Lecture Capture – is more always better?

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Introduction

Lecture capture is increasingly used at Liverpool Vet School. There is much literature assessing attendance & effect on attainment, BUT what about the effect on student wellbeing and learning skills? For example: does providing recorded lectures increase their perceived workload? Are recorded lectures just a form of spoon-feeding?

Aim

To evaluate the effect of recorded lectures on wellbeing and learning skill development in a cohort of high achieving, conscientious students

Research Frameworks

Wellbeing

- Do recorded lectures make their life better?
- e.g. – do they increase or decrease their perceived workload?

Learning Skills

- Do recorded lectures inhibit or facilitate the development of learning skills?
- e.g. – do they limit their study to the content of the lecture?

Methodology

The project looks at year 1 and 2 students, and was carried out in 3 phases:

- Semi-structured interviews
  - One-to-one with researcher
- Focus Groups
  - Four 1st year and two 2nd year.
  - 4-6 participants, independent facilitator
- Questionnaires
  - 222 responses (69%)
  - Likert type questions and free text

Results

Major themes were repeated across all three phases, achieving saturation of the findings:

Wellbeing

- Reduced stress
- Support for lifestyle, learning needs and disability
- Agreement on effect on workload!

Learning Skills

- Limiting scope
- Active and peer learning
- Targeting & contextualising learning
- Agreement on effect on engagement

Conclusions

Preliminary results – we have much to analyse! Some surprises arose, for example covert distraction in lectures. Findings include:

- Positive impact on a significant proportion of the cohort
- Stress
- Ease of access
- Some negative effects which need to be countered
- Time management
- Narrowing focus