



IUPUI

Video, Written, or Combination? A Pilot Study Discovering Which Type of Engagement Undergraduate Students Preferred in an Online Lifecycle Nutrition Course Discussion

JoAnne Whelan, PhD, RDN, LD, Cheryl L. H. Armstrong, PhD, MBA, RDN, & Annabel Biruete, PhD, RD, FNKF

Department of Nutrition and Dietetics, School of Health & Human Sciences, Indiana University, Indianapolis, IN



IUPUI

Overview

Objective: To determine the level of collaboration, social presence, and satisfaction with online discussion assignments among students enrolled in a 16-week asynchronous online undergraduate lifecycle nutrition course.

Background: With advances in technology, student-driven learning demands, coupled with the Covid-19 pandemic, higher education institutions are offering asynchronous online course. While highly effective, engagement is challenging. Graded student discussions are often incorporated to facilitate student engagement.

Evaluation Methods: During the first 3-weeks, students completed 1 video-only and 1 written-only discussion assignment before being equally randomized to a written-only (WO), video-only (VO), or written-video only (WVO) discussion group for the 12-week intervention on nutrition related topics with an initial and response post requirement. Consenting students completed the Collaborative Learning (CL), Social Presence (SP), and Satisfaction (SATIS) questionnaires during week 4 and weeks 13-15. Comparison of means, descriptive statistics, and Pearson X^2 analysis was conducted (IRB # 2012010996).

Results:

- Participating students of the total 74 students (88% Health Science majors) n=25 pre-study; 8 WO, 8VO, 9 WVO and n=26 post-study; 6 WO, 7 VO, 13 WVO
- No significant differences were observed between or within groups for CL, SP, or SATIS
- CL scores increased the most in the WO compared to the VO group (12.8%-vs-3.3%)
- SATIS scores increased 2.5% in the WVO and 9.7% in the WO group
- SATIS scores decreased 12.4% in the VO group
- SP declined in all groups with the WVO group decreasing the most at 28.6%

Conclusions:

- While video assignments are a viable option for student engagement, this data suggests a decreased trend in SATIS with VO compared to WO or WVO.
- Larger studies are need in order to further assess these assignment options.

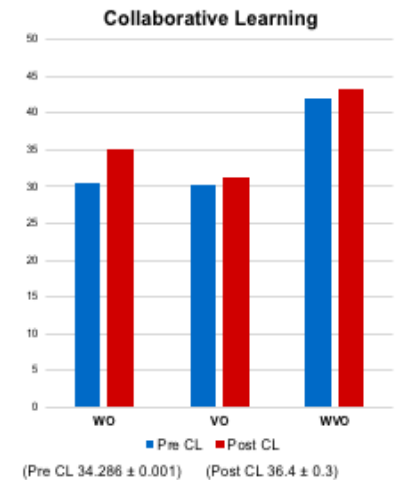
Results

(1) Students enrolled in the undergraduate lifecycle nutrition course and identified major on record.

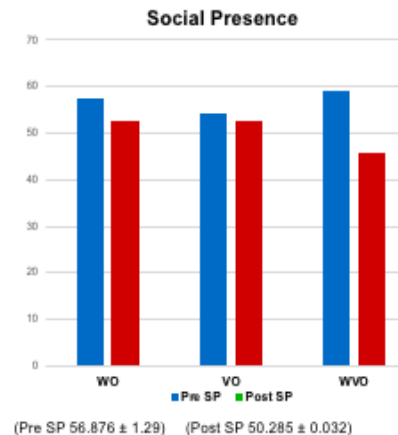
Declared majors in the undergraduate course



(2) Collaborative Learning among students pre- and post-study.



(3) Social Presence among students pre- and post-study.



(4) Satisfaction among students pre- and post study.

