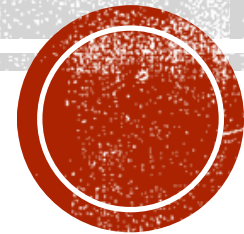


THE EFFECT OF WEBINAR USE ON STUDENTS' PERFORMANCE

Hager Khechine, MBA., Ph. D.

Laval University



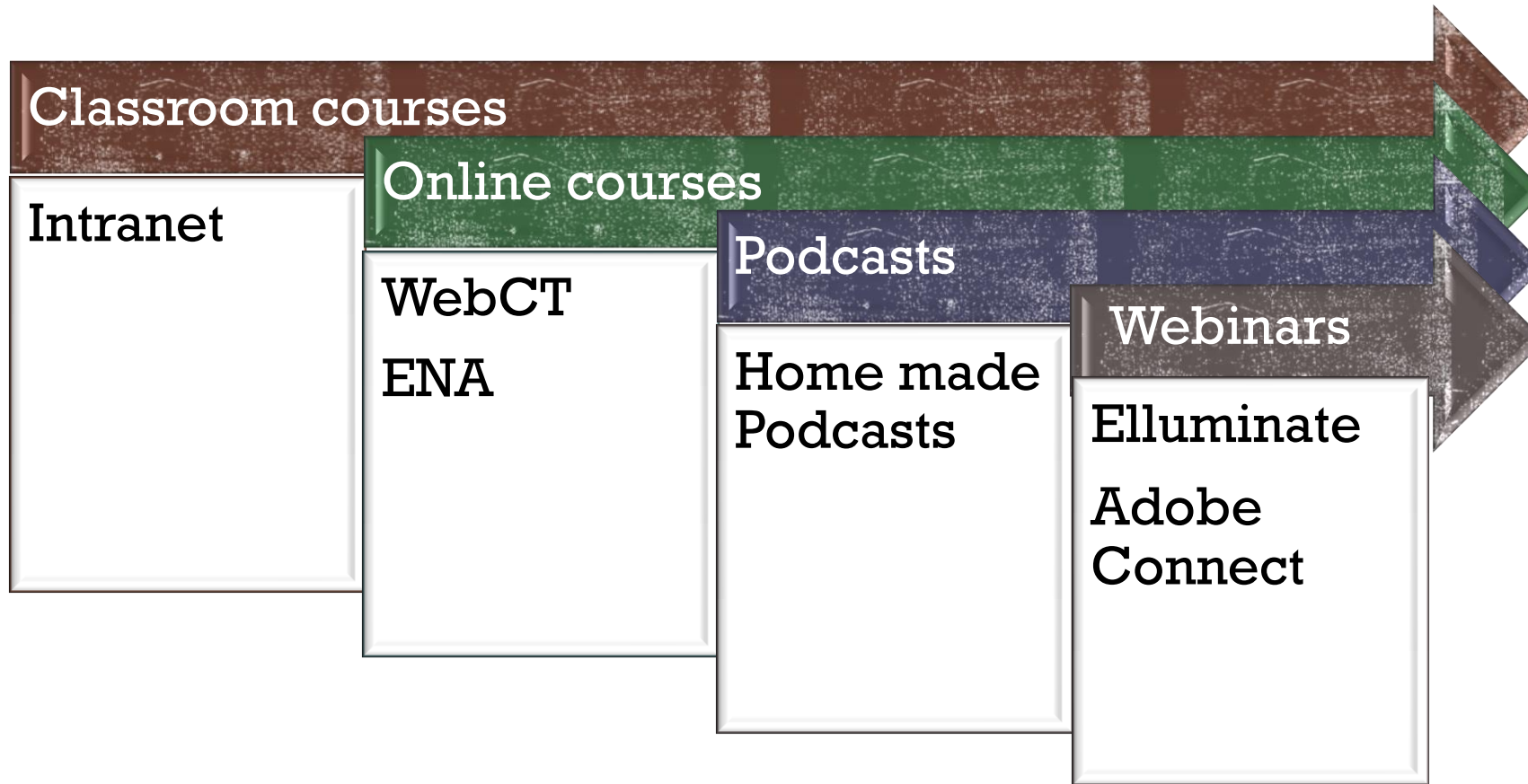
ICETI 2014, March 4-7 2014

OUTLINE

- **Beginnings**
- **Present**
- **Future**



BEGINNINGS



BEGINNINGS

- **Team Work**

- Daniel Pascot, MIS professor



- Hager Khechine, MIS professor



- Sawsen Lakhal, Assessment advisor



BEGINNINGS



2007

▪ Objective

- Evaluate the effectiveness of an educational environment incorporating the playback of audio recordings of sessions (podcasts)

▪ Research question

- Do listening to podcasts and not listening to them produce different results in regard to cognitive and affective variables?

▪ Method

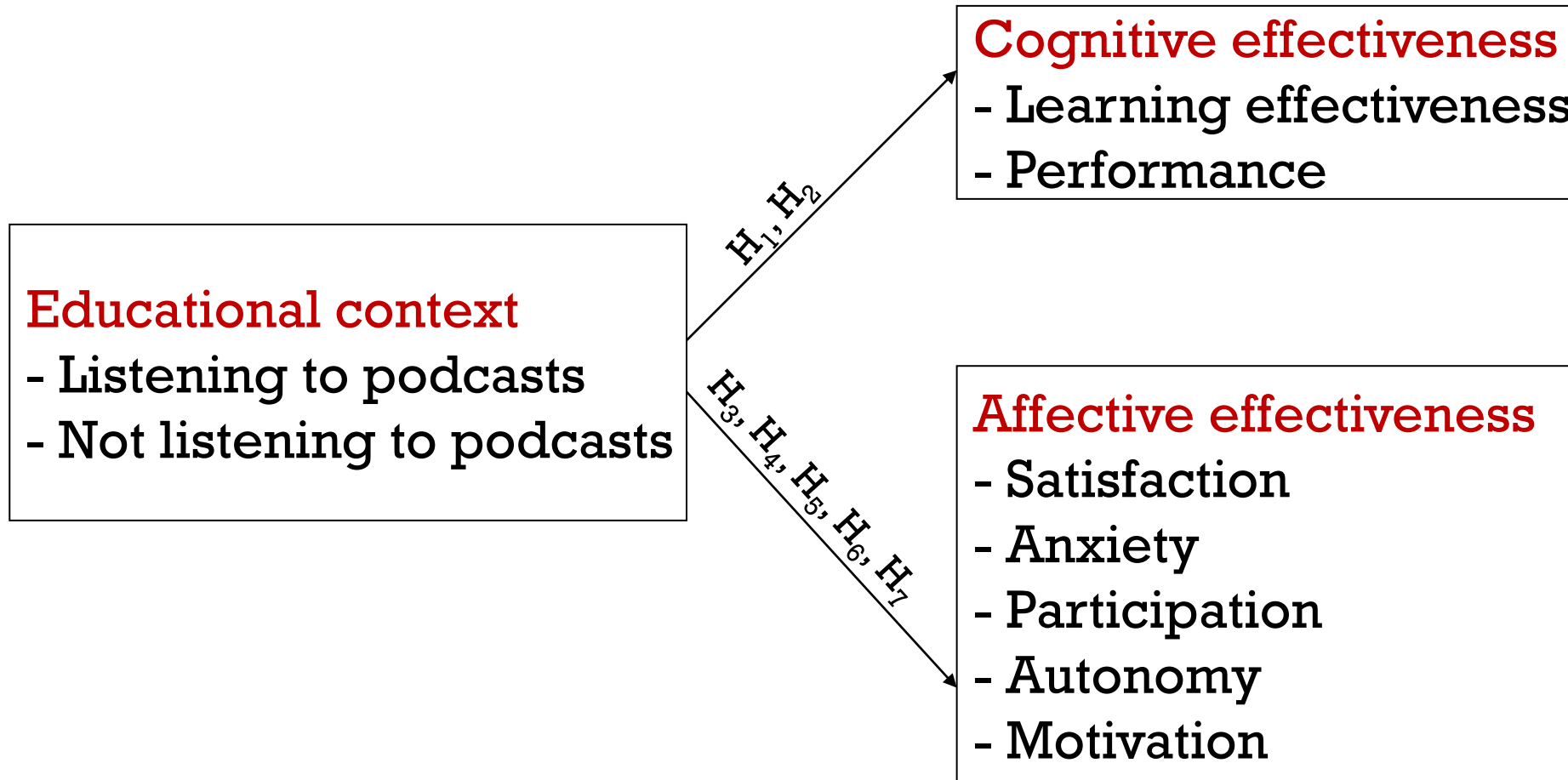
- Quantitative research
- Two categories of variables
 - **Cognitive variables** (learning effectiveness and performance)
 - **Affective variables** (satisfaction, anxiety, participation, autonomy and motivation)



BEGINNINGS



2007



Research model



BEGINNINGS



2007

ANOVA tests applied to listener group (L=42) versus non-listener group (NL=152), with some of them in class (88)

Variables	Groups L and NL	
	F	Sig.
<i>Learning effectiveness</i>	4.78	0.03*
<i>Performance</i>	0.00	0.94
<i>Satisfaction</i>	5.99	0.01*
<i>Anxiety</i>	0.23	0.62
<i>Participation</i>	3.38	0.67
<i>Autonomy</i>	2.90	0.09
<i>Motivation</i>	3.81	0.052

← Final marks

L : Listening
NL : Not Listening

Results



A BREAK

2008



"Of course I know what he wants when
he cries. He wants you."



BEGINNINGS



ANOVA tests applied to listener group (L=33) versus non-listener group (NL=71), **with none in class**

Variables	Groups L and NL	
	F	Sig.
<i>Learning effectiveness</i>	11.11	0.001**
<i>Performance</i>	1.38	0.246
<i>Satisfaction</i>	16.71	0.000**
<i>Anxiety</i>	3,82	0.053
<i>Participation</i>	5.32	0.023*
<i>Autonomy</i>	5.58	0.020*
<i>Motivation</i>	10.05	0.002**

← **Final marks**

L : Listening
NL : Not Listening

Results



BEGINNINGS



2010

▪ Objective

- Identify factors that **motivate** or **demotivate** students to listen to Podcasts in the context of online university courses

▪ Research Question

- What are the **advantages** and **disadvantages** of listening to Podcasts?

▪ Method

- Qualitative research
- 108 answers, Fall 2007 from an MIS course



BEGINNINGS



2013
2012
2010

Avantages		Dimensions
Cognitive advantages	In terms of efficacy	Better understanding
		Complementary information
		Help to prepare for exams
	In terms of efficiency	Help to identify important points
		Help to a better concentration
		Ease of taking notes
Spatial advantages		Mobility
		Comfort
		Action freedom
		Avoiding traveling
		Feeling to get the same training as in the classroom
Temporal advantages		Compensation for absences
		Flexibility
Technological advantages		Use of a new technology

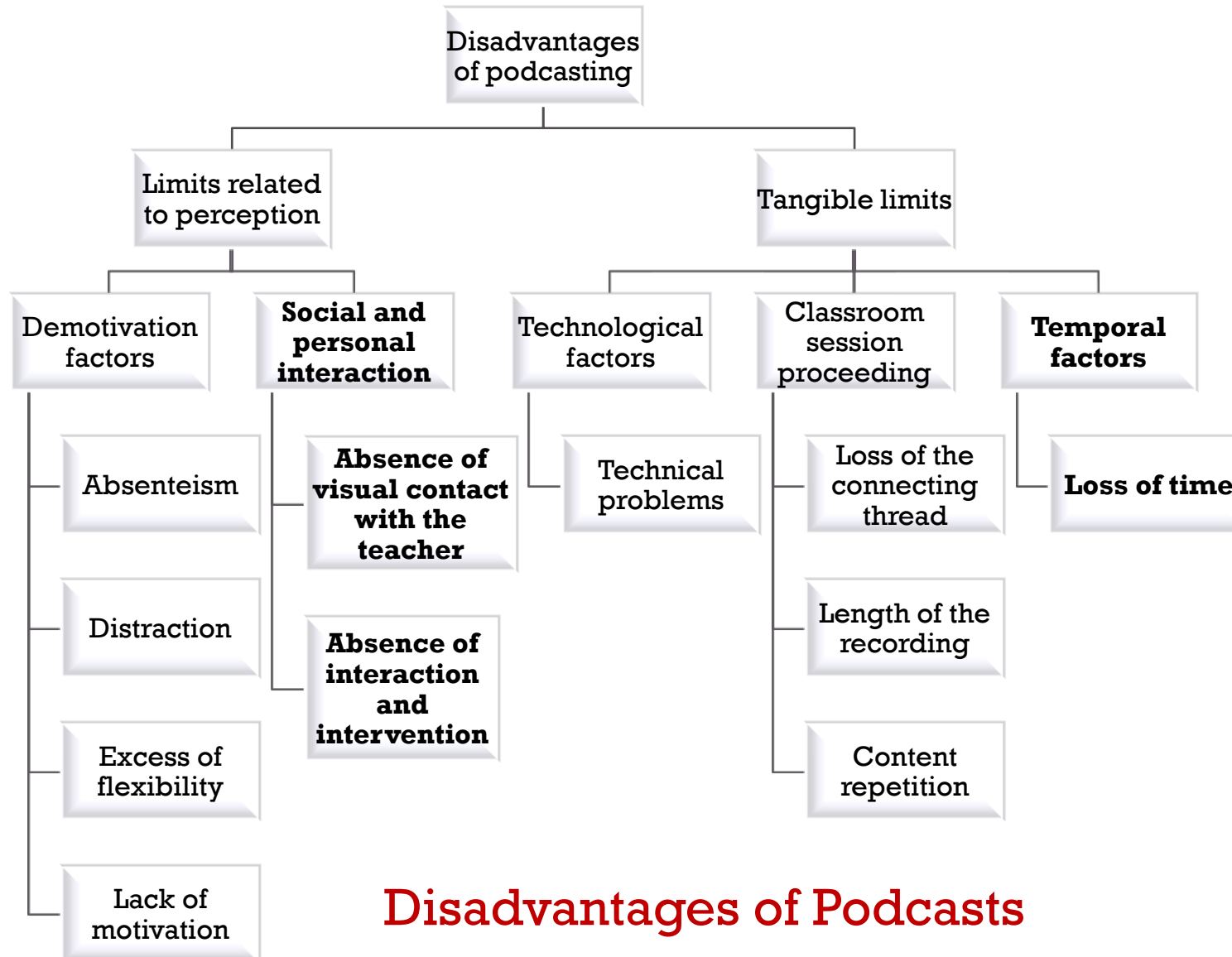
Advantages of Podcasts



BEGINNINGS



2013
2010



Disadvantages of Podcasts



A BREAK

2011



PRESENT

2013

Objective

- Examine psychological factors which could influence **acceptance** of the **webinar** technology by undergraduate business students.

Research question

- What are the variables that may influence the intention of students to use Elluminate?

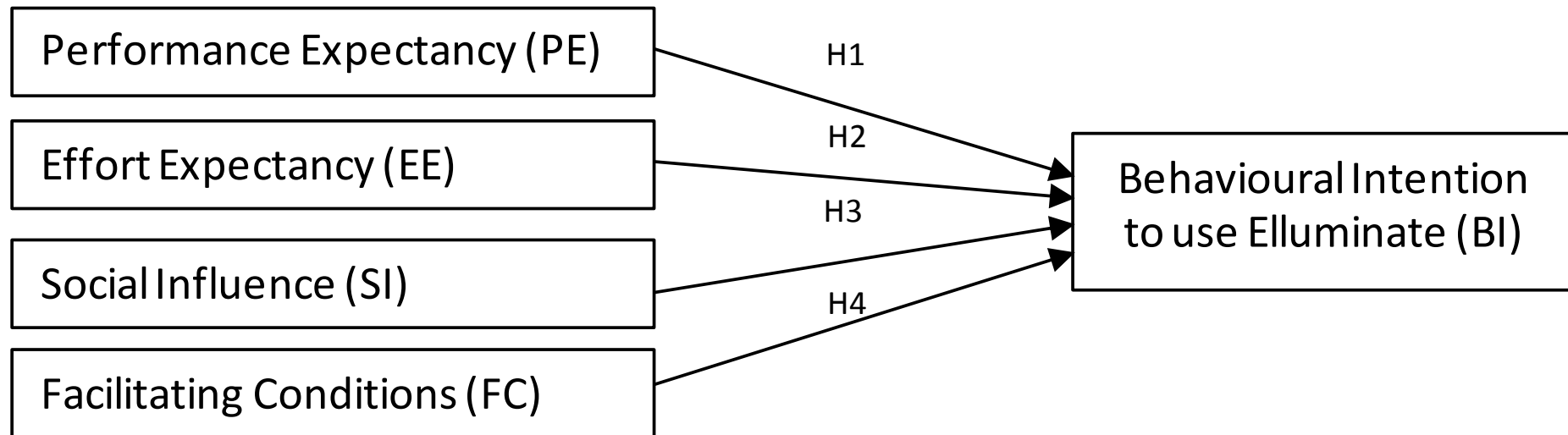
Method

- Quantitative research
- UTAUT Model
- Winter 2012



PRESENT

2013



Research model



PRESENT

2013



	R²	Path coef.	t-value
Behavioural Intention to Use Elluminate (BI)	55.4%		
<i>Performance Expectancy (PE)</i>		**0.50	6.29
<i>Effort Expectancy (EE)</i>		0.08	0.88
<i>Social Influence (SI)</i>		* 0.18	2.19
<i>Facilitating Conditions (FC)</i>		* 0.17	2.10

Results

116 students whose learning was based on Elluminate



PRESENT

2014



	Path Coefficient	t-value	Sig.
Intention to Use Elluminate (IUE)	$R^2 = 43.2\%$		
<i>Performance Expectancy (PE)</i>	0.660	11.290	.000***
<i>Effort Expectancy (EE)</i>	0.124	2.000	.047*
<i>Social Influence (SI)</i>	0.265	3.453	.001***
<i>Facilitating Conditions (FC)</i>	0.097	1.582	.116

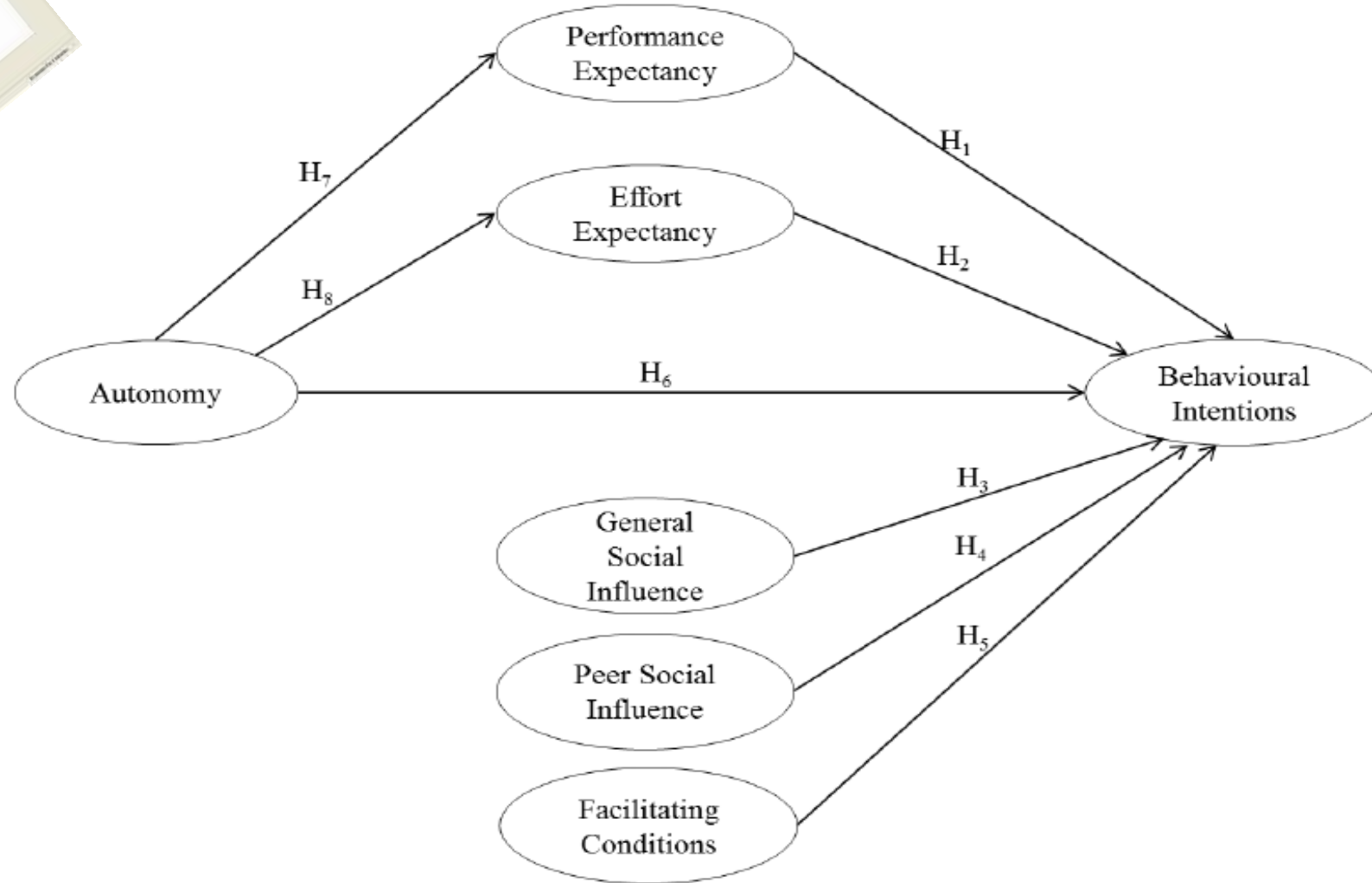
Results

176 students whose used Elluminate 0 to 18 times regardless of class attendance



PRESENT

2013

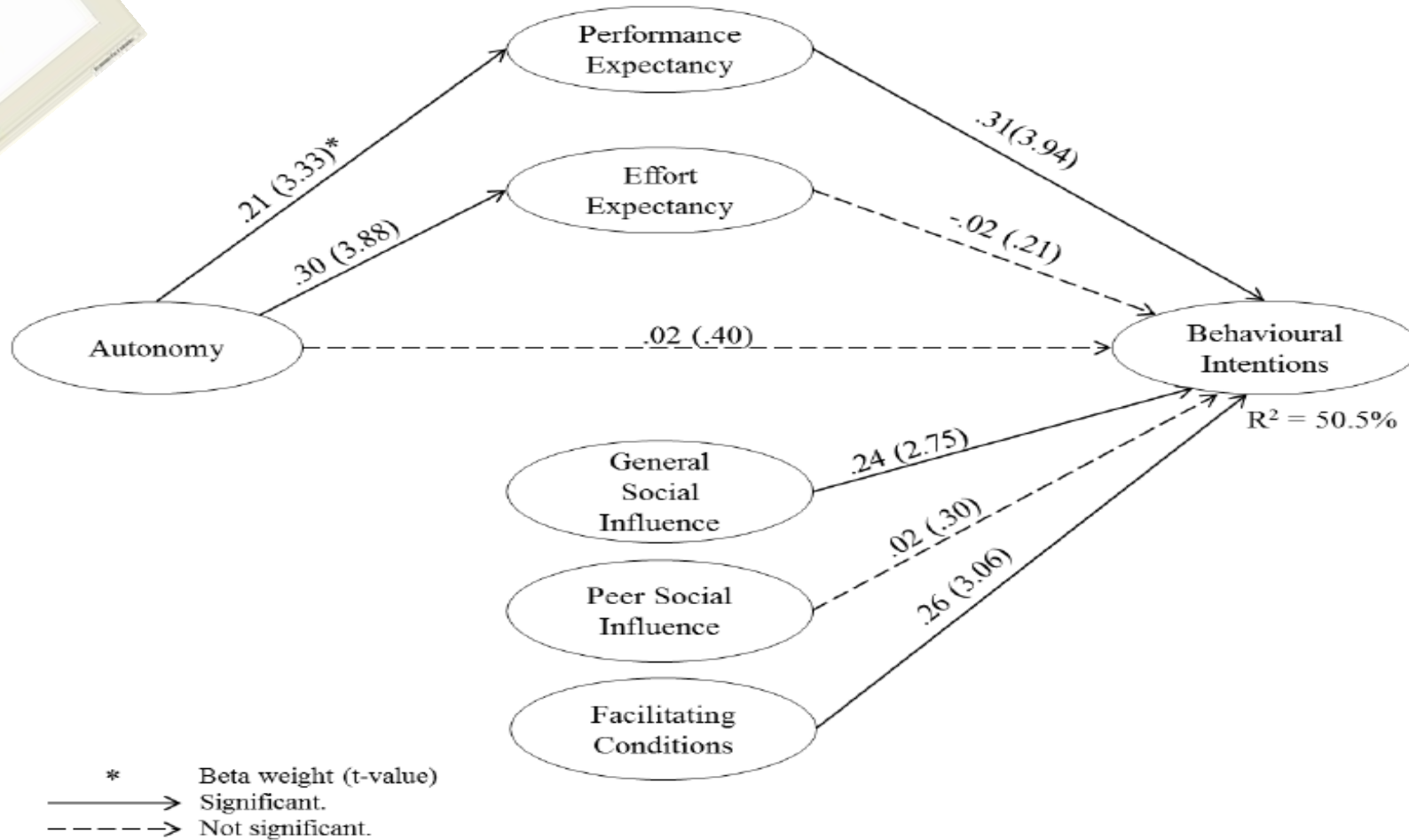


Research model



PRESENT

2013



Results

177 students whose used Elluminate 0 to 18 times regardless of class attendance



FUTURE

2014...

Objective

- Effect of the use of Elluminate on students' performance

Research question

- Did the use of Elluminate improve students grades?

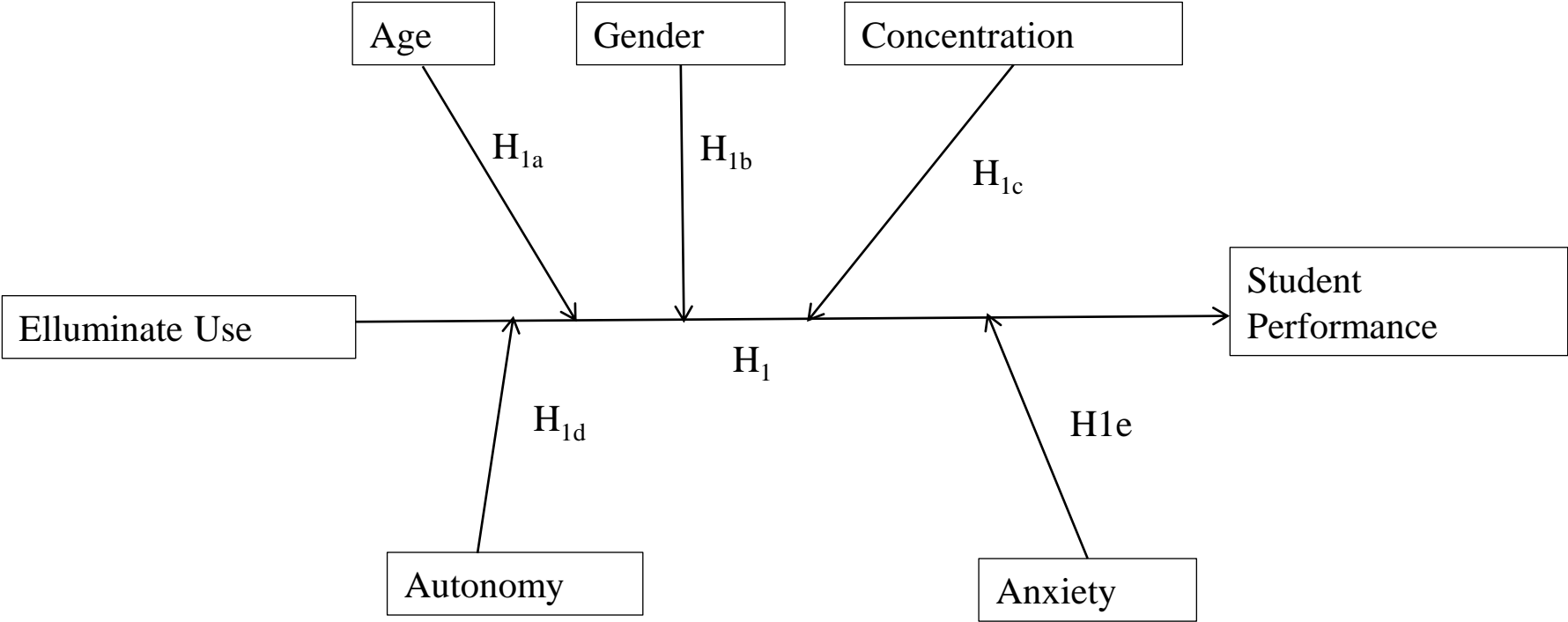
Method

- Quantitative research
- Winter 2012
- 167 respondents



FUTURE

2014...



Research model





FUTURE

2014...

	Path Coefficient	t-value	Sig.
Student Performance	$R^2 = 7.5\%$		
<i>Elluminate Use</i>	-0.249	-3.195	0.002**
<i>Elluminate Use * Age</i>	-0.015	-0.078	0.938
<i>Elluminate Use * Gender</i>	-0.045	-0.341	0.733
<i>Elluminate Use * Concentration</i>	-0.026	-0.286	0.775
<i>Elluminate Use * Autonomy</i>	0.064	0.794	0.429
<i>Elluminate Use * Anxiety</i>	0.157	2.016	0.046*

Results

Students mostly listening to live or recording webinars



THANK YOU

