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The attitudes of master educational technology students at King Abdul-Aziz University towards using camtasia videos in assigned projects

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The purpose of the study was to investigate the attitudes of Master educational technology students at King Abdul-Aziz University towards using Camtasia Videos in Assigned Projects; it aims also to investigate the effect of students' specialization at the bachelor degree, and their general point average (GPA) on their attitudes. The sample of the study was selected purposefully. It consisted of (30) female Master degree students at King Andul-Aziz University. A questionnaire was distributed among them. The findings of the study indicated that there are no statistically significant differences at (α= 0.05) in students' attitudes towards using Camtasia Videos in Assigned Projects due to their specialization at the bachelor level variable. Results also showed that there are statistically significant differences at (α= 0.05) in master students' attitudes due to their GPA in Bachelor degree in favor students with High GPA. To find out Multiple Comparisons differences post hoc test using Scheffe Method was conducted, results showed that there are statistically significant differences at (α= 0.05) between low GPA and high GPA in favor high GPA.

Key words: Camtasia Studio, Camtasia videos

INTRODUCTION

Nowadays there is a quite large offer of different application software which can be used for producing: audio (Audacity, NCH Wave Pod, Adobe– Audition, Cubase Steinberg, Logic Studio, Kristal Audio Engine, etc); video (Windows Movie Maker, Adobe Premiere,– Avidemux, Magix Video, Video Spin, AVIedit, etc); and, screen capturing (Adobe Capticate, Capture Fox,– Camtasia Studio, Jing, Active Presenter, BB Flashback, BB Flashback Express, Screen Presso, Virtual Dub, etc). Web can be used, of course, as a resource for further search in the field (www.techsupportalert.com/best- free-audio-editing-software.htm.)

Some of these software tools are proprietary commercial, while some are freeware. And it is difficult to give the recommendation which one should be used. Exploring pros and cons of these and numerous other software are beyond the scope of this article. However, at this moment of the authors' work in this domain, the most appropriate seems here employed and briefly presented Camtasia Studio software. However, this does not mean that the teachers/educators at METs should not experiment with other tools, and that the authors will not do so, what should undoubtedly create new opportunities for exchanging and mutual enriching experiences in this MET sphere in the future. (Bauk &Radlinger, 2013)

Camtasia Studio is a product that allows you to create short movie clips with accompanying video and sound to facilitate presentation of a subject electronically. Clips may capture a teaching event, such as a lecture with accompanying presentation slides, or may be used to demonstrate computer based tasks by providing self-paced learning movie clips that users can download from

a web site and watch in their own time. Camtasia Studio 7 supports a number of output types, meaning that a lecture or presentation can be 'recorded' and then distributed electronically via the web to be viewed or listened to in a multitude of ways, such as through a web-based learning system such as WebCT or on a handheld device such as an iPod or other MP3 player. https://www.stir.ac.uk/media/schools/is/documents/using_camtasia_studio7.pdf

Camtasia Studio is a set of software applications for creating professional-looking presentations, video tutorials and/or screen captures, published by TechSmith (TechSmith Coorporation, Camtasia Studio , 2013). It allows: creating professional videos easily, recording on-screen activity, customizing and editing content, adding interactive elements, and sharing videos with anyone, on nearly any device. More precisely, the PowerPoint presentation recordings along with a variety of animated effects, the narrator's voice, background sounds (music), and web camera recordings of the presenter are enabled by this software. Additionally, the whole screen, or the exact pre-specified screen area (of any PC program, or, here the ECDIS Transas demo version) can be captured, and audio may be recorded simultaneously, or embedded latter, from any 377 standard input source device. During the content production the presenter is able to jump from one application to another without interrupting the recording process. The presenter is able to stop recording with a hotkey combination at any time, at which point the software renders the input that has been captured, and applies user-defined settings. After the presentation had been captured, it is possible to revise it by cutting and/or pasting different parts, as needed. (Bauk & Radlinger, 2013)

The presenter is also able to overlay the voice sequences, sound effects or music onto the presentation, if it is needed. Camtasia allows audio recording while screen-capturing is in progress, so the presenter can narrate the demonstration as it is carried out. Most presenters, however, prefer to wait until they have finished the screen-capture, and then record the narration from a script as the application is playing back the recorded capture. The program allows files to be stored in its own proprietary format, which is only readable by Camtasia itself; this format allows fairly small file sizes as well as longer presentations (TechSmith Coorporation, Camtasia Studio 8, 2012).

Purpose of the Study

The purpose of this study is to investigate the attitudes of Master educational technology students at King Abdul-Aziz University towards using Camtasia Videos in Assigned Projects; it aims also to investigate the effect of students' specialization at the bachelor degree, and their general point average (GPA) on their attitudes.

Statement of the Problem

Hardware and software programs are combined by Camtasia videos to create an interactive show that allows presenters to display and manipulate information on the screen for the audience to view. This technology operates by touch or by pens, and it is used for business presentations or lessons in the classroom. Camtasia studio is a useful tool; however, there are challenges users commonly face while using the Camtasia. The researcher tried to investigate the effectiveness of using this valuable and effective technology in learning at higher education at King Abdul-Aziz University by investigating master degree students attitudes towards using this program.

Questions of the Study

To achieve the objectives of the study, the following questions were formulated:

1- What are the Master students' attitudes at King Abdul-Aziz University towards using Camtasia videos in assigned projects?

2- Are there any statistically significant differences between the attitudes of Master degree students due to their specialization in bachelor degree (Home Economics, others)?

3- Are there any statistically significant differences between the attitudes of Master degree students due to their GPA at the bachelor level (low, mid, high)?

Significance of the Study

Using technology in the classroom is constantly increasing and evolving. The importance of introducing students to current technology is part of their education and to prepare them for the future. One of the new technological advancement that is widely used in education nowadays is Camtasia videos to increase a student's knowledge and enhance them to do their projects effectively. The researcher has seen Camtasia videos in use in class setting and she has only found it beneficial and interesting. The researcher was able to witness the excitement that students get when using Camtasia videos in learning. Students are excited to learn and Camtasia videos make lessons exciting and benefit.

Operational Definition of Terms

Camtasia Studio: is a software suite, created and published by TechSmith, for creating video tutorials and presentations directly via screen cast, or via a direct recording plug-in to Microsoft PowerPoint.

Camtasia videos: videos which can be created by Camtasia Studio 8 with custom music, templates and easy-to-use point**,** and these videos could be produced in

one or multiple formats for the web, YouTube or mobile devices such as iPhones and iPads or Andriods.

Limitations of the Study

This study is limited to all students of master degree in educational technology at King Abdul-Aziz University at the Academic year 2015/2016, and to all similar samples.

LITERATURE REVIEW

Definition of Technology

The term "technology" refers to advancements in the methods and tools we use to solve problems or achieve a goal. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. The newest technologies allow us to try things in physical and virtual classrooms that were not possible before. What you use depends fundamentally on what you are trying to accomplish. In this study, technology means using smart boards, computers, smart phones and all other types of technology to help students learn writing skills.

How can Technology Help Teachers

- **Online collaboration tools**, such as those in ***Google Apps***, allows students and instructors to share documents online, edit them in real time, and project them on a screen. This gives students a collaborative platform in which to brainstorm ideas and document their work using text and images.
- **Presentation software** (such as *PowerPoint*) enable instructors to embed high-resolution photographs, diagrams, videos, and sound files to augment text and verbal lecture content.
- **Tablets** can be linked to computers, projectors, and the cloud so that students and instructors can communicate through text, drawings, and diagrams.
- **Course management tools** such as *Canvas* allow instructors to organize all the resources students need for a class (e.g. syllabi, assignments, readings, online quizzes), provide valuable grading tools, and create spaces for discussion, document sharing, and video and audio commentary. All courses are automatically given a Canvas site!
- **Clickers and smart phones** are a quick and easy way to survey students during class. This is great for instant polling, which can quickly assess students' understanding and help instructors adjust pace and content.

Previous Studies

Many studies on the early use of presentation aids initially focused on how it passed many stages from the use of overhead projector to the use of PowerPoint slides in classrooms in the 1990s. Most of the studies focus on the positive effect of the use of the PowerPoint on the students' achievement (Adams, 2006; Burke & James, 2008; Noppe, Achterberg, Duquaine, Huebbe, & Carol, 2007; Szabo & Hastings, 2000), but other researchers such as Frey & Birnbaum (2002) focus on the negative impact of using presentation aids on students' learning. Some researchers such as Brodahl, Hansen, & Hadjerrouit (2011) and Zhang & Olfman (2010) reported that the newer technologies are easy to use and need little time to be learnt, but a short introduction might be needed to motivate the necessary learning. Undergraduate female students have also indicated less receptivity to learning through competitive activities (Gneezy, Niederle, & Rustichini, 2003), making competition a negative factor insofar as workplace promotion is based on competition (Schrage, 2008), and women tend to benefit from a more cooperative atmosphere (Mason, 2009).

METHODOLOGY

This study was considered one of the descriptive survey studies in the light of the nature of the study questions and the objectives it seek to achieve, where the study is based on the descriptive survey method, which aims to describe and analyze Master degree students' attitudes towards using Camtasia videos in their assigned projects at King Abdul-Aziz University.

The population of the Study

The population of the study consisted of all female Master Educational Technology students at King Abdul-Aziz University, who are (30) students during the first semester 2015/2016.

The Sample of the Study

The sample of the study was selected purposefully. It consisted of (30) female Master degree students at King Abdul-Aziz University. This sample was used to measure their attitudes towards using Camtasia videos in their assigned projects and a questionnaire was distributed among them. Table 1 shows the distribution of the sample.

Table 1: Distribution of the sample of the study

Variables	Categories	Frequency	Percentage
Specialization in Bachelor degree	Home Economics	11	37%
	Other specializations	19	63%
	Total	30	100%
General Point Average	Low	4	13%
	Mid	9	30%
	High	17	57%
	Total	30	100%

The Instrument of the Study

A Questionnaire

A questionnaire was distributed among the Master educational technology students at King Abul-Aziz University and this questionnaire was designed by the researcher herself, it consisted of 24 items. Many variables were included such as the specialization of the students at the bachelor degree, and the general point average (GPA) of the students at the bachelor degree.

Statistical Criterion

Likert scale was used to correct the study tool, by giving each item one grade of the five grades:

1. (Strongly agree) represents (5 grades)
2. (Agree) represents (4 grades)
3. (Neutral) represents (3 grades)
4. (Disagree) represents (2 grades)
5. (Strongly disagree) represents (1 grade)

The length of the cells of five-grade scale was calculated (lower and upper limits) relying on the following methods:

- The extent of the scale was calculated: (5-1=4)
- Divide the number of categories in the scale for the accurate length of the cell: (4/5=0.80)

This value was added to a lower value in the scale (or the beginning of the scale, which is number one) and up to the upper limit of the scale, as follows:

1. Arithmetic mean range between (1 to 1.80) and indicates a "very low"
2. Arithmetic mean range between (1.81 to 2.60) and indicates a " low"
3. Arithmetic mean range between (2.61 to 3.40) and indicates a "moderate"
4. Arithmetic mean range between (3.41 to 4.20) and indicates a "high"
5. Arithmetic mean range between (4.21 to 5) and indicates a "very high"

Taking into account that the arithmetic means the study reaches for the general trend of dimension after the overall values will be dealt with to explain the arithmetic means as follows:

High Moderate Low
(3.68-5) (2.34-3.67) 1-2.33)

Validity of the Instrument

The researcher designed a questionnaire about Master students' attitudes towards using Camtasia videos in their assigned projcts. The researcher validated the instrument by submitting it to a jury of supervisors and professors of technology. They omitted some items of the questionnaire and modify others. The researcher followed the recommendations of the referees and made amendments accordingly.

To extract the construct validity, correlation coefficients of the items of the questionnaire with the total score were extracted in the pilot sample outside the study sample consisted of 5 students, since the correlation coefficient here is a sign of validity for each item in the form of correlation coefficient between each paragraph and the total score, Correlation coefficients of the items with the tool as a whole ranged between (0.32-0.63), and Table 2 shows that.

Table 2: Correlation coefficient between items and total score

Item	The correlation coefficient with the tool	Item	The correlation coefficient with the tool
1	.59**	14	.40**
2	.48**	15	.56**
3	.48**	16	.38*
4	.35*	17	.45**
5	.44**	18	.59**
6	.45**	19	.32*
7	.48**	20	.48**
8	.51**	21	.49**
9	.32*	22	.41**
10	.48**	23	.55**
11	.43**	24	.46**
12	.48**		
13	.43**		

* Statistically significant at the significance level (0.05)
** Statistically significant at the significance level (0.01)

It should be noted that all correlation coefficients were accepted and statistically significant, and therefore, none of the paragraphs in the final version of the questionnaire were deleted.

Reliability of the Instrument

Reliability was calculated using internal reliability by Cronbach's alpha equation, and Table 3 shows the internal consistency according to Cronbach's alpha coefficient and repetition reliability and this was considered appropriate values for the purposes of this study.

Table 3: Internal reliability coefficient Cronbach's alpha and repetition reliability

Rank	Repetition reliability	Internal consistency
Attitudes towards using Camtasia videos in assigned projects	0.091	0.089

Table 3 shows that the internal reliability coefficient was (0.89) and repetition reliability was (0.91) and these values are considered appropriate for the purposes of this study.

Procedures of the Study

To achieve the purpose of the study, the following procedures were used:
A questionnaire about Master degree students' attitudes towards using Camtasia videos in their assigned projects was given to (30) female Master degree students. After that the researcher collected the questionnaires and the collected data, and then this data was analyzed statistically.
The researcher did the following:
1. Reviewing the literature review
2. Assigning the population and sample of the study.
3. Preparing the questionnaire.
4. Validity and reliability were insured.
5. Applying the pilot study.
6. Applying the questionnaire on the sample of the study.
7. Collecting the questionnaires.
8. Analyzing the collected data.
9. Results were found.
10. Discussing the results.
11. Recommendations were proposed to the concern.

Statistical Analyses

The results were analyzed for the items in the questionnaire using means and standard deviations. The researcher used the following statistical methods:
1. Frequency and percentages, was used to show the distribution of study sample.
2. Pearson correlation, was used to show the correlation coefficient between each paragraph and the total score
3. Cronbach's alpha. Reliability was calculated using internal consistency by Cronbach's alpha equation
4. Means and standard deviation, used to show the students' responses on questionnaire items
5. Independent sample t-test, was to find out whether there are statistical significant differences in views of the students due to specialization in bachelor degree and GPA in bachelor degree variables.
6. Post hoc comparison using schefe method, was used to show if there are statistically significant differences at (α= 0.05) in the teachers' perspectives towards the difficulties facing students at Al Mazar Directorate of Education in writing skill due to experience variable

FINDINGS OF THE STUDY

The purpose of this study is to investigate the attitudes of Master educational technology students at King Abdul-Aziz University towards using Camtasia Videos in Assigned Projects; it aims also to investigate the effect of students' specialization at the bachelor degree, and their general point average (GPA) on their attitudes.

Results of the first question

Question one: What are the Master students' attitudes at King Abdul-Aziz University towards using Camtasia videos in assigned projects?
To answer the first question of the study, means and standard deviations of the students' responses on questionnaire items were computed as presented in Tables 4.

Table 4: Means and standard deviations for items in the questionnaire, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	12	I like the use of "Camtasia videos" better than textbook	4.12	.812
2	2	I use Camtasia videos "" to help me in the project design	4.05	.748
3	10	"Camtasia videos" are useful because I can take steps to project according to my own time	4.04	.734
4	7	"Camtasia videos" are easy to follow	4.03	.852
5	6	"Camtasia Videos" are useful so that I can carry my own speed	3.99	.890
6	8	Action steps in "Camtasia" are well shown	3.97	.942
7	24	I prefer using camtasia studio program because it is fun and attracted me	3.95	.864
8	15	Using "Camtasia videos" save more effort	3.93	.834
9	14	When I use "Camtasia videos" programs I,m encouraged to finish my project	3.91	.845
10	3	I use Camtasia videos "" to help me in the presentation of projects	3.90	.884
11	5	"Camtasia videos" help me to understand the concepts and I will not need extra help	3.90	.850
12	17	I'm not having trouble when using camtasia studio program because it supports the Arabic language	3.89	.852

Table 4 Continued

13	20	to design professional videos I prefer best the use camtasia studio program	3.89	.855
14	23	recording the sound in camtasia studio program is with a high-quality	3.89	.745
15	9	Writing in "Camtasia videos" is easy to read	3.86	.893
16	21	Camtasia studio program allows keeping different videos with versions to be able to share with others	3.86	.835
17	22	I prefer using camtasia studio software to easily convert files to the current versions of files	3.86	.867
18	18	Camtasia studio program allows adjustment feature on the media (audio, and video clips)	3.85	.877
19	11	"Camtasia videos" help me understand the procedures of the project better	3.83	.855
20	1	Using of Camtasia "videos" helps a lot to understand the perception of what is happening	3.82	1.013
21	13	watching projects designed by "Camtasia videos" is fun and interesting	3.82	.911
22	4	"Camtasia videos" are useful and full of rich potentials	3.78	.903
23	16	When referring to a part in a video clip or edit it in a better way I prefer to use camtasia studio program because there is a lack of this feature in other programs	3.72	1.008
24	19	Camtasia studio program features the possibility of transfer of live and recorded it	3.70	.991
		Total	3.90	.428

Table 4 shows that the means and standard deviations of the whole answers were 3.90,428. it also shows that Item 12 " I like the use of Camtasia videos better than textbook " receives the highest mean (4.12) regarding the degree of agreement with a standard deviation of (0.812), then the second item 2 comes next (I use Camtasia videos to help me in the project design) with a mean of (4.05) and standard deviation of (0.748). This result may be due to the entertainment students have when dealing with technology. Instructors rarely help their students to use computer programs; they usually concentrate on lecturing.

Meanwhile, the lowest was item number 19 (Camtasia studio program features the possibility of transfer of live and recorded it) with a mean of (3.70) and standard deviation of (0.991), then item number 16 (When referring to a part in a video clip or edit it in a better way I prefer to use camtasia studio program because there is a lack of this feature in other programs) with a mean of (3.72) and standard deviation of (1.008).

In fact, these two items got the lowest mean because these two features are available nearly in most computer programs not only in Camtasia studio.

Results of the second question

Question two: Are there any statistically significant differences between the attitudes of Master degree students due to their specialization in bachelor degree (Home Economics, others)?

To find out whether there are statistical significant differences in the attitudes of Master students' due to specialization in bachelor degree variable, t-test analysis was conducted and the results are shown in Table 5.

Table 5: T-test results of students' response related to specialization in bachelor degree

Specialization in bachelor degree	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Home Economics	11	3.90	.417	-.021	186	.983
Others	19	3.90	.436			

Table 5 shows that there are no statistically significant differences at (α= 0.05) in Master students' attitudes towards using Camtasia videos in their assigned projects at King Abdul-Aziz University due to specialization in bachelor degree variable. This is because all students with different specializations benefit from technology.

Results of the third question

Question three: Are there any statistically significant differences between the attitudes of Master degree students due to their GPA at the bachelor level (low, mid, high)?

To find out whether there are statistical significant differences in the attitudes of Master Students due to

their GPA at the bachelor level variable, t-test analysis was conducted and the results are shown in Table 6.

Table 6: T-test results of Master students' response related to their GPA at the bachelor level

GPA	N	Mean	Std. Deviation
Low	4	3.75	.482
Mid	9	3.88	.339
High	17	4.00	.427
Total	30	3.90	.428

Table 6 shows a slight variance in the means according to GPA variable; general point average of students proves to have a great role on their attitudes because they interpret the surrounding environment and the whole educational process in a scientific way.

To find out whether there are statistical significant differences in these means, one way ANOVA was conducted; results are shown in Table 7.

Table 7: One way ANOVA results of Master students' attitudes due to their GPA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.880	2	.940	5.865	.003
Within Groups	29.654	185	.160		
Total	31.534	187			

Table 7 shows There are statistically significant differences at (α= 0.05) in the Master students' attitudes towards using Camtasia videos in their assigned projects at King Abdul-Aziz University due to GPA variable, to find out Multiple Comparisons differences post hoc test using Scheffe Mehod was conducted as shown in Table 8.

Table 8: Multiple Comparisons post hoc test using Scheffe Method due to GPA

(I) GPA	(J) GPA	Mean Difference (I-J)	Std. Error	Sig.
Low	Mid	-.13	.083	.318
	High	-.24(*)	.076	.006
Mid	Low	.13	.083	.318
	High	-.12	.072	.265
High	Low	.24(*)	.076	.006
	Mid	.12	.072	.265

* The mean difference is significant at the .05 level.

Table 8 shows There are statistically significant differences at (α= 0.05) in the Master students' attitudes towards using Camtasia videos in their assigned projects at King Abdul-Aziz University between low GPA students and high GPA students in favor of high GPA students. No one can deny the role of previous background especially in the educational field. Master students whose GPA is high definitely know all types of problems that face students in using technology, and most of them could reduce or completely overcome most of these problems.

DISCUSSION

A number of instructors may not be aware of the benefits of using Camtasia studio in their presentations as a teaching tool. While using the traditional ways already has everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power.

Since it is a new technology instructors as well as students face many challenges in using it because of several reasons such as lack of training on the accurate way to use Camtasia videos in addition to the lack of clear information about benefits of using Camtasia videos. Recently there is a good movement towards enhancing instructors to make use of this vital and valuable technology. This study shed light on the benefits of Camtasia videos in higher education, and the results showed that Master students hold positive attitudes towards using this technology.

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