

Coding scheme for reasons to use or not to use video podcasts

Kay, R. H., & Kletschin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computer & Education*, 59, 619–627.

1 Item

Did you use the video podcasts? Why or why not?

Coding Scheme

Reasons to use video podcasts

Learn Student talked about learning including remembering better, reviewing old material, helping to solve or understand problems better, or dynamic visualization of problems

Good explanations Student refers to some aspect of the video podcast explanation including quality, ability to follow, step-by-step presentation

General comments Student notes that video podcasts were generally helpful or useful

Design Student talks about design features like ease of use, choice of examples used, repetition, pace

Interactive Student refers specifically to the student problem component of the video podcast

Better than written Student believes that video podcasts are better than written materials

Curious Student is simply curious about what video podcasts look like

Control Student talks about increased control over pace and level of learning

Reasons not to use video podcasts

Did not need help Student understands concepts and did not need extra help

Did not know Student was not aware that video podcasts were available

No time Student noted that they did not have time to use video podcasts

Technology problem Student cited a technology problem that prevented them from using video podcasts

Used other method Student noted that they preferred another method of learning