

# Using a learning environment instrument to evaluate video enhanced courses

**Jun Iwata, (Shimane University)**

**John Clayton (Waikato Institute of Technology)**

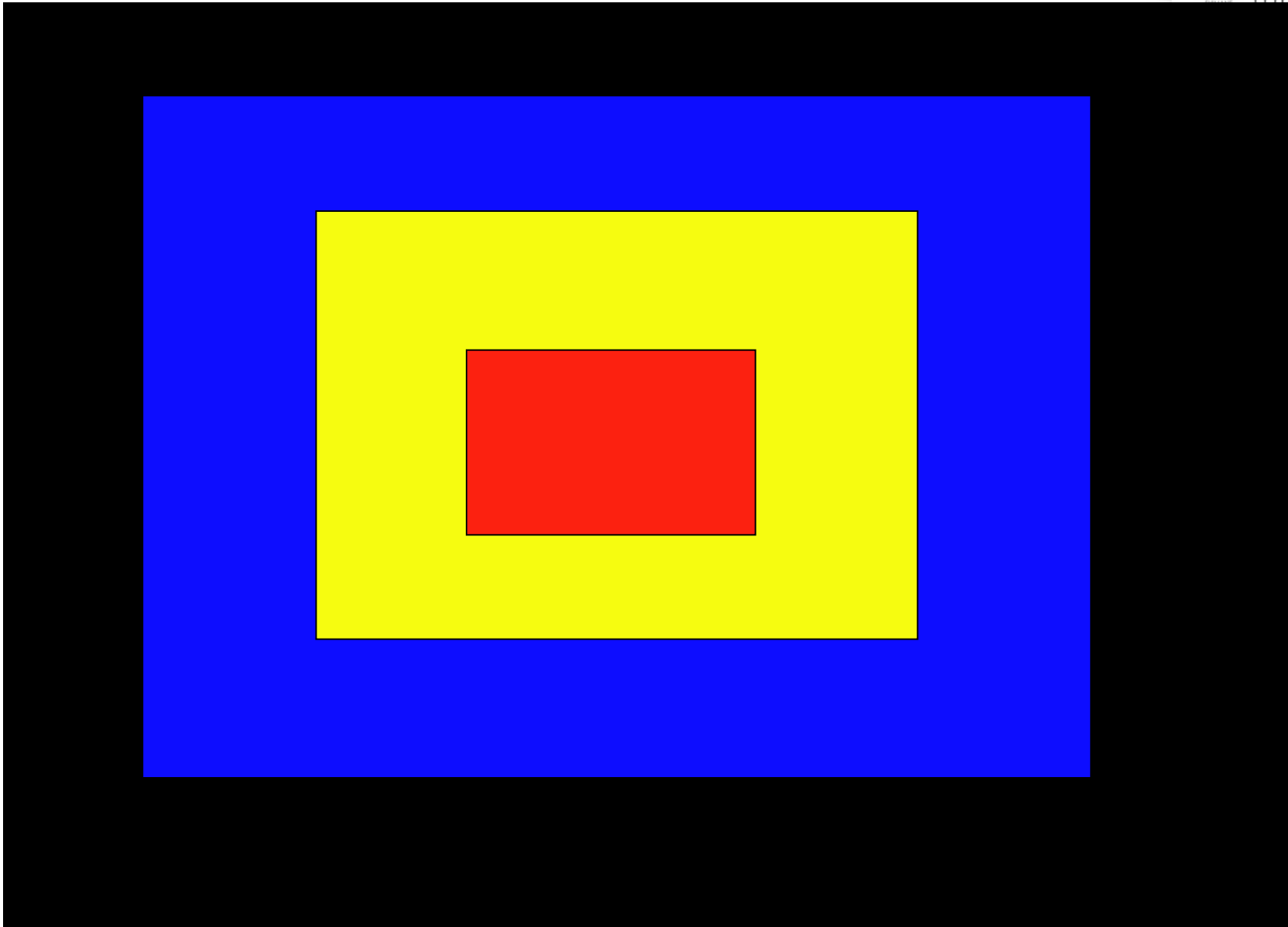


# The Right Gift



- Think of purchasing a gift of a set of crayons/coloured pencils.
- You go to the “gift store” and find a range of options are available.





# Lewinian Formula

$$B = f (P , E)$$

B behavior   *f* function   P person   E environment

The formula acknowledges both the environment and its interaction with personal characteristics of the individual are ‘potent determinants of human behavior’

# Social Climate Dimensions

## System Maintenance & System Change Dimensions

### Examples

- clarity
- control
- innovation

## Personal Development Dimensions

### Examples

- independence
- competition
- autonomy

## Relationship Dimensions

### Examples

- involvement
- cohesiveness
- support

- Student - Media Interaction: How is the student is engaged with digitally stored information and how do they relate to the information presented?
- Student - Student Relationships: How, why and when do students communicate with each other and what is the nature of this communication?
- Student - Tutor Relationships: How, why and when do students communicate with their tutor and what is the nature of this communication?
- Student - Interface Interaction: What are the features of the interface created that enhance / inhibit student learning and navigation?
- Student Reflection Activities: How are students encouraged to reflect on their learning, are they satisfied with the environment and how do they relate to the environment created?

Scale	Description	Sample items
Computer Competence <i>Number of Items 5</i>	Extent to which the student feels comfortable in virtual environments.	I am confident and competent using a computer.
Active Learning <i>Number of Items 5</i>	Extent to which learning activities support students in they're learning and provide ongoing and relevant feedback.	The activities / quizzes provided in the course enhance my learning.
Information Design and Appeal <i>Number of Items 5</i>	Extent to which class materials are clear, stimulating and visually pleasing to the student.	I find the multimedia used in the course is meaningful and helps me understand the topic.
Reflective Thinking <i>Number of Items 5</i>	Extent to which reflective activities are encouraged and how students enjoyed learning and participating in this environment.	I feel I am in control of my learning as I review the material provided.

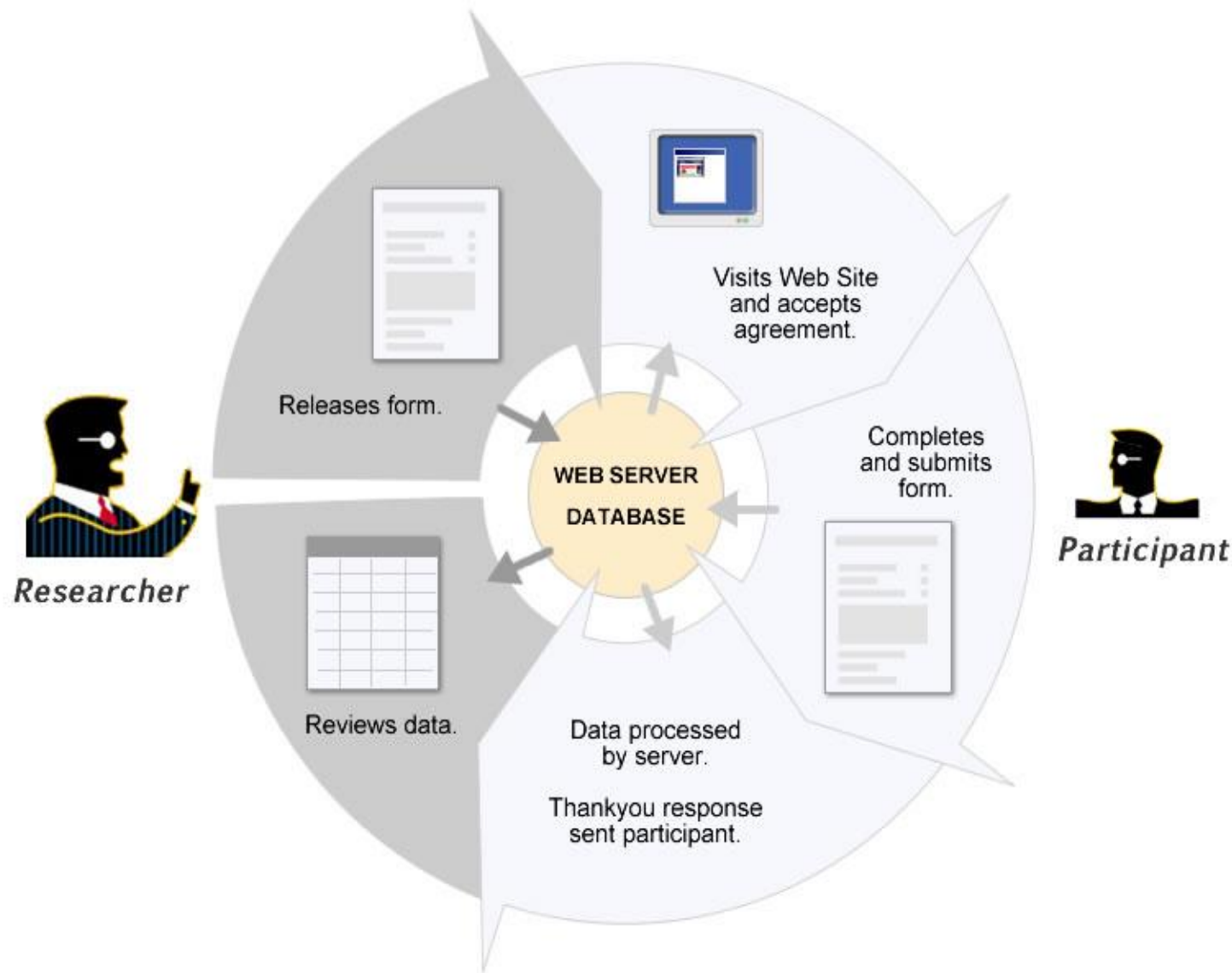
# Additional Scale

<b>Scale:</b>	Video Order and Organization
<b>Description:</b>	Extent to which the video materials used is clear, stimulating and assist student comprehension
<b>Dimension:</b>	System Maintenance & System Change Dimension
<b>Example Items:</b>	The videos are relevant to the topic studied. I find the videos are well structured and easy to follow.



# Peer Review

I found the videos used were well organised and easy to follow.	6	
The videos presented helped me reflect on how the words and/or phrases identified were used in everyday conversations.	1	<b>Comment [vf1]:</b> Ranking of "1" for the most important question, "8" for the least important
The conversations in the videos helped me focus on the correct usage of the words and/or phrases explained.	4	
The content of the videos used was always relevant to the words and/or phrases studied.	5	
The videos presented helped me organise my conversation practise (exercises)	2	<b>Comment [vf2]:</b> Add a full stop.
<b>Possible</b>		
I (had) no problems viewing the videos used in the (course)	8	<b>Comment [vf3]:</b> Replace "had" with "experienced"
The videos presented helped me understand the words and/or phrases explained.	7	<b>Comment [vf4]:</b> Add a full stop.



# Moodle

## REVIEW OF WEEK 3

### POTENTIAL SCALES AND ITEMS

NB: WHEN USING THIS TEMPLATE DESCRIBE THE PURPOSE HERE

#### \*1 COURSE STRUCTURE

THESE QUESTIONS CONTAIN STATEMENTS ABOUT PRACTICES THAT TAKE PLACE IN YOUR ONLINE UNIT WHEN YOU USE THE SOFTWARE APPLICATIONS IN THIS COURSE,

YOU WILL BE ASKED HOW OFTEN EACH PRACTICE ACTUALLY TAKES PLACE IN THE COURSE. THINK CAREFULLY ON HOW EACH STATEMENT DESCRIBES WHAT THIS UNIT IS ACTUALLY LIKE FOR YOU. THERE ARE NO 'RIGHT' OR 'WRONG' ANSWERS. YOUR OPINION IS WHAT IS WANTED.

PLEASE USE THE SCALE BELOW TO "RATE" YOUR ANSWERS

1. ALMOST NEVER

2. SELDOM

3. SOMETIMES

4. OFTEN

5. ALMOST ALWAYS.

THE INSTRUCTIONS PROVIDED TO USE THE TOOLS WITHIN THE SITE ARE CLEAR AND PRECISE.

1 2 3 4 5

THE SOFTWARE I USE IS SUITABLE FOR PARTICIPATING FULLY IN THE COURSE.

I AM ABLE TO INSTALL THE APPROPRIATE SOFTWARE NEEDED TO PARTICIPATE IN THIS COURSE WITH EASE.

ALL SOFTWARE APPLICATIONS NEEDED TO PARTICIPATE IN THIS COURSE ARE PROVIDED.

THERE IS LITTLE DELAY IN OPENING AND USING THE SOFTWARE APPLICATIONS USED IN THIS COURSE.

## Traditional Course Structure

As web-based applications such as learning managements systems (LMS) and digital data-bases mature, so does language teachers use of these mediums for teaching and learning.

A fairly common sequence of presentation of content and associated learning activities is illustrated below.

## Week One

### Video

The video clip below reviews common terms used in "driving". After reviewing the clip answer the questions in the quiz.

 Driving

 Survey of Quality

### Quiz

When you have reviewed the video answer the questions in the quiz below

 Driving