

# The Impact of Flipgrid in Students' Learning Experience at Higher Learning Institution

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## Abstract

Student-generated videos have been accepted as part of interactive learning activities in the classroom. The aim of this study is to provide insights into the impact of Flipgrid, which is an interactive social learning platform for student-generated videos, on students' learning experience. The research design follows five principles of the Scholarship of Teaching and Learning (SoTL). This study focused on how students generate their own understanding of the concepts they learnt and shared through the Flipgrid application, using generative learning theory as its underlying foundation. A total number of 117 students who enrolled in the Accounting System Analysis and Design course in a university participated in this study. Data were collected using the students' written reflections. The findings of this study revealed that the student-generated video through Flipgrid contributed to the positive students' learning experience. In this regard, it boosted the confidence level, improved the understanding of the topic's content, a fun learning activity, and others, such as improved students' video editing skills. The outcomes offer insights into how Flipgrid can be used and beneficial for the learning activity.

**Keywords:** Flipgrid, student-generated videos, educational technology, SoTL, digital learners, higher education

## 1. Introduction

The advancement of technology has created opportunities for educators to create interactive and innovative teaching approaches in the classroom. It is because technology brings in a new teaching platform where traditional classrooms with chalk and boards are replaced with various digital tools, even using interactive whiteboards. In this context, technology is used as a tool to create enjoyable activities for enhancing the meaningful learning experience in classrooms. Students, particularly in the higher learning institutions are of a new generation who easily adopt new technology and enjoy using it as it has become an integral part of their daily lives. University students have been exposed to various digital technologies that previously did not exist (Brown & Czerniewicz, 2010), and heavily use various Web 2.0 technologies, such as Facebook, Twitter, podcasts, and video sharing applications (Bicen & Cavus 2011). Prensky (2001) in his writing on 'Digital Native, Digital Immigrants', defined these students as native speakers of the digital language. Hence, educators should know how to teach in the 'language of the digital natives' (Prensky, 2001).

One of the 'languages of the digital natives' that can be identified is the use of video technology. The discussion of how videos could impact students' learning has been widely discussed in the literature. For example, Expósito, et al. (2020) found that the use of video helped students achieve higher test scores. Focusing on the YouTube video, Sakkir et al. (2020) and Abbas et al. (2019) highlighted that the use of YouTube videos helped the students improve the English language level and vocabulary acquisition, respectively. Nevertheless, this current study focuses on the student-generated video that uses video response technology, which utilises a social learning platform known as Flipgrid. Flipgrid is a web-based application that allows educators to post their questions and, the students respond to the educator's questions by recording and uploading a video. Flipgrid focuses on empowering the students' voice in which all of their voices would be heard, regardless of who they are. Flipgrid offers an intuitive interface similar to many other video-based social media platforms with a maximum of 10 minutes of video recording to promote more focused and less ambiguous responses among the students (Stoszkowski, 2018). While there has been significant growth of interest in examining the impact of Flipgrid in higher education, not much has been emphasised on how

this application could improve the students' learning experience. This research focuses specifically on how students experience the use of Flipgrid as part of their learning activities. Hence, this paper aims to provide insights into the contribution that Flipgrid could offer to the students' learning experience, particularly, in the context of a public university in Malaysia.

## 2. Literature Review

### 2.1 Student-generated Video

A student-generated video has been widely accepted for teaching and learning activity. It is considered as a constructionist learning task that offers enhancement in the learning outcome, meaningful learning experience, and encouragement of students' autonomy and ownership (Kearney, 2009). Campbell, Heller and Pulse (2020) found the evidence to support the positive impact of student-generated videos in improving STEM content knowledge, self-efficacy, and engagement. In a different study by He and Huang (2020), the authors used student-generated videos as an alternative assessment in an online course. The results showed that the activity has successfully promoted active learning, which contributed to a better understanding of the content. As it was a group project, such activity also helped the students to improve communication and collaboration. Focusing on the student-generated video for content co-creation, Doyle, Buckley and McCarthy (2020) revealed that co-creation had a significant impact on academic performance. Hawley and Allen (2018) summarised previous studies on the student-generated video creation in the higher learning institutions. Their findings revealed that student-generated videos had been applied in various programmes, such as engineering, business, nursing, tourism, and languages. This current study, however, presents the impact of the student-generated video using Flipgrid on their learning experience.

### 2.2 Previous Literature on Flipgrid

While much information can be gathered using the keyword 'student-generated video', but not much information is available about Flipgrid. Searching for information about the use of Flipgrid in the classroom (i.e., the keyword used was Flipgrid, and the searching date was 8 September 2020) in the SCOPUS database had resulted in nineteen entries, comprising of seventeen (17) articles and two (2) book chapters, from 2018 to 2020. Eight (8) articles were published in 2020, followed by nine (9) and two (2) in 2019 and 2018, respectively. In terms of subject areas, 43% of the published articles are in social sciences, followed by other areas, such as computer science (14%) and business, management and accounting (8%). This information is presented in Table 1 below:

Table 1. List of articles by subject area

Subject area	N	%
Social Sciences	16	43%
Computer Science	5	14%
Business, Management and Accounting	3	8%
Engineering	3	8%
Medicine	2	5%
Nursing	2	5%
Psychology	2	5%
Arts and Humanities	1	3%
Health Professions	1	3%
Mathematics	1	3%
Pharmacology, Toxicology and Pharmaceutics	1	3%
	37	100%

Of the articles searched, nine (9) articles embedded Flipgrid in the titles, and only three (3) articles were published in 2020. For example, Sebach (2020) discussed the role of Flipgrid as an alternative approach for post-master's doctors of nursing practice to journal their practicum experiences. On the other hand, Miller, McIntyre, and Lindt (2020) explored how Flipgrid can be used in elementary schools. Nevertheless, the article is not a research paper. Another recent study conducted by Stoszowski, Hodgkinson, and Collins (2020) revealed Flipgrid as a tool to improve students' reflection. In this context, Flipgrid allows students to provide frequent and critical responses compared to blog-based written responses and interaction formats.

Nevertheless, previous studies published in non-Scopus databases revealed that Flipgrid could be used to increase

college students' depth knowledge (McIntyre et al., 2020), decrease the EFL high school learners' level of anxiety in English speaking (Tuyet & Khang, 2020), teach oral presentation skill to engineering students (Miskam & Aminabibi, 2019), develop social learning (Stoszkowski et al., 2018), increase students connectedness in online classes (Bartlett, 2018), increase in students' engagement (Johnson & Skarphol, 2018), and increase the students' time of speaking English between classes and their confidence to speak English (McLain, 2018).

### 3. Research Design and Methodology

This study abides the Scholarship of Teaching and Learning (SoTL) principles to understand the role of Flipgrid in students learning in the essence of asking systematic questions on the students' learning. The mapping of SoTL principles with the methodology undertaken in this study is summarised in Table 2:

Table 2. Research design following Felten's (2013) SoTL principles

SoTL Principles	Adaptation of SoTL principle to the research design and methodology
Inquiry on student learning	The focus is on students' learning experience, in terms of how the student-generated video using Flipgrid influences their learning.
Grounded in context	The study is grounded by the generative learning theory. It asserts that 'learning occur when learners are both physically and cognitively active in organising and integrating new information into their existing knowledge structures' (Wilhelm-Chapin & Koszalka, (2016, p.1). In this regard, the use of the student-generated video incorporated new and existing knowledge to students, which lead to a deeper understanding of learning content. Most importantly, the learning activity conducted in this study enables the students to produce their own representations and understandings of the concept that they learn.
Methodologically sound	<ul style="list-style-type: none"> <li>• The qualitative research design was employed to analyse the students' reflections on their experience using Flipgrid to summarise their reading and understanding of selected chapters (i.e., topics) in the Accounting Systems Analysis and Design course before the class session begin.</li> <li>• This classroom activity was conducted as a means to encourage the students to read related chapters before they come to the class. As for the written reflection, the students were asked to reflect upon their experience by using the guided questions prepared by the researcher.</li> <li>• The data was collected a week after the activity was conducted.</li> <li>• 117 students who were enrolled in the Accounting Systems Analysis and Design course participated in this activity. The students submitted the written reflection in the University Online Learning platform. This is important to ensure the students aware that their reflections are protected, hence they could write their reflections freely. It is worth noting that at the time the reflection session was conducted, the students had little or no experience in preparing their reflections.</li> <li>• This study followed Braun and Clarke's (2006) thematic analysis to analyse the data using six steps of (1) familiarising with data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing a report. In this context, repeated patterns of meaning were constructed to establish the main themes.</li> </ul>
Conducted in partnership with students	The study is to understand the students' experience of using Flipgrid, in which the students were involved in the inquiry process. Prior to using Flipgrid, the students were informed about the purpose of preparing the reflection.
Appropriately public	The result of this paper is published. Thus, the results of the inquiry are accessible to the public.

### 4. Findings

As discussed in the introduction section, this study focuses on the contributions that Flipgrid could offer to the students' learning experience. The study was conducted on students who were enrolled in the Accounting Systems Analysis and Design course at a public university in Malaysia. Based on the thematic analysis, four major themes had emerged namely, (1) boost the confidence level; (2) improve the understanding of the topic's content; (3) fun learning activity; and (4) others

**Boost the confidence level.** The biggest theme discovered in this study was the increase in confidence level. Most of the students felt the activity that they prepared using Flipgrid helped them to boost their confidence level. Student #1 expressed that Flipgrid could help an individual to be confident in sharing opinion and knowledge with others:

The thing I like about this project is that, it really helps me in boosting my confidence level to speak or share my

knowledge. It is a good start for someone who is trying to build up their confidence level. You will gain your confidence by posting your video on the Flipgrid medium to be shared with others. From this project, I realised that I was actually able to express and share my opinions and thoughts. I did overcome my insecurities to talk in front of people as I only needed to post it online. [Student #1]

This student said the process of preparing a video using Flipgrid had helped her in increasing her confidence to speak English and share her own understanding of the topic:

The activity I have completed using Flipgrid is to make a short video to summarise Chapter 2. For me, the objective of this activity is to overcome my fear to participate in class activities and increase my confidence level. I love doing this activity because it increases my confidence level to speak English and to express my own understanding of what I have learnt. Other than that, this project taught me to prepare in advance about what I would learn in the class. So, it helps me improve my knowledge before the lecturer guides the remaining of learning in the classroom. [Student #2]

One student wrote that

I am not brave enough to speak in public. It really happened when I recorded the video, my eyes were always looking here and there and not focusing on the camera. But, I like how this approach is able to help in overcoming my problem slowly, which is a good sign for myself. [Student #3]

The following student valued the privacy of recording the video at her own space

The thing that I like about this activity is, it enhances my confidence to give a speech or a talk in front of the camera. I don't need to have direct contact with people to deliver my speech because I just need to record the video by myself in my room. This could be the first step for all students to overcome their fear of speaking in public. From the implementation of this activity, I found that I actually can speak well in front of the camera but not in front of people. It is because, when there are people in front of me listening to my speech, I feel nervous and shy and subsequently fail to deliver the content perfectly. This activity can improve my speaking skill and boost my confidence level to communicate directly with people because when I used to speak in front of the camera, I would be able to speak in front of others. [Student #4]

**Improve the understanding of the topic's content.** The students were instructed to read and summarise one topic (i.e., Topic 2 on analysing the business case). Once they finished, they were required to make a video using Flipgrid. In the reflection, the students acknowledged the benefit of this activity as it helped them improve their understanding of the topic.

From this activity, I can enhance my understanding of this chapter. I was able to create a simple video, but it contains complete information. [Student #8]

I love seeing the creativity of everyone, which can be seen in the videos they produced. I also like the way each person has his or her own style of summarising the chapter. It means everyone has different ways of thinking and learning styles, where some started with the definition of Business Case, while some just directly started with the steps in the preliminary investigation overview (Chapter 2). I was able to improve my knowledge in understanding the chapter prior to the subsequent class, which helped me to fulfil the tasks given in the class. [Student #9]

I love that we can comfortably share what we understand from what we learnt in the short video. [Student #10]

My favourite part of this activity is that I can both understand the chapter and develop my confidence in the presentation. Through this activity, I'm able to understand the chapter well because I have to really understand the chapter before I can record, thus, it is a good way of learning. [Student #11]

Some students also described that by watching videos produced by their peers helped them improve their understanding of the topic:

I was able to understand about Chapter 2 in depth through the videos uploaded by my classmates. Hence, I was able to summarise Chapter 2 confidently based on my own understanding. [Student #12]

One thing that I like about this activity is that I can improve my understanding of Chapter 2, which is analysing the business case. This activity requires me to read and review the topic before recording the video. I also like this activity because I can understand the things that I was confused about before, which was overcome by watching videos from other friends. In addition, I also like this activity because it can increase my confidence level. In this activity, the thing I think I can do well is that I can speak with confidence compared to when I have to present in front of others in the classroom. [Student #13]

This video also helps me recall what I have studied in this chapter when I do my revisions later. I like this project because I can see other friends' work, thus, I try to do better than them. [Student #14]

This activity forced me to do something outside of my routine, which was to create a video by myself. Besides, it prompted me to pay full attention to understand the topic as I had to make a summary. I was able to get out of my comfort zone a little. [Student #15]

**Fun learning activity.** As stated in their reflections, the students described that they had fun doing this activity, and it was when they were creating the video using Flipgrid. These are of their statements in the reflection

The thing I like about this activity is video recording. I enjoy the process of doing it. I love recording videos for my own collection. It is easy for me to talk in front of the camera because I am used to it. I only need one shot (using the Flipgrid), and the video I posted is raw, which means I don't cut or trim the video. I need to have more courage to make a video and post it online. I do not have enough guts to post all my videos to the public. I think I need to eliminate the thought that everyone will dislike my video. The activity also made me feel comfortable with myself, and this gave me the strength to publish my video online. [Student #5]

What I like about this project is that it gives me the confidence to boost my sense of self-esteem. I was able to plan out the scenes for the video and figure out how to make the video less boring. Also, watching other people make videos makes me feel less awkward. It also creates a sense of enjoyment when seeing friends earnestly making videos. [Student #6]

The video that I created shows that I gave a brief explanation of the topic. I enjoyed making the video as I can also recall what I have read about the chapter. [Student #7]

**Others.** It is important to highlight that Flipgrid offers a function to trim and upload the video. The following students explained that

*Other than boosting my self-confidence to speak in front of the camera for almost 5 minutes, I also learnt how to edit the video to make it more interesting and fun. I learnt how to speak in front of the camera. Then, it also taught me not to feel embarrassed if other people watch my video.* [Student #16]

I enjoyed editing the video I recorded, and I get to highlight the topic's crucial points. [Student #17]

This activity gives me a chance to create and edit a video. Before this, if the assignment required to produce a video and it was group work, so usually I handover the task to the person with the most experience. However, this is an individual project, and it does not take much time to produce the video. So, this activity did not put any pressure on me, but it helped me to produce a video. [Student #18]

Another feature provided by Flipgrid is it allows the students to watch other students' videos. The following student wrote that

I love to study by myself. Even though I don't want to study, I still have to study to ensure the video I produce is good. I was also able to get to know my friends through their videos from this activity. This is because, while in the class, I could not hear all their voices. So, I get a lot of benefits from this activity. [Student #19]

## 5. Discussion

The purpose of this SoTL research is to provide insights into the potential contributions that Flipgrid has to offer to students' learning experience. The identified thematic themes showed the use of Flipgrid in classrooms had influenced the students' learning experience. The use of written reflections allowed the students to explore their experience (Boud, Keogh, & Walker, 1985), which later enabled the teacher to improve the understanding of what Flipgrid could offer to the students' learning. The result of this study indicated that the use of Flipgrid able to boost the confidence level, which is consistent with other studies, that the use of videos in the social media platforms improved the confidence level. For instance, Wulandari (2019) found that the use of Instagram Vlog among EFL learners not only improved students' speaking ability but also increased their confidence and motivation. It is therefore worth to highlight that Flipgrid, through its social platform, could be used to help students to boost their confidence levels. Hence, this study encouraged the teachers to explore new ways of working with Flipgrid as a means to add value to their teaching practices to help the students boost their confidence.

The activity conducted in this study was for the students to use Flipgrid to summarise their understanding of the selected topic that they read before attending the class. The findings of this study revealed that the use of Flipgrid improved the students' understanding of the selected topic. This result is consistent with the findings of He and Huang (2020). In the context of this study, the students needed to understand (or get the idea of what the topic is all

about) the topic before they prepare their video and upload it on Flipgrid. Flipgrid offers a social platform for students to upload their own videos and watch their friends' videos. Hence, the students were able to convey their knowledge and understanding to others using videos, and watch videos of peers to enhance their understanding. Thus, Flipgrid can be used to encourage students to understand specific topics on their own in the classroom.

The outcomes also showed the use of Flipgrid in the classroom made the learning process more enjoyable (i.e., fun). The use of video recording, specifically through the Flipgrid application is an innovative way to engage students with the learning content. In addition, Flipgrid has now embedded various camera effects to make the video recording fun and produce exciting video output. The use of fun filters, emoji, frames, and screen castings enhanced the students' creativity as well. The finding is somewhat similar to Greene and Crespi (2012), who also found that students were able to generate engaging and entertaining videos. It also revealed that the videos produced by the students through Flipgrid had exposed them to the skills of recording, trimming, and editing videos. As such, Flipgrid not only offers the benefit of social learning to students but also valuable learning experiences.

## 6. Conclusion

This SoTL project presents the experiences of students in using Flipgrid to summarise a topic based on their understanding. The findings of the study have contributed to the understanding of the impact of Flipgrid on the students' learning experience. Loads of evidence from students' written reflections were collected and analysed. This study concluded with four themes to represent the students' experiences of using student-generated videos via Flipgrid, namely boost the confidence level, improve the understanding of the topic's content, fun learning activity, and others (e.g., skills).

The major contribution of this study thus lies in a significant contribution that Flipgrid can offer to students. Flipgrid is a free application and free to use by all teachers. As for the students, they do not have to create an account in order to participate in the Flipgrid activity. Hence, such an application is worth to use in the classroom, not only to promote students active participation and engagement but most importantly, it could help the students to boost their confidence level, improve the understanding of the topic's content, and expose the students with the skills of preparing, editing, and uploading videos. In addition, Flipgrid with the social learning platform is easy to handle, and fun to use.

The results of this study also imply that higher learning institutions should consider empowering the use of Flipgrid and other platforms that produced students' video among their teaching practitioners (i.e., teachers) in designing a new transformational digital curriculum. In this regard, teaching is no longer focuses on traditional instructional materials but shift its focus to more digital and innovative materials.

This study, therefore, can be the starting point for further exploration of the role of teachers in promoting student-generated videos and the impact of such activity on academic performance. Research on the effectiveness of student-generated videos for meaningful learning should be further explored.

It is imperative to highlight that this study was conducted in a classroom, where the students were first exposed to the video content creation using Flipgrid. The students also had little or no experience in preparing written reflections.

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