Justifying lecture capture: the importance of student experiences in understanding the value of learning technologies

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Abstract

This paper presents findings from a six-month research project exploring the role of lecture captures (automated audio and slide recordings) as supporting resources for university students' study practices. Existing research in this field indicates that recordings are useful for revision or hold particular benefits to groups of students (disabled students, students with English as a second language), with institutional surveys and student satisfaction championing further deployment (Newton et al., 2014). However, many studies focus on quantitative measures of changes in attainment, attendance level or value perceptions, with limitations that fail to account for the social context of learning that involves competing priorities, individual study preferences and factors beyond the control or awareness of lecturing staff (Owston et al., 2011; Ford et al., 2012). Addressing this knowledge gap, this research uncovers how and why recordings are used as resources to support students' ongoing, active learning processes, during term-time.

Data collection

12 undergraduate students from two science departments, both of which have established use of lecture capture, participated in semi-structured interviews across two terms. Further data was drawn from diaries and system logs of participants' use of recordings to verify self-described study patterns. The interview questions focused on students' study behaviours both in-class and in private study, exploring their activity, the resources they used to support their learning and understanding, and how lecture captures integrated into their study practices.

Findings

This paper draws upon the rich insights from students' experiences to reveal changes in their study behaviour, specifically the innovative approaches adopted as a direct result of ongoing lecture capture provision. A key theme that emerged was the way students appropriated lecture captures as a scaffold for independent study, as well as a supplementary resource to aid understanding. Participants also indicated how lecture captures contributed to the way they value their own notes and the expertise of their lecturer. After lecture capture becomes established in non-science departments within the institution, further research will explore and compare the impact of sustained provision across different disciplines.

Implications for practice

This research directly addresses the theme of student participation, by challenging the assumptions underlying institutional adoption of lecture capture driven by student campaigns, and instead

enabling real-life examples of studying practice to emerge and demonstrate the value of this form of learning resource. Delegates can expect to come away with practical advice for their own use of lecture capture and a suggested approach for dialogue with students about study technique, clarifying the weaknesses of lecture capture and how to utilise its strengths as a learning technology.

References

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