Lecture Recording

Guidance Development Workshops

# About

This workshop format was developed by Jill MacKay (The University of Edinburgh) with the support of Jo Guz (Jo Guz Coaching), Anne-Marie Scott (The University of Edinburgh), Lorraine Spalding (The University of Edinburgh) and Annie Heaney (The University of Edinburgh) in conjunction with other colleagues at the University of Edinburgh.

The aim of this workshop is to provide a framework for exploring sensitive issues around lecture recording. You are free to adapt these materials as you see fit, and we would appreciate any feedback you have regarding them.

# Workshop Aims:

The aim of this workshop is to provide structured time for staff and student discussions regarding sensitive issues around lecture capture.

# Workshop Process

A facilitator should be familiar with the workshop scenarios and prepared to discuss all scenarios with workshop participants.

Participants should be an equal mix of staff and students. Student participation is key, and so it may be worth running the workshop on an afternoon with no scheduled classes. It is important that the staff participants include lecturing staff, although they do not all need to currently use lecture recording. e-Learning developers and professional services staff, such as student support officers, are also welcome, but should not outnumber lecturing staff. Tutorial leaders or lab leaders are also welcome. Students should be invited from all backgrounds and elements of the programmes of interest.

The workshop is designed to last for 2 hours.

Prior to the workshop, distribute the Pre Workshop Guidance

# Workshop Outline:

|  |  |
| --- | --- |
| Time (approximates) | Objectives |
| 15 minutes | Introductions, briefed on workshop objectives, working groups formed |
| 30 minutes | First scenario exerciseEach group reads through their scenario. Individually, each group reflects on the scenario and makes notes. Group members pair up to share their ideasWhole group comes together to discuss and write up their guidance for the scenario |
| 30 minutes | Guidance swapScenarios and their associated guidance are swapped with other groups. Each group looks at the new scenario with the guidance and:Individually reflects on whether the guidance is appropriatePair up to discussAs a group, feedback to the guidance writing group as to whether or not the guidance is appropriate.  |
| 10 minutes | Groups can refine their guidance based on feedback |
| 20 minutes | Groups present their proposed guidance to the wider room |
| 15 minutes | Round-up of guidance docs from all groupsExplore commonalitiesWrite up short condensation of guidance |

# Workshop

# Scenarios

Prior to the workshop, staff will be encouraged to identify any particular situations they would like to develop as a scenario. Otherwise, the following pre-selected scenarios will be used.

|  |  |  |
| --- | --- | --- |
| Scenario Title | Staff Issue | Student Issue |
| Note making | Personal experience | Transitions, note making |
| Student guidance | Not knowing where to find guidance | Transitions |
| Student Study guides | Lecturer feels recording changes effective teaching practice | Student struggling with materials |
| Partial Captures | Lecturer wants interactive sessions | Student feels recordings are inconsistent |
| Audio Only |  |  |
|  |  |  |

Pre Workshop Guidance for Participants

# WORKSHOP DATE

## WORKSHOP TIME

WORKSHOP LOCATION

As part of developing guidance for lecture recording, we are facilitating a series of staff and student workshops to explore discipline-specific teaching requirements. The aim of each workshop is to bring staff and students together to discuss present guidance, and explore what guidance would be useful for future teaching and learning practices.

**You do not need to prepare anything prior to the workshop**, however on this hand-out there is some information regarding lecture recording.

## Some questions to consider prior to coming to the workshop:

* What are your biggest concerns about lecture recording in your learning?
* What are you greatest hopes for lecture recording?
* Are there any specific scenarios you can think of where you don’t know how best to use lecture recording for your learning/teaching?

## Findings from the evaluation:

### Evaluation Executive Summary

In 2017, the Media Hopper Replay service was rolled out in a university-wide implementation of lecture recording provision. This rollout represents a significant investment in capital and resources. A series of evaluation projects have been funded within individual schools as part of the Principal’s Teaching Award Scheme. In this project, a qualitative exploration of current practice and attitudes with regards to lecture recording was conducted with a university-wide remit. Data was collected through 13 unstructured interviews with staff, a focus group with first year students, and a survey to first year students across eight schools. Analysis followed a constructivist grounded theory approach, allowing data from other sources such as the policy review and academic user groups to inform the findings.

Both staff and students have proximate concerns which affect the lecture space, and ultimate concerns which encompass the role of a lecture in wider learning. Generally, students conceived of lectures as a tool that could be used to advance their learning, and they highly valued recordings because of their ability to help students absorb shock. Lecture recording is predominantly viewed as a positive addition to the student experience at university. In line with the literature, it is seen as an especially valuable resource for students who have caring responsibilities, learning adjustments, or who are non-native English speakers. However, students were not well able to identify study strategies incorporating lecture recording, suggesting the institution needs to provide greater guidance.

For staff, there was a conflict between the proximate concern of the ‘stage show’ of a lecture, which incorporated copyright, class management, and staff self-consciousness; versus the ultimate concerns that recordings made lectures ‘canonical’, creating a definitive version of the material in the student’s eye. Lectures were often spoken of as a place to demonstrate what discipline-specific practice was like, and there was a worry that recordings might change this. The transformative power of recording was a common theme in staff concerns.

Overall, many of the challenges presented by lecture recording reflect more fundamental concerns about learning and teaching at a Russell Group institution. Staff were worried about student engagement and the purpose of a lecture in modern higher education, while students were concerned about wellbeing issues and had a slight focus on assessment. A centrally provided lecture recording roll-out therefore offers a key opportunity to discuss learning and teaching strategies at an institutional and disciplinary-level. Moreover, it offers an opportunity to bring the staff concept of a lecture and the student concept of a lecture to a middle ground, creating more shared understanding of the higher education experience in Edinburgh.

### Concerns with lecture recording

Across all participants, staff and student, lecture recording challenges are resolved in two broad manners. There are the proximate concerns, which can be described as the interactions that occur within the lecture space, and the ultimate concerns, which can be described as how the participants conceptualise lectures as part of their learning and/or work process. Staff and students have different proximate and ultimate concerns (**Figure 1**) and the disparity between these may reflect challenges in learning and teaching.

The ultimate concerns are of particular interest, as these are slower to be resolved, and difficult for the individual to manage. However, addressing the proximate concerns are where the greatest ‘good’ can be achieved in a short space of time.

**Figure 1**: *Summary model of concerns across staff and students*



Hand-outs for Participants

You will need 2-3 copies of this per group.

|  |
| --- |
| Scenario Guidance |
| Who is in your scenario: |
|  |
| What are the perspectives you see? |
|  |
| What concerns and experiences affect the people in this scenario? |
|  |
| How do we approach the lecture (and recording) in a way that helps this scenario? |
|  |

Scenarios

**You should print out several versions of each scenario for each group**

**In your group, read through this scenario and discuss the following questions.**

**Note making**

Sally is a third year student studying Post-Federation Klingon History who has been finding the transition into third year difficult. In the pre-honours years she struggled to find relevant materials to bring into her exam questions and often found herself falling back on her course-work essay topics. She’s very worried about making effective notes in the lectures, and has gotten into the habit of rewatching the lectures several times to fill in her notes.

Craig has taken over as programme director for year three this academic year and has been encouraging all students to come to him with any questions they have. Sally has asked him to show her how to make better notes, but he’s not sure how best to help because he personally doesn’t find lecture recordings very useful.

**How might both parties be feeling in this scenario?**

* What are the Craig and Sally’s perspectives in this scenario?
* What concerns or experiences do Craig and Sally have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Sally and Craig with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Student guidance**

Peer Assisted Learning Schemes bring students together to help them study peer-to-peer, making use of the experience of more senior students to support students in earlier years of a programme. Dani has been mentoring the PALS scheme for several years now, but doesn’t personally make use of recorded lectures in their study strategies.

Georgie is a first year student who has just joined the scheme and she has been finding the transition to university learning difficult. She’s very keen to make the best use of all resources available to her, and is very worried about being able to memorise everything she needs to for her exams. She wants Dani to help her make the best use of recorded lectures.

**How might both parties be feeling in this scenario?**

* What are the Dani and Georgie’s perspectives in this scenario?
* What concerns or experiences do Dani and Georgie have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Dani and Georgie with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Student Study Guides**

Sarah lectures in Advanced Arithmancy, a subject which requires working through long mathematical proofs. Sarah likes to use the chalkboards to write out the proofs in full because the students can follow along with her, understand her reasoning, and also spot when she may make a mistake, which she views as important parts of the learning experience.

In previous years, students have said they would like Sarah to use the visualiser instead of the board so they can get a better digital record of the proof for their revision. Last year, Sarah used the visualiser and found that writing in the smaller space was more difficult. This year she wants to go back to using the chalkboards.

Angus is a student who has been finding this year of the programme difficult so far and he has been re-watching all of his recorded lectures every night. He spends lots of time re-doing the proofs over and over. When he learns that Sarah is not using the visualiser he gets upset: the chalkboard capture only records the boards Sarah is currently writing on, and sometimes Sarah refers back to other boards that are no longer in the camera frame. Angus feels this makes it harder for him to follow than the visualiser capture, which he could always see in the recordings.

**How might both parties be feeling in this scenario?**

* What are Sarah and Angus’ perspectives in this scenario?
* What concerns or experiences do Sarah and Angus have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Angus and Sarah with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Partial Captures**

Evelyn is active within her student union and acts as a class rep for Introduction to Arithmancy, a class with 100 students and a number of different lecturers. During the course, there are often times where students spend their time in smaller discussion groups before working through a problem with the lecturer.

Scott is one of the lecturers on Introduction to Arithmancy and likes to give students lots of time to discuss their answers. For any given lecture, Scott must move between the groups, respond to different student questions, and provide the final solutions to the class. Because of this, he sometimes forgets to switch the camera from the board recording to the slides and the final recordings often miss some aspects of teaching.

As class rep, Evelyn brings this up at student liaison committee. She would like the recordings to be more consistent across all the lectures and feels that her class is missing out on valuable study resources.

**How might Evelyn and Scott be feeling in this scenario?**

* What are Evelyn and Scott’s perspectives in this scenario?
* What concerns or experiences do Evelyn and Scott have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Evelyn and Scott with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Audio Only**

Sameer lectures on a third year course and has concerns about how lecture recording may affect student note-taking skills. He usually starts his lectures by pointing out that they are a ‘jumping-off point’ for students and they should go on to research the subject independently. In any case, Sameer likes to use the chalkboards, and in his lecture room there is no chalkboard camera, so the lecture recordings are audio-only.

Karen finds studying with the audio-only lecture recordings difficult, and finds herself having to spend many hours listening over them to study. She thinks that if there was visuals as well she would find it easier, and asks Sameer if he can make that happen.

**How might Karen and Sameer be feeling in this scenario?**

* What are Karen and Sameer’s perspectives in this scenario?
* What concerns or experiences do Karen and Sameer have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Karen and Sameer with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Caring Responsibilities**

Joel is a mature student who has started his first degree. He also has caring responsibilities for his mother, who has a chronic illness and lives an hour away from Edinburgh. Joel is very keen to take Wizardry 101 as an elective and is aware that last year the lectures for this course were recorded.

Joel knows that every two weeks he might need to miss a lecture if his mother has a scheduled doctor’s appointment. He takes Wizardry 101 instead of Herbology 101 on the understanding that lectures will be recorded.

Donna is teaching Wizardry 101 for the first time this year and is very uncomfortable about lecture recording. She has concerns about how it affects attendance, particularly because her time slot of Thursday morning is unpopular. But Donna is also worried that some students might use lecture recording to make fun of her accent, which she has had bad feedback on in the past. Because of this, she decides to opt out of the lecture recording.

**How might both parties be feeling in this scenario?**

* What are Joel and Donna’s perspectives in this scenario?
* What concerns or experiences do Joel and Donna have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Joel and Donna with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Highly Discursive Lecture Content**

Chloe is a fourth year student who often worries about the amount of information she needs to recall in exams. She tells people that she has the worst memory for facts. She loves recorded lectures because they help her check her notes and reassure her that she’s covered all the content.

Raj teaches History of the Great Wizarding War, and likes to encourage critical debate and reflection within lecture time. Raj often provides a short pre-recorded lecture before class and asks students to prepare their questions and answers for presentation in class time. Because Raj’s classes are highly discursive, she informs all students ahead of time that she won’t be recording them. She doesn’t think this will be a problem because most of the class time is spent in student discussion.

Chloe is very worried she will miss content and approaches Raj to ask her to reconsider recording the lectures.

**How might both parties be feeling in this scenario?**

* What are Chloe and Raj perspectives in this scenario?
* What concerns or experiences do Chloe and Raj have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Chloe and Raj with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Support for 1st year Students**

Senga is just beginning her first year at university, and she is the first member of her family to go university. She is a bit nervous about what is expected of her, and has found her first few nights in halls of residence difficult, especially because everyone else seems to know what to expect at university.

One of the things everyone else seems to know is how to take notes. Senga finds the lecture format very different from high school, and isn’t sure how to be in a lecture. When she talks to her old school friend Jack, she finds out that all of the lectures at Jack’s university are recorded, and he’s been using the recordings to make notes.

David is Senga’s personal tutor. At their second PT meeting at the end of semester two, he notes that Senga did not perform very well in her exam, and is struggling with her anxiety levels.

**How might both parties be feeling in this scenario?**

* What are David and Senga’s perspectives in this scenario?
* What concerns or experiences do David and Senga have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps David and Senga with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Sensitive topics**

Ethics of the Dark Arts is a core subject for one degree programme, and is well known for being a discursive topic which covers politically and culturally sensitive material. Sam, who has been teaching Ethics of the Dark Arts for the last ten years, knows that there are always lectures which incite huge discussion and doesn’t plan to record these. However, the earlier lectures cover lots of history and in the past students have requested that these lectures be recorded as a study aid.

Ed is from Arstotzka, and plans to return to the country after his degree is finished. In Arstotzka there are very strict laws about how Dark Arts and discussed and taught, and Ed is very worried that if he is recorded asking any questions in these lectures that evidence might get back to the authorities in Arstotzka.

Ed is usually a very chatty and enthusiastic student, so Sam often calls on Ed to answer questions.

**How might both parties be feeling in this scenario?**

* What are Ed and Sam’s perspectives in this scenario?
* What concerns or experiences do Ed and Sam have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Ed and Sam with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Lecturer uncomfortable with being recorded**

Mahmoud has only been lecturing for the last five years, but he has been nominated to the student run teaching awards for three years running and won in the previous year. In student feedback Mahmoud consistently gets high ratings, and students love his sense of humour.

This year, Mahmoud’s class is being moved into a room that is equipped with lecture recording facilities. Mahmoud is worried about how recordings might affect his lecturing style. He often ‘free styles’ in lectures and wonders if his jokes might not be completely suitable. He decides that the safest thing to do is not to record his lectures.

Emma is a new first year who has heard good things about Mahmoud’s lectures, but she’s very surprised when she’s told that he’s not going to be recording the lectures. All of her other lectures are recorded and she finds it really useful for enhancing her note-taking.

**How might both parties be feeling in this scenario?**

* What are Emma and Mahmoud’s perspectives in this scenario?
* What concerns or experiences do Emma and Mahmoud have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Emma and Mahmoud with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Lecture as Canon and encouraging creative community**

Hamish has recently taken over as course organiser and the main lecturer for Introduction to Magical Prophecies. One of the changes he made was to rewrite the assessment so it more closely aligns to the learning outcomes of the course.

Introduction to Magical Prophecies is a highly technical and factual course, so last academic year Hamish encouraged all his lecturers to record their lectures. However, they found that for many of the new exam questions the students were quoting the lectures verbatim. This was particularly obvious because Hamish made a little mistake in one of his lectures, and the mistake was repeated in most of the exam answers. This year Hamish has decided to opt out of the recordings, and encourages the class to make use of their peer group to make sure their notes are technically correct.

Mei is a very quiet and shy student who does not enjoy group work. She also doesn’t have many friends within her class. She’s very frustrated that such a technical class is not being recorded, because it’s very difficult to make detailed notes throughout the whole lecture. She finds approaching her classmates very uncomfortable, and doesn’t understand why the lectures aren’t being recorded when all of her other classes are.

**How might both parties be feeling in this scenario?**

* What are Mei and Hamish perspectives in this scenario?
* What concerns or experiences do Mei and Hamish have that help you to understand their perspective?
* How do we approach the lecture (and the recording of the lecture) in a way that helps Mei and Hamish with their worries and concerns?

**In your group, read through this scenario and discuss the following questions.**

**Caring Responsibilities**

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Joel knows that every two weeks he might need to miss a lecture if his mother has a scheduled doctor’s appointment. He takes Wizardry 101 instead of Herbology 101 on the understanding that lectures will be recorded.

Donna is teaching Wizardry 101 for the first time this year and is very uncomfortable about lecture recording. She has concerns about how it affects attendance, particularly because her time slot of Thursday morning is unpopular. But Donna is also worried that some students might use lecture recording to make fun of her accent, which she has had bad feedback on in the past. Because of this, she decides to opt out of the lecture recording.

**How might both parties be feeling in this scenario?**

* If Joel came to you as a personal tutor, what advice would you give him?
* If Donna came to you as a colleague, what advice would you give her?
* What does Donna want to get out of the lecture? What does Joel want to get out of the lecture?
* What could we do to resolve the scenario?

**In your group, read through this scenario and discuss the following questions.**

**Highly Discursive Lecture Content**

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Chloe is very worried she will miss content and approaches Raj to ask her to reconsider recording the lectures.

**How might both parties be feeling in this scenario?**

* If Chloe came to you as a personal tutor, what advice would you give her?
* If Raj came to you as a colleague, what advice would you give her?
* What does Raj want to get out of the class time? What does Chloe want to get out of the class time?
* What could we do to resolve the scenario?

**In your group, read through this scenario and discuss the following questions.**

**Support for 1st year Students**

Senga is just beginning her first year at university, and she is the first member of her family to go university. She is a bit nervous about what is expected of her, and has found her first few nights in halls of residence difficult, especially because everyone else seems to know what to expect at university.

One of the things everyone else seems to know is how to take notes. Senga finds the lecture format very different from high school, and isn’t sure how to be in a lecture. When she talks to her old school friend Jack, she finds out that all of the lectures at Jack’s university are recorded, and he’s been using the recordings to make notes.

David is Senga’s personal tutor. At their second PT meeting at the end of semester two, he notes that Senga did not perform very well in her exam, and is struggling with her anxiety levels.

**How might both parties be feeling in this scenario?**

* How can David support Senga?
* What does Senga expect from the university?
* What does the university expect from Senga?
* What could we do to resolve the scenario?

**In your group, read through this scenario and discuss the following questions.**

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Ed is usually a very chatty and enthusiastic student, so Sam often calls on Ed to answer questions.

**How might both parties be feeling in this scenario?**

* If Ed came to you as a personal tutor, what advice would you give her?
* How could Ed approach Sam with these concerns?
* What does Sam want to get out of the class time? What does Ed want to get out of the class time?
* What could we do to resolve this scenario?

**In your group, read through this scenario and discuss the following questions.**

**Lecturer uncomfortable with being recorded**

Mahmoud has only been lecturing for the last five years, but he has been nominated to the student run teaching awards for three years running and won in the previous year. In student feedback Mahmoud consistently gets high ratings, and students love his sense of humour.

This year, Mahmoud’s class is being moved into a room that is equipped with lecture recording facilities. Mahmoud is worried about how recordings might affect his lecturing style. He often ‘free styles’ in lectures and wonders if his jokes might not be completely suitable. He decides that the safest thing to do is not to record his lectures.

Emma is a new first year who has heard good things about Mahmoud’s lectures, but she’s very surprised when she’s told that he’s not going to be recording the lectures. All of her other lectures are recorded and she finds it really useful for enhancing her note-taking.

**How might both parties be feeling in this scenario?**

* How could Emma approach Mahmoud with these concerns?
* How could Mahmoud communicate his concerns to the class/
* What does Emma want to get out of the lecture? What does Mahmoud want to get out of the lecture?
* What could we do to resolve this scenario?

**In your group, read through this scenario and discuss the following questions.**

**Lecture as Canon and encouraging creative community**

Hamish has recently taken over as course organiser and the main lecturer for Introduction to Magical Prophecies. One of the changes he made was to rewrite the assessment so it more closely aligns to the learning outcomes of the course.

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Mei is a very quiet and shy student who does not enjoy group work. She also doesn’t have many friends within her class. She’s very frustrated that such a technical class is not being recorded, because it’s very difficult to make detailed notes throughout the whole lecture. She finds approaching her classmates very uncomfortable, and doesn’t understand why the lectures aren’t being recorded when all of her other classes are.

**How might both parties be feeling in this scenario?**

* If you were Mei’s personal tutor, how could you support her?
* If you were Hamish’s colleague, how could you advise him?
* What does Hamish want to get out of the lecture? What does Mei want to get out of the lecture?
* What could be done to resolve the scenario?