Closing the Skills Gap of a Management Statistics Course through the Usage of Interactive Video Quizzing

Presented by:

Neuroscience research shows there is a

physical change in the brain

when learning occurs.

Connections get

stronger. Recall

gets faster.

"Cramming" is not considered learning.

Frequent Quizzing Can

Improve Learning

Practice/use of

new information/skills

Active Learning

Reading Strategies

Practice/use over

extended periods

Form lasting

connections &

memories.

Why Use

Different

Teaching

Initial

Learning

Brain cells

establish

connections.

Practice at retrieving

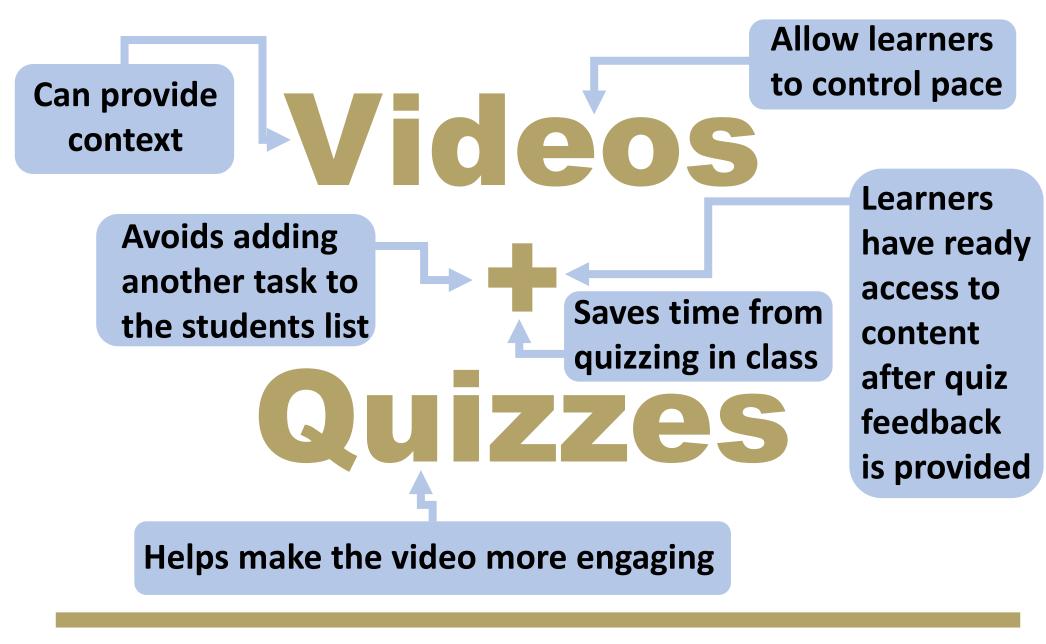
Techniques?

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Q: Frequent quizzing has a proven benefit, but how do you find the time to do it?

A: We turn to online tools to help.



My Top Reasons to Create Video Quizzes

Replicates my presence when the students learn my lessons

Creates a meaningful understanding of a new material

Organizes the content into short, teachable chunks

Motivates students for self-study & self-assessment

Initiates learning & self-discovering outside of classroom

Creates many different marks for students before tests

Student and I receive quick feedback on how they are doing

Research supports this method of teaching and learning

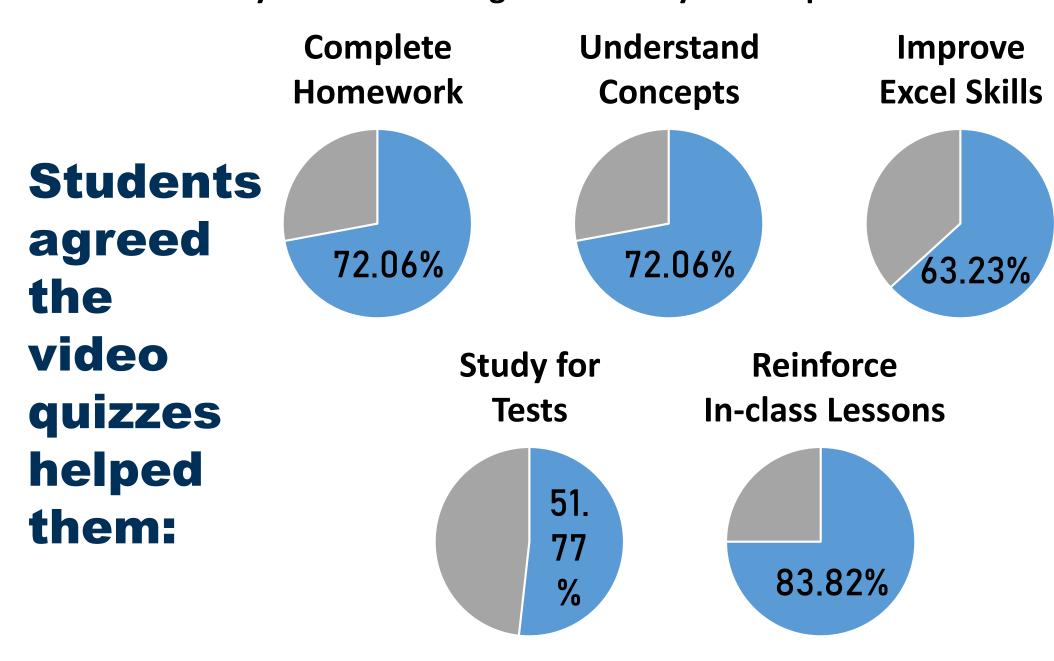
Results of using Video Quizzing

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As part of the Teaching with Technology Partnership, Students in MGT 2250 were surveyed on their use & opinions of video quizzing. The majority of students surveyed seemed to agree that they were a positive additional.



In an open ended question, students reported the best parts of video quizzes were:

- the step-by-step walkthroughs,
- that they reviewed items covered in class,
- and that you could rewind it and/or watch it multiple times.

Observed Benefits

- Active engagement in course material.
- More class time devoted to applying course material.
- Decreased the need for tutoring sessions.
- Students use quiz videos as a primary studying resource.
- Demand for more videos.

Before implementing these quizzes nearly 20% of students attended office hours and/or TA's tutoring sessions before the final exam; the majority of their questions pertained to Excel. After implementing this new technique, zero students came to the tutoring sessions before the final.

facilitates later recall short-term memory is higher when more time is spent processing material

Long-term memory is higher when **practice** at recalling information is used, i.e. frequent quizzes

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