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# Examining Students' Perceptions of Helpfulness from Asynchronous Supplemental Video Modules in a Hybrid Technology Course

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# Examining Students' Perceptions of Helpfulness from Asynchronous Supplemental Video Modules in a Hybrid Technology Course

## **Abstract**

Summary: While ASVMs are a common pedagogical instrument used to extend learning beyond the classroom, it is unclear how helpful students perceive these to be. Analyzing these perceptions and relating them to the quantity of ASVMs watched by students can clarify the impact of this type of course content. Ultimately, this information can be used to determine the value of investing in the development of ASVMs for a course to increase student learning, satisfaction, and achievement.

## **Disciplines**

Agriculture | Bioresource and Agricultural Engineering | Engineering Education

## **Comments**

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**Teaching Innovations (TI)**

**Examining Students' Perceptions of Helpfulness from Asynchronous Supplemental Video Modules  
in a Hybrid Technology Course**

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**Need:** Implementation of online asynchronous supplemental video modules (ASVMs), or videos that are available to students outside of class periods, in hybrid and online courses is well documented in the literature. The reasons for the usage of these ASVMs is to augment access, reduce costs, provide schedule flexibility, and increase curricular offerings. However, the relationship between how many ASVMs students watch and how strongly they agreed/disagreed that the ASVMs help them 1) understand a course's content, 2) illustrate the relevance of a course's content to the real world, and 3) consistently explain and clarify confusing course content is unclear. Examining these associations can help to clarify the impact that these ASVMs can have on students.

**Overview:** This presentation will extend previous research related to how helpful students perceive ASVMs and link it to current results that illustrate the relationship between how many modules students view and how helpful they are perceived to be. A Statistical Process Control (SPC) module within a junior level total quality improvement course will serve as the focus of this research, with a sampling frame comprised of over 200 students in technology, engineering, and business degree tracks.

**Major Points:**

Examine the relationship between how many ASVMs students watch and how strongly they agreed/disagreed that ASVMs help them:

1. Understand a course's content
2. Illustrate the relevance of a course's content to the real world
3. Consistently explain and clarify confusing course content

Link these results to past findings to clarify the impact that asynchronous online course modules can have on students.

**Summary:** While ASVMs are a common pedagogical instrument used to extend learning beyond the classroom, it is unclear how helpful students perceive these to be. Analyzing these perceptions and relating them to the quantity of ASVMs watched by students can clarify the impact of this type of course content. Ultimately, this information can be used to determine the value of investing in the development of ASVMs for a course to increase student learning, satisfaction, and achievement.