

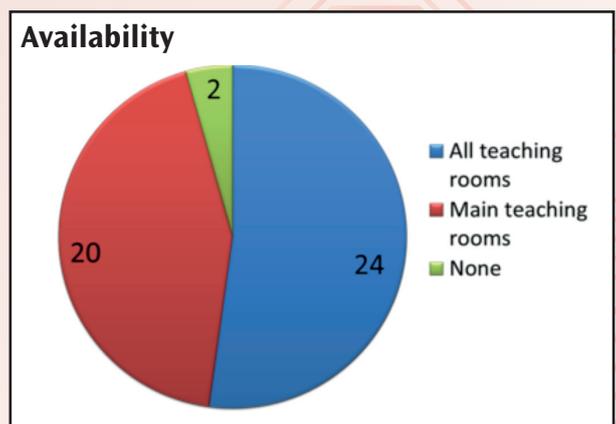
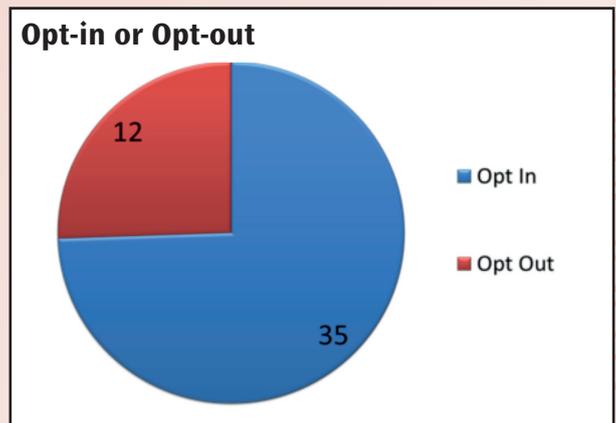
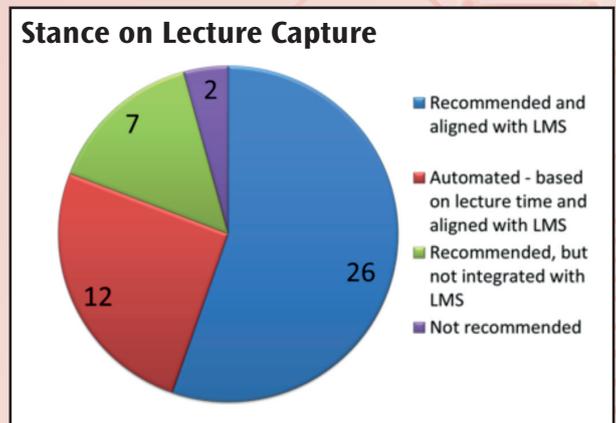
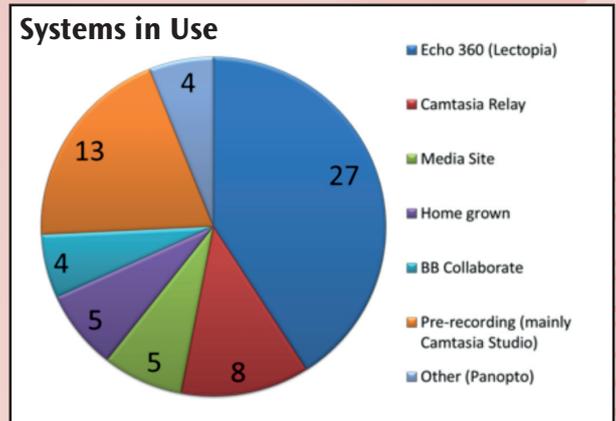
A recent benchmarking activity (2013) among all the 47 Australasian ACode member institutions sought to gather responses on which primary lecture-capture systems were used by their institution and the approaches to their use.

This data indicates that the majority of respondents (57%) use the Echo360 system, or its predecessor Lectoria. Of these universities, 12 (25%) have adopted an opt-out approach to lecture capture. The opt-out approach is where a lecture is scheduled for a room and the recording automatically starts and ends at the scheduled times. These recordings are then made available on/through the institution's learning management system (LMS). Generally, in each of these cases where staff wish to opt-out of recording their lectures they are required to seek permission from the Dean, or similar authority, to do so.

The next most popular tool is Camtasia Relay (17%). Generally, universities make this tool available in all teaching spaces and for staff at their desktop, or on their laptops. In all cases there is an opt-in approach to the recording of lectures. So although recordings are recommended by the institution, this is primarily done at the discretion of the lecturer.

A clear preference was expressed by some 13 institutions (28%) for using their systems to pre-record content (usually recorded at the desktop) and making this available, either instead of, or in addition to, the recording of a live lecture. It appears that this pre-recording is mainly done using Camtasia Studio and Echo360 (an additional feature some institutions take advantage of), with some institutions also using Adobe Presenter to do this. Each of these 13 institutions all had an opt-in approach to lecture capture.

Just over half the institutions (52%) had lecture capture tools available in all their teaching spaces, with another 43% having this available in just their main teaching spaces. Notably, two institutions did not provide any centralised lecture capture options for their teaching staff. Understandably, these institutions' student body were almost entirely serviced face-to-face.



ACODE Technology Briefing: Key Points on Using Video Technology

- Recording traditional lectures or classes is the most common form of large-scale media usage by universities reported in the literature. **Student perception of the value of video is positive**, particularly for students unfamiliar with the language or terminology being used, and who need flexibility in their schedules.
- Despite widely expressed staff misgivings, the evidence is mixed as to whether video recordings reduce lecture attendance and/or negatively impact on student performance. Some evidence suggests that **video primarily benefits weaker students who are able to review content repeatedly**.
- While popular with students, **recordings of lectures appear to have little real pedagogical value** and may increase student workload unnecessarily and encourage passive forms of learning.
- Lecture content packaged as **short (5-10 minute) focused videos are much more effective** than full lectures particularly when explicitly embedded into an active pedagogical design (such as the 'Flipped Classroom') that structures or scaffolds student use of the video.
- **Clear audio content is essential**. Where possible all recordings should be made with a lapel microphone and without any background noise. Good audio combined with content such as slides or images delivers most of the value, talking heads are not generally needed other than to introduce the speaker.
- **Student production** of their own video resources can be extremely powerful in building engagement and in communicating complex ideas effectively to peers. It is also useful in blended or online courses as a way for students to be more visible through video blog posts (also known as Vlogs). Modern mobile devices make student creation of video materials simple.
- Video content delivery needs to be seamlessly **integrated into the institutional learning management system(s)** and ideally support searching and discovery by students as well as staff. The content must be readily accessible through a variety of devices and web browsers. Information on how students are using video should be proactively used by academic staff to identify and respond to issues with student engagement and understanding.
- **Staff training and a well thought out policy framework are essential** for effective use of video resources. Copyright restrictions in New Zealand and Australia mean that all content must be restricted to enrolled students unless all of the material used is owned by the institution or licensed for adaptation and distribution. Creation of repositories of reusable video content requires particular care. Student privacy issues should be identified and addressed through policy and systems prior to recording and distribution of video.
- A video infrastructure provides an important component in a university's **disaster preparedness**. Particularly when staff are provided with mobile devices configured with the necessary hardware and software, and are trained in their use prior to a disaster, this provides a means by which teaching can continue despite significant disruption to physical campus facilities.

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Series Editor: Dr Stephen Marshall
stephen.marshall@vuw.ac.nz
<http://www.acode.org.au/>

