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STREAMING VIDEO: STUDENT PERFORMANCE AND RELATIVE USE IN THE PRECLINICAL CURRICULUM,
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Purpose: To assess the relationship between student utilization of learning resources, including streaming video (SV), and their performance in the pre-clinical curriculum.

Methodology: 96% of all 1st and 2nd-year medical students from 2003 to 2005 at Baylor College of Medicine (n~170/year) reported the frequency with which they used specific learning strategies (see table for list) on a 5-point scale (1=never; 5=always).

Strategy Semester

1 2 3

Attend the lecture* 4.20 3.82+ 3.52+

Study syllabus before lecture 2.18 2.05 2.08

Study syllabus material after lecture 4.44 4.35+ 4.31

Read textbook * 2.63 2.79 2.19

Watch SV instead of attending class* 2.05 2.38-- 2.55--

Watch SV in addition to attending class* 2.09 1.92 1.92

Study in a group* 2.51 2.26 2.27

Review the PowerPoint* 3.20 3.06 3.56

Attend review sessions* 3.53 3.90-- 3.65--

Note: * = ANOVA $p < .05$

+, -- = positive or negative correlation to semester grade ($p < .05$)

Results: See table.

Conclusion:

These data suggest that streaming video (SV) does not appear to benefit student performance over traditional curricular resources such as lecture, even though students tend to preferentially use streaming video over time. In fact, the students claiming greater use of streaming video instead of attending class had poorer performance in our study. We recognize, in this study design, resource utilization may be a surrogate for other factors more directly impacting performance. Further investigation is needed.