

PHC 4101 Narrated Lecture Survey Results Spring & Summer 2013

Introduction to Public Health (IPH) course has had narrated lectures as a key teaching material. The goal of this survey is to explore students' use of, and their feedback on the narrated lectures.

The survey was conducted in spring and summer 2013. In the summer survey, a few items in 5-point scale section were removed; and three questions were added to obtain specific information regarding interactive lectures that were implemented in summer.

The total number of respondents was 273 in spring; and 194 in summer. The majority of the respondents was female (78%), ages between 16 - 22 (64%). About 82% have taken at least three courses online. Most of them (90%) were full-time students. About 83% were located in the Tampa Bay area. (Notes: These statistics are based on both summer and spring surveys).

1. What course materials help students learn the most? (IPH course materials include textbook, narrated lectures, lecture notes, discussion board, quizzes, and papers.)

The narrated lectures were ranked as the most helpful (51%); and the lecture notes were the second most helpful (41%).

Table 1: Numbers of respondents that ranked the two top materials

Top two materials	Spring 2013	Summer 2013	Both Surveys
Narrated PowerPoint Lectures	103 (52%)	60 (49.2%)	163 (51%)
Lecture Notes	80 (40.4%)	50 (40.9%)	130 (41%)
Total Responses	198	122	320

2. How do students utilize narrated lectures?

68 percent of the students viewed every lecture at least once.

More than half (52%) of students preferred the online lectures to be 20 – 30 minutes in length.

Answer	Spring 2013	Summer 2013	Both Surveys
I usually view every lecture at least once.	166 (61%)	152 (78%)	318 (68.2%)
I usually scan through every lecture.	72 (26%)	30 (15%)	102 (21.8%)
Total Responses	272	194	466

3. Students' feedback on the narrated lectures (Likert 5-point scale questions)

The results of two semesters were not so different. Overall, students have positive feedback on the online lectures. They agreed that the lectures were easy to follow and

highlighted the main points effectively. They felt that narrated lectures with graphics or images helped them learn.

Table below shows mean of responses on the scale 1 – 5 (1 is “strongly disagree and 5 strongly agree)

#	Question	Spring Mean	Summer Mean
1	The lecture slides are easy to follow.	4.34	4.35
2	The main points are clearly displayed on the slides.	4.29	4.38
3*	Most of the online lectures are short and concise.	3.64	3.37
4	The lecture slides are visually appealing.	3.83	3.87
5	I learn best with text-based slides.	3.72	n/a
6*	I often lose attention when going through a lecture filled with bullet points and text.	2.99	3.27
7	I prefer learning from lecture slides that incorporate relevant pictures, graphs, and animations.	3.89	4.02
8	The recorded audio in the lecture is professional.	4.20	3.88
9	The narrator's voice makes the lesson more engaging.	3.86	3.72
10	The narrated lectures keep me interested in the content.	3.78	3.89
11	The narrated lectures are usually boring.	2.84	2.71
12	I learn better when listening to the narrated presentation.	3.74	4.01
13	I depend heavily on the narrated lectures to understand the weekly topic.	3.62	3.76
14	I prefer reading the text, instead of listening to the recorded lectures.	2.79	2.46
15	The narrated lectures help me feel more connected to my instructor.	3.63	3.81
16	It would be nice if the lectures displayed my instructor's photo.	3.05	3.28
17	It would be nice if the lectures had video capturing my instructor talking.	3.08	3.09
18	I am often curious to see my instructor even though it is an online course.	3.14	n/a
19	I prefer informal (conversational) online lectures to the ones that use formal language.	3.36	3.53

***Notes:** Question 3 for summer was changed to “Most of the online lectures are short.” Question 6 for summer was changed to “I often lose attention when going through slides that consist of mostly words.

4. What did students like about narrated lectures (both audio-only and interactive ones)?

Based on an open-ended question, students like online narrated lectures because (1) they highlight main points and offer good summary, (2) students can view them with their own pace and at any time, (3) they give a feel of real classroom interaction (as opposed to studying from textbook or viewing no-narration powerpoint slides), and (4) they have a lot of color, graphs, and images.

Some of the students' own words:

- I am able to hear exactly from the professor what is expected of me and their description of the topic. It feels like I am in class with them.
- I did not have to go to a physical class and could listen to as many lectures as I wanted at my own pace.
- They provided vital information. Well narrated. Appealing to the eye and kept my attention.
- I liked the upbeat tone, and the mix of instructors presenting the material.

5. Students' feedback on interactive lectures (Lectures produced by Articulate Storyline)

The interactive lectures received very positive feedback. Students said the lectures helped them stay focus. They liked knowledge checks and questions as they helped them stay engaged and helped them retain information better.

6. Students' feedback on lecture notes

Most of the comments were very positive. Students believe having to fill in the blank kept them engaged and helped them learn better. They said the lecture notes followed the lecture slides well and they were effective in preparing them for the quizzes.

The lecture notes need to be formatted better. Many students would like to have the electronic versions where they can fill in online.

7. What should be improved?

- Audio quality – some lectures have issues with audio (voice volume varied or almost inaudible)
- More engaging – students asked for more exciting, more engaging, and less monotonous lectures
- Shorter lectures – students said some lectures were too long and they lost their attention.
- One instructor vs. several – This is an ambiguous feedback as some students said they liked to hear from different instructors; but others preferred having one single narrator. Those who wanted a single lecturer reasoned that the voice and lecture notes can be more consistent.