University of Edinburgh Lecture Recording Evaluation

Evaluation Structure

The adoption and roll-out of technologies can act as a disruptor to cultural norms1, including within the organisational culture of a university2. At Edinburgh, we made use of an educational researcher seconded to the Information Services Group to run an evaluation[[1]](#footnote-1) of lecture recording practice at the University of Edinburgh. The core question of this evaluation was:

*What is the value of lecture recording at the University of Edinburgh?*

This project mainly focussed around the collection of rich narrative data as qualitative data was identified a ‘gap’ within the scoping, and the schedule should be adapted to suit the needs of the institution in question. Key themes identified in scoping should be followed up over the project’s life span, both in repeated research and in development of resources. Additional themes or research questions can be brought in by stakeholders and connected to the central evaluation in a ‘modular’ style expansion.

**Staffing and Costs**

The secondment at Edinburgh was to the Information Services Group. The researcher was seconded for 2 x 25 week periods, for 2 days per week in each period (a total of 100 days). After the first period was wrapped up, the project was expanded upon to develop further guidance resulting in the second 25 week secondment period. Existing resources, e.g. Edinburgh Guidance Development Workshops, may remove the need for the second secondment.

The secondment was also greatly supported by the Principal’s Teaching Award Scheme (PTAS) projects which were related to lecture recording.

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| Resource | Cost |
| Staff secondment | 2 days per week x 25 weeks (50 days) |
| Transcripts of interviews and focus groups   * 20x 1 hour interviews * 4 x 1 hour focus groups | University supplier “Transcript Divas” (Prices as of 2018)   * £1,152 * £345.60 |
| Dissemination  Print, e.g. EngagEd guide to lecture recording | Print costs |

**Project Phases:**

* **Secondment One**
  + **Months 1-2:** Network collation
  + **Months 3-6:** Identification & analysis of key themes
  + **Month 7:** Interim report, recommendations and outline future project implementation
* **Secondment Two**
  + **Months 7-18:** Development of guidance development workshops
  + **Months 19-24:** Implementation

**Project Timeline:**

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| Months | Tasks |
| 1 | 1. Identification of existing data (e.g. PTAS projects, current lecture recording user groups) 2. Identifying stakeholder groups 3. Seek ethical approval |
| 2 | 1. Initial unstructured interviews with key participants |
| 3 | 1. Continued interview and analysis |
| 4 | 1. Unstructured focus groups and analysis |
| 5 | 1. Analysis |
| 6 | 1. Summation key themes and piloting any longitudinal data collection (e.g. surveys) |
| 7-9 | 1. Delivery Interim report (including recommendations on staff/student developments needed) 2. Identify if need for expansion (e.g. development of more guidance) |
| 10-12 | 1. Project expansion check |
| 13-18 | 1. Follow-up interim report |
| 19-24 | 1. Theme review   (have themes changed, interviews and focus groups) |

**Key Participants:**

Although the project will have freedom to identify currently unknown areas of interest, the secondment project will focus on the following participant groups.

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| Participants | Focus |
| Students | * Experiences of anxiety and relationship with study skills * Users of disability services * International students |
| Staff | * Academic staff engaged with lecture recording * Academic staff not engaged with lecture recording * Student support staff and their perceptions/dealings with lecture recording |

**References**

1. Dhar V, Sundararajan A. Information technologies in business: A blueprint for education and research. Inf Syst Res 2007;18:125–141.

2. Tierney WG, Lanford M. Cultivating strategic innovation in higher education. New York; 2016.

1. <https://www.ed.ac.uk/information-services/learning-technology/media-hopper-replay/about-media-hopper-replay/evaluation-and-research> [↑](#footnote-ref-1)