

The impact of camera angles in learning videos on the perception of teaching excellence and emotional connectedness of students

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With the use of learning videos in higher education on the rise, and an increased importance assigned to the perception of teaching excellence by students in the UK, this paper considers the impact of camera angles on students' perception of teaching excellence, as well as their emotional connectedness.

Employing a focus group with undergraduate students studying full-time in the Creative Industries, two videos with identical content but different camera angles (low shot vs eye level) were produced, implemented as part of the students' regular learning material and subsequently discussed.

The investigation found that an eye level camera shot appears to positively affect the presenter's credibility, goodwill and perceived professionalism in learning videos. Yet, findings call into question the use of presenter-focused learning videos altogether in the Creative Industries, exhibiting a lack of perceived enthusiasm and ability to motivate and engage students.