

The Effect of Instructor-Produced Videos for Training Visual Screening Procedures

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BACKGROUND

Educational science in occupational therapy is in early stages of development and limited research examines student achievement of practice competencies.^{2,3} While preliminary evidence supports using instructor-produced video to teach occupational therapy students manual skills training,^{1,6} there is limited research available investigating the educational benefits of instructor-produced video in occupational therapy education.

This research study is grounded in Constructivist Learning Theory which is defined by knowledge construction, cooperative learning, metacognition, and authentic learning tasks.⁵

This study explored students' perceived value of instructor-produced video to enhance knowledge, increase self-efficacy and improve clinical skill in administering visual screening procedures. Insight about students' perception of instructor-produced video will inform occupational therapy educators about the potential of video as a valuable teaching tool.



METHODS

Design: Focus Groups

- 60 minute duration
- Audio-recorded interviews
- Maximum 8 students per group

Participants:

- 23 WMU OT students
- Two campuses

Procedures:

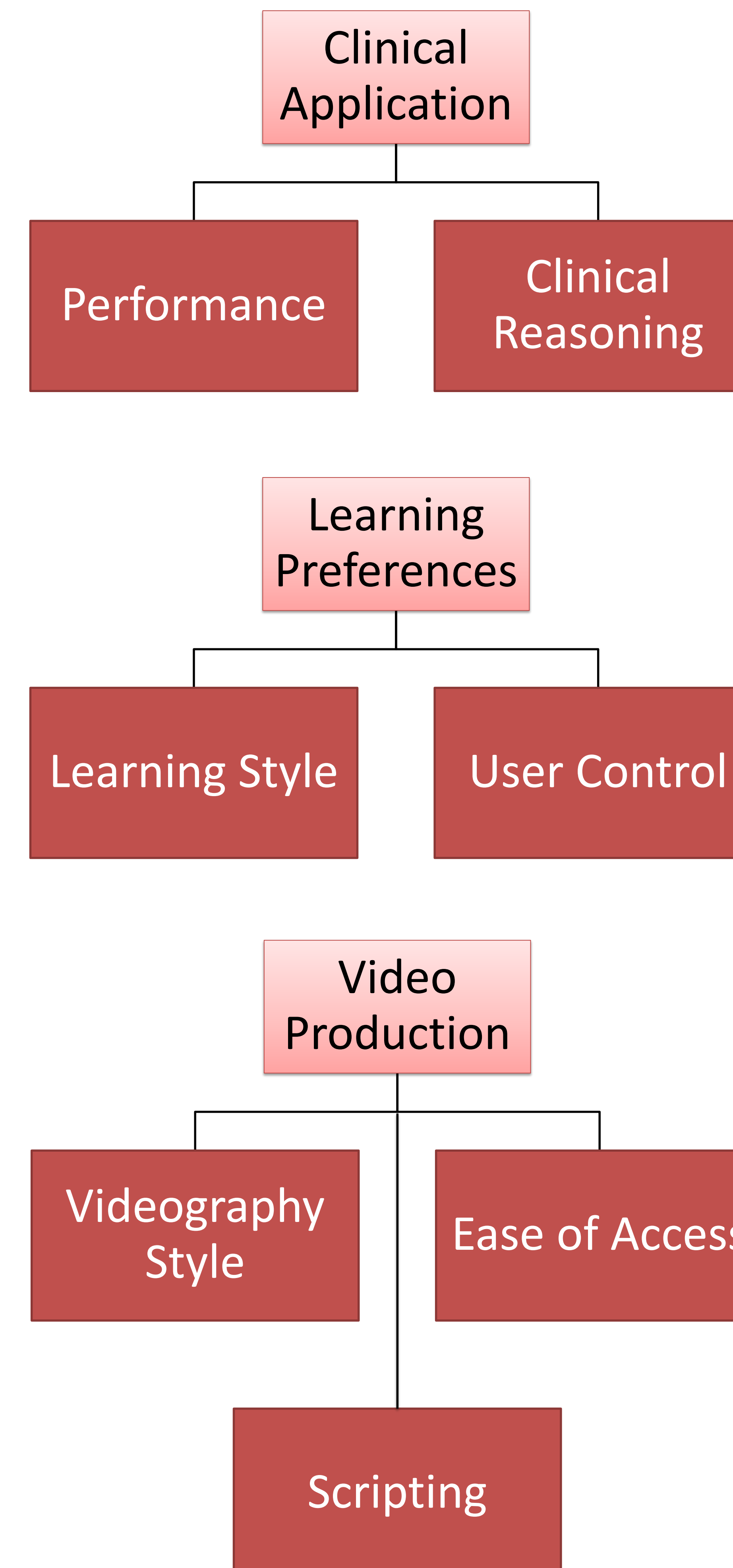
- IRB approval obtained
- Informed consent obtained
- Gathered participant demographics
- Focus group audio-recorded
- Recordings transcribed
- Data securely stored

DATA ANALYSIS

- Participant data de-identified
- Descriptive statistics used for demographic data
- Systematic coding process
- Classic analysis strategy approach⁴ for coding and categorizing with Nvivo™
- Trustworthiness established



RESULTS



CONCLUSION

Findings support occupational therapy educator use of instructor-produced video to train students^{1,6} in conducting visual screens. Findings align with Constructivist Learning Theory which posits how learning is enhanced when students are active in knowledge construction (i.e. performance and reasoning) and when students are given control over their learning environment (i.e. ease of access and user control).⁵ Student feedback from this study suggests that instructor-produced video can be a beneficial teaching methodology used in other areas of study, across a curriculum.

Study limitations include a small, self-identified, convenience sample. Findings are relevant to participants but are not generalizable.

"It was great that I could use the videos to help do the assessments on my patient in clinic who had visual impairment and it was just easy. After I reviewed them, I felt pretty confident when administering it."

IMPLICATIONS FOR PRACTICE

To maximize the effectiveness of using videos for student learning, the educator should consider the following tips:

- Use short videos to maximize student attention.
- Use a video platform offering easy access and simplified navigation.
- Use videos with high quality audio, lighting, scripting, and minimal background distractions.

Please access my references by scanning the QR code

