1.4 Role of Instructors in a Video

Findings:

✓ Fifty-nine percent of the students in this study mentioned that they feel more connected to the university by hearing the instructor’s voice on their videos or the multimedia (Ashton, 2014, p.100).

✓ “The results indicated that those in a web-based program may use a handout more frequently if they can download it. These significant functions illustrated that the video-driven multimedia, web-based environment was not pedagogically inferior to traditional, live learning. In fact, knowledge gains in the web-based learning environment were a little higher suggesting not only pedagogical equivalence but also that the web-based environment may be a better alternative because of its cost-effectiveness” (Pang, 2009, p.12).

✓ The findings for this study suggest that students learn more on average when a leaner-instructor relationship is built in a series of video instructions. However, the study’s findings also demonstrated that the learners’ attitudes, self-efficacy and learners’ perception of the instructor could deteriorate over time, but those who established Relationship-Building (RB)** strategies decreased significantly less. In fact, Relationship-building strategies can be positive for learners’ attitudes and learning gains (Kim & Thayne, 2015).

  **Relationship-Building (RB) strategies: This technique is aimed to facilitate learner-instructor relationships. The strategies used were those which have been proven to have positive effects on the learner-instructor relationship in face-to-face settings:

  - “Building up the instructor as a role model.”
  - Developing a visual instructor that is approachable.
  - “Including various ways for the instructor to show respect for learners.

✓ The instructor’s presence in a video lecture contributed to an increased recall from the students, with a 20% of the variance, compared to students who did not have an instructor present on their video lecture. The visual attention distribution analysis, accordingly to this study evidences that students spent more time paying attention to the instructor than the rest of the video. Finally, this study found that students experience a lower level of mental effort when the instructor is present in a video of a difficult topic (Wang & Antonenko, 2017).

✓ “The instructor’s pointing gestures improved learning performance more than in the nonhuman cues” and also “the pointing gestures directed the learners’ visual attention to the relevant learning content of PowerPoint slides in the video lecture” (Pi, Hung & Yang, 2017).

✓ Video feedback allows instructors to convey their emotions more effectively than in text-based feedback. However, it depends on the instructor’s decision to do so. Video feedback helps students to avoid misunderstandings and helps instructors to develop a social presence in the course more so than just providing text-based feedback alone (Borup, West, Thomas, & Graham, 2013).