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Hund, Lauren; Getrich, Christina

A pilot study of short computing video tutorials in a graduate public health biostatistics course.

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Summary: Traditional lecture-centered classrooms are being challenged by active learning hybrid curricula. In small graduate programs with limited resources and primarily non-traditional students, exploring how to use online technology to optimize the role of the professor in the classroom is imperative. However, very little research exists in this area. In this study, the use of short statistical computing video tutorials was explored using a pilot study in a small Public Health Program at the University of New Mexico. The videos were implemented in two Master's-level biostatistics courses and student perception of the videos was assessed using quantitative surveys and qualitative focus groups. The results from 16 survey respondents and 12 focus group participants are presented across the two courses. Viewing rates for the videos were high, with 15 out of 16 respondents reporting usually or always viewing the videos. Overall perception of the videos as a learning tool was positive, with 14 out of 16 respondents agreeing that the videos offer advantages to them. Two prominent themes emerged in our analysis: (1) the usability and convenience of the videos and (2) the deeper learning facilitated by having the videos available. We conclude that the short video tutorials were a useful learning tool in our study population.

Classification: K15 U85 U75 M65

Keywords: stochastics; statistics; university teaching; biostatistics courses; educational media; learning tools; online technology; hybrid learning; public-health education; short videos; video tutorials; YouTube; educational research; pilot studies; student perceptions; usability; deeper learning
<http://ww2.amstat.org/publications/jse/v23n2/hund.pdf>