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## PTAS Project Report (for REGULAR PROJECT GRANTS)

**Project Title:** Using Lecture Capture Effectively for Online Learning

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**Project type** (delete as appropriate) :

**A Research Project** (research focus on particular dimension of teaching, learning, assessment)

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**Principal Investigator** : Kate Symons

**Schools/department** : Mastercard Scholars Foundation (formerly Centre of African Studies, Social and Political Sciences)

**Team members (including Schools and Departments) :**

Anna K Wood, Moray House, School of Education

Jean-Benoit Falisse, Centre of African Studies

Hazel Gray, Centre of African Studies

Albert Mkony, Centre of African Studies

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**For further details, please contact:**

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Project teams must submit a report within 4 months of the conclusion of their project.

Copies of dissemination material (eg journals/newsletter articles, conference papers, posters should be listed and attached (separate to the word count). The brief report will be published on the IAD web pages.

**Report (maximum 1500 words)**

**What did you do?**

We carried out semi-structured interviews by Skype with 12 students (mature students, taking the course part-time alongside working in related fields, geographically dispersed). Students were asked about their experiences of two different types of video resources: video-to-camera lectures, defined as lectures created especially for online learners, usually consisting of a lecturer discussing the weeks topic with slides which can be viewed by the students; and, lecture captures. They were asked how connected this made them feel to both lecturers and peers, and how useful they felt the resources were for their learning. Using a constructivist grounded theory approach to develop our categories and codes for analysis, we examined our data through the lens of the elements of the Community of Inquiry framework (namely social presence, cognitive presence and teaching presence). We were predominantly interested in the relationship between lecture capture technology and online distance learning from the perspective of online learners.

**What did you find out?**

Our analysis showed that many students were initially enthusiastic about their experiences of watching lecture recordings as part of their on-line courses. They preferred the way in which the lecturer spoke to a live audience; they enjoyed hearing interactions between the lecturer and the other students (vicarious learning); and, they felt like they were getting more of what they



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perceived as the 'real' and 'authentic' campus experience. Despite these positive perceptions we found that lecture capture videos did not contribute to the creation of cognitive, social and teaching presence more than video-to-camera lecture recordings. Our findings show that actual opportunities for vicarious learning were not enhanced with the use of lecture capture material. We interpret the apparent paradox in our results as reflecting the fact that students' enthusiasm for lecture captures stems in part from their tendency to over-privilege the campus teaching experience. Nevertheless, while we conclude that online distance learning is not enhanced by the use of lecture capture in contrast to pre-recorded video material, our findings do provide insights into the importance of vicarious learning for online students.

### **How did you disseminate your findings?**

Project outputs include:

#### ***Journal article:***

A Critical Analysis of the Role of Lecture Capture in Online Learning: A Community of Inquiry Perspective by Anna K. Wood, Kate Symons\* Jean-Benoit Falisse, Hazel Gray, Albert Mkony submitted to *Distance Education* and is available on a pre-print server here: <https://osf.io/preprints/socarxiv/wy9da/>

#### ***Blog posts:***

Ho to build an online scholar community (for Mastercard Scholars Foundation): <http://mcfsp-blogs.ed.ac.uk/scholarslab/2020/02/26/how-to-build-an-online-scholar-community/>

Teaching Matters blog, Online students' views on lecture capture:

<https://www.teaching-matters-blog.ed.ac.uk/online-students-views-on-lecture-captures/>

Blog post: Should Lecture Captures be Repurposed for Online Students? <http://learningfrome-learning.blogspot.com/2019/04/should-lecture-captures-be-re-purposed.html>

#### ***Presentations/ workshops:***

Online learning strategy for Mastercard Scholars Foundation: Online learners as a community of inquiry, 20<sup>th</sup> February 2020

### **What have been the benefits to student learning?**

The primary implications for student learning have been a deeper understanding of students' views on lecture capture, ranging from the use of lecture captures as a whole-scale replacement for video-to-camera lectures, to the occasional use of lecture capture as part of a wider bespoke online course. In showing students lecture capture, we concluded that, while lectures captures do not contribute to a community of inquiry, students did highlight the benefits of learning vicariously through watching on-campus discussions. This will lead to changes on online courses to introduce more creative ways for students to benefit from vicarious discussion (e.g. short edited extracts from guest speaker discussions, videos which show debate between teaching staff as a way of providing opportunities for vicarious learning).

Although not the main focus of the study, our conversations with students also provided valuable feedback on the programme teaching materials for MSc International Development (online), especially quality, timeliness, length and production values of online videos. Understanding these issues will lead to changes as the videos for particular courses are updated.



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**How could these benefits be extended to other parts of the university?**

We see two main ways in which our research could provide benefits more broadly.

First, we have contributed to debates on the role of lecture capture in the University through disseminations noted above.

Second, we have also seen benefits for the online scholars programme at the Mastercard Foundation Scholars Programme. These have included providing insights into how to support online learners as a community, plus supporting inter-departmental discussions between the MCF programme team and teaching departments to improve the teaching for scholars.

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**Financial statement (please delete as appropriate):**

**Or**

This project has remaining funds unused and we require details of how to return the balance. The Principal Investigator or School Administrator appropriate can provide financial statements showing the funding usage as and when required by the UoE Development Trusts who may require it for auditing purposes.

**Please send an electronic PDF copy of this report to:**

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