

STUDENTS PERCEPTION OF THE USE OF FLIPGRID FOR ORAL PRESENTATION IN FEDERAL POLYTECHNIC UKANA, AKWA IBOM STATE, NIGERIA.

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Abstract

The study examined students' perception of the use of flipgrid for oral presentation in federal polytechnic Ukana, Akwa Ibom State, Nigeria. Two research questions were raised to guide the study. The study adopted the descriptive survey research design. The area of the study was Akwa Ibom State, Nigeria. The population for the study consisted of 36 students in HND II level in the department of Library and Information Science in Federal Polytechnic, Ukana, Akwa Ibom State, Nigeria during the 2023/2024 academic session. The purposive sampling technique was used to sample 22 respondents for the study. The instrument used for data collection was a questionnaire. The researcher with the help of one research assistant from the institution administered the questionnaire to the respondents. Data collected were analysed using descriptive analysis of table, mean and standard deviation. The findings from the data analyses showed that the students' perception (perceived ease of use and perceived usefulness) on the use of Flipgrid for oral presentation was easy and useful. It was concluded that flipgrid is an efficient learning application in terms of improving students' oral presentation. It was recommended among others that students should be given assignments to be done in a video-mediated communication (VMC) App and feedback sent through the same medium.

Keywords: Students' Perception, Flipgrid, Oral Presentation

Introduction

The twenty-first century prioritises technological promotions as a necessity of life. Hurovic and Potirak (2021) stated that technology provides innovations and good quality in education, increasing speed in following world changes. Technology as a tool is used in creating pleasant activities that enhance meaningful learning experiences. Its advancement has created opportunities for educators to create interactive and innovative teaching/learning approaches that improve skills.

Over the past decades, the growing trend of video-based learning can be observed. Therefore the increase of social networking sites has affected the general public, especially the youths as they become more inclined to consume and communicate information through videos (Aziz et al, 2020). In the education system, this trend of moving towards audio-visual content can be used in creating more engaging educational tools. According to Aziz et al. (2020), video recording allows for detailed analysis of its content as it provides the opportunity for unlimited viewing. Through video practices, viewers are able to rehearse the modelled behaviour through in- depth observation which eventually leads to the mastery of the presented skill. Students in academic institutions have been exposed to various digital technologies that enhance speaking, communication and presentation skills (Brown and Czemiesowcz, 2010). They use various Web 2.0 technologies such as Facebook, Twitter, Podcasts, and video sharing applications such as YouTube and Flipgrid (Bicen and Carvus, 2011).

Flipgrid is one of the most recent but useful online platforms that has been increasingly used for educational purposes. It is a free online video-mediated communication tool that uses video as its discussion platform that offers potential learning capacity through its features that promote user creativity and facilitates effective communication. The use of Flipgrid platform by library and information science students whose course of study involves lots of oral presentation will improve their presentation skills as the video-mediated communication tool will give the students a chance to view and analyse their own oral presentation and identify their strengths, weaknesses and further improvements in their future presentation. It will also stimulate a recall of their performance, and will encourage students to reflect on their presentation (Ahmad and Liladun, 2017). Balakrishnan and Puteh (2014) acknowledged that video blogs can facilitate oral skills. Flipgrid therefore enables the students to record short and authentic video for a maximum duration of 10 minutes (Stoszkowski, 2018), and they can reply to each other's videos as well. Students need time to plan, prepare and do some practice before coming for their oral presentation. The use of Flipgrid platform will provide the students with the ability to have infinite practice of their oral presentation as they can record and view their oral presentation before submitting it and if the students are not satisfied with their performance, they can simply make a new video with just a click.

Flipgrid has taken away the technical difficulty that most video-mediated communication (VMC) tools faced which is the struggle to upload the video in the video-mediated communication website (Shih, 2010; Hung, 2011; Balakrishnan and Puteh, 2014). By using Flipgrid, students can directly record their video by using their phone camera and once they finish recording, the video will appear on the website after it gets the approval from the instructors. The students no longer need to worry about the inability to upload their video recording due to the large size of the file or internet connection problems. The use of video-mediated communication (VMC) such as Flipgrid can be fun and makes the students happy thereby giving them the opportunity to interact and improve their learning and presentation outcomes.

Statement of Problem

Oral communication and presentation skills are considered key competencies for many academic fields and professions, including those in Library and Information Science. Researches have shown that there is lack of oral presentation skills among students. This could be as a result of teachers having little or no class time to teach presentation skills (Zareva, 2009; Zareva, 2011; Bankowski, 2014) or lack of opportunity to practice oral presentation by the students as reported by Sheth (2015) and Miskam and Saidalvis (2018). This predicament has often made the students to come for oral presentation unprepared.

To address this problem, the developments in learning technology have made it possible for students to practice their skills unaided. Technology has made available space where learning materials such as presentations can be practiced, recorded, reviewed, and feedback given by peers online (Barrett and Liu, 2016).

Studies have shown that the use of video technology such as Flipgrid is beneficial in improving students' oral presentation skills (Wilhelm, 2014; Ahmad and Lidadun, 2017). Having searched literature extensively, none of these studies discussed the perception of students on the use of Flipgrid for oral presentation, and also none of these studies were conducted in Nigeria, hence,

this paper aims at exploring the perception of students on the use of Flipgrid for oral presentation in federal polytechnic Ukana, Akwa Ibom State, Nigeria.

Research questions

1. What is students' perceived ease of use of Flipgrid for oral presentation in Federal Polytechnic Ukana, Akwa Ibom State, Nigeria?
2. What is students' perceived usefulness on the use of Flipgrid for oral presentation in Federal Polytechnic Ukana, Akwa Ibom State, Nigeria?

Scope of the study

The study covered the HND II students in Federal Polytechnic, Ukana, Akwa Ibom State, Nigeria.

Literature Review

Speaking and presentation is addressed as the dominant skills to be acquired by Library and Information Science students, as they are the means of communicating meaningful and comprehensive ideas to listeners (Leong and Ahmad, 2017; Sabina, 2018; Ho et al. 2020). This is particularly important for the Library and Information Science students as they are supposed to utilise a range of speaking and presentation skills to participate in both inside and outside classroom conversations with their peers and teachers. Tang et al. (2021) maintained that oral form of communication is a combination of saying words, then making meaningful sentences in requesting, questioning, answering, and conveying meanings. They latter broadens the term by adding linguistic competence, sociolinguistic, and presentation skills to the definition of speaking skills.

Concerning recommendations in previous studies, promoting students' motivation and creating more collaborative learning activities could develop presentation skills and reduce difficulties that students are facing (Boonkit, 2010). Technology plays an important role in the educational environment not only to assist in class performance but also shift traditional education practice. The use of different technological tools as well in multimedia resources can have positive impacts on students' oral presentation efficiency (Gomeez, 2019; Quyen et al. 2018; Sabina, 2018).

As a powerful tool to empower students' voice in presentation, the Flipgrid application has become more prominent in the educational environment, particularly in aiding oral presentations. Flipgrid is seen as one of the most beneficial technological tools in terms of facilitating learning and learning involvement.

Flipgrid is a video-based tool that allows conversation and connections across digital devices, with enjoyable and engaging features that make it ideal for use in education. Asedwarsa (2022) affirmed that, one of the best things about Flipgrid is the capability to interact using different media like video, such as face-to-face in the real worlds, but without the pressure of a live classroom. Since Flipgrid affords students the space and time to practice their presentation skills without interference or monitoring, it makes educational engagement possible for even more anxious students who might feel left out in the class. To ensure the meaningful and effective presentation, students need to have a lot of practice session and the practice session should be done in an authentic environment (Rajala, 2012).

Previous researches that reported the use of VMC in oral presentation have provided insights. Hung (2011) investigated the pedagogical implication of Vlogs (Video blogs) on ESP learners and his study found that the students considered Vlogs to be useful in learning and there are improvements shown in terms of the students' body language and delivery. Shin and Yunus (2021) avowed that the use of Flipgrid for oral presentation reduces anxiety and improves presentation skills among students. Also (Sativa et al. 2023) asserted that Flipgrid is a helpful tool for speaking exercises. It can assist students in minimising anxiety and gaining confidence in learning and presentation. Hashi, et al. (2018) found that Flipgrid could help students improve their confidence level, as they were more comfortable using the language when they could practice it. Stoszkowski (2018) studied the use of Flipgrid to develop social learning among undergraduate students and found that Flipgrid could bring the back row to the front and that everyone became more participative in the teaching and learning process. Johnson and Skarphol (2018) studied the effects of Flipgrid and digital portfolios on student communication and engagement in a connected learning secondary visual art classroom. The study revealed that Flipgrid could motivate introverted students

to become more involved in discussions with their classmates. This finding is parallel to the study by Balakrishnan and Puteh (2014) that video blogs can facilitate oral presentation skills. There was an overwhelming response from the students showing the less threatening nature of Flipgrid. The students stated that Flipgrid is a good platform for practicing English as they could receive feedback from the digital platform, which is less intimidating. In the same vein, McLain (2018) avowed that Flipgrid uses asynchronous videos that enable users record themselves, thereby giving them plenty of time to practice speaking without the pressure of needing to respond right away. It also enables users to interact using its platform. As maintained by Edwards and Lane (2021), Flipgrid could provide an effective platform for interaction and communication in a digital environment. In the view of Stoskowslki (2018), the Flipgrid platform offers the following advantages: (i) access which does not require any sign up (ii) convenience or flexibility to be used whenever and wherever; (iii) participation or students' even distribution in discussion; (iv) appeal or students' preference for video-based interaction over reading written material; (v) formative feedback in the forms of regular written or video-based feedback, emailed directly to students; (vi) tracking of participation levels based on the total engagement time; and (vii) its compatibility to be embedded into other platforms.

According to Nazlinur (2016), students generally view Flipgrid positively for oral presentation, appreciating its ease of use, facilitation of learning, and potential for social engagement. Many students report enjoying using Flipgrid and find it helpful for improving speaking skills and pronunciation. They also value the platforms ability to practice and learn from their own recording, and to see and interact with their peers work. In the same vein, Muhammad et al. (2022) asserted that with the use of Flipgrid, students are able to reflect on the fillers they use in speaking by reviewing their video recording thus allowing for improvements to be made. Also, the use of video portfolios for oral presentation provides students with tangible evidence of performance which allows them to conduct self-assessment and reflection on their progress.

Design of the study

The study adopted the descriptive survey research design. This design was considered appropriate because it is a design in which a group of people are studied by collecting and analyzing data from a few people who are considered to be representative of the entire group, and also it permits the use of a variety of data collecting techniques such as questionnaire, interview and observation (Amajuoyi and Joseph, 2016).

Area of study

The area of the study is Akwa Ibom State, Nigeria

Population of the Study

The population for the study consisted of 36 students in HND II level in the department of Library and Information Science in Federal Polytechnic, Ukana, Akwa Ibom State, Nigeria during the 2023/2024 academic session. The HND II level students were chosen because they have been engaged in oral presentation in the Department from their OND 1 level, and they have been using the Flipgrid App and would be able to respond to the perceived ease of use and usefulness of Flipgrid for oral presentation.

Sample and Sampling Technique

The purposive sampling technique was used to sample 22 respondents for the study. This sampling technique was chosen as some of the students have not used the Flipgrid App before, hence the need to select only the students who have used and are using the App for oral presentation. Purposive sampling, according to Essparrago et al. (2022), can provide reliable and robust data. Using purposive sampling would better assist the researcher as it is a non-random technique involving the identification and selection of individuals with particular characteristics which could help with providing information relevant to the area of interest (Etikkan et al. 2016). Also in purposive sample, the sample is approached with a purpose in mind and criteria needed for the sample has been predefined (Alvi, 2016).

Instrumentation

The instrument used for data collection was a questionnaire titled ‘Students’ Perception of the Use of Flipgrid for Oral Presentation Questionnaire (SPUFOPQ)’

Method of Data Collection

The researcher with the help of one research assistant from the institution administered the questionnaire to the respondents to determine their perceived ease of use and perceived usefulness of the use of Flipgrid for oral presentation. The data collection lasted for two weeks.

Data Analysis

Data collected were analysed using descriptive analysis of table, mean and standard deviation. Statistical Package for Social Sciences (SPSS) version 22 was used for the data analysis. In order to answer the research questions, the cluster mean was used in deciding whether a particular item is easy or useful or not. When the Mean of an item is greater than the cluster Mean, it was regarded as easy or useful but when below, it was regarded as not.

Result and Findings

Research Question 1: What is the Students’ Perceived Ease of Use of Flipgrid

Table 1: Mean and Standard Deviation on Perceived Ease of Use of Flipgrid

S/N	Perceived Ease of Use	X	SD	Remarks
1.	I find Flipgrid easy and convenient to use	3.63	0.78	Easy
2.	I enjoy using funny emoji icons when making videos on Flipgrid	3.58	0.65	Easy
3.	I feel more comfortable to make videos with Flipgrid	3.91	0.86	Easy
4.	I can use Flipgrid anytime and anywhere	3.46	0.59	Easy
5.	There are issues like internet unconnectivity in the use of Flipgrid	2.64	0.42	Not Easy

Cluster Mean	2.84	0.66
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The result on Table 1 indicated the Mean response of the students on perceived ease of use of Flipgrid for oral presentation. It was found that the respondents perceived the use of Flipgrid very easy. Most of the respondents showed positive responses towards the use of Flipgrid. However, a very few of the respondents commented that they experienced technical issues when using Flipgrid. This could be as a result of unstable internet connectivity. These findings suggest that, in general, the respondents' perceived the use of Flipgrid as very easy.

Research Question 2: What is the Students Perceived Usefulness of Flipgrid

Table 2: Mean and Standard Deviation on Perceived Usefulness of Flipgrid

S/N	Perceived Usefulness	X	SD	Remarks
1.	Flipgrid is an effective tool for oral presentation	3.98	0.88	Useful
2.	Flipgrid helped me improve in my presentation skills	3.84	0.46	Useful
3.	I feel that my oral presentation ability is better when Using Flipgrid	3.76	0.52	Useful
4.	Flipgrid improves my presentation skills	3.71	0.50	Useful
5.	Flipgrid enhances my communication skills	3.65	0.38	Useful
Cluster Mean		3.64	0.55	

The result on Table 2 shows the responses of respondents on the perceived usefulness of Flipgrid for oral presentation. The findings indicate that the respondents highly perceived Flipgrid as a useful tool for oral presentation. Respondents with a mean score of 3.98 agreed that Flipgrid is an effective tool for oral presentation. Respondents with mean score of 3.71 affirmed that the use of Flipgrid increased their confidence in oral presentation and it also reduced anxiety in them during presentation. They further stated that using Flipgrid was relaxing and with no pressure as they could practice their oral presentation at their own pace without anybody's interference.

Summary of the study

The study examined the perception of students on the use of Flipgrid for oral presentation. In order to achieve this aim, two questions were raised to guide the study. The descriptive survey design was adopted for the study. A total of 36 students of the department of Library and Information Science in HND II Level constituted the population while 22 students constituted the sample size for the study. The researcher used questionnaire as the instrument for data collection.

The instrument was administered personally by the researcher with the help of one research assistant from the institution. Data generated from the field were analysed using descriptive analysis of Table, Mean and Standard Deviation. The findings from the data analyses showed that the students' perception (perceived ease of use and perceived usefulness) on the use of Flipgrid for oral presentation was easy and useful.

Conclusion

In conclusion, Flipgrid is an efficient learning application in terms of improving students' oral presentation. Flipgrid enhances students' confidence in oral presentation which is one of the indispensable factors for lifelong learning as it provides students with time and space needed to practice their presentation with any interference.

Recommendations

In the light of the findings of the study, it was recommended that:

1. Students should be encouraged to use the flipgrid in preparation for their oral presentations
2. Students should be given assignments to be done in a video-mediated communication (VMC) app and feedback sent through the same medium

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