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Lecture capture: what can business schools learn from the recent literature?

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Lecture capture: what can we learn from the recent literature?

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Chartered Association of Business Schools
Learning, Teaching & Student Experience Conference,
Aston University, Birmingham, 26-27 April 2016
Presentation overview

- Background
- Research questions
- Methodology
- Findings
- Recommendations
Background

- A 2012 study at L’boro tentatively indicated that lecture capture was beneficial
- And… students wanted it
But… not all academics were convinced
“Yes, but…”

- Won’t LC lead to lower attendance?
- I don’t want to appear on camera.
- Won’t students be inhibited in their interaction?
- What if there is sensitive/confidential content in my lectures?
- Isn’t LC “spoon-feeding?”
- I use copyrighted content in my lectures.
Research questions

1. What percentage of HE students use LC*?
2. How are students using LC?
3. What advice do students get about using LC?
4. Do lecturers change the way they teach when using LC?
5. Does LC have any impact on student learning?
6. What impact does LC have on attendance?
7. Anything else?

LC* = Lecture Capture
Methodology for literature review

- **Search terms:**
  - “lecture capture”
  - “lecture recording”

- **Sources:**
  - Google Scholar
  - ResearchGate
  - Academia.Edu

- **Date range:**
  - 2012-2015
1. What percentage of HE students use LC?

Well, that depends…

LC* = Lecture Capture
1. What percentage of HE students use LC?

- Different findings from different studies
- From fewer than half to 100%
- Increased usage when:
  - LC “enriched” with additional materials
  - LC made available for mobile access
- Less usage in 1st year (students don’t realise the benefits?)
- Less usage in 2nd year (students more selective?)
2. How are students using LC?

Image by Steven Worster on Flickr, CC-BY-ND
2. How are students using LC?

- As a supplement to live lectures
- Selectively
- For revision purposes
- For note-taking
- To support homework tasks
- In preparation for lectures (flipped classroom)
3. What advice do students get about using LC?

Words of wisdom...
3. What advice do students get about using LC?

Continue coming to lectures!
4. Do lecturers change the way they teach?
4. Do lecturers change the way they teach?

- A move towards “flipped classroom” (more active learning)
- LC can help lecturers reflect on their teaching
- LC is sometimes accompanied by creation of media-rich resources by learners and lecturers
5. Does LC have any impact on learning?
5. Does LC have any impact on learning?

- **Positive impact found:**
  - In certain courses/disciplines
  - By students who:
    - are “deep learners”
    - attend lectures regularly
  - Also by students who:
    - have learning difficulties
    - are non-native speakers of English
  - When lecturers are non-native speakers of English
  - In some “flipped classroom” settings
5. Does LC have any impact on learning?

- Little or no impact found in many studies
- Negative impact found in a few cases...
6. What impact does LC on attendance at lectures?
6. What impact does LC on attendance at lectures?

- LC is frequently correlated with a drop in attendance; however...
- The drop is usually minimal, and...
- The vast majority of students perceive LC as supplementary to live lectures
Caution!

- A small minority of at-risk students will skip lectures and will also not use LC
- If not supported, these students are at risk of failing
8. Anything else?
8. Anything else?

- Students (still) want LC
- LC may influence student enrolment decisions
- Growth in mobile access to LC
- **Support for staff is critical**
- LC not always appropriate – e.g. in interactive sessions
- Video of lecturer is not essential – slides and voice are sufficient
Recommendations
Key recommendations

- **Provide staff support for the use of LC**
- Identify and support at-risk students
- Use LC judiciously:
  - Use it for content-heavy lectures
  - Avoid LC for highly interactive sessions
- Use LC to enable active learning
- Enable mobile access to LC for students
This presentation was based on a report by Gabi Witthaus and Carol Robinson for the Centre for Academic Practice at Loughborough University:
http://www.tinyurl.com/lecture-capture-lboro

This presentation is available at:
http://www.slideshare.net/witthaus/lecture-capture-what-can-we-learn-from-the-recent-literature
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