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

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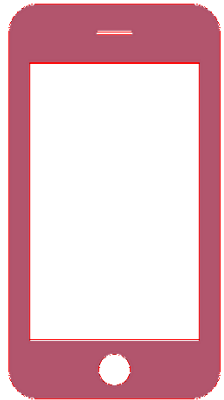


@jilly_mackay



Lecture Recording at Edinburgh

Media Hopper Replay (Echo 360) rolled out September 2017



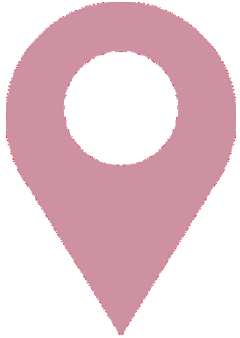
138 rooms enabled
400 courses



1,000 hours replayed in Dec 2017
10,000 hours watched up to Dec 2017



This Evaluation

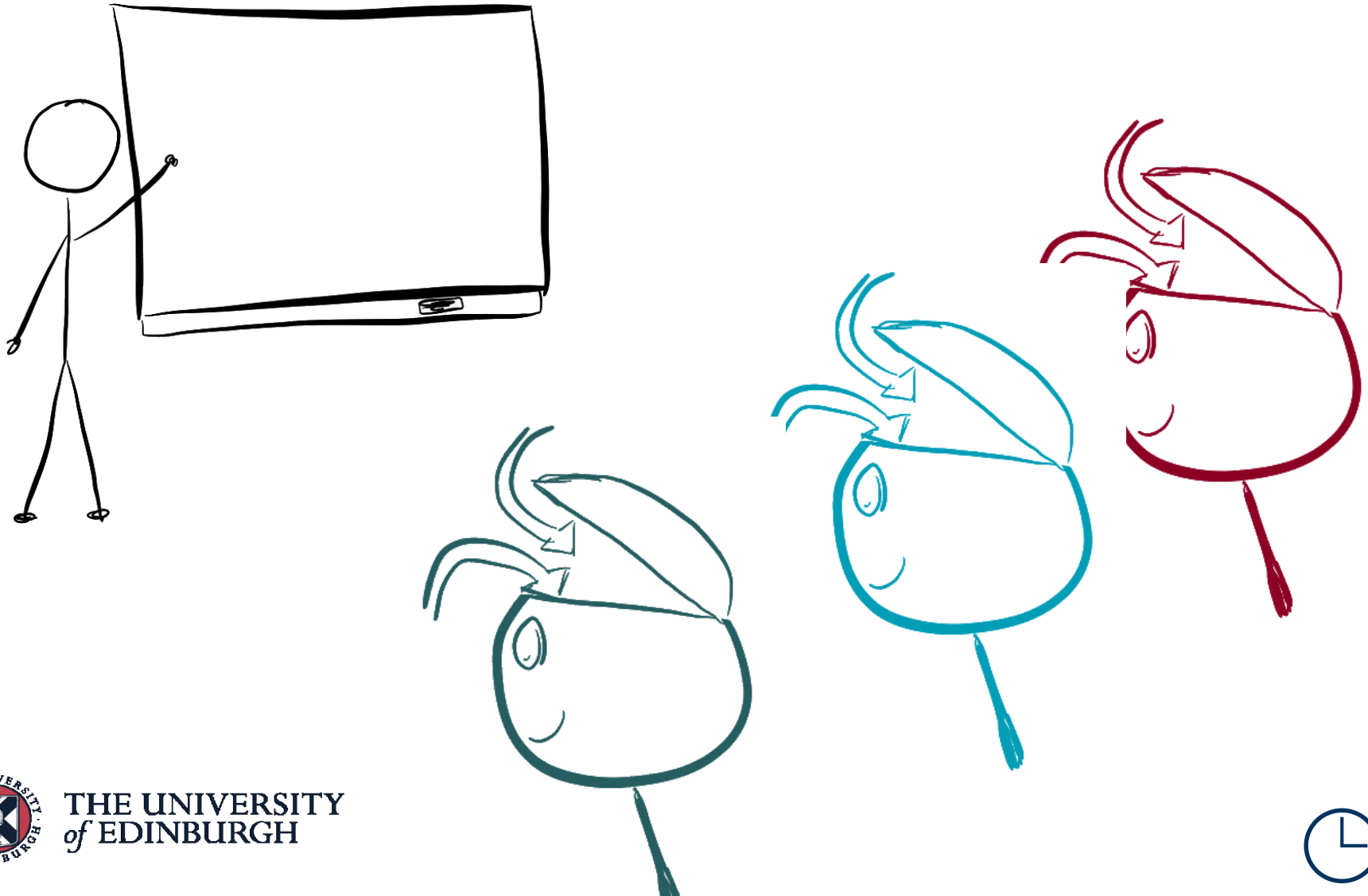


Where are we now?
Where do we want to be?

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?

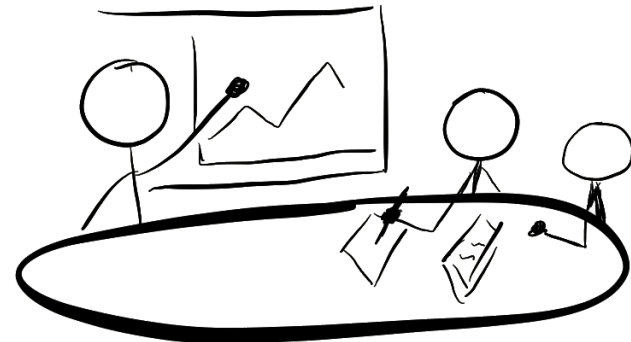
Survey to 2125 1st year students across 8 schools

- Schools selected based on CEQ Feedback
- 295 respondents (14% response rate)

Focus group:

- 1st Year students

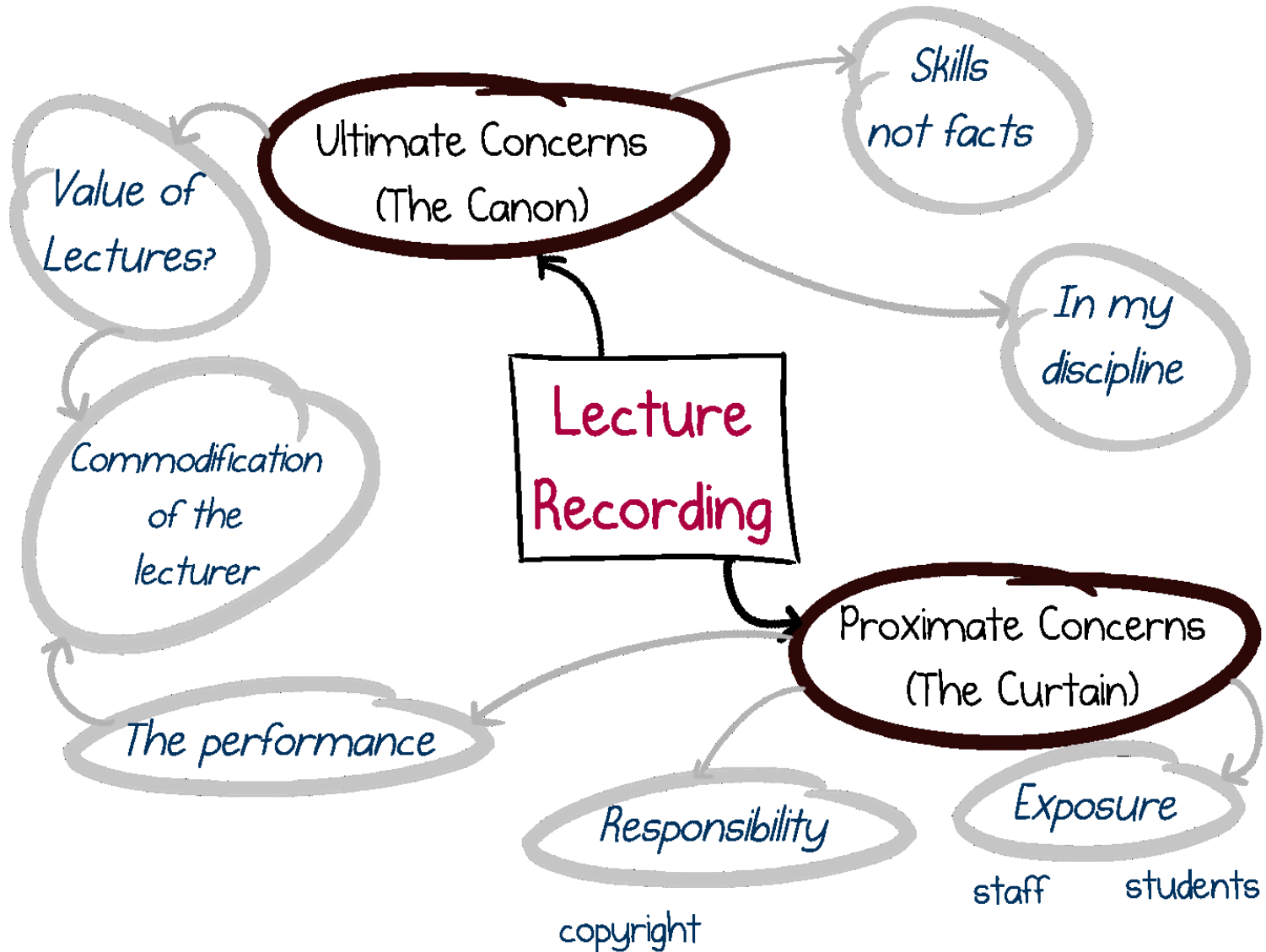
1st Years have only known lecture recording!



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The Staff Perspective



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.



The Canon & Learning

Academic Participant D

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?



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The Canon & Learning

Academic Participant F

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.



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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

Lectures are the best resource for exam revision, they give you the information.

28%



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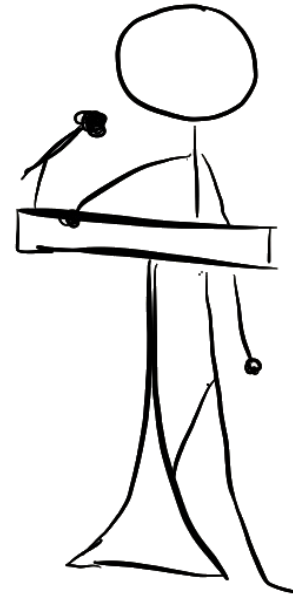


The Curtain of the Lecture

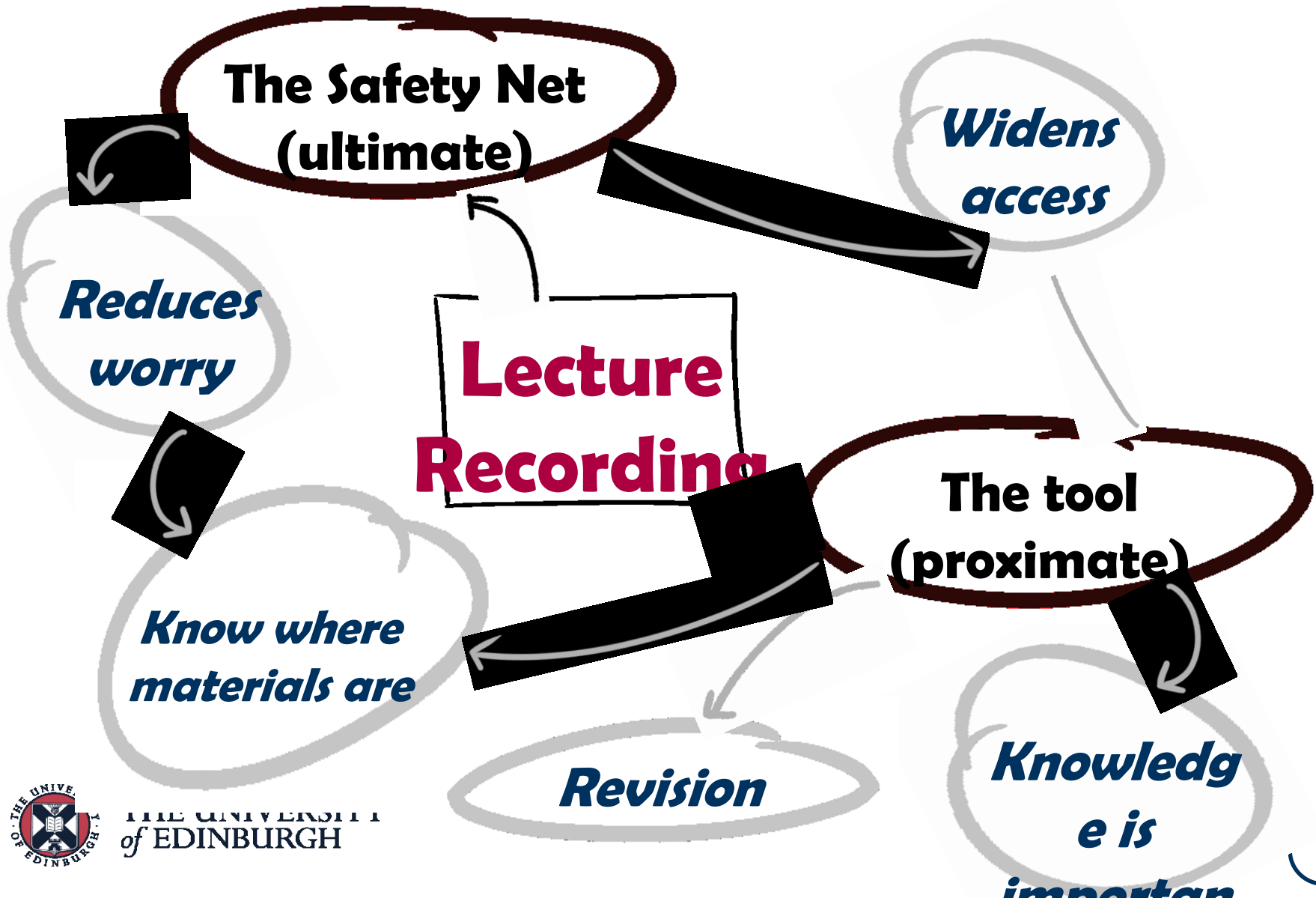
Staff repeated concerns about contract, copyright and being exposed.
Also concerned about exposing students.

The lecture space is:

- Daunting
- Special
- Important
- A little sacred?



Student Perspective



The Safety Net

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.

1st Year Student
(survey)



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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



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The Tool

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

1st Year Student
(focus group)

1st Year Student
(survey)

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

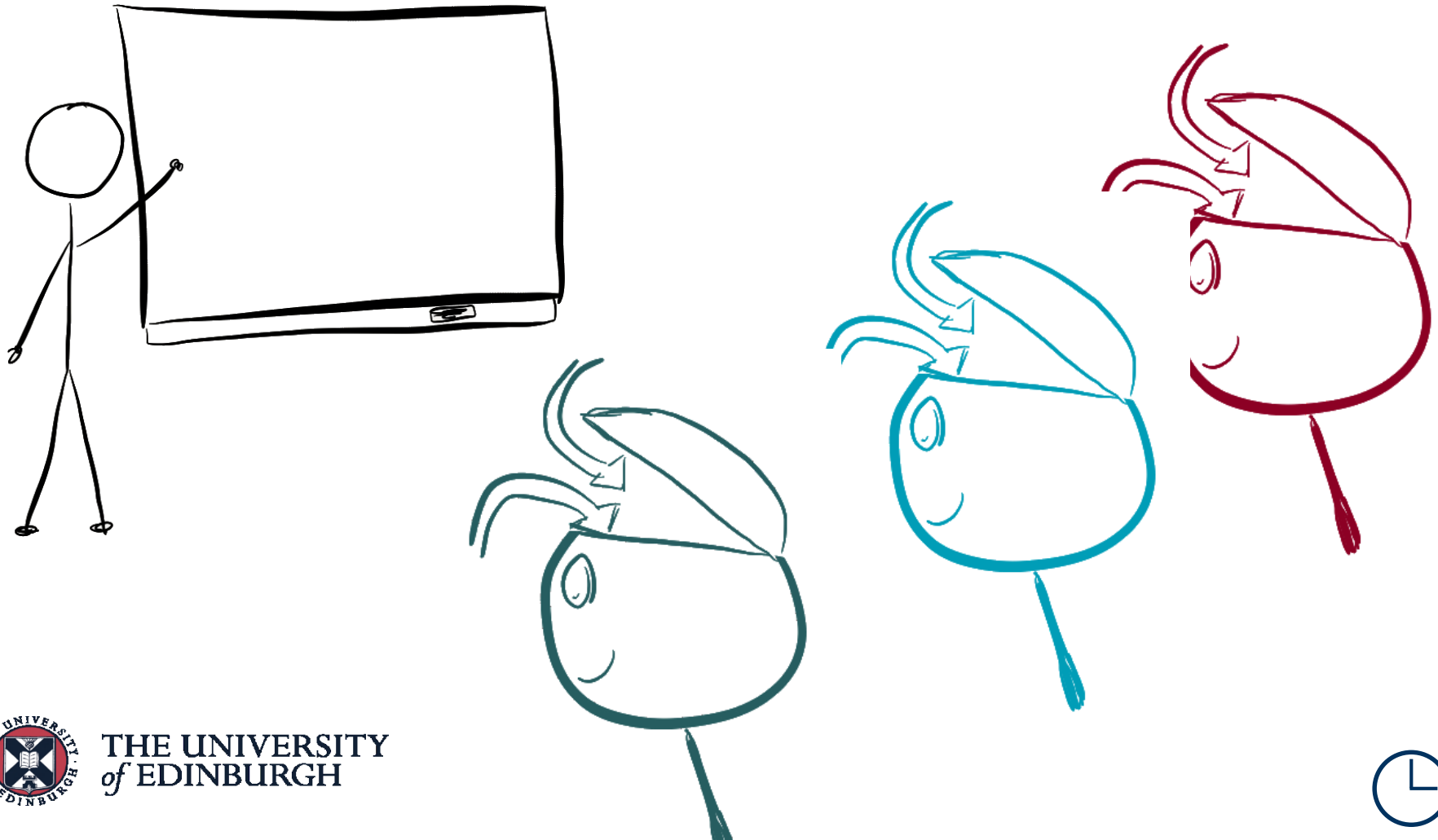


The Tool

- 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



The Value of Lecture Recording at Edinburgh

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.



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