

Medical Education Group Newsletter

Lecture Capture: Advantages, Disadvantages, How to Maximize this Educational Tool

April 2019



Notes from Meeting

Thank you to those who were able to come to our April Medical Education Group meeting!



Crispin Wiles, WMS's new senior teaching fellow in Anatomy, spoke to us about Lecture Capture technology. He started the session with placing a caveat on the term 'lecture capture', posing that in reality it should be called 'lecture recording', because capturing a full lecture experience is quite difficult through recording alone. Lecture recording was a familiar technology to many in attendance, which seems to follow the national trend – with nearly 75% of UK universities offering this technology to their students.

A lively discussion soon commenced with distilling what makes a lecture recording a 'good' thing, and what makes it a 'bad' thing. The group decided that some of the **advantages** were: it allows for flexibility in learning, can be a clever tool in a flipped classroom, staff can use it in self-reflection, allows students a second look at material, and is a good resource for students with disabilities or ESL. Conversely, some of the **disadvantages** were: it places an importance on lectures as **THE** learning tool we are emphasizing to students (which creates an unwanted focus), it might encourage low attendance, perpetuates the idea of false economy (student's belief that watching = learning), when a recording doesn't work students are often disappointed, it can limit self-directed learning, and students may miss out on active parts of the in-person lecture experience.

Crispin then proceeded to share some of the research surrounding what *students believe* are the pros / cons of lecture recordings, and what *staff believe* to be the pros / cons of lecture recordings:

Student Pros	Students Cons
<ul style="list-style-type: none">FlexibilityAllows a revisiting of complex topicsReduces pressure overload during lectureImproves exam performance*	<ul style="list-style-type: none">Reduces impetus to attendOccasional difficulties with access
Staff Pros	Staff Cons
<ul style="list-style-type: none">Prompt self-reflection on teachingImproves practice innovationEnhances student engagementSafety net for studentsAccommodates for diverse needs	<ul style="list-style-type: none">Decreases attendance*Canonises lectureLack of training in the technologyUncomfortable being recordedChanges student/lecturer dynamic

TWO* of the abovementioned beliefs were explored in context of current evidence, namely: **(1) Do recordings influence attendance?** and **(2) Do recordings influence attainment?** And, in short, the data is complex and context dependent to say how recordings influence attendance – but most studies find it has little overall effect on numbers. As for how recordings influence attainment – one study showed that while 85% of students believed that watching the recordings would improve their exam performance by over 10% on the exam, there was no evidence of this actually happening. Again, how recordings influence attainment is context dependent, and little evidence exists for showing that recordings have a significant impact on exam scores.

Finally, we discussed that **since lecture recordings are here to stay, what are the ways we can make them more effective?** Deciding that: you can warn students against excessive viewing, remind students there isn't a correlation between # of watches and improvement in grades, you can use pointers that record so students can 'see' what you are referencing, you should provide guidance to students on how to use the recordings, and finally, as staff you can utilize them as a personal reflection tool. It was a great session which many found useful and illuminating! It inspired us to think about the evidence-based advantages and disadvantages of lecture capture, and to consider the ways we can better utilize this resource in our teaching.

LINK to Crispin's slides: https://www.dropbox.com/s/dlj3qk1895chclb/MedEd_170419_lecture_capture_cwiles.pdf?dl=0

Upcoming Events

Next meeting:

Wednesday 15th May

14:00 - MTC 009 & 011

Dr. Lucy Hammond

"Eureka! Threshold Concepts in Medical Education"

Quote of the Month:

"Perhaps, more appropriately, it should be called 'lecture recording', not 'lecture capture' - as the experience of a good lecture is hard to capture on a recording alone."

Research Article Spotlight:

"Turn up, tune in, don't drop out: The relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study"

Full Article Found **HERE:**

<https://psyarxiv.com/fd3yj/>