## Lecture Capture

It is now a fairly easy task to achieve a reasonable recording of a lecture which mimics the experience of being present at the time. The lecturer's voice, the slides being shown and the lecturer's face (optional) can be recorded and saved as a tool for later reflection and revision. Many universities are now determined to roll this out for all their lecture-based teaching with some notable pioneers surveying students and finding benefits and positive attitudes overall (LSE, Loughborough). In her survey of the literature, Gabi Witthaus found that content-heavy lectures gained the most from being recorded whereas highly interactive sessions were not so successful. A very interesting finding was that a hidden benefit of lecture capture was that it made the lecturers themselves reflect on their teaching.

Lecture capture seems universally popular with students. LSE did a survey of their students and found that most students (92%) used the recordings to revisit parts of the lecture they had not understood. 80% wanted lecture capture to help them revise for exams. Another significant number (70%) found that it helped them overcome their struggles with note taking. Only a very few reported that they would access lecture capture instead of attending lectures in person, so that particular concern does not seem to be founded.

However, there is very little evidence of lecture capture being used systematically in teacher training programmes. This may be for the reason Witthaus found (2016), that in teacher training, content sessions tend to be more interactive and less amenable to recording. It may also be that lecturers in those programmes are not used to this technology, or it may not be generally available in their institution. It certainly seems to be much more readily adopted by lecturers in the sciences. However the pace of adoption is increasing and as the benefits begin to be seen to outweigh perceived drawbacks (such as drops in attendance, inhibited interaction, copyright concerns) it is likely that teacher trainers will also start to use this tool as an additional point of reflection for the trainees. It will be interesting to trace how and where this happens.

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