Lecture capture case study: Department of Biochemistry

Interview: Dr Dee Scadden, Senior Lecturer, 5th Jul 2017

At the Department of Biochemistry, we have been using the method capturing lectures for our 2nd and 3rd year students since the pilot was introduced at the start of Michealmas term (October) in 2016. We had been using other systems of recording lectures in the previous 2015 term and welcomed the idea of being involved with Lecture Capturing as we believe it to be a really helpful resource for our students.

We had opted for the simplistic version of recording audio and syncing with slides from the lecture with three of our Biochemistry courses and have been recording on a daily basis. The recordings are of theory based sessions rather than practical lectures, but we may consider filming practical demonstrations in the future.

The lecture capture system is very easy to use and requires minimal technical knowledge or training ahead of using the system. The storing and uploading is very straightforward in comparison with how we had previously been recording with our own method which required a lot more effort. The software enables us to upload recordings soon after a lecture has been presented, giving our students the opportunity to recap on the subjects within 24-48 hours and watch the whole lecture if they were unable to attend in person.

Our lecturers were given the option to choose if they wanted to be recorded during their presentations. Although some colleagues had initial concerns for personal reasons, most have come around through better understanding of the benefits of recording for our Biochemistry students. Over the course of the year, there was an increase in lecturer uptake from 87% to 100% of lecturers giving permission.

The simplicity of the lecture capture set-up means it's unobtrusive and doesn't affect lecturers teaching style in anyway. They can still use their own laptops (and other equipment) for presentations. They just need to ensure that they wear a microphone. In some venues there is a boundary microphone which automatically records within a set perimeter so they don't even need to remember about sound. The use of microphones is already a requirement for hearing impaired students to allow them to connect to the hearing loop so it really isn't seen as an inconvenience.

To ensure maximum participation by lecturers, we have dedicated staff to deal with editing and uploading of lectures. The lecturer doesn't have to be responsible for anything other than their normal teaching duties.

We have found the system to be especially useful for certain special circumstances, for example, if a student hasn't been able to attend a session for emergency reasons. We have also occasionally used the technology in order to record supervisions.

We don't believe that the pilot has negatively affected attendance of students. They use recordings for when they can't attend due to personal circumstance or illness. It's also predominately a useful additional learning resource that gives students the ability to search and recap on certain areas.

Although we are not using the system to critique lectures we have used it so that our supervisors can review lectured material and this has been very beneficial for them.

Since participating in the pilot, we have organised monthly committee meetings with students to gain feedback. It's apparent, from these sessions, that lecture capture is fantastic learning resource for the students. They are very positive about the technology and keen to see the system being extended for use in all of their subjects.

We'd have no hesitation in recommend that other departments to take the opportunity to use lecture capture and would also suggest that they try an 'opt out' rather than 'opt in' lecturer participation policy so that lecturers are automatically recorded unless they specify 'opt out'. This would maximize the number of recordings so that recording becomes common practice across the University's departments and is accepted as a standard student learning resource,

<u>Summary of advantages of Lecture Capture</u>

- Provides a different learning technique to suit different student needs.

- Creates an opportunity for equality for disabled students allowing them to gain learning knowledge when it may be impractical or difficult to attend a lecture.

- Enables students to engage fully with the lectures (as they do not have the same amount of pressure to write detailed notes during the sessions).

- Allows students to catch up on information missed due to personal circumstances or illness.

- Is more informative and interactive than reading a lecture handout.

- Provides a searchable database of topics, so that students can search on key words to help with revision.

- Provides students with the opportunity to go back over lectures from earlier in the term to use for reference in exams later in the year.

- Allows analysis of statistics to see which areas students are replaying regularly.

- Provides control over publication of lectures and uses Raven login details and Moodle course access to ensure appropriate 'create' and 'view' access.

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