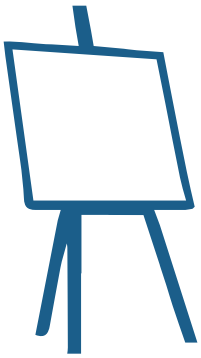
Student Representatives'

# LECTURE CAPTURE

Briefing Note

OUSU

Oxford University Students' Union



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Dear Student Representatives,

## We need all course reps to lobby their departments now to ensure that Lecture Capture is rolled out as widely as possible!

Lecture recording is Oxford students' top digital priority. OUSU has therefore been lobbying the University to secure the endorsement of Lecture Capture and to ensure that it is centrally funded to encourage widespread uptake by departments. In January 2016 the University's Education Committee agreed! The University will now be providing Lecture Capture as a core IT service, which departments were able to sign up to for use from August 2016. However, not many have done, which is why we want to provide you with as much support as we can to make it happen.

Recorded lectures are of huge value to students to supplement their learning and to enhance their revision. Moreover, they are an absolutely vital resource for students with particular disabilities. The wide adoption of this technology is a key step in ensuring that Oxford provides teaching in an accessible format by default, rather than relying on individuals to fight for case-by-case adjustments.

Now, it's up to departments to get involved.
As course reps, it is in your hands...

Yours,

OUSU's Education Vision Survey had 952 responses including over 500 suggestions for digital improvements. Lecture recording ranked top

**EDEN BAILEY**
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ACADEMIC AFFAIRS

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Search 'OUSU VP Access and Academic'
@OUSU_ACAFF

**Thank you to all of my predecessors for their work on this, especially James Blythe and Cat Jones, who produced the first lecture capture briefing note.**

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# WHAT IS LECTURE CAPTURE?

Lecture Capture (aka 'Replay') is the lecture recording system that IT Services have been piloting in departments across the university. It can provide audio-only or audio-video recordings, which are uploaded to Weblearn, behind Single Sign On, for on-course students to view. There is more detailed information available here .

## What are the benefits?

**No need to disclose**
Students with disabilities can access this resource without needing to disclose their condition to a lecturer

**Fewer note takers**
It would reduce the number of note takers required for students with certain disabilities. This will give these students greater independence and will benefit the university financially, as they will be required to fund note takers following government cuts to Disabled Students Allowance

**Attention to lecture**
Students can concentrate on understanding in lectures rather than meticulous note taking

**Search function**
The technology allows you to search for audio or text words within the recordings so students can revisit parts of a lecture they found difficult

**Revision**
Students can return to the recording during revision

**Innovate**
It gives lecturers – who wish to - the opportunity to innovate

**Options**
Sample lectures could help students in lower years choose their options courses

**Catch-up capacity**
Students can catch up if they miss lectures, which could reduce suspension rates following illness

**Clashes avoided**
Important for departments or courses where lecture clashes are sometimes unavoidable

**Paperless**
A move towards paperless lectures is better for the environment

**Control**
Lecturers can control student access through WebLearn. Recordings can therefore be exclusive to on-course students or be used to increase interdisciplinarity by allowing students to sample related subjects

**Absence**
Could be used as an important fallback in the event of unforeseen absence of a lecturer (although we are not advocating that recordings widely replace live lectures)

http://help.it.ox.ac.uk/replay/index

Check out Oxford University IT Services Replay Lecture Capture service online for more practical advice and answers - here

# replay Oxford

## What is the background?

› Feedback showed that lecture capture is the most requested service by students at Oxford University

› 'Replay' was developed in response to the need for Lecture Capture - a service which allowed students to review an audio/visual presentation from a lecture or seminar

› The service was piloted in 2014 and 2015, to great success. Student feedback is available online

› From Summer 2016, Lecture Capture was provided as an opt-in service across the university, using the Panopto lecture capture software

› IT Services continues to improve the services available, focusing on ensuring ease of procedure for departments and utility of content/access for students, and their progress can be viewed online

*Trials served to debunk many myths about Lecture Capture - discussed on the IT Services blog*

*Oxford University's IT Services also have a mini site dedicated to 'Replay' (aka Lecture Capture) - check it out!*

http://blogs.it.ox.ac.uk/lecture-capture/

You can find inspirational case studies and frequently asked questions here

# 2 NEXT STEPS

## *Step 1*

Please contact your department as soon as possible to encourage them to adopt this technology. You can use the information provided here to put together a case to persuade your department to sign up.

To sign up, departments just need to email **replay@ it.ox.ac.uk**

## *Step 2*

Let us know how the department responds! We want to know which departments are resisting to help us plan our next steps.

Please email **vpaccaff@ ousu.ox.ac.uk**
once you have made contact with your department

If you have any questions or would like further information or support from us, please contact **vpaccaff@ ousu.ox.ac.uk**

# 3 EMPHASISE THE STUDENT NEED

If your department isn't immediately convinced to introduce lecture capture, there are various things you can do to help them see the student need.

Let OUSU know and we can help you promote it: **vpaccaff@ ousu.ox.ac.uk**

## Option 1

Start a petition or survey specific to your faculty

*This will show how many students want this in your faculty, and that it isn't a minority interest*

## Option 2

Make sure Lecture Capture is on the next agenda of your Joint Consultative Committee (or similar group between students and faculty) and that the student rep brings it to Faculty Board

Be prepared for the arguments you might come up against with this resource: **see pages 8-9**

*This is the main formal avenue for students to raise issues and for the faculty to respond to them*

## Option 3

Write to the faculty using the template in this guide as a starting point

## Option 4

Encourage as many individual students as possible to contact the department

*This demonstrates how widespread support is*

# 4 WHAT ARGUMENTS MIGHT I COME UP AGAINST?

*"Students will stop coming to lectures if they are available online"*

No! There is significant evidence* that students will not be dissuaded from attending lectures by the existence of recorded lectures. Students regard recordings as a supplementary tool, an aid to their revision, and not as a replacement for live lectures.

The vast majority of Oxford lecturers interviewed during the pilot noted no change in the number of students attending their lectures after they began recording them. One professor suggested that it may actually increase attendance because students who miss one lecture can catch up, and are therefore no longer disinclined towards attending subsequent lectures for fear they have fallen too far behind to understand. The evidence from other institutions where recording lectures is already common practice is also unequivocal on this point.

*""But what about Intellectual Property and copyright?"*

Legal Services are currently working with lecturers to iron out any potential issues in this area. However, copyright has not been a major issue in any of the trials so far and podcasting has been used around the university for years with minimum issues. Lecturers should also be reassured that access will be restricted to on-course students via WebLearn.

*Karnad (2011) discovered that "students use lecture recordings to reinforce their understanding of lecture material, rather than ... as a replacement for attending lectures". This is supported by Franklin et al. (2011), Soong et al (2006), Traphagan et al (2009), Gosper et al. (2008) and Massingham et al (2006)

## "Some of our lecturers will refuse to be recorded"

Even if the department signs up, lecturers will need to individually opt-in and sign a form consenting to being recorded so no one is forcing individual lecturers to be recorded. The key fight here is to get departments to sign up – whilst allowing individuals the freedom to chose whether to participate. However, we hope that the individual participation of lecturers will quickly become the norm in future years.

## "What if students don't want to be recorded?"

The visual recordings will not feature the audience but it is possible that the audio recording will capture audience participation. There will be a requirement for signs to be displayed to alert students to recording taking place and it is very easy to pause the recording during questions if desired.

## "The department can't afford it"

OUSU have pushed the university to fund the service centrally so the software, and all the basic support to set the service up, is **available to all departments free at the point of use**. Departments can – and should! – opt in regardless of their financial position.

## "Lecturers don't have time to play around with this"

Lecture Capture is really straightforward. The software automatically integrates with what is being shown on the computer screen. All a speaker needs to do is hit record.

# 5 TEMPLATE REQUEST TO FACULTY

**Below, we've provided a template for an email or letter to your faculty to encourage them to opt-in to Lecture Capture. It is designed for you to remove or add content as necessary.**

Dear _____,

As you may be aware, in January 2016 the University's Education Committee passed policy to support Lecture Capture. The University agreed to provide resource centrally, with faculties given the option to opt in to the scheme since August 2016.

I am writing to you as a student/course rep/member of the JCC/ chair of the JCC to express the support of the faculty's students for Lecture Capture, and to request that the faculty opts in to this scheme. To sign up, departments simply need to email replay@it.ox.ac.uk.

Lecture Capture will make a marked difference to the lives and learning of students with disabilities in particular, and now that the university has passed this policy and provided this platform, we would be grateful to see the faculty doing what they can to ensure that provision for disabled students is the very best it can be. This is increasingly important given government cuts to Disabled Students Allowance which means the financial provision for note-takers in lectures is not what it used to be. Having lectures recording automatically also relieves disabled students from the anxiety and burden of having to disclose conditions to a lecturer.

*To request this template as a word document please email*
vpaccaff@ousu.ox.ac.uk
*with the subject:*
*Lecture Capture Template*

Other benefits of Lecture Capture are wide ranging, including ensuring that students can access content they would otherwise miss due to timetabling clashes which are unavoidable on some courses, or due to illness. Recordings can also be used to help lower year groups decide what options to take, as well as providing a useful resource for revision. Lecture Capture also presents opportunities for innovation to lecturers who are interested in developing modes of delivery, and helps reduce administrative burden and paper wastage through centralisation of resources.

Contrary to initial concerns raised by the university prior to approving this policy, there is extensive evidence to indicate that lecture recording does not reduce lecture attendance, and can in fact bolster overall engagement with lectures. Legal Services are working with lecturers to ensure that there are no issues presented pertaining to Intellectual Property and copyright by recorded lectures, and all lectures will be accessible behind password protection, and only to groups permitted by the lecturer.

Lecture Capture is being funded centrally, so that it is free to all departments at point of use, and the technology it utilises automatically integrates with what is already displayed on the computer screen – the lecturer simply needs to press 'record'.

Given the lack of financial and logistical burden which comes with providing a facility that will be of incredible value to students, particularly those with disabilities, I hope that you will give opting-in to Lecture Capture serious consideration.

*Yours Sincerely,*

_____

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