Flipgrid Technology: Engaging Students in Kinesiology and Sports Administration

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The purpose of this study was to explore student perceptions of Flipgrid, a video response platform, in the kinesiology and sports administration setting. Utilizing a convenience sample of undergraduate and graduate students (n=138) enrolled in classes using Flipgrid, university faculty solicited participants through in-class announcements and e-mails over several semesters. A total of 42 students, the majority being white/Caucasian (62%) between the ages of 18-24 (69%), voluntarily completed a confidential online survey via Survey Monkey©. A parallel convergent mixed-method design was used to analyze quantitative and qualitative open-ended responses to inform the research question. Students reported that Flipgrid was easy to use (85.4%) and improved collaboration among peers (73.8%). Three themes identified included: application in the physical education/coaching setting, relevance in other professions, and knowledge and ability to implement the technology. Flipgrid has many uses in the kinesiology and sports context, and college students have positive perceptions of the response platform. Therefore, professionals teaching the Sports Management field should be using technology, such as Flipgrid, to better prepare students.

Review of Literature

Technology is shown to affect student learning and perceptions in several ways. One area of recent research is learning in an online setting. According to the Center for Online Education (2019), eventually, one-third of college students expect to study online, one-third expect to study only on campus, while one-third will do both. Federal data collected found 17% of graduate and 68% of undergraduate students in the U.S. take at least one distance education course (Seamen & Seamen, 2018).

Due to enrollment increases over consecutive years (Seamen & Seamen, 2018), investigating ways to enhance learning in an online setting is imperative for institutions. Young adults are transitioning to a screen-based society and are bored with conventional methods of learning (Berg et al., 2010). Wood et al. (2012) reported that college students spend an average of 8-10 hours a day on their cell phones. Research also supports that online courses are preferred over traditional courses by students due to: (1) autonomy; (2) control; (3) balancing of commitments; (4) perceived higher quality of instruction; (5) flexibility; and (6) accessibility (Hannay & Newvine, 2006; Ilgaz & Gulbahar, 2017; Luo, Rui, & Choi, 2011). Green and Green (2018) found that students using Flipgrid felt more engagement with peers. Students can observe verbal and non-verbal body language, voice tone and inflection, which help students become more comfortable asking questions to improve their learning (Agan et al., 2019).

Presenters will be sharing information allowing for interactive demonstrations in the use of Flipgrid. Identifying different components and understanding the value from its use. Including video boards, scenario reviews to in-class benefits of Flipgrid for motor skill acquisition, performance assessment, practice teaching, evaluations. Flipgrid allows written assignments to be paired with the video presentation, which provides for a richer understanding of the students’ mastery of the material presented by the instructor. Utilizing this technology improves the quality of interaction between students and instructors while allowing engagement from across the globe.