The Relationship between the Timing of Providing Summaries and Questions in the Interactive Video and its Impact on Self-Efficiency and Reducing Mental Roaming among Educational Technology Students

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Abstract

The current study aimed to explore the impact of the interaction between the timings of presenting summaries and questions in interactive videos (during viewing vs. after viewing) on self-efficacy and mind wandering among the students of Education Technology. The study sample consisted of 153 students, who were randomly selected and distributed into four experimental groups.

The measurement tools included a self-efficacy scale adapted from Ralf Schwarzer's scale and a mind-wandering scale by Helmi al-Feel (2019). The results indicated statistically significant differences in the timing of presenting summaries (during viewing vs. after viewing) in favor of presenting summaries after viewing for both the self-efficacy and mind-wandering scales. Additionally, significant differences were found in the timing of presenting questions (during viewing vs. after viewing) in favor of the presenting questions during viewing for both scales. The results revealed an impact of the interaction between the timing of presenting summaries and questions, with the third group (summaries presented after viewing and questions during viewing) showing the most significant improvement, this group was followed by the first group (summaries and questions presented during viewing), then the second group (summaries presented during viewing and questions after viewing), and finally, the fourth group (summaries and questions presented after viewing).