"A day in the life of":
Psychology students as co-creators of teaching, learning and promotional video content - building community and engagement through authentic personas

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Project summary:

– A project involving students generating video content about their university experience and teaching and learning activities, that can be hosted on our UoNPsych Youtube channel, other social media and used for teaching and promotional activities.

– The main benefits of the Student Generated Video Content (SGVC) are the improved connection between existing students, increasing engagement in their university experience, offering diverse role models and the potential to attract future students via authentic student personas.

– The intention is for students to build expertise in collaborative research, recording and editing videos, build confidence in their abilities and enhance their employability-related skills.

Why?

– Need for belonging – Yuval-Davis (2006); Thomas (2012); Trowler (2019); Meehan & Howells (2019)

– Diverse role models – conforming as prerequisite for 'belonging' (Rose-Adams, 2013) need for 'non-traditional' student personas

– Notion of 'student personas' –generally marketing focused - creating a profile of personas for students to be able to see themselves in reflection

– Students as co-creators – Bovill (et al., 2011). Inclusion of the student voice.

– Authentic tools and resources – understanding the landscape and what students engage with

University marketing and social media engagement

– Brand – enhancing the university 'brand' for prospective applicants (Rutter, Roper & Lettice, 2016)

– 70% of students use social media to research colleges and universities (Barnhart, 2021)

– Student participants voted workshop and event information with news and campus life to be the most favourite and engaging types of instagram posts (Kurniawan et al., 2020).

– West (Sprout Social, 2019) advices to post photos of campus and events in order to appeal to new students and their parents.

– 'Official' vs 'Unofficial' university social media content – competitor research
  – Where: Nottingham Trent / Derby / Birmingham University / Coventry
  – Type: Instagram/TikTok/Facebook/Youtube
  – What: Content / Length / Quality
 – What's popular / Viral

Project Aims

To involve students as co-creators of video content to increase engagement, social belonging and build community between current and future students

1) involve a group of students representing different year groups and social groups who will record a set of videos featuring different university and teaching experiences

2) edit these videos to create a suite of learning resources

3) host these videos on the UoN Psych Youtube site and embed them into relevant module and programme NILE sites

4) evaluate student experiences using interviews, surveys and focus groups

Project milestones....

1. Project blog: https://mypad.northampton.ac.uk/adayinthelifeof/

2. Appointment of Research Assistants

3. Ethical approval

4. Literature review / Social Media competitor research

5. Vlogger guide / Recruitment of vloggers

6. Capturing footage

7. Editing guide / Editing

8. Qualitative Data collection (Interviews - Vloggers)

9. Qualitative/Quantitative Data collection (Focus group/Online Survey - Viewers)

10. Analysis

11. Video launch (official)

12. Dissemination
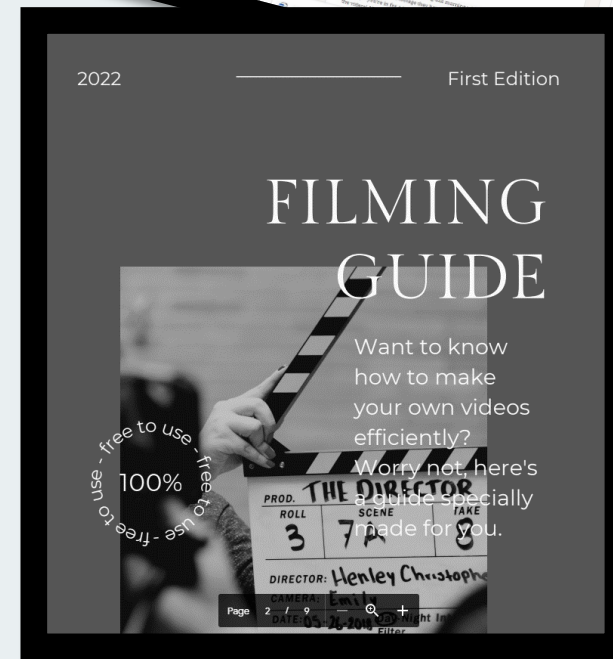
Our student team

	Role	Course	Year group
Alinafe Likhwide	RA & Vlogger	BSc (hons) Psychology/Business JH	2
Veronika Danišová	RA & Vlogger	BSc (hons) Psychology	2
Ashley Bennett	Vlogger	BSc (hons) Psychology	1
Holly Griffiths	Vlogger	BSc (hons) Psychology (Counselling)	1
Hadia Fiaz	Vlogger	BSc (hons) Psychology	1
Niamh Hood	Vlogger	BSc (hons) Psychology/Marketing JH	2
Jamelia Neufville	Vlogger	BSc (hons) Psychology (Developmental & Educational)	3
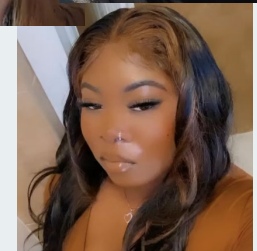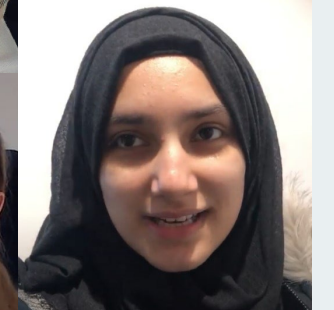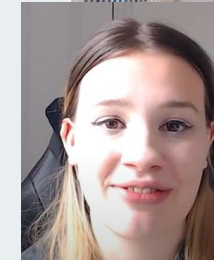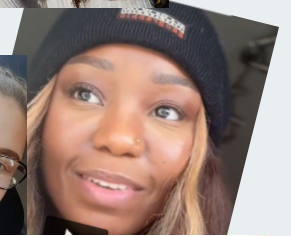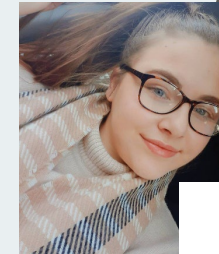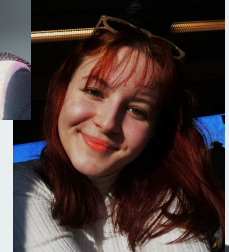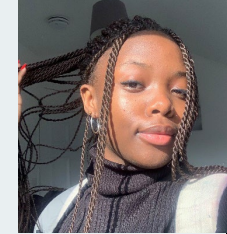
Outputs

– A suite of edited videos featuring Psychology students across year groups:

    – "a day in the life of"

    – Research in psychology

    – Messages to fellow students

– User guide for making similar resources (with a creative commons licence)

– Research data comprising feedback from students

– Other deliverables include the project blog, presenting at the institutional learning and teaching conference, the Advanced HE annual conference and an institutional LLS seminar

You are invited to the premiere showcase of....

A Day in the life @ UoN Psychology

Come to the exclusive screening of our student-generated vlogs, tiktoks etc about their experience studying Psychology at UoN. Enjoy lots of variety, fun, laughs and shared experiences...

Tuesday 17th May, 5.30pm, 4th Floor Hide (Learning Hub). Refreshments provided!

Introducing our UoN Psychology student vloggers!

Niamh, 2nd year, Joint hons
Ashley, 1st year, Psych
Holly, 1st year, Psych & Counselling
Hadia, 1st year, Psych
Jamelia, 3rd year, Psych Dev/Ed
Alinafe, 2nd year, Joint hons
Veronika, 2nd year, Psych

https://mypad.northampton.ac.uk/adayinthelifeof/

Evaluation data: work in progress!

Online survey

Focus group

Vlogger interviews

Feedback from the videos: online survey

– Adaption of USE Questionnaire: Usefulness, Satisfaction, and Ease of use (Lund, 2001)

  – Statements with response ratings 0-8 (Strongly disagree to Strongly agree)
  – Usefulness: 10 items (e.g. The video content is useful; It represents my academic/social group/background)
  – Ease of use: 8 items (e.g. The video content is easy to follow; It is user friendly)
  – Ease of learning: 3 items (e.g. I learned something new; If I were a prospective student this content would encourage me to come to UoN)
  – Satisfaction: 9 items (e.g. It is engaging; It represents the reality of being a UoN student)

– Overall feedback on satisfaction with quality, length etc

– Open comments

– N = 14

	N	Min	Max	Mean	SD
Usefulness	10	5.20	9.00	6.47	1.22
Ease	11	5.75	8.50	7.45	0.87
Learning	9	4.67	9.00	6.81	1.34
Satisfaction	11	4.78	9.00	7.03	1.35
Overall length	11	4	10	7.73	1.61
Overall quality	11	6	10	8.09	1.64

Open comments

What they liked:

– "They're very real and as a 3rd year student I could relate"

– "The humour and the accuracy of what a day is like at UoN"

– "I like how relatable they are. It's not overly perfect but it isn't overly negative"

Suggestions/things to improve

– "Could add more perspective of sports and societies as well as other courses because the experience isn't the same for all courses"

– "They were very entertaining and enjoyable, however maybe need to be more honest about the realities of uni life eg- stresses, finances, hard times etc"

– "Some were too long or a little too stretched out"

– "Too short! :)"

Student feedback: Focus groups

+ A small group (N = 4) of first-year SH Psychology students found the videos highly informative, 'entertaining' and 'funny', reporting they contained a wide variety of student perspectives and ethnic diversity. Content creators were found to be 'relatable', 'genuine,' 'reassuring' and comforting to the realism of student life, social and academic frustrations, and trying balance it all. As a result, students found the overall videos to be 'realistic' and 'authentic' and an important area for university students to 'connect.' They found the informal method of filming added to the authenticity and realism of the content moving away from university-made content that would be viewed as rather 'fabricated'.

- The focus group respondents would have liked the videos to have been longer (i.e. 15-20 minutes). Students highlighted they would have liked to see 'emotional diversity' – as creators only highlighted positive experiences and lacked reflection on the negative and methods to overcome them. They also identified a lack of gender diversity with the exclusion of male and LGBTQ perspectives of University life. The respondents would have liked to see in-depth information on student-based perspectives concerning module content and lectures, how to make friends and manage stress etc (aspects they would have liked to have known prior to coming to university). Therefore, a stronger balance of the university experience could have been presented.

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"it was really was positive. It was really like, interesting if I wasn't a student here, I would be like oh, that sounds like really fun"

"I would always prefer to hear it from a student...because then because if you hear from her (staff), how much that did you fabricate. If you hear it from the student it like okay that's real"

"I think it would have been good to kind of represent the struggles as well like it's not always going to be plain sailing them but to show you can come out and sort out like of the bad days and still be positive"

"it was good that it wasn't too professional because we need an informal point of view rather than formal as it is was more realistic"

"I think that was actually a positive like the memes and like dancing in the car like, it's very real it makes it more relatable like okay, I'd be like that instead of sitting there saying 'uni is great' "

"I definitely love to see the women of color okay. The only thing I would say is that because it was all female..."

"It's like a breath of fresh air because I feel like like a lot of times when you approach students they either tell you like it's absolutely terrible or it's amazing, but it was like great to see like how she Yeah, like a mix of both sides. Yeah, I feel like everyone was quite genuine"

Vlogger feedback

– Vloggers found the experience as exciting, fun and an opportunity to "express" themselves and "inspire" future and current students.

– For some, venturing behind the camera was a new experience others had been YouTubers, but for all the experience help increase their confidence to film their life, their daily planning and organization of their life and balancing uni.

– They aimed at producing realistic footage that they would watch themselves.

– They felt that this kind of student generated content is something that all universities should use as it not only provides students the vital information they need before entering university but it answers in university questions that some students are afraid to ask for.

Future directions

– Work in progress (analysis)

– Selection of clips for social media (i.e. Youtube/Instagram)

– Programme / Marketing teams to consider footage in promotional materials

– Continuation of dissemination

   – Updating Blog (external facing)

   – Publication / Conference presentation

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