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## Mini Research Proposal

### Introduction

There is a growing demand for online education all across the world and many schools are developing online content for students in different ways. Some are offering fully online programs while others are using a blended format to meet educational needs and UAMS is no different. Currently, most programs at UAMS still require physical attendance in the classroom and offer recordings of those lectures for review purposes. However, recently professors have begun complaining that some students are starting to use the recorded lectures as a substitute for attending class. As part of this study, I hope to determine what the relationship is between student attendance and the number lecture recordings accessed in a semester long pharmacy course at UAMS.

### Brief Literature Review

Access to lecture recordings relating to lower student attendance remains a concern amongst educators (Chang 2007). However, results from several studies show mixed results.

Owston, Lupshenyuk & Wideman (2011) discovered that, of the 439 students with access to lecture recordings, 10% stopped attending and only 55% had lower attendance. However, these results may be skewed because physical attendance was not required for the students. A study by Toppin (2010) found no difference in attendance among 319 students at a four-year state supported university. Lastly, Franklin et al. (2011) found that 26.9% of sophomore

undergraduate students would not have attended lectures, regardless of the availability of recorded content. Remarkably, there was an increase in physical attendance by 5.4% by that sample.

This study looks to shed some light on this issue at UAMS and add to literature related to the subject as a whole.

## **Methodology**

### *Research Design*

A non-intervention research design will be used in this study. More specifically, the study will employ a correlational bivariate design with two variables: (1) student attendance and (2) number of lectures downloaded.

### *Sample and Population Defined*

Participants in this study consist of first year pharmacy students enrolled in PhSc 3225 Principles of Drug Actions at UAMS for the fall 2015 semester. There is one section of PhSc 3225 that meets five times a week with an estimated 80 to 100 students. The selection process includes all students who are currently enrolled in this class.

### *Procedures and Data Collection*

Institutional Review Board approval will be obtained through CLARA (the UAMS system for submitting, reviewing, and tracking human subject research studies) for the fall 2015 semester in order to meet all ethical and legal safeguards.

Data for student attendance will be collected electronically via TurningPoint (a polling software used in classrooms to obtain student responses to questions). When they arrive, students will be given a clicker that can be used to respond to a polling question. During the midpoint of each class, students will be prompted to answer a question indicating if they are currently in class. Results from these questions will be collected via a report for every class meeting, except for exams, during the semester.

Data for the number of lecture recordings accessed will be collected electronically via Blackboard. This information will be obtained via a report that shows the number of times a recording was accessed via the native Blackboard Collaborate format or the number of times the mp4 version of the lecture was downloaded.

### *Instrumentation*

In the past, points were awarded for responses by using the handheld clickers in the classroom for quizzes. However, to eliminate an incentive bias, no points will not be awarded for answering attendance questions.

The clickers will be assigned to students by numbers so each student will get the same clicker each time. This will allow attendance records to be tied to each student instead of the group as a whole. Also, attendance polling will be done midway through class to ensure that students arriving late for class will be counted as present and will only be done in classes when lectures are presented.

### *Data analysis*

Partial correlation will be used to determine the relationship between student attendance and lectures obtained. The data obtained from TurningPoint and Blackboard will be revealed visually with a scatter plot and measured with the correlation coefficient.

### *Limitations*

Even though data will be obtained regarding the number of downloaded lectures by the student, there is no way to determine if student actually watched the lecture or not. Also, it should be noted that correlation is not causation. Results relating to attendance could be based on a variety of factors.

### *Potential uses of the planned research*

The study will be used as a pilot study to gain data related to attendance concerns of some UAMS instructors. If successful, the study can be the framework for future studies on campus related to attendance and lecture recording.

## References

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