

A Study of Implementing and Evaluating an Interactive Video on Demand

Abstract

The use of video-supported technology to facilitate learning is the latest trend in e-learning. But videos often cause superficial learning and thereby restrict sustainability of learning outcomes and even no transfer that is the well known 'couch-potato-attitude'. The aim of this study is to implement and evaluate an Interactive Video on Demand – IVOD followed by the ADDIE model. Through empirical study the results show that IVOD can effectively impress and motivate participants and enhance their learning performance. According to these findings, some recommendations for further studies were offered in this study.

Key words: video-supported e-learning, interactive video on demand, couch-potato-attitude, ADDIE.

Introduction

With the new era of information technology and telecommunication, information technology has enhanced learning and added new environments for both teaching and learning. Moreover, it has generated new areas for research. Due to globalization and intensive competition in the knowledge-based age, schools need to provide their students with effective training or education to make sure that they get new skills at the right moment (Zhang et al., 2006). Therefore, e-learning has become an effective alternative to the traditional classroom learning. In order to implement and deliver training or educational content quickly, effectively, and economically, e-learning provides a platform that includes learning material, tools,