

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

Presented by:

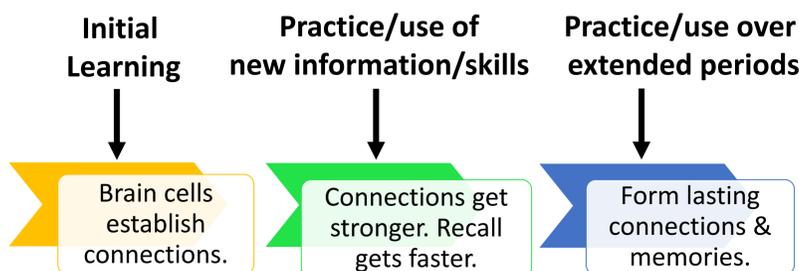
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## Why Use Different Teaching Techniques?



Neuroscience research shows there is a physical change in the brain when learning occurs.



“Cramming” is not considered learning.

## Frequent Quizzing Can Improve Learning

Practice at retrieving facilitates later recall

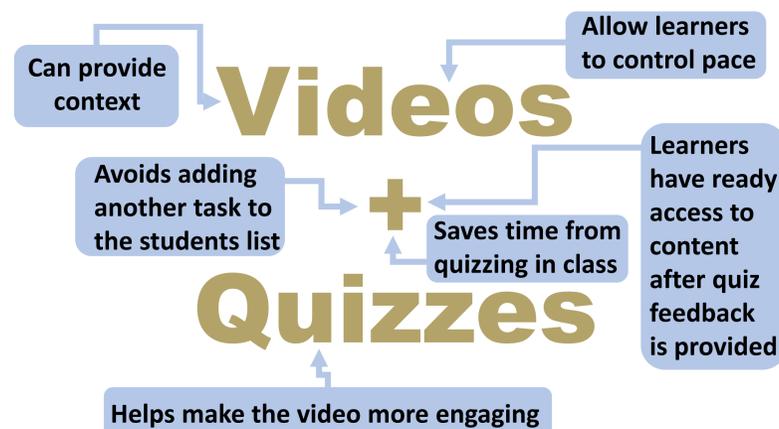


In some cases, short-term memory is higher when more time is spent processing material

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

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.

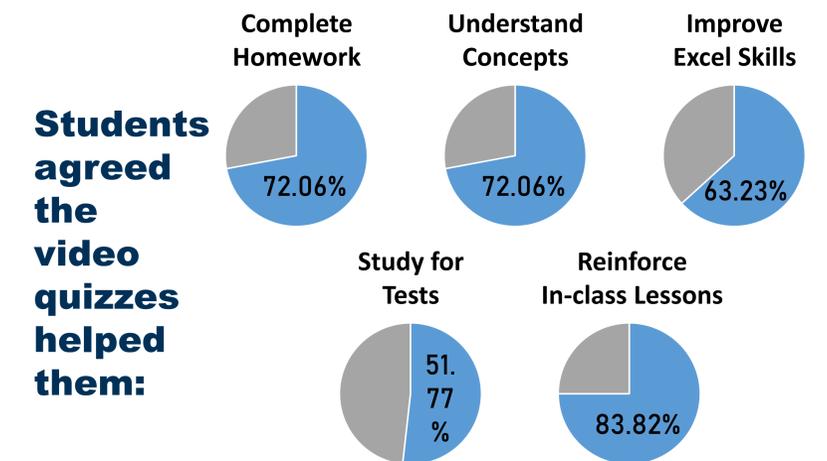


## My Top Reasons to Create Video Quizzes

- 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

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.