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Redefining the Practice of Teaching and Learning

E-PROCEEDING

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Feedback on the Usage of Flipgrid as Platform for Short Video Assignment

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Abstract

The world has been surprised by the COVID-19 pandemic. Teaching and learning activities have changed tremendously. Alternative online platforms have been used to cater to the need in assessing the affective domain activities such as presentations, discussions and group projects. Therefore, this paper intends to share the feedback on the approach of online assessment for the affective domain using Flipgrid as a platform for short video assignment. One of the amazing and useful online apps for video assignment that captured students' verbal responses. This app helps the students to take part in the learning process, especially in the affective domain. The process of learning to portray an idea or concept, and to convert into own understanding is the learning outcome. This paper explains the students' feedback on the usage of Flipgrid for short video assignment. Feedback process was carried out by using questionnaires to gauge students' satisfaction and their experience. The advantages of Flipgrid are easily downloadable by any user to a mobile device.

Keywords: Flipgrid, Affective domain, online assessment, video assignment

Introduction

Before this pandemic surfaced, the student's individual or group presentation was conducted face to face. Since no physical class is allowed to be conducted during the period, an alternative platform must be used to replace the face to face assessment. With the students scattered in different regions, and some with the limited access for suitable video recording and editing gadgets, an appropriate online platform for video assignment must be considered. It must be accessible without any cost involved and easy to use on mobile devices such as mobile phones or tablets. The purpose of finding a suitable online platform is to avoid the students stress out in completing the video assignment. When students feel that way, creativity will cease. Thus, by creating an enjoyable learning experience during the process of video making, the learning outcome can be achieved without hassle. Flipgrid is a free and accessible social learning platform that allows students to creatively record their responses verbally to the assigned questions (Stoszkowski, Hodgkinson, & Collins, 2020).

Method and Results

Details on the assignment, as shown below:

a. Type of assignment

In April 2020, 83 diploma level students for the subject of production management at Faculty of Mechanical Engineering, Universiti Teknologi MARA Johor, Pasir Gudang Campus have been assigned to short video assignment as shown in Figure 1. The duration of the assignment was two weeks.

b. Learning outcome

Apply Operation Management tools and techniques for decision making with affective domain level of A3 (Valuing).

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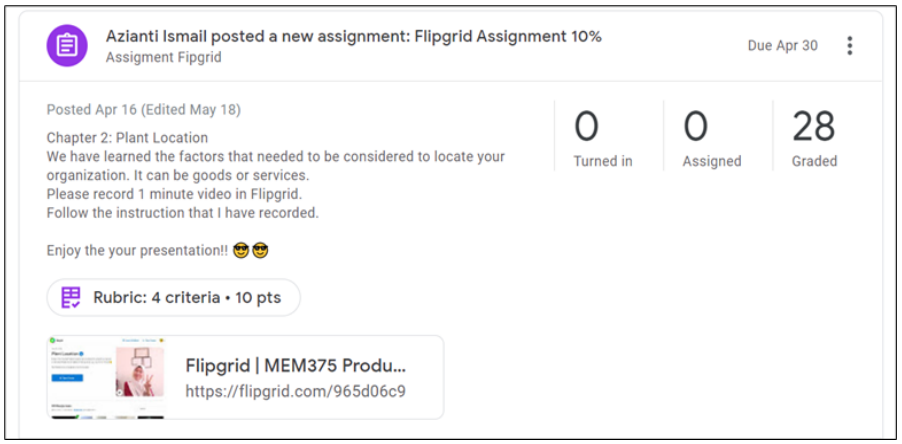

Fig. 1 Information on the short video assignment

c. Submission of the video on Flipgrid

Students recorded their short video by using a mobile phone with a camera. After that, the students uploaded the videos on Flipgrid. Figure 2 shows the thumbnails of the submitted videos.

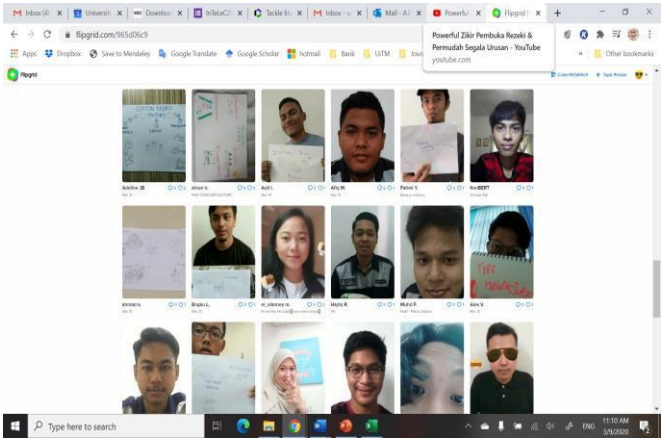

Fig. 2 Thumbnails for uploaded videos

d. Questionnaire for the feedback

After completing the assignment, a questionnaire was applied to gauge the students' satisfaction on Flipgrid usage. The questionnaire comprises of six statements with three answers to choose which are agree, neutral and disagree, as shown in Figure 3.

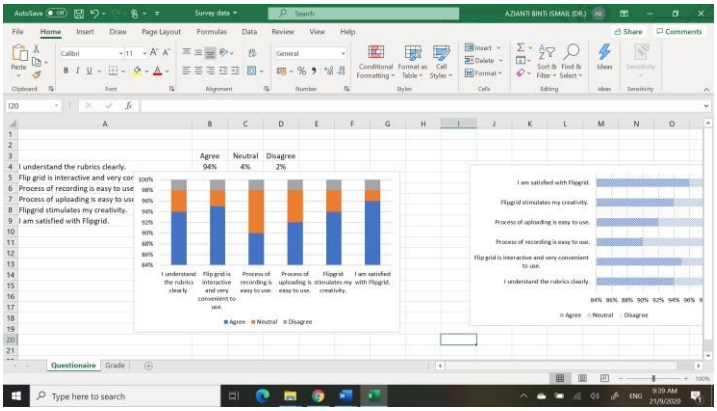

Fig. 3 Results from the questionnaires

Figure 3 shows that more than 90% of the students were satisfied with using Flipgrid for the platform to

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submit the assignment. During the process of recording and uploading the videos, more than 90 percent agreed that Flipgrid is user friendly. Finally, 94 percent agreed that Flipgrid stimulates creativity.

Conclusion

The students found out that Flipgrid has shown that it is easy to use and encourage creativity. This online platform promotes students' creativity in delivering verbal responses through video recording (Dunn & Mulvenon, 2009). The positive feedback gauged from the usage of Flipgrid indicates that it is highly convenient in giving assignments based on student engagement and communication. Extension for future work will be focused on creating a higher level of affective domain assignments such as appreciation, enthusiasms, motivations, and attitudes. The use of Flipgrid can be extended to develop social learning by having the students to present in groups. Flipgrid can be used to empower learners and facilitate social interaction between students (Stoszkowski, 2018).

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