Utilizing Supplementary Video Material to Enhance Classroom Confidence in LIN 220
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Introduction
With increasing availability of media platforms in recent decades, video instruction has been utilized in the classroom setting\textsuperscript{2,3,4}. According to psychological literature, students have different learning styles\textsuperscript{1}. Here, we provided supplementary video material for LIN 220 students to gauge its effects on classroom confidence, in an effort to help students of all learning styles.

Goals
Our motivation was to provide an additional resource for students to use in their out-of-class studying.

The LIN 220 course setting may be biased towards certain learning styles:
• no textbook and limited external references are provided
• performance is highly tied to ability to understand material the first time around (in lecture)

Our general goal with these videos was to help students of other learning styles.

Videos
Two 15-minute videos were created:
• Step-by-step visual representations of the material
• Strategies and advice given along the way

“Finding The Deep Structure”
“Multiple Transformations”

Assessment
Videos and an assessment questionnaire were presented in conjunction with an assigned LIN 220 problem set:

Sample questions and responses
Table 1

<table>
<thead>
<tr>
<th>Sample Question</th>
<th>&quot;Yes&quot; Response Rate (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you find the videos helpful with the class material?</td>
<td>85%</td>
</tr>
<tr>
<td>Did these videos help you with this problem?</td>
<td>68%</td>
</tr>
<tr>
<td>Did the videos facilitate your understanding of the material?</td>
<td>76%</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>Sample Question</th>
<th>&quot;Yes, this class and others&quot;</th>
<th>&quot;Yes, this class&quot;</th>
<th>&quot;Yes, other classes&quot;</th>
<th>&quot;No, this class and others&quot;</th>
<th>&quot;No, this class&quot;</th>
<th>&quot;No, other classes&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to see more of these videos in this class or other classes?</td>
<td>22%</td>
<td>32%</td>
<td>3%</td>
<td>8%</td>
<td>18%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Table 1 – over 50% positive response towards videos
Table 2 – 86% would like videos in this class and/or other classes

Table 3 – .8 confidence rating increase after watching videos

Implications
Our assessment of the survey data showed that students desired supplementary material in a video format for use in this course and others.

What this could mean for students and instructors:
• Students of certain learning styles may find video material to be especially helpful as an out-of-class resource.
• Instructors can make course material more accessible to students of all learning styles by presenting it in video format – videos allow functions such as pausing and rewinding that are not available in lecture-based teaching.
• Instructors can use videos to visually present material that is difficult to explain in formal written formats.

Open Questions
Over half of the class express interest in supplementary video material for other classes:
Would these videos be beneficial for any style of class?

Does the benefit of these videos extend to all of Felder et al.’s learning styles?

Is the reported increase in student confidence reflected in actual improvement in course performance?

References

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