

## Start here:

### I had a problem:

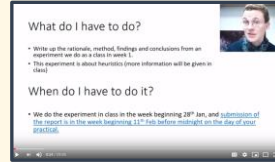
- My L1 course has 196 students
- Spread over 9 classes
- Each with a different tutor
- **Tutors may give inconsistent assignment instructions**

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### How I solved it:

I created standardization through 'assignment videos'



- My face talking over slides
- Explains what, why, how of assignments

Watch an example:

<https://youtu.be/AQuL94i2FXE>



The videos not only solved my problem of inconsistency, they **also** were **highly popular with students.**

### Current study

**Aim:** finding out WHY assignment videos are so popular

#### Participants:

- 65 1<sup>st</sup>-year students
- Opportunity sampling in class
- Written responses

#### Method 1: rating-scale measures

1. Attitude towards the videos
2. Teaching-style preference (adapted from Trigwell & Prosser)
3. Social adjustment and attachment to (this) University

#### Correlations

**Positive attitudes to assignment videos are associated with:**

- preference for student-centered teaching,  $r = .325$ ,  $p = .008$

*I prefer teaching staff who:*  
...encourage us to develop our thinking process  
...try to engage us in a conversation  
...help me find my own learning resources

- attachment to university,  $r = .384$ ,  $p = .006$

Or view an animated version of the poster:



<https://youtu.be/eESNcDTu8oA>  
(13 mins)

### Conclusion and 'sticky' issues:

- Paradoxically, assignment videos enable **standardization** of instructions, **yet** create a **personalized experience** with beneficial effects (see also Cornelius-White)
- **But:** does it make other courses seem 'less caring'?
- **But:** does it discourage reading (course guides)?

**"It feels like she's talking to me"**  
Assignment-videos on MyAberdeen

Tell me what you think:

<https://www.surveymonkey.co.uk/r/NBQDZYV>



#### Method 2: open questions

- Do the videos influence your learning?
- Does it matter whether instructions are text or a video?
- Does it matter whether the lecturer shows their 'talking face'?

#### Thematic analysis

#### References

Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143.

Trigwell, K., & Prosser, M. (2004). Development and use of the approaches to teaching inventory. *Educational Psychology Review*, 16, 409–425.

#### How students use the videos

##### • Strategically

*"I use them to help me 'mark' my work after I'd completed it."*

*"Videos are nicer **initially**, written slides are good to check things **later**."*

##### • For learning

*"I **grasp** information better when someone is physically telling me."*

*"No-one knows if you've **watched them 20x** before you understand."*

#### Effects of the 'talking face'

##### • Lecturer motivation is contagious

*"It makes me **pay attention**, maybe because I can see the **emotions**."*

*"I can see they are **engaged** and **wanting to help us**."*

##### • Creates connection with lecturer

*"It's as if you know the tutor better, it allows you to **feel alright** if you need to email them."*

*"It makes it more personal, and thus **secure**."*