

## Are Captured Live Lectures Appropriate for Delivery as Primary Online Course Content? A Question of Fidelity

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The use of lecture capture technology to provide students with the ability to review lecture material and to retrospectively “attend” missed lectures has become common practice in Australia and around the world. This panel discussion follows the evolution of university teachers’ acceptance and application of this technology over the past 10 years, and explores the potential for misuse or overuse of captured lectures beyond the provision of review materials.

One specific concern relating to misuse of captured lectures relates to their application for the provision of primary course content to both fully online student cohorts and those studying in different locations from where the live lectures were captured. In other words, using captured lectures as original teaching content for students not attending the lecture that was captured. Panel members consider the style of video learning objects that are most effective for students engaging in online study, and suggest that captured live lectures meet few of these criteria. Recommendations for best practice are offered.

**Keywords:** Lecture Capture, Instructional Video, Online Learning Objects

With the pervasive availability of lecture capture technology in most university classrooms, the question becomes: what can this content be used for after the lectures are captured? Although often framed as being for the purposes of review for students who could have attended the lecture, increasingly some university teachers are attempting to repurpose captured lectures for use as original content in online courses, for delivery of the same material to different sites, or for future delivery of the same course content.

For the purposes of this presentation, lecture capture is defined as a recording of all content displayed on the screen of a classroom computer, and a voice recording of the lecturer. This is in direct opposition to a full video-recording of a lecture (which includes video of the lecturer, students, and all classroom activities).

The growth in online offerings, the offer of the same course as an online offering, the similarity of content, and the perceived amount of work that academics feel is required to design online courses all contribute to the desirability of repurposing captured lectures as course content. Captured lectures appear to provide instantly available and convenient online content requiring little additional effort. For those teaching both face-to-face and online cohorts of the same course, the captured face-to-face lectures seem to be obvious learning objects for provision to online students.

Issues of academic workload are primary here. In many cases, academics are offered less than full course workload for teaching an online section of the same course they teach face-to-face. This naturally makes them attempt to find efficiencies. A natural efficiency appears to be the use of a captured live lecture to deliver the same course content to online students.

At a large Australian University, an all-in lecture policy was put in place four years ago. The initial push-back from teaching academics related to many believing that capturing the slides and voice of the lectures had a detrimental effect on student attendance. The majority did not want to allow this in their classrooms. Four years later, a different circumstance is arising where course coordinators are attempting to provide lecture capture recordings to cohorts of students never intended to be the original audience at those lectures. This panel discussion will explore how this circumstance came to be, its implications for the student experience, and what can be done to address it.

The international panel explores these issues from a number of perspectives, including that of central teaching and learning support, theories of production of effective online video content, the effectiveness of faculty use of captured lectures received from different geographic locations, the concept of using different ‘explaining voices’ for live or pre-recorded lecture presentations, and appropriate and inappropriate re-purposing of captured lectures.

## Speakers and Topics Addressed

### Expanding the Uses of Captured Lectures – How far is too far?

Professor Carol Miles, Director, Centre for Teaching and Learning at the University of Newcastle, Australia has been managing university-wide educational technology programs in both Canada and Australia for over 15 years. She was responsible for the implementation of the “All-In” Lecture Capture Policy at the University of Newcastle, and implementing a successful strategy. Professor Miles will address the changing reaction of teaching academics to the availability of captured lectures, and the current impulsion to use captures of face-to-face lectures as original content for online courses and other cohorts of students.

### It's All in the Voice! Picturing the Audiences for Lecture Capture versus Original Recordings

Dr David Cameron, Senior Lecturer in Communication, Charles Sturt University, Australia. A former journalist and academic teaching in the areas of communication and media, Dr Cameron will address how understanding of learning content is in part conveyed by a presenter’s ‘mindfulness’ of the context in which it will be received. The nature of lecture capture is to take information overtly presented for one context (the face-to-face lecture) and represent it in another (screen-based media). While this may be adequate when the intention is to provide online review materials for the original live audience , Dr Cameron explores if it is the most effective way to expose new content to students for the first time.

### The Usefulness of Repurposed Lecture Capture Recordings for Diverse Student Cohorts

Dr. Kavitha Palaniappan, Academic Director, UON Singapore, Singapore. Dr. Palaniappan specialises in environmental and occupational health and is primarily responsible for academic activities at UON Singapore. For her panel presentation, Dr. Palaniappan will address UON Singapore’s experience in delivering a number of courses locally using captured lectures recorded in another country (Australia) as primary content. Recommendations will be made for the limited effectiveness of captured lectures for those cohorts not attending the captured classes.

## Intended Audience

This panel discussion will be of interest to university teachers, senior university administrators, instructional designers, and academic developers – or anyone else charged with determining the most effective technologies for presenting materials to students studying in face-to-face, blended, and fully-online modes. The panel sessions will present an opportunity for robust debate around the potential benefits and pitfalls of this limited technology for university teaching.

## ASCILITE 2019 Theme Addressed and Value to Attendees

The conference theme of Personalised Learning. Diverse Goals. One Heart. is represented within this panel, as the core value being explored is what different types of recorded learning objects will best personalise the learning experience of students learning in different modes, often with different goals of learning. This panel discussion fits well within Theme 2 - Practices and Challenges in Technology Enhanced Learning. The evolving acceptance and expanding uses of lecture capture technology is now presenting different challenges than initially experienced, with a shift to over-use of recordings which is in sharp contrast to the initial reticence by many academics to adopt the technology. These issues will be discussed from a number of different perspectives – those of senior university administration, teaching and learning strategy, classroom university teachers, and students.

Participants will be encouraged to discuss their own experiences and theories surrounding the expanding use of lecture capture, and to explore potential applications within their own institutions.

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