

# Strategies for supporting effective student engagement with lecture recordings

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## Abstract

Lecture captures (recordings of slides and audio from live lectures) are regularly perceived by students as resources to support their learning when preparing for assessments (Gorissen et al., 2012). However, the benefits of using lecture captures outside of revision periods are less recognised by students and are often assumed, rather than evidenced, to be complementary to learning. Where students have appropriate learning skills and strategies, regular use of video-based resources can be conducive to their learning (Giannakos et al., 2015). As such, there is an opportunity to enhance learning by developing students' competencies when using lecture captures throughout the term. The implication is that learning is best supported through systematic provision of lecture captures, with students informed in how to make the most of the lecture content.

This short paper presents a guidance framework to encourage student engagement with lectures and lecture captures, drawing upon research outputs from an investigation into students' regular use of lecture captures and individualised study practices (Cornock, 2015). The framework aims to both develop students' effective, efficient use of lecture captures and offer new ways of thinking about studying.

The framework comprises study workflows, video advice and suggested discussion points with students on the role of the lecture. Study workflows were created from interviews with students to illustrate a range of innovative study approaches that demonstrate active learning and engagement with lecture content. Counter to this, the research also revealed instances of ineffective memorisation and recall methods, arguably described as 'surface' learning approaches (Biggs and Tang, 2007). This form of learning appeared to stem from misconceptions on the role of the lecture and expectations of assessment in higher education. To address this concern and support students' development of effective study strategies that build upon the lecture, advice videos were produced to cover: approaches to note-making, watching captures, engaging with the lecture, and studying techniques before, during and after the lecture. Through both the study workflows and guidance to promote going beyond the lecture, the framework emphasises the relationship between the lecture as a teaching intervention, lecture captures as a learning resource and students' independent learning.

An initial evaluation and feedback on the guidance framework from staff and students will be shared and the session will invite discussion on the transferability of the guidance framework to other institutions. Delegates will be encouraged to repurpose the guidance framework and evaluate its effectiveness in supporting students learning with lecture captures within their own contexts.

## References

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