Lecture capture

- Students very much appreciate the use of lecture capture (Marchand et al. 2014, Leadbeatter et al. 2014)
- Students strongly believe lecture capture helps learning - in a study of over 530 students over 90% believed this (Danielson et al, 2014).
- Students are less likely to watch a lecture with high levels of interactivity as you need to 'be there' (Danielson et al, 2014) - in turn does this encourage more transmission?
- While Danielson et al. (2014) suggest that factually dense courses can be assisted by lecture capture, Massa et al. (2013) conclude the direct opposite; they have concerns about cramming, a lack of engagement and reflection time and reiteration.
- "Research and theory in the field of Instructional Technology and related fields provide no strong reason to expect that simply providing students with captured lectures would improve learning. Interventions that provide students with meaningful practice and feedback, opportunities to retrieve previously learned information, and that meaningfully contextualize new information in the context of prior information all seem more likely to affect learning than simply making pre-recorded lectures available (Danielson et al, 2014, p130)
- "The most common uses of the recordings reported by students were to review something missed in class (85%), to review concepts they did not understand (79%), to study before an examination (78%), and to catch up on a lecture missed because of illness or other unavoidable circumstance (77%)" (Marchand et al, 2013, p.3).
- Lecture attendance is modestly reduced in some recorded courses (Leadbeatter et al. 2014, Marchand et al. 2014, Massa et al. 2013); perceptions of the scale of this impact on attendance vary between students and lecturers (Marchand et al. 2014). The decline in attendance is not universal (see for example Ford et al, 2012).
• Access to lecture capture can promote cramming (Massa et al., 2013).
• Lecture capture is not associated with a significant change in marks (Ford et al. 2012; Leadbeattet al. 2014; Marchand et al. 2014) – apart from in certain very specific groups of high activity users (Brookes et al 2014).
• Across all studies students generally dipped in and out of the lecture capture – in a just in time or strategic way. Brookes et al (2014) offers a useful typology of user types – including Just in time, high usage and high activity users.
• Lecture capture is not transforming pedagogy – faculty are not integrating lecture capture in to teaching (Massa et al, 2013, Marhand et al, 2013)
• “Some high users appear to be motivated to use the recordings by surface learning attitudes” (Leadbeatter et al. 2014)
• Usage patterns vary considerable within cohorts (Leadbeatter et al. 2014)
• Capturing audio but not video helps teachers to overcome their initial concerns about being recorded (Marchand et al. 2014)
• The main use of recorded lectures was for reviewing tricky concepts on demand (Ford et al. Leadbeattet al. 2014, Marchand et al. 2014) and for assisting with note taking (which itself has a link to improved performance) (Leadbeatter et al. 2014, Marchand et al. 2014).
• The availability of lecture capture can promote teacher expectations of independent study (Ford et al. 2012)
• "Further research is needed to demonstrate actual rather than perceived benefits of lecture recordings in students' learning “ (Marchand et al. 2014, p. 6)

Across all of the papers it is clear that:

1. More research is needed in to actual, rather than perceived effectiveness of lecture capture. Students appreciate lecture capture and believe it helps
learning but the actual impact is unclear.

2. The circumstances in which lecture capture is effective and the reasons for it are also unclear. A connection with more effective note taking is perceived.

Danielson, J, Preast, V, Bender, H, & Hassall, L 2014, 'Is the effectiveness of lecture capture related to teaching approach or content type?', Computers & Education, 72, pp. 121-131, ScienceDirect, EBSCOhost, viewed 1 January 2015.


