

Student voice as feedback: An instrument to measure student perceptions of live streaming technologies

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Developing professional learning communities that promote meaningful interactions between key stakeholders is critical for higher education institutional (HEI) leadership when implementing new technologies (Fullan, 2007). Regular self-reported feedback from students and staff (academic, non-academic and executive), alongside other measures such as academic progression, can provide critical insights into how key stakeholders are engaging with new technologies. There is consequently a need for reliable and validated feedback instruments that can be customised appropriately for the group surveyed and the technology being evaluated. An integrative framework of feedback at collective and individual levels, incorporating such instruments, can contribute to the ongoing improvement of new technologies and engage learning communities with real education-based reform (Kukafka, Johnson, Linfante, & Allegrante, 2003).

An example of new technology is the introduction of synchronous web-based lecture technology (Chapin, 2018), referred to as live-streaming. Several HEIs have recently introduced live-streaming, but limited research exists which employs an integrative theoretical frame. This study adapted the CRiSP questionnaire (Richardson, Dunn, McDonald, & Oprescu, 2014), positioned as part of an institutional integrative framework, to measure student levels of perceptions of live-streaming. A combination of factor analyses and item response theory was employed to examine item and scalar equivalence in order to validate the instrument.

Results revealed three scales that reliably measure student perceptions of live-streaming technology: *Acceptance of Live-Streaming Technology*, *Usability of Live-Streaming Technology*, and *Confidence in Live-Streaming Technology*. The adapted and validated instrument demonstrates an improvement of psychometric measures when compared to the CRiSP questionnaire. The scale's validation provides a reliable instrument to understand the how higher-education students perceive live-streaming technology. Our paper presents the overarching framework and describes the adapted and validated CRiSP instrument. Implications for future use of the instrument will also be discussed.

References

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