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# VIDEO CHAT INTERACTIVITY AND CLASS SUCCESS: A STUDY OF STUDENT AND INSTRUCTOR PERCEPTIONS

**David E. Proudfoot, Ed.D.**

Senior Research Fellow, University of Phoenix, School of Advanced Studies, Center for Educational and Instructional Technology Research

**Christopher Downs**

Vice President Business Development, Shindig

University of Phoenix School of Advanced Studies

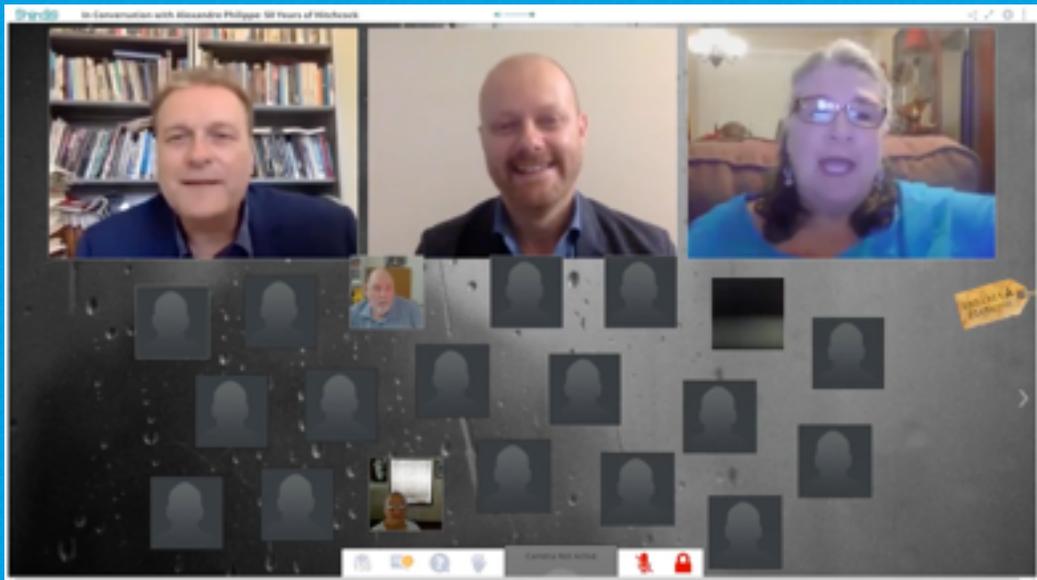




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## AIM OF THIS PRESENTATION

This education session presents effective instructional practices in higher education by sharing the results of a qualitative study that explored the influence of the Shindig Video Chat Teaching Platform on class success through the eyes of students and instructors.



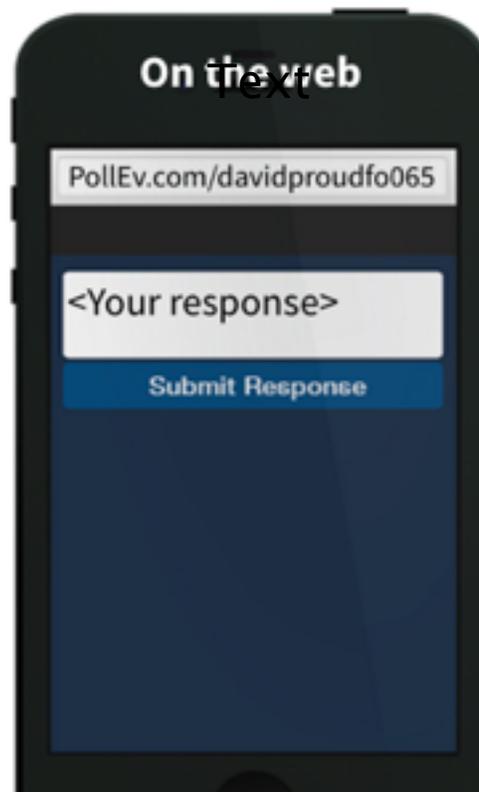
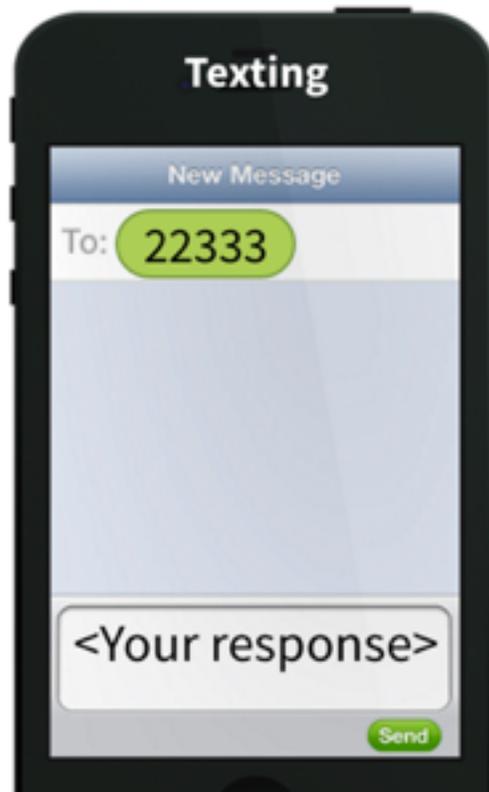


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# Using 1 word, describe your perception about using video chat technologies in your online courses.

Respond at [PollEv.com/davidproudfo065](https://www.poll-ev.com/davidproudfo065)

Text **DAVIDPROUDFO065** to **22333** once to join, then text your message



Results



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Rationale

With an array of technologies available for students and instructors, it is important to view different technologies as learning tools based on their relationship to a broader course context defined in terms of a wide variety of possible instructional goals.

Technologies were grouped into two categories based on their functionality for teaching and learning.

1. Small group technologies (Skype and Google Hangouts)
2. Interactive, larger group technologies (Adobe Connect, Blackboard Collaborate, and WebEx).



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Rationale

Guests today will learn how interactive, large group technologies can provide a more connected online student course experience.



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Problem

In order to establish a topic and context that encompasses the problem, 132 students and 12 instructors in higher education courses were surveyed about their experiences and familiarity with different types technologies.

Data was collected prior to the introduction or any use of the Shindig Video Chat Teaching Platform.

Generally, users were satisfied with small group technologies and generally dissatisfied with interactive, larger group technologies.

Instructors perceived features of the interactive, larger group technologies that they had used to limit their interactions with students, limit students interactions with others, and were difficult to operate.



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Problem

It could be inferred that a gap existed between the needs of educated consumers and inefficiencies of their experienced interactive, larger group technologies.



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## Purpose & Significance

The aim of this study was to explore the influence of the Shindig Video Chat Teaching Platform on class success through the eyes of students and instructors.

Class success was defined as perceived levels of satisfaction, attitude, and retention.

With students and instructors generally being dissatisfied with interactive, larger group technologies, this work is an important step for instructors and students who lack familiarity and experience with the Shindig Video Chat Teaching Platform.



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research design

The study was designed quantitative descriptive.

Participants included students and instructors in 12 different courses at higher education institutions across the United States.

Sample consisted of 108 students and 12 instructors who were selected from a population of 411 students and 12 instructors.

Participants completed synchronous web-based learning activities over a series of 3 to 5 sessions using the Shindig Video Chat Teaching Platform.

<b>Institution</b>	<b>Course</b>	<b>Modality</b>	<b>Student Enrollment</b>
Baker University	Leadership Fundamentals	Online	24
Broward College	Introduction to Educational Technology	Face to Face	27
Florida State University	Planning Effective Instruction	Online	21
Full Sail University	Audio Workstations	Blended	79
Piedmont College	School Resource Utilization	Online	27
Piedmont Technical College	Contemporary Mathematics	Online	41
University of Central Florida	Business and Professional Communication	Face to Face	23
University of Central Florida	Music in the United States	Face to Face	36
University of Phoenix	Research	Online	4
University of Phoenix	Research	Online	34
Valencia College	English	Face to Face	61
Walden University	Applied Research in Education	Online	34

Participating Institutions





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Research questions

The following questions were used to guide this research:

**Research Question 1:** What are instructors' and students' perspectives regarding the influence of the Shindig Video Chat Teaching Platform on their satisfaction in higher education courses?

**Research Question 2:** What are instructors' and students' perspectives regarding the influence of the Shindig Video Chat Teaching Platform on their attitudes in higher education courses?

**Research Question 3:** What are instructors' and students' perspectives regarding the influence of the Shindig Video Chat Teaching Platform on their retention in higher education courses?





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data collection & analysis

The instrument included questions that required students and instructors to report on their perceived experiences with the Shindig Video Chat Teaching Platform in relation to three areas: satisfaction, attitudes, and retention.

Data obtained from the survey was combined for all 12 courses to provide a larger sample size that represented a larger population.

Data was analyzed using the frequency procedure of SAS to determine the overall frequency of responses to each question by course using Shindig Video Chat Teaching Platform as the fixed variable.



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Results

The Shindig Video Chat Teaching Platform can influence the class success of students and instructors.

Class success was defined as perceived levels of satisfaction, attitude, and retention.



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## Results

### Student Satisfaction:

Students (92.6%) indicated that the use of the Shindig Video Chat Teaching Platform influenced their overall satisfaction with the course.

### Student Attitudes:

Students (95.4%) perceived that the use of the Shindig Video Chat Teaching Platform positively affected their amount of collaboration with other students. Despite this promising finding, only 64.8% of students felt that the Shindig Video Chat Teaching Platform positively affected how often they came to class or other auxiliary components of in-person courses.

### Student Retention:

Students (93%), across all age groups, indicated that the Shindig Video Chat Teaching Platform positively impacted their learning in the course.





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## Results

Instructors perceived the Shindig Video Chat Teaching Platform to significantly influence satisfaction, attitudes, and retention when compared to other interactive, large group technologies.

Instructors (91.7%) indicated that the Shindig Video Chat Teaching Platform was an effective way to establish context and bonding between learners.



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limitations

The information provided by participants in reflecting on their experiences was not cross validated by observations of student grades

The sample size of the study: The 12 courses involved in the study had a total of 411 students enrolled and 108 out of 411 students (26.2%) responded to the survey.

Further collection of data may provide additional insight into student and instructor perceptions after using the Shindig Video Chat Teaching Platform in order to confirm these initial findings with a larger sample.



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implications

The findings supports full-scale implementation of the Shindig Video Chat Teaching Platform as an efficient technology tool to influence class success.

Quality experiences and interactions serve as a foundation for a social learning environment and provide a quality educational experience for students. These types of student perceptions support the belief that quality experiences and interactions can provide a quality educational experience.



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## Implications

After going through positive experiences with the Shindig Video Chat Teaching Platform, a remarkable amount of students felt that it was important to implement the Shindig Video Chat Teaching Platform in all or most of their courses.

As technology inside the classroom continues to grow, educators can rely on the Shindig Video Chat Teaching Platform to positively influence satisfaction, attitude, and retention for both themselves and for their students.



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questions

## Contacts:

### David E. Proudfoot, Ed.D.

Senior Research Fellow, University of Phoenix, School of Advanced Studies, Center for Educational and Instructional Technology Research

Email: [dproudfoot@email.phoenix.edu](mailto:dproudfoot@email.phoenix.edu)

Twitter: @proudfootedu

### Christopher Downs

Vice President Business Development, Shindig

Email: [christopher@shindigevents.com](mailto:christopher@shindigevents.com)

Phone: 781-831-4816

