

The study of correlation between affective and cognitive response on educational video mobile-learning

ABSTRACT

This paper studies the correlation between affective and cognitive response from students toward educational video mobile-learning. In theory, the engagement experience on educational video can be heightened with the availability of time point feature on YouTube because of user control and the benefits of flexibility in learning. However, the time point feature is only accessible for desktop and laptop users, whereas the feature is inoperative for smartphone users. Hence, a prototype of interactive video mobile-learning, Pocket IVML apps, was developed as an alternative video mobile-learning with cue point feature to examine the possibility of a correlation between the affective and cognitive response among students. Three different production styles of educational video mobile-learning were involved in the experiment; non-linear video with visual effects (interactive video mobile-learning), linear video with visual effects (green screen) and linear video with no visual effects (screencast). The data extracted from affective and cognitive response was then analyzed using Pearson's r and Scatter Plots to measure the bonding between affective and cognitive variables. The study results show the possibility of a relationship between the affective and cognitive responses elicited from video production style.