

## Mr. Rene Marquez Bonifacio – Philippines –

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### Managing asynchronous online classes: Embedding question and answer videos in pre-recorded lectures for better student participation and interaction

#### Purpose and context of the presentation

The presentation offers an illustration of practice in which videos are embedded in asynchronous learning to promote student participation and interaction.

#### Background

Mr Bonifacio's higher education institution provides modular learning, synchronous learning and asynchronous learning. Students in the Philippines experience poor internet connectivity, particularly because of the remote and rural nature of many towns and villages, financial hardship which prevents the purchase of internet access and good devices, and limited access to advanced technology, with many students owning nothing but a mobile phone to use for study. As a result, it has been difficult to ensure student interaction and participation in learning.

#### Illustration of practice

In an attempt to improve student participation and learning, the lecturer created videos in which students' responses to questions were embedded. The procedure was as follows:

1. The lecturer gave students five to ten questions and asked them to record and return a ten-second response to each one. A rubric was provided to show them how their responses would be rated.
2. The lecturer then records the lecture video with slides and inserts the video responses of the students.
3. The lecture videos are then uploaded on YouTube.
4. A student consultation session (synchronous, via Google Meet or Zoom) is held two or three days later to clarify and explain concepts and answer student questions.

#### Student feedback

The lecturer conducted an informal interview/conversation to elicit student feedback on the asynchronous videos with student responses embedded.

According to student feedback, students' participation and interaction improved due to the activity. Independent learning, i.e. being forced to look in multiple areas for answers, especially when connectivity was poor, student resourcefulness, i.e. finding ways to record their videos on the devices they had, and student creativity, i.e. during the recording and editing process, also improved. Overall, the activity contributed to better learning for online students.