

SURVEY QUESTION BANK

This document was constructed during the Spring 2014 Virtual Workshop on Designing and Using Video in Geoscience Education. It is a bank of survey items that instructors can choose from when developing a survey to evaluate videos in their course. It is anticipated that not all items will be appropriate for many videos, so instructors will need to decide which should be included in their survey. However, instructors should consider including a few similar items to help establish reliability of the results. Instructors should also consider including both scaled items (e.g., Likert) and open-ended questions to help collect both quantitative and qualitative data.

An alternative approach relative to this student perceptions survey would be to ask students conceptual questions before and after watching the video to measure changes in student performance.

For the examples below, modify XYZ as appropriate to apply to your course and content.

The purpose of this investigation is to study the effectiveness, efficiency, and appeal of instructional videos within this college course. Data collected from this survey will be kept confidential. Data will be grouped and your comments will not be individually identifiable. Filling out this survey indicates that you are at least 18 years old and are giving your informed consent to be a participant in this study.

EFFECTIVENESS OF INSTRUCTIONAL VIDEOS

Likert Scale Items: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

- This instructional video helped me when practicing XYZ.
- This instructional video helped me to better understand the XYZ information.
- This instructional video put meaning to the XYZ written material for this lesson.
- This instructional video gave me new understanding that I didn't have after reading the XYZ written material for this lesson.
- This instructional video helped me to better understand the textbook information.
- This instructional video gave me more confidence in my ability to XYZ.

Free Response Items:

- In 1 or 2 sentences explain why you feel this way. *(To be used with a Likert Item above)*
- In what way did the video help clarify XYZ.
- What aspect of the video helped you to better understand the XYZ information?
- What were you confused about before watching the video that you now better understand?
- The video helped you _____
- What is the most memorable thing you recall after watching the video?
- What do videos do better than what is done in the classroom? *[leave open ended and once get feedback, use written suggestions from students as options for future survey questions.]*

EFFECTIVENESS OF STUDENTS CREATING INSTRUCTIONAL VIDEOS *(if applicable)*

Likert Scale Items: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

- Creating this instructional video helped me to better understand the XYZ information.
- Creating this instructional video helped me to better understand how to teach effectively.

Free Response Items:

- What was the most important thing you learned in creating your instructional video?
- What would you have worked on if you had more time to create your instructional video?

APPEAL OF INSTRUCTIONAL VIDEOS

Likert Scale Items: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

- This instructional video was organized by a specific (insert as appropriate) so that it was easy to search and review information.
- This instructional video offered feedback so that I knew if my response was correct or incorrect and if I needed to continue to review.
- I was satisfied with the design of this instructional video.
- I was satisfied with the look of this instructional video (visual clarity).
- I liked that I could pace my own learning when using this instructional video.
- Learning from instructional videos fits well with my personality and preferred learning style.
- How would you rank the following in terms of its importance to your understanding of this topic (1 being most important)?
___ Lecture, ___ Discussion with Peers, ___ Discussion with Instructor, ___ Textbook, ___ Video,
___ Homework

Free Response Items:

- Is there something that would have more appeal than this instructional video?
- Did the video hold your attention? If not, when did you start to lose interest?
- Which part of the video was most engaging?

Example Rubric Item:

How appealing was the graphical display of the instructional video?

- 1 - I was frequently confused or lost, and it was unclear what was important
- 2 - I was confused sometimes, and in some cases it was unclear what was most important
- 3 - Information was generally organized and relative importance conveyed with a few exceptions
- 4 - Information was neatly displayed and organized, relative importance of information was clear

EFFICIENCY OF INSTRUCTIONAL VIDEOS

- Approximately how many minutes or hours did you spend reviewing the information in this instructional video? _____ Minutes _____ Hours
- How many times did you watch the video?
- ___ 0 ___ 1-2 ___ 3-4 ___ >4 times
- Select the purpose for using this instructional video (select all that apply):

Reinforce, Clarification, Practice, Review, Retention

- I experienced technical difficulty when using this instructional video? Yes No
- If yes, describe what technical problems you encountered.
- Are you doing anything else while watching and listening to the video?
 no (just watching/listening), writing notes by hand, typing computer notes,
 sketching pictures from the video

GENERAL SATISFACTION WITH INSTRUCTIONAL VIDEOS

- Did you like using the instructional videos in this course? Yes No
- Likert Scale Items: Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
- Overall I was satisfied with this instructional video.
 - Overall I feel I was able to learn the information from this instructional video as well as I would have in a face-to-face class presentation. Yes No
 - Overall I feel I was not able to learn the information from this instructional video as well as I would have in a face-to-face class presentation. Yes No

DEMOGRAPHICS

- Age: 18-19 20-21 22-24 25-34 35-44 >45
- Year in School: Freshman, Sophomore, Junior, Senior, Other
- Gender: Male Female
- Ethnicity: Caucasian/White, African American, Hispanic, Asian, Native American