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INTERACTIVE VIDEO-BASED TRAINING IN INSURANCE: A THEMATIC ANALYSIS OF REPRESENTATIVES' EXPERIENCES

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Abstract. Background and Objectives: Limited qualitative research has examined interactive video training in real organizational settings. This study explored Iranian insurance representatives' experiences, learning outcomes, and challenges following Day Insurance Company's adoption of this approach in 2025.

Methodology: This qualitative study used thematic analysis. Seventeen active representatives participated in semi-structured interviews, with sampling continuing until theoretical saturation. Braun and Clarke's six-phase framework guided the analysis. Expert review, coding agreement, and Lincoln and Guba's criteria supported trustworthiness.

Findings: Six themes emerged concerning content, structure, learning outcomes, challenges, recommendations, and gamification. Participants valued engaging content, logical organization, production quality, interactivity, and usability. They reported improved understanding, retention, sales application, and motivation—gamified features, including points and challenges, enhanced engagement, cognitive learning, and enjoyment. Barriers included internet disruptions, limited digital skills, insufficient organizational support, and complex content. Recommendations included better infrastructure, improved content, stronger support, and enhanced usability.

Conclusion: Interactive video training can transform passive learning into an engaging, practical experience. Its effectiveness depends on instructional design, interactivity, technical quality, gamification, and organizational support. Addressing technical barriers and digital skill gaps while adopting user-centered design may improve future insurance training.

Keywords: interactive video; video-based learning; qualitative analysis; insurance representatives; day insurance company

Introduction

The insurance industry is one of the fundamental pillars of national and global economies, covering risk, ensuring financial security, and building confidence among individuals and businesses (Mohtashami & Kiani, 2025). Insurance

representatives are the most important actors in the distribution network, and their performance directly affects sales, profitability, and customer satisfaction (Akbari et al., 2017). But simply recruiting more representatives is not enough for market development; empowering them, training them continuously, and upgrading their skills qualitatively is a key factor in increasing market share and competitiveness (Mohtashami & Kiani, 2025).

In the Iranian insurance industry, studies indicate that the predominant training method remains the traditional master-apprentice model (Atatalab & Niakan, 2023). Despite its limited capabilities, this approach is becoming increasingly inadequate in the face of rapid changes in the business environment, digitalization of processes, and rising learner expectations. Under these circumstances, factors such as content quality, interactivity, user experience appeal, perceived enjoyment, and personalization play a crucial role in determining whether representatives are willing to effectively engage with interactive video-based training (Liu & Deng, 2024).

Despite the increasing adoption of interactive video-based training by some insurance companies, including Day Insurance Company, there remains a lack of in-depth, qualitative research exploring representatives' lived experiences with such training within the authentic organizational and cultural context of Iran. This gap is significant because educational decisions are frequently based on quantitative metrics or imported models, while the perceptions, expectations, challenges, and lived experiences of representatives receive insufficient consideration.

In 2025, the Department of Learning and Talent Development for Representatives at Day Insurance Company aimed to enhance the effectiveness of organizational training by shifting its content production approach. They moved away from a traditional, one-way model—characterized by a lack of interactivity and the inability to capture learner feedback—toward creating interactive educational content. This innovative approach was recognized as one of the top ideas at the 31st National Conference and the 12th International Conference on Insurance and Development. The interactive videos were subsequently made available to Day Insurance representatives. Several months after implementation, a fundamental question arises: How do Day Insurance representatives experience and interpret these interactive educational videos? What impact have these videos had on their learning, and what challenges have they encountered while using them?

New technologies and artificial intelligence alone cannot adequately address the training needs of insurance representatives. In this context, e-learning – particularly interactive video-based learning – has attracted increasing attention from organizations and industries as an innovative, flexible, and scalable solution. Interactive video-based learning has recently secured a prominent position in educational research due to its strong ability to capture learners' attention, enhance engagement, and provide deep, immersive learning experiences (Alshehri,

Zayid, & Sayaf, 2023). Research indicates that interactive videos, compared to traditional video lectures, generate higher interaction rates and improved learning outcomes; interactive elements such as in-video quizzes and branching scenarios can increase interaction rates by up to 45% and average learning scores by up to 25% (Haerawan, Cale, & Barroso, 2024). These findings underscore the importance of actively engaging learners alongside content delivery.

The role of multimedia and personalized content in interactive video-based training has been widely recognized. Systematic reviews indicate that integrating multimedia elements with adaptive learning technologies enables the creation of educational experiences tailored to learners' diverse styles, paces, and needs (Dahlan et al., 2023). However, researchers caution that inappropriate design of these elements can increase cognitive load, cause distraction, and reduce learning effectiveness. Therefore, balancing interactivity and cognitive load remains one of the primary challenges in instructional design (Geri, Winer, & Zaks, 2017; Wang et al., 2025).

Numerous empirical studies have confirmed the positive effects of interactive video-based training on motivation and information retention. For example, Chen (2012) demonstrated that learners exposed to interactive videos not only retain information at higher rates but also report greater motivation to continue learning. These findings have been observed across various fields, including nursing and veterinary education, where interactive videos have effectively supplemented traditional instruction and contributed to improved professional skills. This evidence suggests that the context of application and the organizational setting play a decisive role in how interactive video-based training is perceived and its overall effectiveness.

At the international level, the insurance industry has also benefited from this instructional approach. Research indicates that interactive, video-based training – especially through simulations of real-world scenarios such as sales, risk assessment, regulatory compliance, and safety – can help modernize the training of insurance representatives and enhance their professional performance. However, the successful adoption and implementation of these methods in the Iranian insurance industry face significant challenges.

Domestic studies indicate that Iran's e-learning system faces multiple challenges, including legal, human, educational, technological, socio-cultural, supportive, economic, and managerial-organizational barriers, all of which can undermine the effectiveness of modern training methods (Abbasi Kasani et al., 2020). Furthermore, research conducted within major Iranian insurance organizations has identified a shortage of skilled personnel, inadequate initial training, and the lack of effective empowerment programs for representatives as fundamental challenges confronting the insurance industry (Barati Marnani et al., 2012). In the field of insurance technology, numerous structural and cultural barriers have also

been identified that hinder the adoption of innovative educational technologies (Sadeghi et al., 2024).Although some qualitative studies have shown that insurance representatives generally hold positive attitudes toward e-learning, factors such as limited computer skills, infrastructure constraints, and challenges in technology adoption can undermine their learning experience. Conversely, elements like content quality, interactivity, organizational support, and user-centered design can enhance this experience. However, to date, no study has specifically examined the experiences of insurance representatives with interactive videos within the Iranian organizational context using a qualitative approach.

The present study aims to address this gap by exploring how Day Insurance representatives experience the educational content of interactive videos, their perceptions of the structure and delivery of this training, the impact these videos have had on their learning, the challenges they have encountered, their suggestions for improvement, and how gamification within these interactive videos has influenced their learning behavior.

Theoretical Background

Interactive video-based learning means digital videos with interactive bits – quizzes, branching choices, immediate feedback – so learners don't just watch; they participate. Unlike linear videos, these adapt to what you do and give feedback (Haerawan et al., 2024; Hung, Kinshuk, & Chen, 2018). This concept arises from the passive vs. active learning divide. Dodson et al. (2018) built the active viewing framework on the ICAP model (Interactive, Constructive, Active, Passive), arguing that interactive videos push learners toward constructive and interactive behaviors, leading to deeper learning. Mayer's (2022) multimedia learning theory is the main backbone: learning works better when words and images combine because we process them through separate channels. It rests on dual channels, limited capacity, and active processing. Adding quizzes and scenarios can cut extraneous cognitive load and boost meaningful learning—in insurance, by simulating real sales and risk situations (Chopra, 2025). The Technology Acceptance Model says perceived ease of use and usefulness drive adoption (Davis, 1989). In Iranian e-learning, it explains acceptance or resistance (Abbasi Kasani et al., 2020). The idea of "lived experience" also helps capture how representatives personally perceive things. Cognitive load theory is about managing working memory's limits – reducing extraneous load and strengthening learning-related processing (Afify, 2020; Kestin & Miller, 2022). Multimedia learning adds signaling, temporal contiguity, and modality matching (Kestin & Miller, 2022; Zakiyyah et al., 2025). Active learning theories stress participation and building knowledge through interaction (Tan et al., 2023; Dodson et al., 2018).

Key Interactive Elements in Interactive Video-Based Learning

Research has pinpointed several key interactive elements that make educational videos effective by boosting active participation and learning:

In-video questions and quizzes: These pause the video and ask learners to respond before moving on. That activates retrieval practice and gives immediate feedback, which helps learning (Haerawan et al., 2024; Kestin & Miller, 2022).

Branching scenarios: Decision points where learners choose different paths based on their answers or preferences create a personalized experience and simulate real-world decision-making (Haerawan et al., 2024).

Clickable hotspots: Interactive areas in the video frame that, when clicked, give learners extra information, definitions, explanations, or related resources (Haerawan et al., 2024; Hung et al., 2018).

Learner-controlled navigation: Stuff like adjusting playback speed, pausing, rewinding, and moving through content non-linearly. Studies show that 27% of students often adjust speed, 63% rewatch videos multiple times, and 97% pause frequently while learning (Dodson et al., 2018).

Annotation and note-taking tools: The ability to highlight important parts, mark content, and attach notes to specific points in the video helps personalize learning and review key content effectively (Dodson et al., 2018). By turning passive watching into active engagement, these elements really boost the effectiveness of video-based instruction.

Engagement Strategies in Interactive Video-Based Learning

Interactive elements and features. Haerawan, Cale, and Barroso (2024) found that quiz-based interactions and branching scenarios work best, raising interaction rates by up to 45%. Embedded questions that pause the video until the learner responds keep processing active. Kestin and Miller (2022) add that this effect gets stronger when videos also have enriched visual effects. Clickable hotspots let learners explore extra info at their own pace and shape personalized paths. Branching scenarios create adaptive experiences where content changes based on choices, making it more relevant (Haerawan et al., 2024). These turn passive viewing into active problem-solving.

Learner control and personalization. Giving learners control boosts engagement. Dodson et al. (2018) reported heavy use: 97% paused videos an average of 71 times, 63% reviewed each video 12 times, and 27% adjusted playback speed 10 times. Note-taking and highlighting also help – 18% used highlighting 8 times on average, and 12% took about 3 notes. Importantly, 67% of highlights marked points learners wanted to revisit, so these tools are used strategically. Rezaei (2025) also showed that playback control significantly affects learning outcomes, letting learners match speed to their own processing.

Question design and cognitive engagement. Question design matters. Rezaei (2025) found that question complexity significantly affects outcomes – higher-order questions (analysis, synthesis, evaluation) create deeper engagement than recall-based ones. Ploetzner (2024) meta-analysis showed that if the video doesn't pause when interactive features appear, a "split-attention" effect hurts learning. So, pausing is key. Li et al. (2024) used multiple-choice and fill-in-the-blank questions in programming videos and improved post-test performance from 61.9% to 76.6%.

Visual design and signaling. Good visual design directs attention and reduces cognitive load. A physics video study found that combining enhanced visual effects with embedded questions gave the strongest learning. Signaling techniques like highlighting, arrows, and color-coding guide attention. This fits the cognitive theory of multimedia learning, which emphasizes signaling and coherence. Visual enhancements cut extraneous load, while embedded questions foster generative processing (Kestin & Miller, 2022).

Micro and modular design. Video length and structure matter. Tan et al. (2023) used short videos with precise instruction and got high satisfaction – 95% rated them high quality, and 93% found them effective. Short videos reduce cognitive load by breaking info into manageable chunks. Afify (2020) compared long, medium, and short interactive videos and found video length affects cognitive load, achievement, and retention, though the best length depends on content and learners.

Storytelling and contextualization. Ellis and Childs (1999) found that trainees valued interactive videos with clips and questions, but also stressed the need for a coherent narrative. Good stories help learners see why information matters and how it applies in real life. So, engagement strategies need to balance interactivity with storytelling that puts learning in meaningful context.

Effectiveness and Learning Outcomes of Interactive Video-Based Learning

Quantitative evidence. Research consistently shows interactive videos beat non-interactive or low-interactivity ones. Ploetzner's (2024) meta-analysis of 17 studies and 22 effect sizes found an overall effect size of 0.522 favoring advanced interactive videos – a medium-to-relatively-large positive effect. Experimental studies back this up. Haerawan et al. (2024), in a randomized controlled trial with 200 undergraduates, found interactive videos produced 45% higher interaction rates, 30% longer viewing time, and 25% better learning outcomes than traditional videos. Hung et al. (2018) showed that visualized interactive videos outperformed both non-visualized interactive and conventional videos in comprehension and retention, without extra cognitive load.

Engagement and motivation. Interactive videos also boost engagement and motivation. Haerawan et al. (2024) reported a 45% increase in interaction rate

and 30% increase in viewing time. Zakiyyah et al. (2025) found Edpuzzle-based interactive videos raised learning interest by 82.70% (though effects on outcomes varied). Qualitative findings support this: in a study with 460 undergraduates, 54% found highlighting easy to use and 43% found it useful; 67% of highlights were used to revisit confusing or important sections. Dodson et al. (2018) found higher cognitive and emotional engagement, with moderate-to-strong correlations between engagement and post-test outcomes (Samson, Reyes, & Torres, 2025). Chen (2012) also reported higher achievement and more positive motivation in interactive video groups.

Retention and long-term learning. Interactive videos support long-term retention. Hung, Kinshuk, and Chen (2018) found improved content retention with visualized interactive videos. Chen (2012) showed interactive video groups scored higher on retention tests. Afify (2020) found that video length design influences long-term retention.

Moderating factors. Several factors moderate effectiveness. Ploetzner's (2022) meta-analysis stressed that if playback isn't paused when advanced interactive elements appear, a split-attention effect weakens learning—so automatic pausing or seamless flow matters. Rezaei (2025), in a quasi-experimental study with 317 students, showed that interactivity level, question difficulty, and playback control significantly affect outcomes. The study identified Edpuzzle, PlayPosit, Kaltura, and Panopto as more suitable platforms, highlighting platform design as a moderator. Video length also matters: Afify (2020) found short, medium, and long videos differ in their effects on performance, retention, and cognitive load management.

State of Research

Technological and Design Innovations in Interactive Video

Chen et al. (2026) came up with a new way to produce interactive videos using global models. Their method keeps spatiotemporal coherence and cuts down cumulative errors in long videos, which helps predictive models work better. It's a step toward smarter learning and interaction in video-based education. Herault (2024) used web-based interactive videos to build immersive, personalized learning. With probabilistic models and non-Markovian processes, the system simulated realistic emergency scenarios to sharpen decision-making under uncertainty and time pressure. Drawing on the Technology Acceptance Model and student interviews, the study found that probabilistic interactive video training significantly boosted cognitive engagement and motivation. Wijaya, Hidayat, and Zhou (2020) developed an interactive video for teaching linear programming in math. Using the ADDIE model in a West Java high school, they found the video was pedagogically feasible and effective – it increased interest, deepened understanding of

abstract concepts, and strengthened problem-solving. This work highlights how important systematic design is for complex topics.

Effectiveness and Learning Outcomes

Alshehri, Zayid, and Sayaf (2023) looked at interactive video-based learning through machine learning models from graduate students' perspectives. They found it can significantly improve educational performance, stressing the role of learning environment, cost, and learner attitudes. Dahlan et al. (2023) did a systematic review showing that interactive elements – in-video quizzes, simulations, AI-based adaptive learning – enhance cognitive engagement, motivation, and outcomes. Personalizing learning through adaptive tech accommodates different styles and paces while increasing active participation. Desai and Kulkarni (2022) compared linear demonstration video with interactive video among 240 first-year engineering students. Interactive videos led to significantly higher post-test scores and satisfaction, mainly by creating active interaction and better managing cognitive load. Torun (2019), in a thesis with 169 employees at an international fashion company in Turkey, found that interactive videos improved job performance and productivity by generating greater cognitive engagement, motivation, and more effective learning than traditional videos.

Engagement and Collaborative Learning

Seidel and Hermes (2024) introduced a synchronous interactive video environment for collaborative learning. It allows collaboration in a co-located way or with a short delay through shared playback, annotation, and audio-video communication. Using formal and informal scripts, they aimed to reduce coordination effort and boost interaction efficiency. Their multi-method study with three dyadic groups showed that interactive scripts and heavy use of video resources improved collaboration and group learning. Gedera and Zalipour (2018) examined interactive videos in blended learning. They found that user controls and in-video activities create "effective learning moments" and increase engagement and understanding. But instructors face design challenges, and developing their skills is essential. Kolås (2015) collected instructors' feedback on interactivity types in higher education – quizzes, branching links, interactive maps, 3D objects. These tools turn passive viewing into active learning. Each type fits a specific purpose: quizzes for assessment, links for reflection and case-based teaching, 3D objects for visualization, and maps for problem-solving.

Applications in Organizational and Professional Training

Tran (2024), in a qualitative study, looked at how training affects employee experience through digital HRM systems. A blended approach combining traditional and digital methods gave a more comprehensive and effective training experience, raising satisfaction and engagement. Pourzal (2025) used a quasi-experimental design with control and experimental groups and found that interactive video platforms significantly increased all three dimensions of active participation. This stresses the importance of integrating interactive technologies into curriculum design. Atatalab and Niakan (2023) examined the training and development system for insurance

industry employees. They concluded that organizing training is essential for integrating processes and improving quality at the national insurance level, and for designing a competency system. Hosseini Zarrabi et al. (2022) studied interactive video's effect on learner participation according to learning styles. They found it significantly more effective than linear video across cognitive, emotional, and behavioral dimensions, and recommend it for training practitioners. Mahdiyoun et al. (2015) also found that nurses were more satisfied with interactive e-learning compared to non-interactive e-learning.

Synthesis and Research Gap

Overall, the literature gives strong evidence that interactive video-based learning boosts cognitive engagement, motivation, learning outcomes, and satisfaction across different educational and organizational settings. But gaps remain. First, most studies are from Western or non-Iranian contexts, so findings may not transfer to Iran's organizational and cultural setting. Second, most use quantitative or experimental designs, with few qualitative studies on learners' lived experiences. Third, while some studies look at interactive video in organizational training, none specifically explore insurance representatives' experiences with interactive videos in the Iranian insurance industry. This study addresses these gaps by using qualitative thematic analysis to examine how Day Insurance representatives experience, make sense of, and are affected by interactive video-based training.

Materials & Methods

Research Design

This study employed a qualitative approach to explore how Day Insurance representatives experience interactive video-based training. Given the exploratory nature of the research question and the emphasis on understanding participants' subjective experiences and perceptions, a qualitative design was deemed appropriate. Qualitative research is particularly suited to studies that seek to understand meanings, experiences, and interpretations within a specific social context (Creswell & Poth, 2018). Thematic analysis was selected as the primary data analysis strategy. Thematic analysis is a flexible method for identifying, analyzing, and reporting meaningful patterns within qualitative data, allowing researchers to uncover latent semantic structures embedded in individuals' experiences (Braun & Clarke, 2021).

Participants and Sampling

The study population consisted of active representatives of Day Insurance Company who had experienced the interactive video-based training provided by the organization. Purposive sampling was employed, as this method selects participants based on the relevance of their experiences to the research topic (Patton, 2015). To capture diverse perspectives, inclusion criteria included length of experience in the insurance industry, level of participation in training courses, and familiarity with interactive educational content. Sampling continued until theoretical saturation was

achieved; specifically, after 17 interviews, no new codes or themes emerged from the data. Data saturation is recognized as a key criterion for determining sample adequacy in qualitative research (Guest, Namey, & Mitchell, 2017).

Data Collection

Data were collected through semi-structured interviews. Semi-structured interviews allow the researcher to maintain the framework of core questions while also enabling deeper exploration of topics raised by participants (Kallio et al., 2016). The interview guide was developed based on the research literature on digital learning, interactive learning, and gamification, and included questions addressing participants' experiences with interactive video content, the impact of interactive videos on learning, challenges associated with this type of video, suggestions for improvement, and the effect of gamification on learning behavior. Interviews were conducted both online and in person, with each session lasting between 45 and 60 minutes. With participants' consent, all interviews were audio-recorded and subsequently transcribed verbatim.

Data Analysis

Data analysis followed Braun and Clarke's (2006) six-phase framework, comprising the following stages:

1. **Familiarization with the data:** Interview transcripts were read multiple times to immerse the researcher in the data and develop an initial understanding of meaningful patterns.
2. **Generating initial codes:** Meaningful units related to representatives' experiences with interactive training were extracted and recorded as initial codes.
3. **Searching for themes:** Similar codes were grouped into conceptual categories or sub-themes.
4. **Reviewing themes:** The internal coherence of each theme and its distinctiveness from other themes were examined.
5. **Defining and naming themes:** Following refinement, final titles were assigned to each theme to accurately reflect the nature of representatives' experiences.
6. **Producing the final report:** In the final stage, themes were presented alongside selected participant quotations to strengthen the empirical evidence of the analysis.

To visually represent the conceptual structure of the findings and the relationships among codes, sub-themes, and main themes, a thematic map was developed using Python (version 3.11) with the NetworkX library. Thematic maps are visual tools that help researchers systematically display the connections among concepts extracted from the data (Braun & Clarke, 2021). In this study, the thematic map served as part of the analytical process to organize and elucidate the relationships among the components of representatives' training experience.

Validity, Reliability, and Trustworthiness

Because this study was qualitative and used semi-structured interviews, we focused on the procedures most commonly applied in qualitative research. Validity of the interview guide was established through expert review and pilot testing. Coding

reliability was assessed through inter-coder and intra-coder agreement. Trustworthiness followed Lincoln and Guba's (1985) four criteria. The detailed results of these procedures are presented in Tables 1 and 2. Table 1 summarizes the validity and reliability metrics, while Table 2 outlines the trustworthiness criteria and strategies.

Table 1. Interview Guide Validity and Coding Reliability

Metric	Method	Result
Content validity (CVR)	10 experts (5 methodologists, 3 insurance trainers, 2 instructional designers)	Range: 0.70 – 1.00; mean: 0.86 (threshold: 0.62)
Content validity (CVI)	Same 10 experts	I-CVI: 0.80 – 1.00; S-CVI/Ave: 0.93; S-CVI/UA: 0.88
Face validity	10 experts + 5 pilot participants	Confirmed; 4 items reworded
Pilot clarity	5 representatives (not in main sample)	All items clear; no item removed
Inter-coder reliability	2 independent coders, 5 transcripts (29.4%)	Cohen's κ = 0.87; agreement = 92.4%; final κ = 0.91
Intra-coder reliability	2-week interval	Agreement = 94.1%; κ = 0.92

Table 2. Trustworthiness Criteria (Lincoln & Guba, 1985)

Criterion	Strategies	Results
Credibility	Member checking (12 participants, 70.6%); peer debriefing (4 sessions, 90 min each); prolonged engagement (avg. 45 min/interview)	89.3% agreement on codes/themes
Transferability	Thick description of context and participants	Age: 27 – 54; experience: 2 –19 years; training: 1 – 12 courses
Dependability	Audit trail (23 analytical memos); code–recode check	Agreement = 94.1%
Confirmability	External audit (2 reviewers); reflexivity journal; triangulation (data, investigator, theory)	95% of themes traced to raw data

Data saturation was reached at interview 15 and confirmed at 17, with no new codes or themes emerging (saturation rate = 100%).

Ethical Considerations

Ethical principles were observed throughout all stages of the research. Informed consent was obtained from participants prior to the interviews, confidentiality of information was guaranteed, and anonymous codes were used to refer to participants in the final report.

Results

The findings of the study are presented sequentially, organized according to the research questions.

Research Question 1: How do Day Insurance representatives experience the educational content of interactive videos?

Following the content analysis of the interviews, four main themes, fourteen sub-themes, and fifty-two codes were ultimately extracted to address the first research question. The final analysis table for Research Question 1 is presented below (Table 3).

Table 3. Thematic analysis of the experience of 'Day Insurance' representatives regarding the training content of interactive videos

Main Theme	Sub-Themes	Illustrative Quotations
Content Attractiveness and Enjoyment	Gamification as a source of enjoyment; Variety of visual and interactive elements; Reduced learning fatigue; Creation of positive competition	"The videos were like a game, with points and challenges; I didn't even feel like I was studying – it was more like having fun." (Representative 5). "The images and animations were very appealing; every time I interacted; I felt a sense of excitement." (Representative 12).
Interactivity and Active Participation	Opportunity to respond directly to questions; Customization of learning path; Immediate system feedback; Sense of control over content	"I could answer in the middle of the video and see whether I was right or wrong; this made me more engaged." (Representative 3). "Everyone could proceed based on their own needs, rather than all of us following a fixed path." (Representative 8).
Learning Effectiveness and Information Retention	Improved understanding of complex concepts; Long-term knowledge retention; Practical application in insurance sales; Reduced need for repeated learning	"After watching the videos, I understood insurance concepts better, and now I can explain them to clients more easily." (Representative 1). "The information stayed in my mind because it was interactive, not like dry textbooks." (Representative 14).
Motivation and Professional Performance Improvement	Increased motivation to continue training; Connection to career goals; Sense of personal progress; Encouragement to share experiences	"These videos motivated me to learn more, because I could see how much they helped my sales." (Representative 7). "I felt I was making progress, and now my performance as a representative has improved." (Representative 10).

The thematic analysis findings indicate that Day Insurance representatives had a positive experience with the educational content of interactive videos. The four main themes extracted – attractiveness and enjoyment, interactivity, learning effectiveness, and professional motivation – underscore the gamification and interactive dimensions that contributed to increased engagement, knowledge retention, and improved job performance. These results suggest that an interactive

approach can enhance traditional training and increase representatives' motivation for continuous learning.

Research Question 2: What is representatives' experience regarding the structure and delivery of this training?

Following the content analysis of the interviews, four main themes, fifteen sub-themes, and fifty-eight codes were ultimately extracted to address the second research question. The final analysis table for Research Question 2 is presented below (Table 4).

Table 4. Thematic analysis of the experience of 'Day Insurance' representatives regarding the structure and delivery method of interactive video training

Main Theme	Sub-Themes	Illustrative Quotations
Organization and Flow of Content Structure	Logical and step-by-step progression; Division into short, manageable segments; Smooth flow without abrupt jumps; Appropriate video length to prevent fatigue; Connection of sections through summaries and previews	"The structure of the videos was step-by-step, moving from simple to complex with no jumps; I could follow it very easily." (Representative 2). "Each section was short, about 5 – 10 minutes, which kept me from getting tired and allowed me to watch in short windows of time." (Representative 9). "At the end of each section, it gave a summary and previewed the next section; this kept the flow going perfectly." (Representative 15).
Production Quality and Visual/ Audio Elements in Delivery	Professional graphics and animations; Clear audio quality without noise; Attractive visual elements such as infographics; Coordination between audio and image to emphasize key points	"The animations and graphics were very professional; they helped me understand concepts better without being boring." (Representative 4). "The audio was completely clear, without any noise, and it was coordinated with the visuals to highlight important points." (Representative 11). "The infographics and visual elements made the delivery more attractive, like a professional presentation." (Representative 16).
Interactive and Gamified Delivery Approach	Gamification elements such as challenges and points; Direct interaction with content (clicking, responding); Immediate and personalized feedback; Creation of a sense of competition and progress through levels	"Gamification with challenges and points turned the delivery into something like a game; it pushed me to interact." (Representative 6). "I could click directly and answer, and the system gave immediate feedback; this kept learning active." (Representative 13). "Progress levels and positive competition made the structure dynamic and motivated me to continue." (Representative 17).

Accessibility, User-Friendliness, and Support in Structure and Delivery	Compatibility with different devices (mobile, computer); Simple user interface; Options for customizing the learning path; Support for easy repetition and review of sections	"The structure worked perfectly on mobile, without any problems, and I could watch it anywhere." (Representative 1). "The user interface was very simple, with no complexity, and the customization options allowed me to choose my own path." (Representative 7). "I could repeat or review sections; this support in the delivery was excellent and helped ensure nothing was missed." (Representative 10).

Thematic analysis of representatives' experiences with the structure and delivery of interactive videos highlights four main themes – organization and flow, production quality, interactive and gamified approach, and accessibility and user-friendliness – which emphasize positive aspects such as smooth flow, high visual/audio quality, immediate feedback, and device compatibility. These findings demonstrate the effectiveness of the interactive approach in creating an easy and engaging user experience, which can serve as a model for designing digital training in the insurance industry.

Research Question 3: What effect has the use of interactive educational videos had on representatives' learning?

Following the content analysis of the interviews, four main themes, fourteen sub-themes, and fifty-five codes were ultimately extracted to address the third research question. The final analysis table for Research Question 3 is presented below (Table 5).

Table 5. Thematic analysis of the effect of using interactive training videos on the learning of 'Day Insurance' representatives

Main Theme	Sub-Themes	Illustrative Quotations
Improved Understanding of Concepts	Simplification of complex insurance concepts; Clarity in knowledge transfer; Learning through practical examples; Active interaction to consolidate understanding	"The videos simplified complex insurance concepts very well, using real examples that were completely understandable." (Representative 3). "Because of interacting with questions in the middle of the video, the concepts stuck in my mind better." (Representative 11).
Long-Term Information Retention	Consolidation of knowledge through interactive repetition; Better recall due to gamification; Reduced forgetting through practical exercises; Visual and auditory impact on memory	"The information from the videos is still in my mind, because it was game-like and I kept repeating it." (Representative 6). "The visuals and sounds helped me not forget what I had learned." (Representative 14).
Practical Application in Professional Performance	Direct use in sales and negotiation; Improved customer communication skills; Solving practical problems with acquired knowledge; Increased confidence in service delivery	"After the videos, I could talk to clients better and introduce insurance products more accurately." (Representative 1). "The knowledge from these videos was directly useful in my work, for example in solving clients' problems." (Representative 9).
Motivation and Self-Confidence in Learning	Increased motivation for continuous learning; Creation of a sense of progress and success; Strengthened self-confidence in applying knowledge; Encouragement to share what has been learned	"These videos made me eager to learn more, because I felt I was making progress." (Representative 7). "After watching the videos, my self-confidence in my work has increased significantly." (Representative 15).

Thematic analysis indicates that interactive educational videos had considerable effects on Day Insurance representatives' learning. The four main themes – improved understanding, long-term retention, practical application, and motivation and self-confidence – underscore the effectiveness of these videos in simplifying concepts, consolidating knowledge, improving professional performance, and increasing motivation. These findings point to the high potential of interactive and gamified approaches for enhancing professional learning in the insurance industry.

Research Question 4: What challenges have representatives encountered in the process of using interactive video-based training?

Following the content analysis of the interviews, four main themes, sixteen sub-themes, and sixty codes were ultimately extracted to address the fourth research question. The final analysis table for Research Question 4 is presented below (Table 6).

Table 6. Thematic analysis of the challenges faced by 'Day Insurance' representatives during the process of using interactive training videos

Main Theme	Sub-Themes	Illustrative Quotations
Technical and Infrastructural Challenges	Internet connectivity issues; Incompatibility with certain devices; System crashes or slowness; User interface problems in some browsers	"Sometimes the internet would disconnect and the video would stop; that was really frustrating." (Representative 2). "On my old phone, the videos sometimes wouldn't load properly; I had to use a laptop instead." (Representative 8).
Individual and Skill-Related Challenges	Lack of digital skills; Difficulty adapting to the interactive approach; Time constraints for learning; Fatigue from continuous interaction	"I'm not very comfortable with technology, so using these videos was difficult for me at first." (Representative 5). "I didn't have enough time to sit and interact with the videos every day, because my work is very demanding." (Representative 12).
Organizational and Support-Related Barriers	Lack of initial training for use; Insufficient technical support; Lack of coordination with representatives' work schedules; Limited access to supplementary resources	"They didn't give us any training on how to use this system; we had to figure it out ourselves." (Representative 7). "When a problem arose, support wasn't readily available, which caused delays." (Representative 14).
Content and Design-Related Challenges	Complexity of some interactive sections; Excessive amount of information in a short time; Mismatch with representatives' specific needs; Difficulty following gamification challenges	"Some of the interactive questions were very complex; I felt I needed to study beforehand." (Representative 1). "The volume of information was high; sometimes I couldn't follow it all in one session." (Representative 10).

Thematic analysis of representatives' challenges in using interactive educational videos identified four main themes – technical, individual, organizational, and content-related challenges – which represent potential barriers to effectively utilizing this educational tool. These challenges include infrastructural problems such as internet disruptions, limited digital skills, inadequate support, and content complexity. These findings underscore the necessity of improving technical infrastructure, providing initial training, and designing content tailored to representatives' needs and time constraints to maximize the effectiveness of these educational tools.

Research Question 5: What suggestions do representatives offer for improving this type of training?

Following the content analysis of the interviews, four main themes, sixteen sub-themes, and sixty-two codes were ultimately extracted to address the fifth

research question. The final analysis table for Research Question 5 is presented below (Table 7).

Table 7. Thematic analysis of the suggestions of 'Day Insurance' representatives for improving interactive training videos

Main Theme	Sub-Themes	Illustrative Quotations
Improving Technical Infrastructure and Accessibility	Adding offline viewing capability; Increasing compatibility with different devices; Improving loading speed and system stability; Providing lightweight versions for weak internet connections	"If we could watch the videos offline, it would be much better, because the internet isn't always stable." (Representative 4). "Some older phones had problems; it would be better if the system were compatible with all devices." (Representative 11).
Enhancing Content and Instructional Design	Simplifying complex interactive sections; Adding more diverse and shorter content; Tailoring content to representatives' specific needs; Increasing practical and real-world examples	"Some interactive questions were difficult; it would be better if they were simpler so everyone could proceed more easily." (Representative 2). "If they added more examples from real insurance sales situations, it would be much more practical." (Representative 9).
Strengthening Organizational and Instructional Support	Providing introductory training for system use; Improving technical support and rapid response; Better coordination with representatives' work schedules; Providing supplementary resources such as handouts or summary videos	"Before starting, a short training session on how to use the system was needed, because it was confusing at first." (Representative 6). "If technical support responded faster, our problems would be solved sooner." (Representative 13).
Improving User Experience and Interaction	Simplifying the user interface and navigation; Increasing options for personalizing the learning path; Strengthening gamification elements (points, rewards); Adding more diverse and encouraging feedback	"The user interface could be simpler; sometimes finding sections was difficult." (Representative 1). "If they offered more rewards for gamification challenges, our motivation would increase." (Representative 15).

Thematic analysis of representatives' suggestions for improving interactive educational videos identified four main themes – improving technical infrastructure, enhancing content, strengthening organizational support, and improving user experience. These suggestions emphasize the necessity of offline access, content simplification, introductory training, and strengthening interactive and gamification elements. These findings reflect the need for user-centered design and stronger support to increase the effectiveness of these educational tools in the insurance industry.

Research Question 6: How has gamification in interactive educational videos influenced representatives' learning behavior?

Following the content analysis of the interviews, four main themes, fifteen sub-themes, and fifty-eight codes were ultimately extracted to address the sixth research question. The final analysis table for Research Question 6 is presented below (Table 8).

Table 8. Thematic analysis of the impact of gamification in interactive training videos on the learning behavior of 'Day Insurance' representatives

Main Theme	Sub-Themes	Illustrative Quotations
Increased Motivation and Enthusiasm for Learning	Motivation through rewards and points; Sense of success from completing challenges; Encouragement to continue learning; Creation of a sense of positive competition	"The points I earned for each correct answer encouraged me to keep going." (Representative 3). "When I completed a challenge, I felt a sense of success and wanted to learn more." (Representative 10).
Reinforcement of Interaction and Active Participation	Responding to interactive questions; Engagement with game-like challenges; Sense of control over the learning process; Increased participation through progress levels	"Because I had to participate in the challenges, I became much more engaged in learning." (Representative 6). "The progress levels in the videos made me feel like I was advancing in a game." (Representative 14).
Improved Cognitive Learning and Concentration	Consolidation of knowledge through game-like repetition; Increased concentration through interactive elements; Deeper learning through immediate feedback; Reduced distraction through gamification	"Repeating the questions in the challenges helped the material stay in my mind better." (Representative 1). "Immediate feedback after each question helped me concentrate more." (Representative 8).
Emotional Effects and Enjoyment of Learning	Reduced learning stress through gamification; Creation of a sense of enjoyment and fun; Strengthened sense of self-confidence; Increased sense of belonging to the learning process	"Learning with these videos was like a game; I felt no stress at all." (Representative 5). "I enjoyed that learning was so entertaining; it gave me a good feeling." (Representative 12).

Thematic analysis indicates that gamification in interactive educational videos had positive effects on Day Insurance representatives' learning behavior. The four main themes – increased motivation, reinforced interaction, improved cognitive learning, and emotional effects – underscore the role of gamification elements such as points, challenges, and rewards in generating motivation, increasing participation, consolidating knowledge, and reducing learning stress. These findings demonstrate the potential of gamification as a powerful tool for enhancing professional training in the insurance industry.

5.1. Thematic Map of Representatives' Experiences

The thematic map of Day Insurance representatives' experiences is presented below (Figure 1). This figure visually displays the relationships among the main themes extracted from the thematic analysis of representatives' responses to the six research questions. The nodes (circles) represent 24 main themes derived from the questions concerning the experience of interactive video content, structure and delivery, effect on learning, challenges, suggestions for improvement, and the influence of gamification. Each node is distinguished by a distinct color corresponding to its respective research question (Q1 to Q6). The edges (dashed lines) represent key relationships among themes, such as the connection between gamification and learning motivation, or the alignment of technical challenges with suggestions for infrastructure improvement. This map facilitates an understanding of the overall patterns and interrelationships among different aspects of representatives' experiences, and highlights the role of gamification as a central factor in reinforcing learning and engagement.

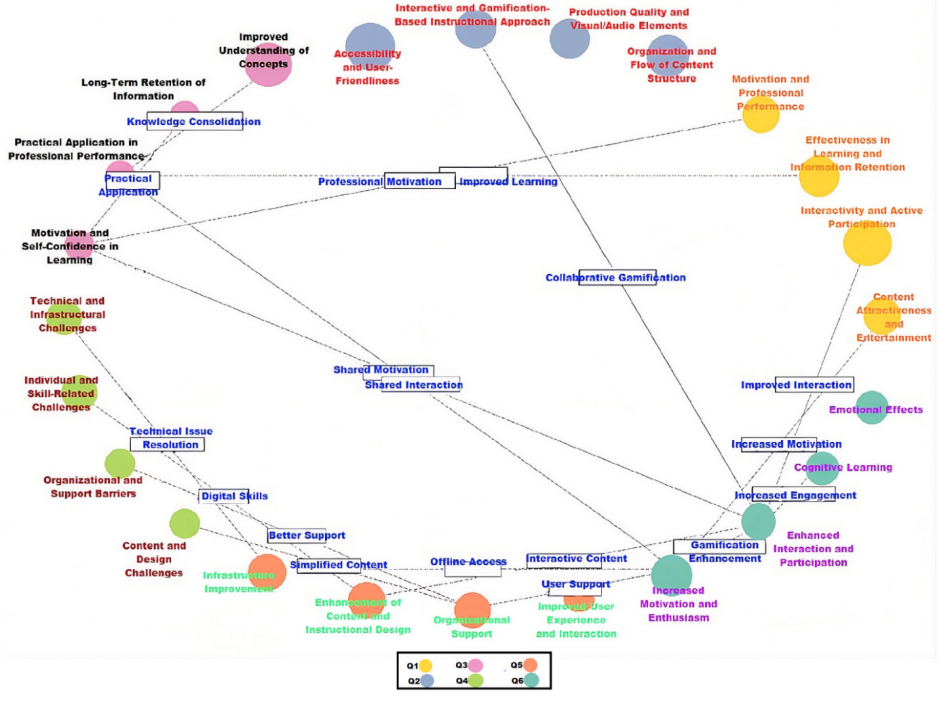


Figure 1. Thematic map of the analyses of 'Day Insurance' representatives

The themes extracted from Research Question 1 indicate that representatives were not only attracted to the videos in terms of visual appeal and content attractiveness, but also recognized the effectiveness of the content in learning and its role in generating professional motivation. These themes are directly connected to motivation, engagement, and active learning in Research Question 6, as well as to practical application in Research Question 3.

The findings from Research Question 2 further demonstrate that the structure and delivery of content are of considerable importance to the user experience. Production quality and visual/audio elements enhance attractiveness, while gamification increases active participation. The themes of Research Question 2 are linked to those of Research Question 6 (reinforcement of interaction and gamification) and Research Question 3 (learning effectiveness).

The analysis of Research Question 3 reveals that interactive videos not only supported cognitive learning but also produced behavioral and motivational effects. These themes overlap with those of Research Question 6 (increased motivation and enthusiasm) and Research Question 1 (learning effectiveness and professional motivation).

The themes derived from the analysis of Research Question 4 highlight the practical problems and barriers to using the videos, which can limit content effectiveness and the learning experience. The themes of Research Question 4 are connected to the suggestions in Research Question 5 and to improvement strategies. Moreover, the findings from the thematic analysis of Research Question 5 indicate that the proposed solutions directly address the challenges identified in Research Question 4 and enhance the effectiveness of the themes from the other research questions.

Finally, the themes obtained from the analysis of responses to Research Question 6 demonstrate that gamification, as a reinforcing mechanism, not only fosters active participation but also strengthens learning and positive emotional experience. These themes serve as the connecting point of the entire network and represent the ultimate effect of the educational experience.

In other words, the thematic map displays a causal and conceptual flow among the themes, progressing from initial experience → effect on learning → encounter with challenges → solutions → final reinforcement through gamification. This sequential flow reflects the dynamic nature of representatives' learning journey with interactive videos, wherein initial engagement and content experience shape learning outcomes, which are in turn moderated by practical challenges and improved through targeted solutions, ultimately reinforced by gamification as a central motivational mechanism.

Discussion

This study set out to qualitatively analyze Day Insurance representatives' experiences with interactive video-based training. What came through clearly is that representatives saw this training as more than just a content delivery tool. For them, it was an interactive, motivating, and genuinely useful professional learning experience. Across the six research questions, the effectiveness of this training seemed to depend on a mix of factors: content quality, delivery structure, gamification, ease of use, and organizational support.

For the first research question, representatives' experience with the educational content was mostly positive. Themes like attractiveness, enjoyment, interactivity, and professional motivation showed that interactive videos moved learning away from passive, traditional training and got learners actively involved. This matches findings from Kolås (2015), Dahlan et al. (2023), and Pourzal (2025), who all stressed that interactive elements in videos increase participation and cognitive engagement. Representatives also said the interactive and engaging nature made learning feel less mandatory – more like a practical and enjoyable experience. That suggests visual appeal and interactivity can go a long way in reducing employee resistance to organizational training.

For the second research question, structure and delivery mattered a lot for the quality of the learning experience. Good content organization, visual and audio quality, graphic design, and gamification were among the strongest influences on satisfaction. This is consistent with Wijaya, Hidayat, and Zhou (2020) and Gedera and Zalipour (2018), who found that systematic, structured design of interactive videos is a primary condition for instructional effectiveness. Representatives judged training as effective when content came step by step, organized, and easy to follow, with decent technical quality. So, in digital training, just producing content is not enough – how the learning experience is designed is fundamental.

The third research question showed that interactive videos had considerable effects on learning. Improved conceptual understanding, better retention, practical application, and stronger professional self-confidence were among the main reported outcomes. These findings line up with Desai and Kulkarni (2022), Torun (2019), and Alshehri, Zayid, and Sayaf (2023), who found that interactive videos improve learning performance and satisfaction compared to traditional methods. Theoretically, this can be explained through active learning: continuous interaction with content, in-video activities, and immediate feedback deepen cognitive processing and lead to meaningful learning. The training also seemed to affect more than just cognition – it boosted professional self-confidence and career readiness too.

For the fourth research question, representatives pointed to challenges: technical problems, skill limitations, organizational barriers, and content weaknesses. Some mentioned slow internet, system access disruptions, not enough time,

and lack of proper guidance. This aligns with Gedera and Zalipour (2018) and Atatalab and Niakan (2023), who emphasized the need for infrastructure and better organization of the training system. So, while interactive training has high potential, its effectiveness drops without proper infrastructure and organizational support. In other words, digital training success depends not only on content quality but also on the technological and cultural readiness of the organization.

For the fifth research question, suggestions focused on improving technical infrastructure, enhancing content quality and diversity, increasing instructional support, and improving user experience. Representatives wanted shorter, more practical content tied to real job needs, plus continuous technical support and user-friendly design. These findings show that organizational learners expect training to be both engaging and connected to real workplace issues. Involving users in design and review could also improve quality and acceptance.

For the sixth research question, gamification stood out as one of the most influential factors affecting learning behavior. Scoring, immediate feedback, competition, rewards, and interactive elements increased motivation, active participation, and enthusiasm. This is consistent with Dahlan et al. (2023), Hosseini Zarrabi et al. (2022), and Kolås (2015), who found that interactive and gamified elements can transform learning from a passive state and increase cognitive and emotional engagement. Representatives said competitive and rewarding elements made them participate with more focus and interest. So, gamification not only boosts motivation but can also reinforce learning continuity and sustained participation in organizational training.

Conclusion

Overall, the findings indicate that interactive video-based training at Day Insurance Company has improved representatives' learning experience and encouraged more active participation. But for this training to work well, instructional design, technical quality, organizational support, and users' real needs all need attention at the same time. The results also show that gamification, as a reinforcing factor, plays a key role in increasing motivation, engagement, and learning, and can be considered an effective strategy in developing organizational training.

Based on this, organizations should pay greater attention to developing technical infrastructure, improving the quality of interactive content, user-centered design, and the systematic use of gamification elements in future training programs. Future quantitative and mixed-methods research could also examine how this training affects job performance, productivity, and long-term employee learning, which would help develop knowledge in this field.

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