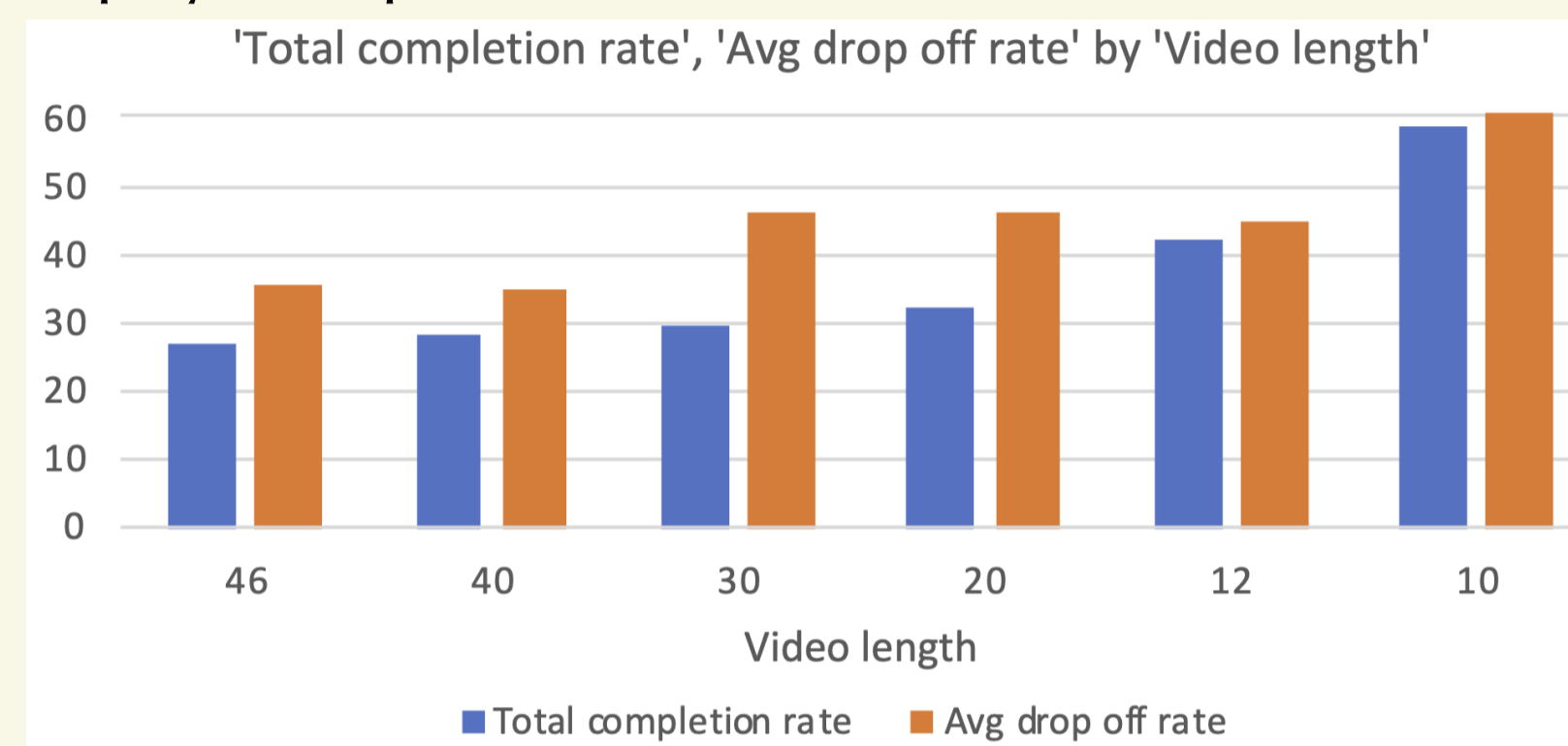- The more involved the student is in the academic activities, the more engaged.

Conclusion & Recommendations

- The pandemic has created a unique opportunity for educational changes that have been proposed before COVID-19 but were never fully realized.
- Time to truly reimagine education as we transition out of COVID-19 & need to rethink what is necessary, desirable, and even possible for future generations.
- Short video learning platforms prove to be an effective way to keep a student engaged with complete attention & shorter video lectures (ideally 10-min or less) are more engaging.
- Short video lectures on a single topic like social media are more effective in terms of student engagement and experience.
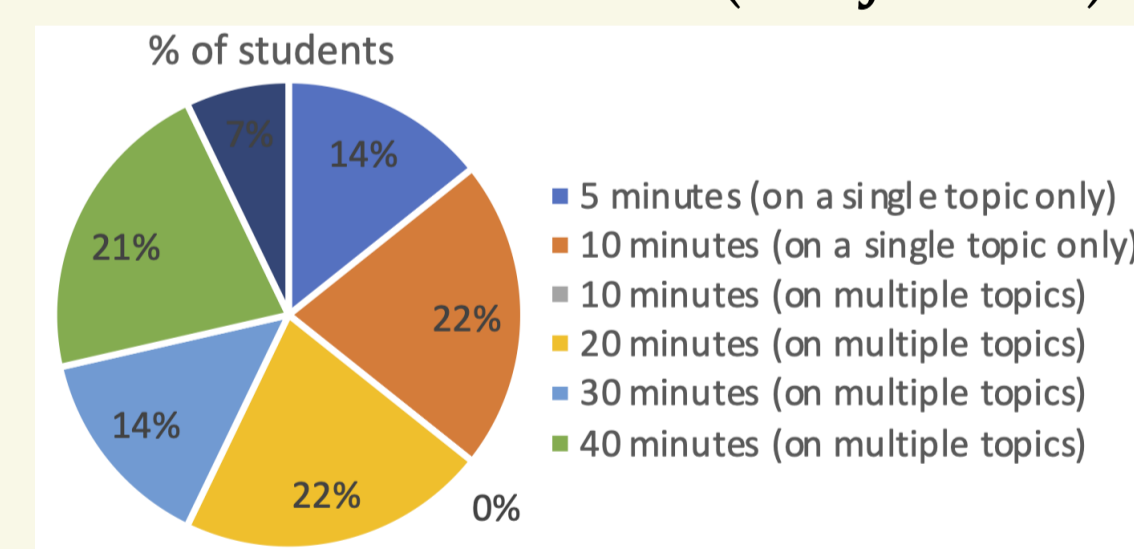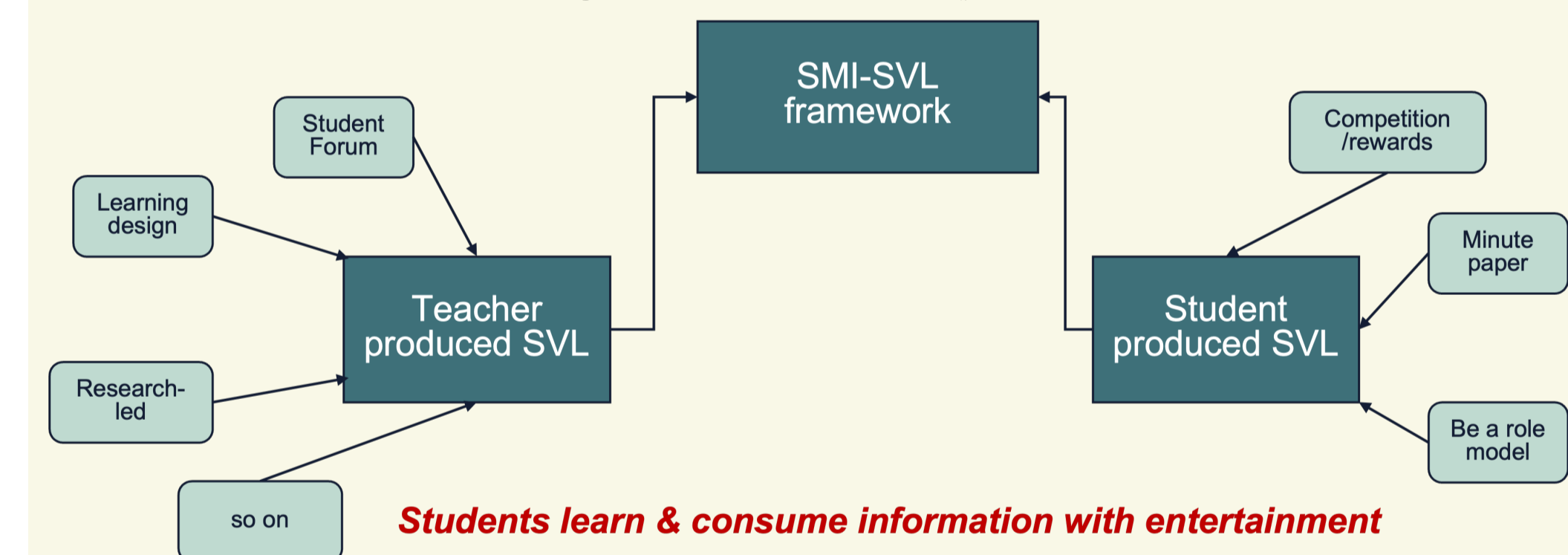
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