

Promoting Student Choice in Initial Interactions with Pre-Recorded Lecture Material

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Pandemic as Challenge and Inspiration

Course: Introduction to Statistics and Data Analysis

About 400 students per semester in my sections for 20-21 AY

Asynchronous lecture videos

Lecture Interaction: 5% of grade

Inspired by gameful pedagogy

Lecture Activity Choices

100 points earned per week

Broke course into quarters; could “borrow” points within a quarter

In Video Questions	Chapter Quizzes	Minute Paper (F20)	Wrap Up Questions (W21)
5 points/question	10 points/question	100 points/submission	100 points/submission
Posed every ~5 mins	12 questions/quiz	1 written paragraph	4-7 written questions
Grading: Correctness	Correctness	Effort/completion	Effort/completion
Feedback: Immediate	Immediate	Delayed	Delayed
Tool: Kaltura IVQ	Graded Quizzes	Text Submission	Graded Surveys

Criteria for Lecture Activities

Not adding tools, i.e. use built-ins from the LMS (Canvas)

Easy to scale

Automatic or semi-automatic grading and feedback

Consistent options for each week

Low-stakes

Points gained (not lost), i.e. don't need to "make up" points

Using round, large numbers

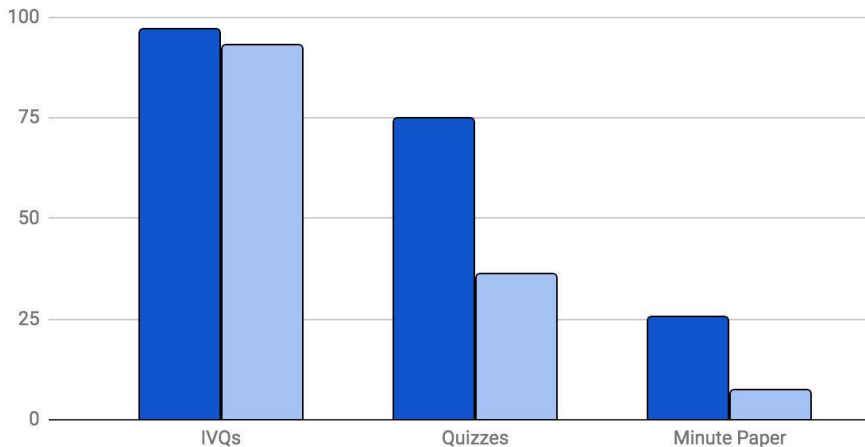
What Did Students Do?

Full credit earned: 79.9% (F20) and 73.7% (W21)

Average grade: 96.9% (F20) and 96.1% (W21)

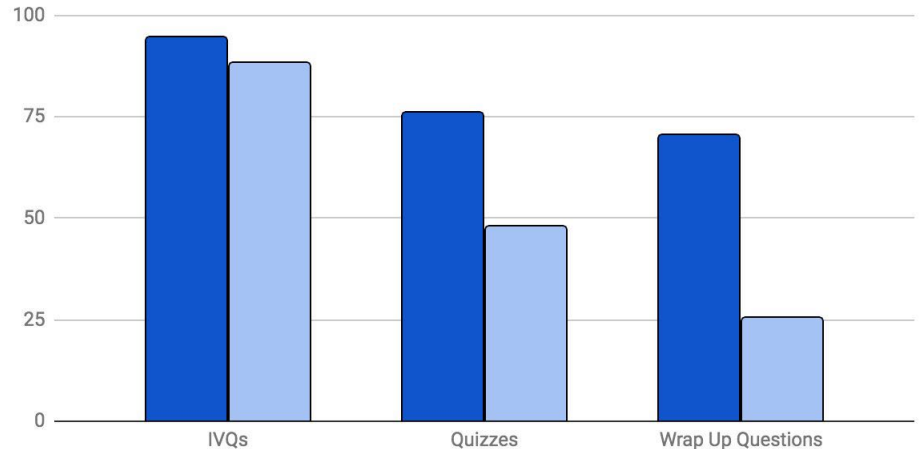
F20 Lecture Activities Used

■ ever used ■ regular user

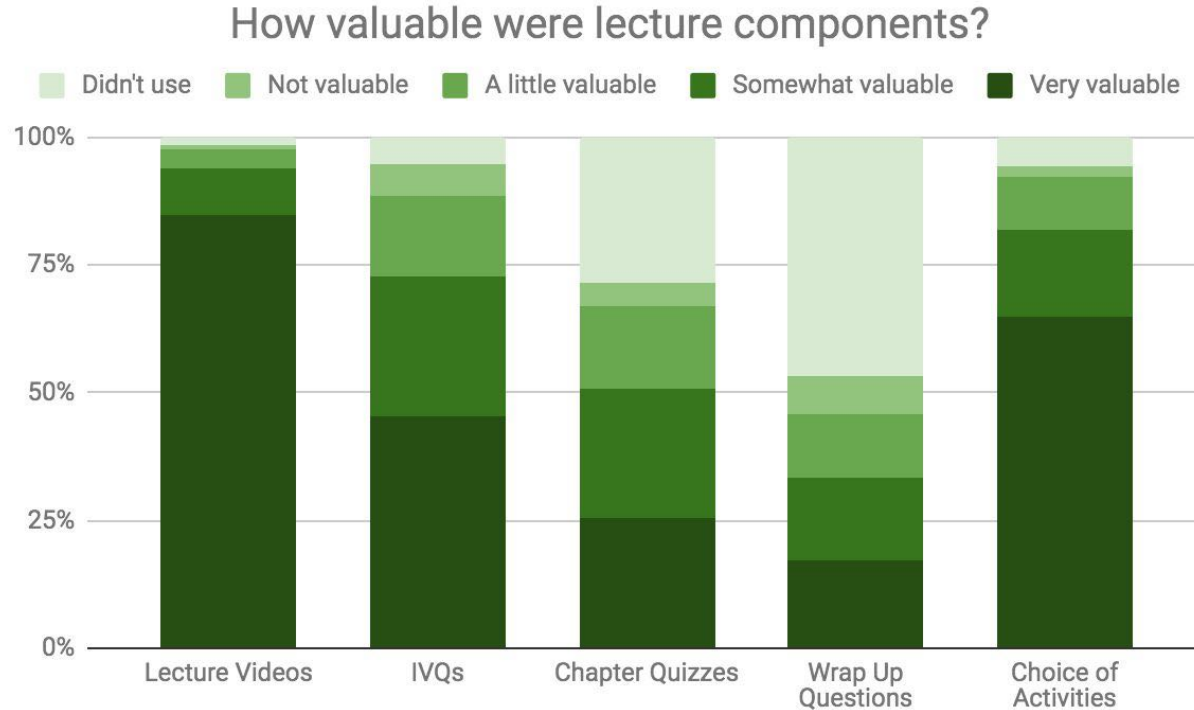


W21 Lecture Activities Used

■ ever used ■ regular user



How Did Students Feel?



How Did Students Feel?

“It allowed flexibility but also accountability.”

“I really enjoyed the IVQs alongside the lecture, as they helped make sure I was on track with learning without necessarily penalizing me if I wasn’t getting it, as I could go back and correct my answers afterwards. This was a constant checkpoint for me.”

“I liked having the required lecture activity points because it forced me to keep up with the lecture material. I doubt I would’ve been motivated enough to watch lectures without that. The lecture quizzes were a great way to refresh on the chapter’s material for the exams.”

“I also enjoyed being able to choose my lecture activities each week, because when I was short on time, I could just do IVQs while watching lectures, however, if I had more time, I could challenge myself with quizzes.”

“I felt like I was actually learning”

How Did Students Feel?

“The activities felt a bit like unnecessary busy work.”

“A bit confusing though on what I needed to do to get full credit.”

“At first I thought it would be overwhelming but doing them... helped me stay focused and understand the material.”

What I Learned...

Communication: Very important at the beginning of the semester

Both for those who don't earn points & for those who complete all activities

Gradebook: Intentional assignment setup and explaining current standing

Policies: Explicit "borrowing" points across weeks policy

Added benefit: Students may use tools to study in unexpected ways

Graded Surveys Tool: Points automatically earned if opened

Thank You!

Follow Up Questions:
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