Citation:
Thomson, S (2017) Staff Guide to Lecture Capture. [Teaching Resource]

Link to Leeds Beckett Repository record:
https://eprints.leedsbeckett.ac.uk/id/eprint/3639/

Document Version:
Teaching Resource (Published Version)

Creative Commons: Attribution-Noncommercial 4.0

Digital Pedagogy Guide

Lecture Capture

www.leedsbeckett.ac.uk/digiped

Using TPACK as an overarching development framework, we encourage and support the effective use of digital tools and services alongside your subject knowledge and pedagogical knowledge. This proposes that these three knowledge forms are essential components of a modern learning and teaching experience, where we consider each of them equally in the design and delivery of our teaching.
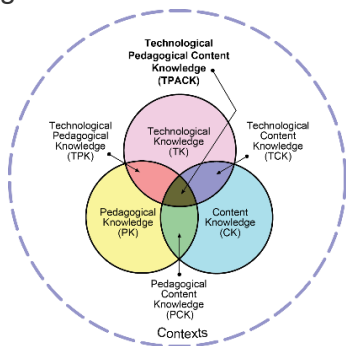
Reproduced by permission of the publisher, © tpack.org.

Digital Pedagogy

In the same way that course pedagogy is context specific, so too is the use of digital tools and services. The way you use digital tools will very much depend on the course design, the pedagogic model(s) being used, the mode of delivery and the students who study on the course.

"Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning." - What is Digital Pedagogy? (n.d.). Retrieved from http://www.digitalpedagogylab.com/hybridped/digitalpedagogy/

These guides are designed to assist you in making decisions about which digital tools you might wish to use and how to implement them with maximum success. The guides are underpinned by current research into technology enhanced learning and digital pedagogy, provide information on which digital tools and services might be suitable and also uses case study examples of where these tools are currently being used (internally and externally).

We hope these guides will be a starting point for you to make the most appropriate use of our digital tools and services in pursuit of an excellent education experience.

Simon Thomson, Head of Digital Pedagogy.

CONTENTS PAGE

Overview

Although this guide focuses predominantly on lecture capture, the digital tools and systems we have in place for lecture capture can also be used for additional activities, including the recording of student presentations and providing audio/video feedback on students' work.

"Lecture Capture" has been available at Leeds Beckett University since 2011. Over the past few years there has been an increased use of the system as awareness of it has grown, but we know that many more of our students could benefit from lecture capture use.

According to Walker et al, (2014) the sector continues to expand its use of lecture capture and this guide will help you identify how you might wish to use lecture capture within your course delivery.

Pedagogy

There is now some significant emerging data around the use of lecture capture (particularly from the U.S. Australia, and more recently the UK). From this research we can ascertain that video capture systems are being used in the following ways:

1. To record lectures as a tool to allow students to revisit lectures.
2. As a tool for capturing reflective portfolio narratives or presentations.
3. To record guest lectures or one off sessions.
4. As a conference recording tool.
5. As a screen capture system.

At Leeds Beckett our system can be used for all of those tasks identified above, so, although we may refer to it as a lecture capture system, it can, in fact, do so much more than that. With specific regard to the recording of a lecture, an area of concern is often around its potential

impact on attendance. Toppin, (2011) cited a number of works where the use of lecture capture has not been shown to have any significant impact on attendance, rather that students use it alongside the physical lecture attendance to clarify their notes and as an aide memoir. Toppin also notes that "The average professor speaks at 120 words per minute, but students write around 20 words per minute. This discrepancy obviously places students at a major disadvantage".

Davis et al, (2009) had identified that "In much of the academic writing reviewed, student responses to projects where lectures have been captured and made available digitally is generally positive, and the perception is that teaching and learning have been improved" and this aligns with our current anecdotal evidence gathered through the Students' Union work.

"5 out of my 6 modules have recorded lectures. I am only in first year, but I managed to get high 2:1s, I put this down to being able to refer back to my lectures." - Leeds Beckett Accounting Student

In addition to this, lecture recordings can be particularly useful for students who require reasonable adjustments for a disability.

"I was fortunate enough to have my lectures recorded. I suffered from ill health and dyspraxia, so I find it extremely difficult to write and listen simultaneously, which made lectures my worst nightmare" - Leeds Beckett Politics Student

Whilst all students generally benefit from lecture capture, we know that having access to recordings of taught sessions is particularly useful for disabled students, students whose first language is not English, and for those who are returning to study after a period of time.

9

Digital Tools & Services

Our University's lecture capture system is known as Replay. It uses recording software called Panopto, which is installed on the PCs in all teaching spaces. You can also install it on your office PC or Mac via our Software Centre, or download it from the Replay site to install on your own personal computer. You can access the Replay site using this address https://replay.leedsbeckett.ac.uk/ and logging in using the "MyBeckett" option.

Panopto recordings are not made automatically based on timetable information and require an intervention by you to make them happen. Firstly, they can be pre-scheduled by request in all teaching rooms, using the form on the webpage above or by contacting the IT Service Desk on 22222. Secondly, you can also manually record a session in any classroom

using the Panopto recorder application which is available on the desktop. The default set up is the recording of the desktop screen, slides & voice. The system can also record video with the addition of a web cam, but this is not a requirement.

Students can access their recordings through their MyBeckett modules via replay.leedsbeckett.ac.uk, or through the free Panopto app that allows them to view content on their mobile device.

As the creator of the recordings, you are in control of the privacy. When you make a recording you can choose who to share the recording with.

You can to share it with no-one (private to you), with an individual staff member or student, via email address with small groups of students, or cohorts of students (using the MyBeckett integration).

You can also pause the recording during the teaching session and edit the recording after the session if you wish to.
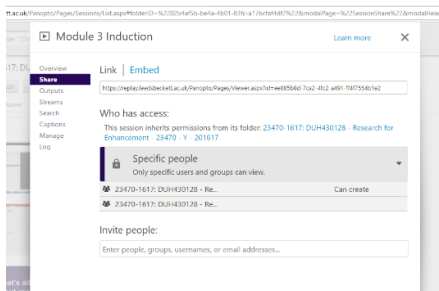
Other tools

Another tool available to support you in delivering your video content is Leeds Beckett TV: http://tv.leedsbeckett.ac.uk/ which you can use to host and embed video content.

In addition to this there are some other online tools that can stream a teaching session live and record it, such as Google Hangouts on-air and Adobe Connect.

Adobe Connect is also an online synchronous lecture tool that allows staff to conduct a webinar or online session which can also be recorded and shared at a later date.

This can allow students to engage in the session from a variety of locations as long as they have internet access. There is also an opportunity for them to post questions or even

speak during the session if they have a microphone, and you have this feature enabled.

If you would like to know more about how to potentially use these tools in your learning & teaching please contact the Centre for Learning & Teaching. clt@leedsbeckett.ac.uk. More information about the systems be found on the Teaching & Learning resource site. https://teachlearn.leedsbeckett.ac.uk/guides/learning-systems-guides/
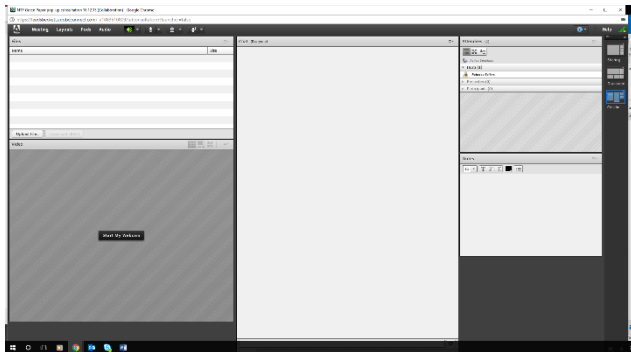
Examples & Case Studies

This case study looks at how you can use screen-capture movies to help international students transition to UK higher education.
https://www.heacademy.ac.uk/sites/default/files/movies_to_help_transition.pdf

This is a case study investigating the effectiveness of audio capture and integration with other resources to support student revision and review of classroom activities.
https://www.heacademy.ac.uk/sites/default/files/investigating-effectiveness-audio-capture.pdf

This short summary from the Department of Biomedical Science at Sheffield University show thoughts and data from student usage.
https://www.sheffield.ac.uk/bms/teaching/stories/recording#tab00

This resource from the University of Bath highlights five reasons to capture your practice. http://www.bath.ac.uk/lmf/download/51821

This report from Aston University summaries their evaluation of lecture capture both in terms of qualitative and quantitative data. https://goo.gl/CXUFQb

In this news article, Aberystwyth University talks about how they use Panopto to assist with lecture capture. https://www.jisc.ac.uk/news/how-to-use-technology-to-enhance-lectures-tools-techniques-and-content-05-dec-2013

Resources & Support

This guide clarifies the legal aspects of recording lectures at UK further and higher education institutions.
https://www.jisc.ac.uk/guides/recording-lectures-legal-considerations

If you would like more information on how lecture capture can support students who require reasonable adjustment please contact Disability Advice:
https://www.leedsbeckett.ac.uk/staffsite/services/services-for-students/supporting-our-students/disability-advice/

Further information about Panopto can be found on their website.
https://www.panopto.com/

References & Information

Andrews, C.J.; Brown, R.C.; Harrison, C.K.W.; Read, D.; Roach, P.L. (2013). Lecture capture: Early lessons learned and experiences shared. New Directions: 6, 56-60

Brady, M.; Wong, R.; Newton, G. Characterization of Catch-Up Behavior: Accession of Lecture Capture Videos Following Student Absenteeism. Educ. Sci. 2013, 3, 344-358

Davis, S.; Connolly, A.; Linfield, E. Engineering Education, Volume 4, Issue 2 (2009), pp. 4-13 Lecture capture: making the most of face-to-face learning http://journals.heacademy.ac.uk/doi/abs/10.111 20/ened.2009.04020004

Toppin, I.N. Video lecture capture (VLC) system: A comparison of student versus faculty perceptions. Educ. Inf. Technol. 2011, 16, 383–393

Walker, R.; Voce J.; Nicholls, J.; Swift, E.; Ahmed, J.; Horrigan, S.; Vincent P. (2014). 2014 Survey of Technology Enhanced Learning for higher education in the UK. Universities and Colleges Information Systems Association, Oxford, UK. Available at: http://www.ucisa.ac.uk/tel

LEEDS
BECKETT
UNIVERSITY

leedsbeckett.ac.uk