

Student perceptions of digital media for learning: A guide for implementing effective content at scale

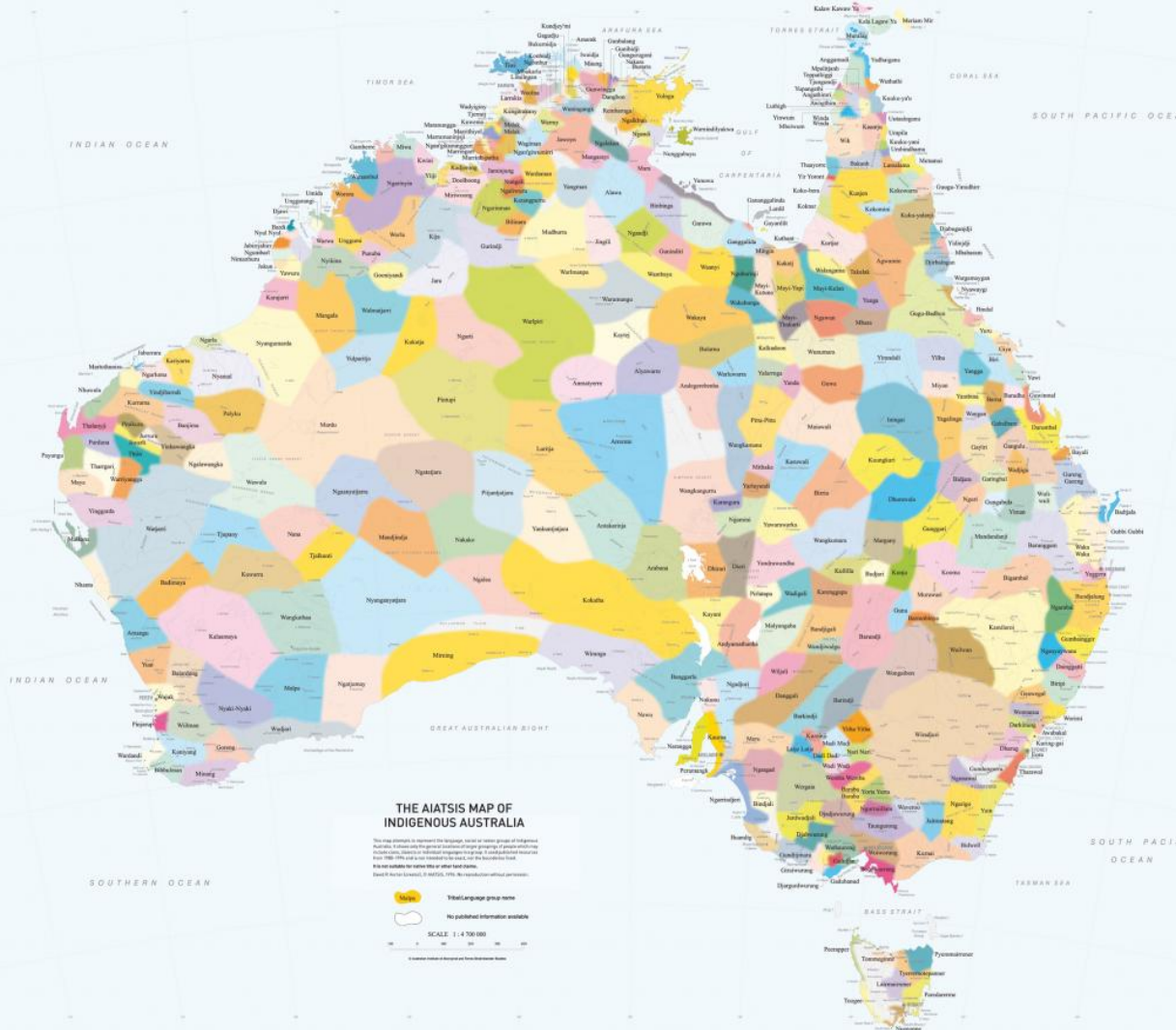
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I acknowledge that I live and work on the land of the Kurna nation and respect them as the traditional custodians of the Adelaide region.

Presentation Details

Outline of the results of a research project which uses a large student survey – *Student perceptions of media usage*



What are some of the design implications?



What are some of the recommendations for us as producers and how do we implement them at scale?

UniSA/Adelaide University Online

- UniSA/Adelaide Online was established in 2017 to offer fully online courses and degrees for local and international students
- Courses/Subjects are delivered asynchronously with digital media as the primary source of content
- AUO offers inclusive and equitable learning experiences for all students -
Focused on flexible delivery -
accessibility, engagement, and quality.

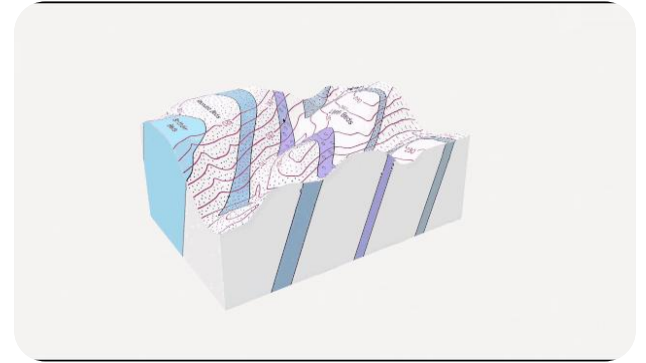


Teaching Learning Innovation

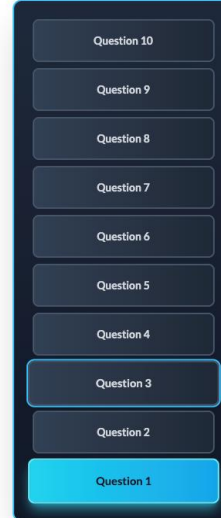
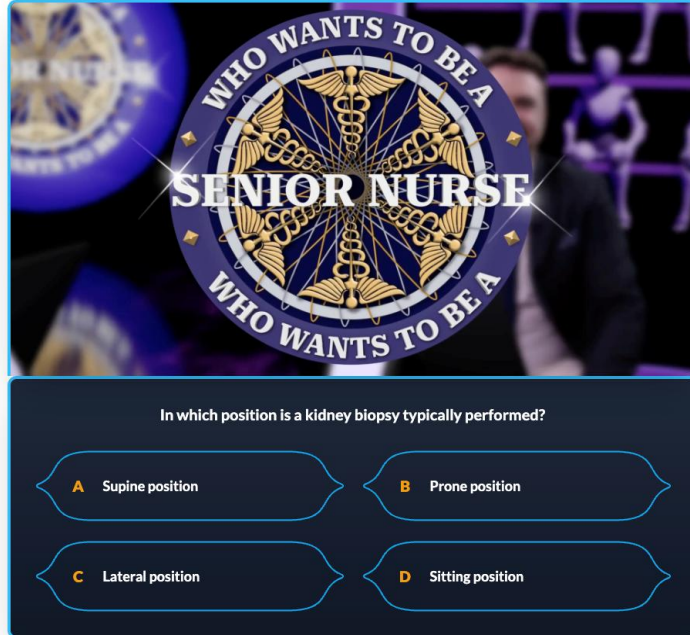
- Teaching Learning Innovation has ~160 Staff
- Within this is a Media Team of ~30 Staff
- Since 2017 this team has produced 10000+ pieces of content



3D Animation/Model/Environment



Custom Interactive – Quiz



Programmatic Interview

Industry perspectives

1 hour recording

- 6 videos
- Split across 3 courses



Simon Royal

Journalist/Broadcaster | ABC

Contributor | InDaily

The Survey - Details

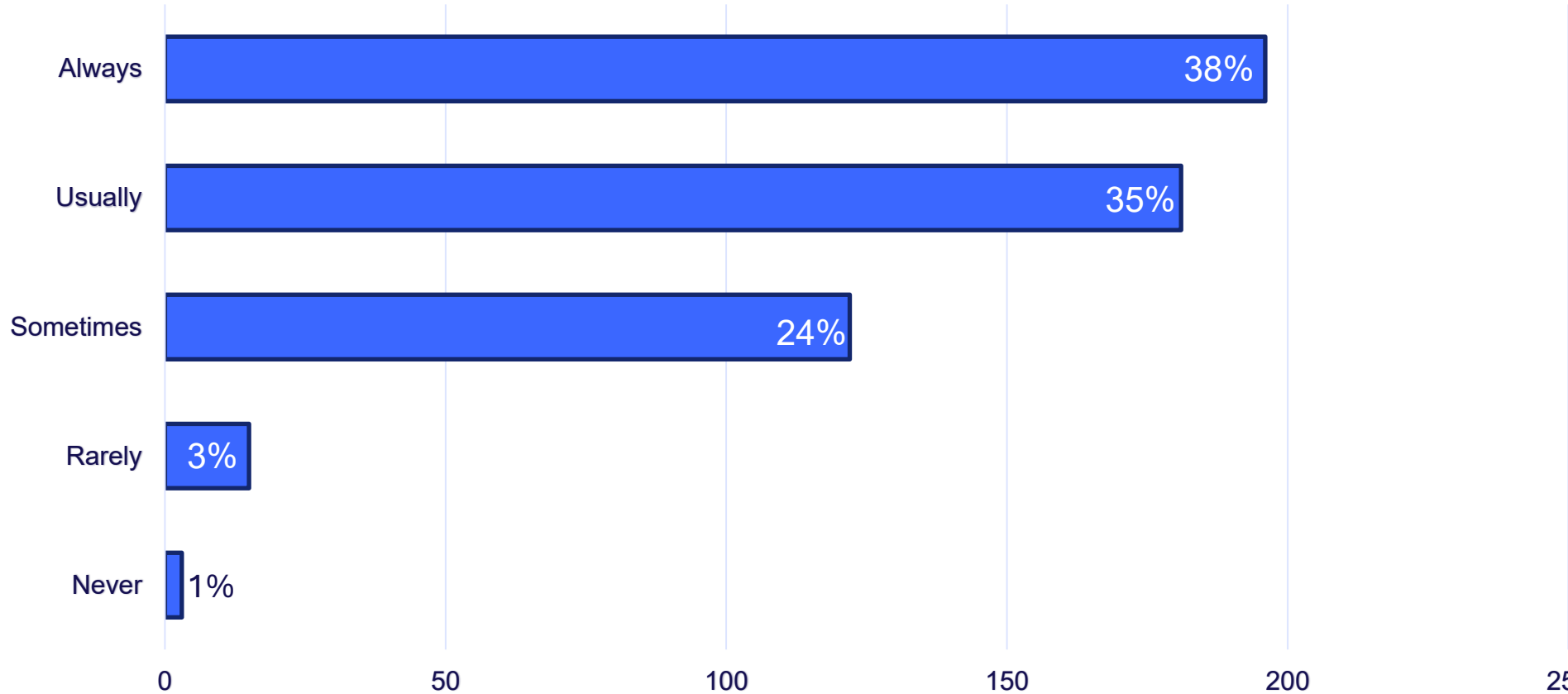
Methodology

- **Survey Format:** Anonymous Online Questionnaire
- **Participants:** All enrolled students in UniSA/Adelaide Online
- **Response Count:** 547 out of 3824 (14.3% response rate)
- **Data Collection Period:** October-December 2025
- **Key Question** – What are the preferences and perceptions of our media content among the students?

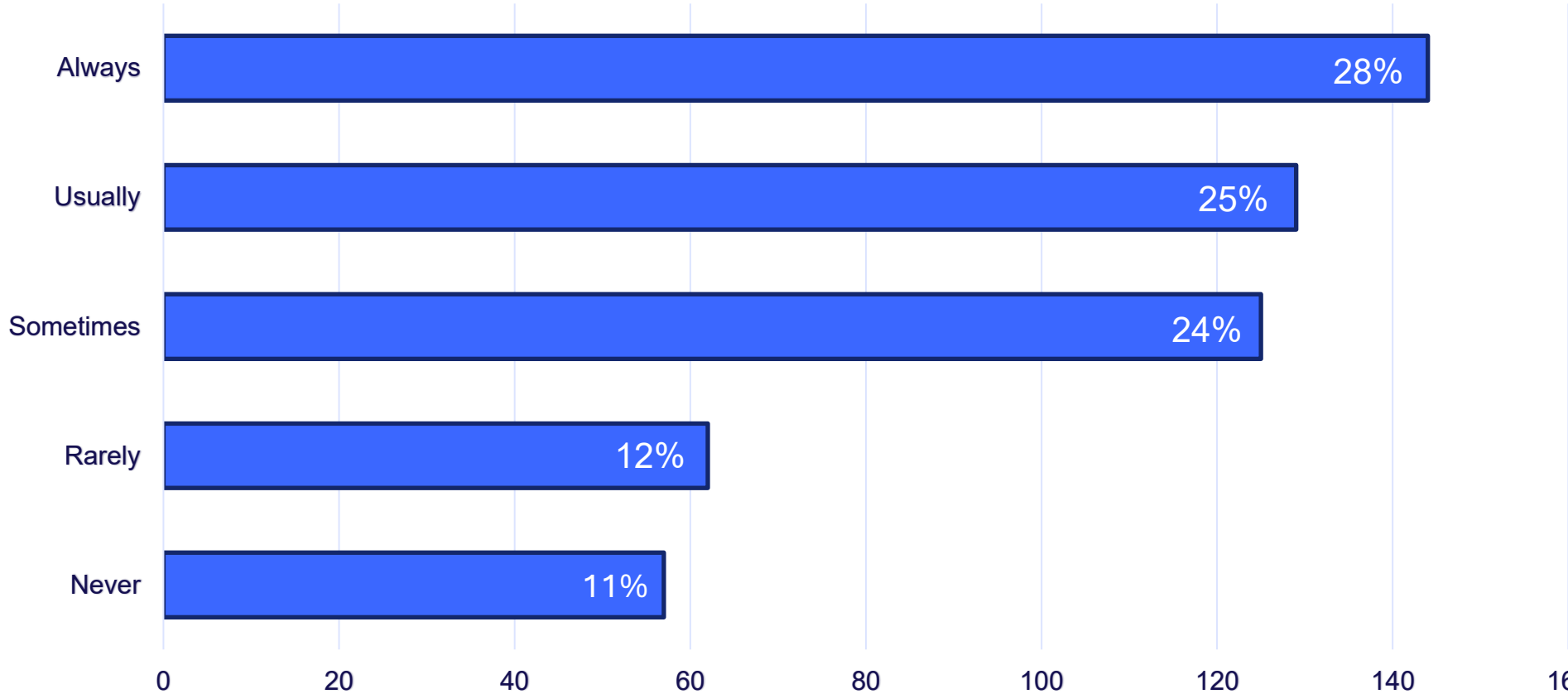
What sort of videos are the most effective for your learning? (choose all that apply) n=517

A speaker talking to the camera, without slides	12%	63
A speaker presenting to the camera, with background slides	85%	437
Recording of an on-campus lecture	20%	103
Interviews	20%	105
Case studies	39%	201
Recording of a computer desktop screen	42%	218
Unsure	3%	13
Other (please Specify)	11%	58

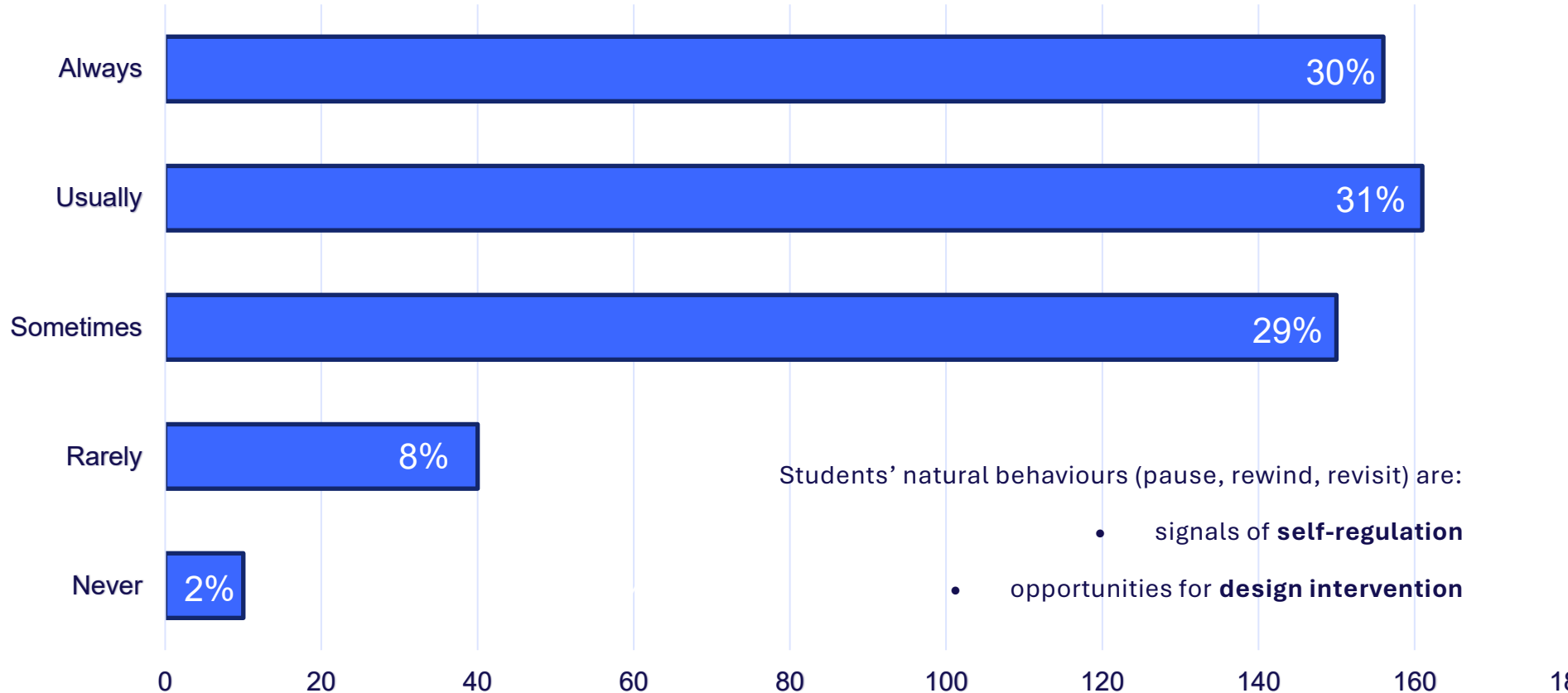
Did you ever rewind or pause a video while watching? (n=517)



Did you ever speed up or slow down a video whilst watching? (n=517)



Did you ever revisit videos when preparing assignments? (n=517)



Students' natural behaviours (pause, rewind, revisit) are:

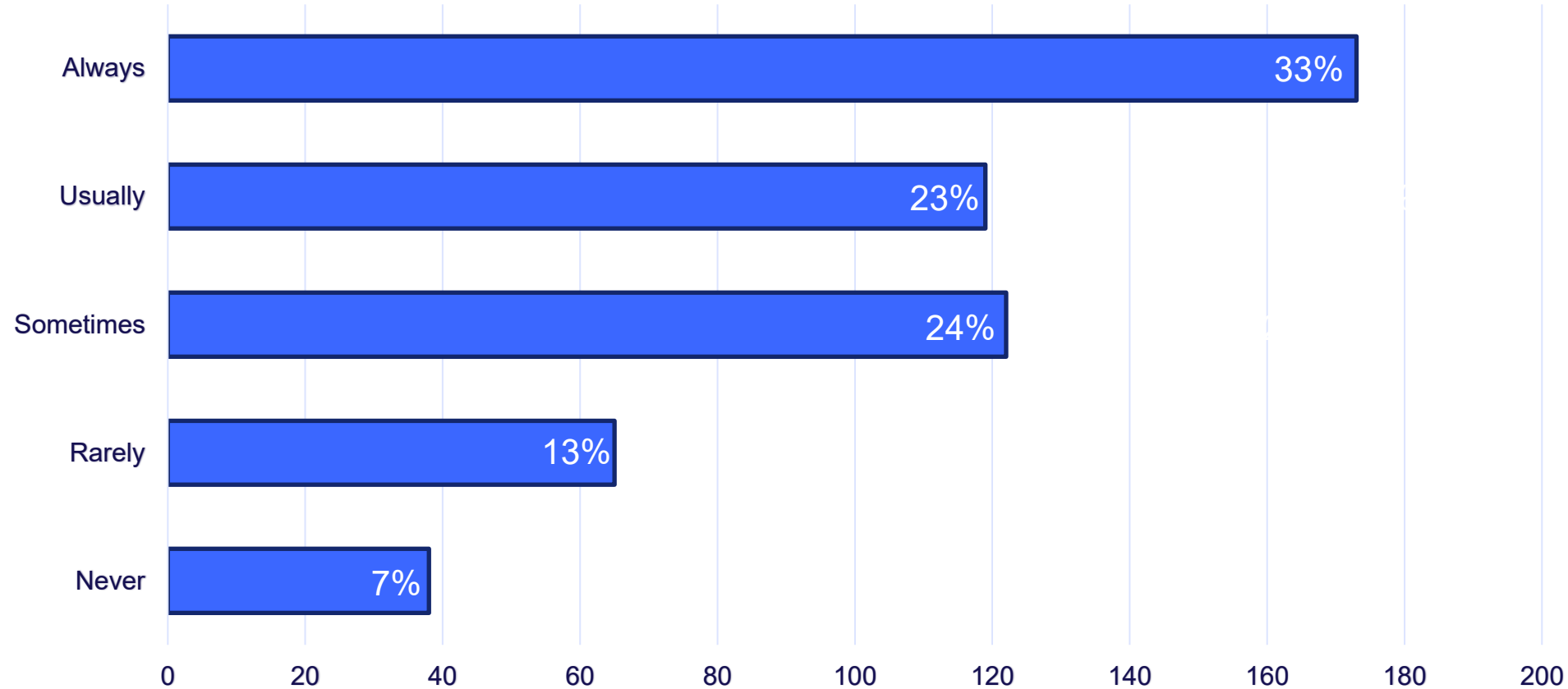
- signals of **self-regulation**
- opportunities for **design intervention**



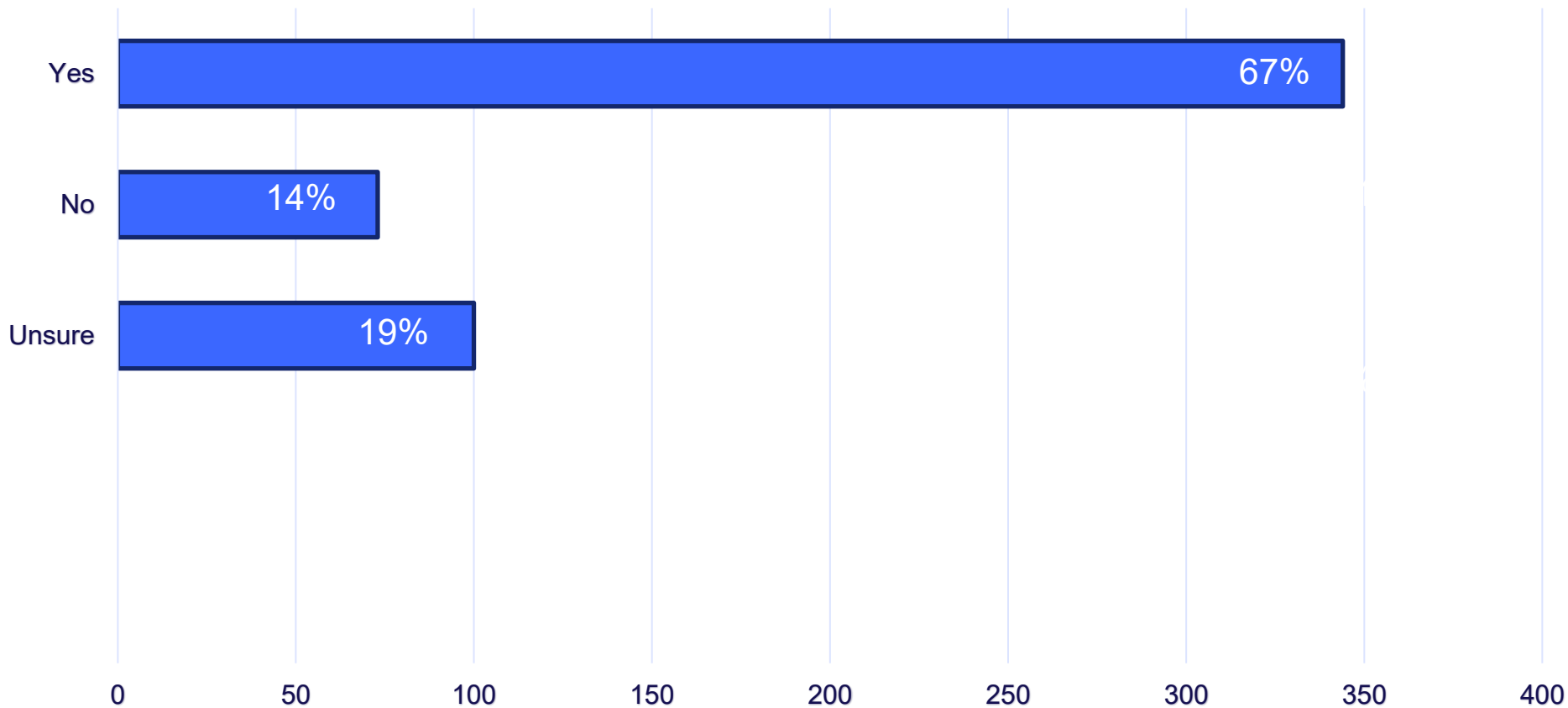
- We provide 100% accurate same language subtitles for all our video content which can also be turned into transcripts.
- 19% of our student's report having a disability.
- Around 20% of our cohort are international students, captions help them acquire English as an additional language.

You'll have the option to go part-time or switch between the two

Did you read the subtitles/captions whilst viewing the course videos? (n=517)



Did the subtitles/captions increase your understanding of topics and concepts? (n=517)



Recommendations

- 1. Design for student interaction and intervention** - To further promote self-regulated learning (SRL) with video content, shift students from passive viewers to active managers of their own learning. Implement this by training them to use active watching strategies. Make content searchable via transcripts – insert chapters with clear headings – use tags and keywords.
- 2. Reframe videos as teaching, not content reading** - Explain *why* and *how*, not just *what* - Include worked examples, demonstrations, or applications. Position videos as a primary teaching tool, not a narrated textbook. Invest in presenter support and capability development - Support educators as presenters through training and production assistance. **Presenter quality matters more than production quality.**

Recommendations - Continued

- 1. Establish minimum video quality standards** - Introduce a university-wide baseline standard for all internally produced videos. Sound quality & lighting.
- 2. Make accessibility requirements mandatory for all course videos** - Require 100% accurate captions and downloadable transcripts for every video.
- 3. Implement review cycles for video content** - Students repeatedly report videos 5–10 years old, causing confusion and reduced trust in course quality.
- 4. Improve alignment between videos, learning outcomes, and assessment**
– Create value for students by designing content with an explicit alignment between video content and assessment expectations.

