

The Benefits of Lecture Capture at LSE

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1. Introduction

- 1.1. LSE Students' Union firmly support the use of lecture capture, as part a range of educational tools available to provide high quality teaching across the School.
- 1.2. Lecture capture is currently in available in use across a range of programmes and Departments, yet a significant minority of programmes continue not to provide recorded lectures to students.
- 1.3. LSE Students' Union acknowledge that lecture capture may not be an appropriate device for the delivery of education in some instances, however we believe this will be in the extreme minority of cases. In the spirit of parity of offer across all Departments and programmes, we believe LSE must work from a basis of providing access to recorded lectures to all students, with exceptions to this principle kept to an absolute minimum.

2. Benefits of lecture capture

- 2.2. Access to lecture recordings is of benefit to all students, particularly as a revision or complementary study aid, in addition to lecture attendance. Often lectures deal with difficult concepts that may not be best understood on first hearing, and so allowing students to re-listen to recordings will both improve students' note-taking and recall of information.

Day and Foley conducted a quantitative analysis of the benefit of the lecture capture to student attainment. 46 students were split into two groups, control and experimental. The control group attended lectures as normal whereas the experimental groups were offered access to lecture recordings in addition to lecture attendance. Results from assessments were measured across the 15 week course and collated into a final grade which showed a large improvement. The control group achieved an average final grade of 79.95 whereas their experimental counterparts achieved 88.23 and increase of 8.28 points¹. Von Kinsky et al. also found that higher achieving students tend to supplement live lectures with lecture capture content².

¹ Day, J., & Foley, J. (2006). Evaluating Web lectures: A case study from HCI. Proceeding of 2006 Conference on Human Factors in Computing Systems. New York: ACM

² Von Kinsky, B.R., Ivins, J. & Gribble, S.J., 2009. Lecture attendance and web based lecture technologies: A comparison of student perceptions and usage patterns. Australasian Journal of Educational Technology, 25(4), pp.581–595

- 2.3. Lecture capture is also of significant benefit to specific groups of students. For students for whom English is not a first language, lecture capture can provide an essential study aid for terms which may need research or more time to understand, and lecture capture can overcome some of the difficulties of note-taking at great speed in a secondary language. Facilitating better comprehension and providing greater time for students to digest information at their own speed will only be a positive attribute to attainment.

Pearce and Scutter found that 79% of non-native English language speakers ranked lecture capture as “Very Helpful” when clarifying key points that they found it difficult comprehend in class. They also found that non-native English language speakers found that lecture capture relieved some of the pressure of note-taking within lectures, and 41% reported that they asked more questions in classes that provided lecture capture, as they found less of their energy was spent on taking as meticulous notes, and instead they could concentrate on engaging with the content of the lecture³.

- 2.4. Disabled students are another group that significantly benefit from access to recorded lectures. If a student has a disability they may find it difficult to listen to a lecture, process the information, and make notes at the same time. A lecture recording provides an audio and visual record which students can repeat as many times as they need. Any part of a lecture can be found easily and played back.

Disabled students may also be more likely to be unable to attend lectures in person, for example, students with anxiety or depression whose conditions may inhibit their ability to attend. Providing recorded lectures means no student will miss out on vital teaching due to problems with their health. Lecture capture accommodates a range of learning styles, recognising that not everyone processes information in the same way or at the same speed, and this is of particular importance to disabled students.

The University of Manchester have implemented an “opt-out” policy with regards to lecture capture, as a way of ‘mainstreaming’ reasonable adjustments and supporting greater inclusion for disabled students across the university. In 2017, 84% of registered DASS (Disability Advisory Support Service) students at the University of Manchester used recorded lectures often, 82% believed the recordings were essential to their education and 90% believed having access to additional recordings will improve their examination results⁴.

³ Pearce, K., & Scutter, S. (2010). Podcasting of health sciences lectures: benefits for students from a non-English speaking background. *Australasian Journal of Educational Technology*, 26, 1028–1041

⁴ Lecture capture: mainstreaming reasonable adjustments (2017), Accessible Organisations, available here: <https://accessibility.jiscinvolve.org/wp/2017/05/18/lecture-capture/>

3. Responding to critiques

3.1. A key criticism of expanding the provision of recorded lectures is assertion that doing so will result in a decline in attendance at lectures. However, numerous studies have found no evidence to support the idea that students would not attend lectures if they were recorded; indeed, many studies indicate students prefer attending lectures, and merely view lecture capture as an important complementary tool.

Davis et al. found students do not feel that recorded lectures are an adequate substitute for 'face-to-face' lectures, indicating that they much prefer attending lectures in person. They found that there are key elements of the classroom experience that are not replicated through the online environment, and most students they surveyed did not use lecture recordings as a substitute for attending lectures in person⁵. Traphagan et al. also found that 55% of the students they surveyed "tended to agree or strongly agree that they preferred getting course content in class, even when it was available in other ways"⁶.

LSE's own research on the use of lecture capture found that "[lecture capture] in its current role in higher education remains a supportive one in relation to live lectures, which are yet valued higher by students than their recorded equivalents" and "there seems to be little evidence that having access to recorded lectures is the main cause or incentive to miss lectures"⁷.

3.2. Another criticism of lecture capture is that it is an infringement on the copyright of lecturers. However, it is our understanding that the copyright of the content of lectures is owned by the university, not the lecturers, and as such there should be no copyright infringement taking place.

3.3. A final criticism of lecture capture that has been proposed is that it stifles debate or restricts what lecturers can say. We firmly refute this position, as recordings already take place across the School with no decline in quality of the discussions or content that takes place in those lectures. If lecturers are concerned about anything they say in lectures being recorded, it would perhaps indicate what they would like to say is inappropriate, and lecture capture may have the impact therefore of improving the quality of discourse, not denigrating it.

⁵ Davis, S. J., Connolly, A., & Linfield, E. (2009). Lecture capture: Making the most of face to face learning. *Engineering Education: Journal of the Higher Education Academy, Engineering Subject Centre*, 4(2), 4-13

⁶ Traphagan, T., Kucsera, J. V., & Kishi, K. (2010). Impact of class lecture webcasting on attendance and learning. *Educational Technology Research & Development*, 58(1), 19-37

⁷ Karnad, A. (2013). Student use of recorded lectures: a report reviewing recent research into the use of lecture capture technology in higher education, and its impact on teaching

methods and attendance, available here: http://eprints.lse.ac.uk/50929/1/Karnad_Student_use_recorded_2013_author.pdf

4. Student opinion on lecture capture at LSE

- 4.1. In 2016, LSE Students' Union conducted a cross-School survey with the support of the Pro-Director of Teaching and Learning and LSE's Teaching and Learning Centre on a range of educational topics, including lecture capture, to inform LSE's Educational Covenant. The survey results showed overwhelming support for lecture capture across the LSE student body.
- 4.2. When asked whether lecture recordings and slides are important to the success of their learning and revision process, the vast majority of respondents 'agreed' (22.43%) or 'strongly agreed' (63.13%). 10.61% of respondents selected 'neutral', however a tiny minority selected 'disagree' or 'strongly disagree' (1.12% and 1.68% respectively).

5. Recommendations

- 5.1. We believe LSE must commit to a parity of offer across programmes and Departments, and work from the principle of "opt-out" for lecture capture, with the exceptions to this policy being kept to the absolute minimum.
- 5.2. We recommend adequate investment so that all teaching spaces can accommodate this policy position, to ensure all students are provided with the greatest amount of support in their studies.

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