1.2 Engagement, Motivation and Student’s Performance

Findings:

✓ This study shows an iterative data analysis that identifies patterns on the lecturer’s narratives, which helped to classify types of motivation from the use of low-cost videos (Bravo, Amante, Simo, & Enache, 2011). These types are:
  ▪ Novelty: This motivation is brought by the video itself.
  ▪ Recognition: This motivation comes from the lecturers’ effort while encouraging students, as well as it showed the commitment and interest in facilitating student’s learning.
  ▪ Understandability: Lecturers incorporate synthesis of issues generated during the course; it helps students, who did not have the same rhythm of learning as those who complete the requirements for the course.

✓ Attracting student’s attention in a lecture by segmenting it with video segments. The video segments are more attractive to students when they have information related to the answers or solution to a respective topic. Additionally, one of “the main quality for having an ‘attractive’ video segment was the rich and useful amount of transferred information and knowledge” (Costley & Lange, 2017, p.273).

✓ Video-based lectures influence positive emotions within the students more than the static text and image-based lectures (Chen & Chin-Ming., 2015, p.119).

✓ The study shows a significant difference in the scores, and the percentage of failure dropped by approximately 62%. The “average students’ scores would be higher when online videos are included in a course content” (Lancellotti, Thomas, Kohli, 2016, p.20).