What is the value of lecture recording at the University of Edinburgh?
Lecture Recording at Edinburgh

Media Hopper Replay (Echo 360) rolled out September 2017

138 rooms enabled
400 courses

70,000 hours replayed in Dec 2017
190,000 hours watched up to Dec 2017
This Evaluation

Where are we now?
Where do we want to be?

What do we want to know about current practice?
What happens in a lecture?
What do staff think?

Unstructured interviews with 13 members of staff
- Across 7 schools
- 12 academics, 1 professional services

Builds on:
- Policy consultation
- Communications visits
- Academic User Group
What do students think?

Survey to 2125 1\textsuperscript{st} year students across 8 schools
• Schools selected based on CEQ Feedback
• 295 respondents (14\% response rate)

Focus group:
• 1\textsuperscript{st} Year students

1\textsuperscript{st} Years have only known lecture recording!
The Staff Perspective

Ultimate Concerns (The Canon)

Lecture Recording

Proximate Concerns (The Curtain)

Value of Lectures?

Commodification of the lecturer

The performance

Skills not facts

In my discipline

Responsibility

Exposure

staff

students

copyright
The Canon of the Lecture

We record that which is important

For the arts & sciences
• The lecture can become ‘fixed’ (canonical) and the defining take on the subject

For medicine:
• The opinion may not be differentiated from the fact.
For me, the worst way possible to envisage why we need this process is because the content of the lecture is important and the student needs to know this content [...] it makes the lecture almost redundant as a form, because as soon as it’s recorded and captured once, what would be the point in doing it again?
Students sometimes feel uncomfortable about that, because they actually want facts and what I try to put across to them is that the facts are the results, “This study was done, this is what was found,” but the interpretation of that result sometimes is the subject of debate. [...]. In fact, I encourage [questioning], because it makes the lecture more interesting and stimulating to present, but also it’s teaching the students that you shouldn’t always accept what you’re told.
Is this a valid worry?

In the student survey . . .

62% Lectures are a good resource for exam revision, alongside reading other texts and discussions/practicals

28% Lectures are the best resource for exam revision, they give you the information.
The Curtain of the Lecture

Staff repeated concerns about contract, copyright and being exposed. Also concerned about exposing students.

The lecture space is:
• Daunting
• Special
• Important
• A little sacred?
Student Perspective

The Safety Net (ultimate)

Widens access

Reduces worry

Know where materials are

The tool (proximate)

Revision

Knowledge is important

Lecture Recording
As a carer I have to drive frequently on a one hour commute [...], and listening to the audio of the lecture in my car reduced my stress because I really felt I was making good use of the time for my studies as well as doing my family duty.

One lecture there, and one back. If I was prevented from commuting to the University myself or found three lectures in a row exhausting, I could attend as much as possible and catch up later.
The Safety Net

In the student survey . . .

73% Think they are less likely to worry about keeping up with a lecture if it’s recorded

Think there was ‘no difference’ in their worry about giving a wrong answer in a recorded lecture 73%
Technical Issues & the Safety Net

Tech issues frustrated students . . .

. . . but staff saw it as part and parcel of life
The Tool

I am not sure if I made the best use of [recorded lectures]

1st Year Student (focus group)

I go to lectures and listen and try and understand concepts without getting distracted by making notes, and then use the recordings to make full notes later that day. It allows me to research bits I don’t understand and consolidate my thoughts, as well as making very useful complete notes for later revision

1st Year Student (survey)
The Tool

• How *should* students incorporate this material into their studies?

• Are we (the university) providing this guidance?
• Are we (the lecturers) providing this guidance?

• Observation:
• We spend a lot of time talking to colleagues about this material, but we (this project included) tend to demand answers of students in questionnaires.
The Value of Lecture Recording at Edinburgh
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Lecture recording will only ‘canonise’ and transform lectures if we let it.

Instead: what do we want our teaching to be?

Work with students to develop this new teaching tool.