

Lecture Capture Usage in SO242

Presentation of Survey Results – by Yara Richter*

1 INTRODUCTION

In order to investigate the usage of the Lecture Capture (LC) service in the 2nd year Sociology module “Practice of Qualitative Research”, we conducted an online survey from 30th April to 21st May 2016. The survey was open to all students enrolled in the module (87), of which 24 gave a response (27% response rate).

2 ANALYSIS

Of the 24 respondents to the survey, 19 self-identified as female, three as male, and two as non-binary. Regarding nationality, 19 of the respondents were from the UK, three were EU students, and two were from overseas.

The first question asked was how often respondents attended lectures for SO242. As can be seen in Figure 1, more than half of the respondents attended lectures often to always. The remaining ten respondents said that they did not attend lectures at all, or regularly. Nevertheless, more than two in five respondents said they attended lectures often. When examining Figure 2, we can see that the use of LC is much more divided among respondents. Only 25% of respondents replied that they had watched most to all of the LC videos. Roughly one in four participants said they had watched ‘a fair share’ of the available LC videos, yet, we have to note that the descriptor for this category is highly qualitative. From the responses, it can be implied that a majority of the respondents do not use LC on a regular basis.

Figure 1 - Lecture Attendance

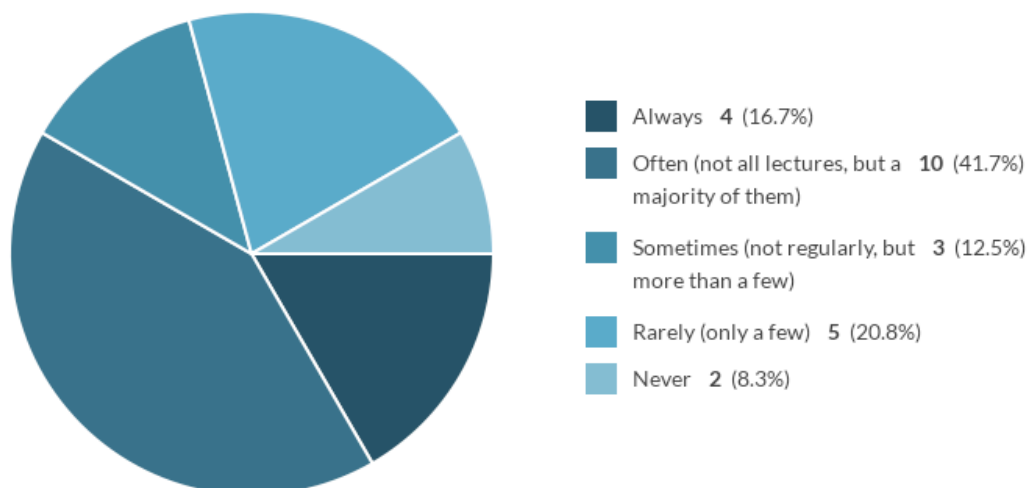
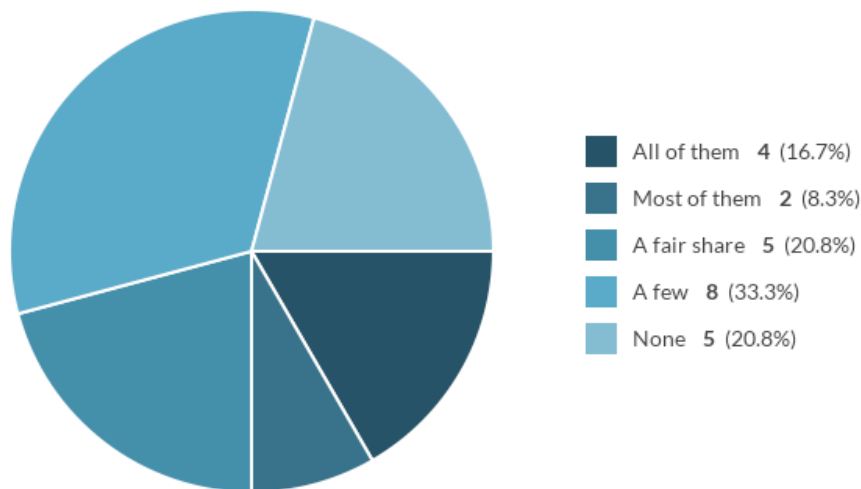


Figure 2 - Usage of LC



2.1 GENERAL LC USAGE

To inquire further into the purpose of LC, we asked the respondents to indicate what they tend to use LC for. Participants were able to choose multiple answers from a list of reasons why they use LC. As can be seen in Figure 3, the majority of responses showed that LC is used to catch up on missed lectures. Apart from this, LC is used for revision purposes. At this point, I want to remark that 'revision' as a category might have been defined differently by respondents. As the SO242 module did not have an exam as part of its assessment, it is likely that respondents who chose this option were referring to seminar preparation, re-visitation of content in order to enhance understanding, or the use of LC contents for work on essays and assignments. The two respondents who picked the 'other' option, confirmed the aforementioned possibility, by stating that they used LC to re-visit content leading up to a written assignment (P15), and to revisit specific slides on which they did not have enough time to take sufficient notes (P6). This indicates that LC is a tool which enables students to study at their own speed, which speaks in its favour.

Figure 3 - Personal purpose of LC (LC users)

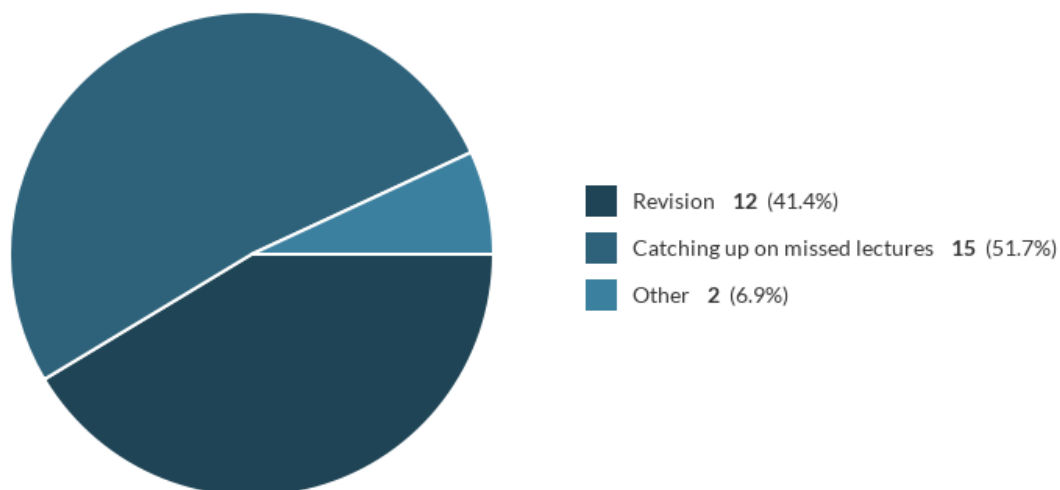


Figure 4 - Personal relevance of LC (LC users)

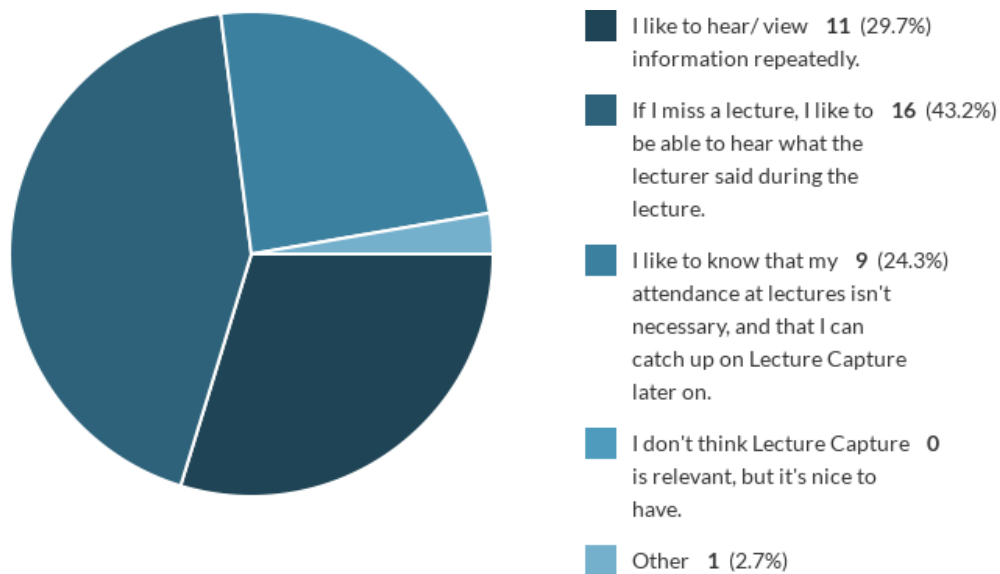


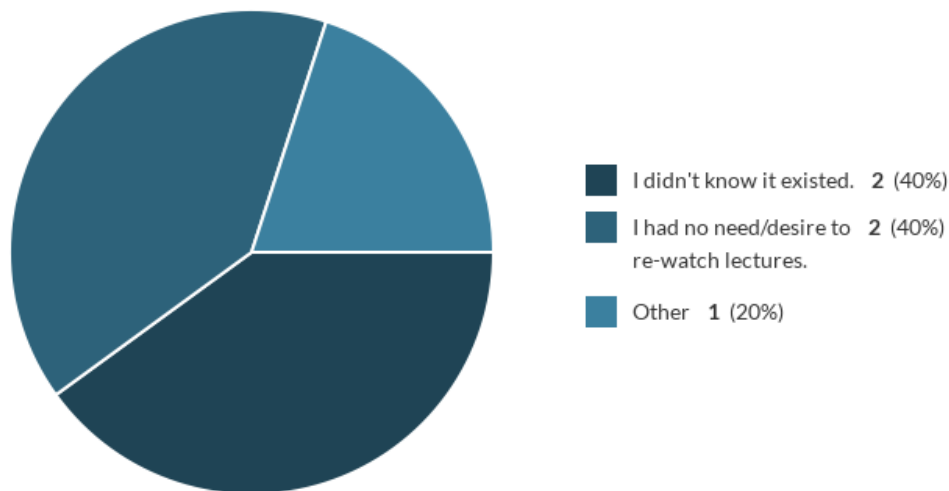
Figure 4 shows the reasons for why respondents chose to use LC. Again, participants were able to choose multiple answers. Eleven participants answered that they used LC because they preferred to be exposed to information repeatedly. This implies that LC generally aided them as a direct tool for studying. The second answer was picked most by respondents (43.2%). Participants said that in case they missed a lecture, LC enabled them to hear what the lecturer said during the lecture. Looking at this answer critically, we must note that there are two aspects to this answer. Firstly, it again demonstrates that LC is a tool which is used in the case of absence from a lecture. Students are enabled to go back to what was said, and take notes at their own speed. Secondly however, there is the aspect of LC providing the student with an audio recording of the lecturer. This might indicate that students are aware that lecture slides are merely the basis for an introduction into a topic, onto which the lecturer adds on verbally. Another explanation could be that some students might feel that they learn better when they hear information, instead of merely reading it off a slide. The third answering option, which was picked by 24.3%, is that students thought that LC was important to them, merely to have the security that their attendance at lectures was not necessary in order for them to get all the information they can get on LC afterwards. Lastly, one respondent (P23) said that because they were dyslexic, LC helps them immensely to revisit lectures.

2.2 NON-USERS

In Figure 9, the five respondents who answered that they had not used LC at all were asked for their reasons for non-usage of the service. Two respondents replied that they were unaware of the service, while two others said that they had not felt the need to re-watch lectures. The fifth among the non-users (P13) explained in a free-text answer that they had not used LC for the SO242 module, as they were not actually on the module, but that they had used it on other modules.

Regarding the non-users' future usage, four out of the five respondents said that they would use LC in future modules, while one respondent said that they would (also) use the service to revisit module content from SO242. One further response was that the participant was unsure of whether or not they would use the service again. As respondents were able to tick more than one answer, it is unclear whether the respondent was generally unsure, or had ticked one of the other responses as well.

Figure 5 - Reasons for non-usage (non LC users)



2.3 BREAKDOWN OF LC USAGE

In the following section, I want to examine the ways in which LC was used further. Question 7 asked the participants, how exactly they use LC. Eight respondents replied that they would watch entire LC videos from beginning to end, while eight more indicated that they only replay crucial sections. The third answering option was picked by twelve respondents, saying that they kept pausing and playing relevant parts. One respondent said that they started to watch and stopped the video five minutes in. Overall, there is an indication that the majority of respondents¹ do not watch LC videos from beginning to end. This might hint at two things. Firstly, LC users might be critical in the way in which they engage with lecture content, repeatedly viewing parts of it in order to further their understanding of a topic. Yet, it could also indicate that some users might find some parts less interesting than others, and attempt to skip certain parts. Nonetheless, we can say that LC users who responded to our survey found different ways in which to engage with the lecture. Therefore, the use of LC by some as a tool to skip to certain sections of the lecture reminds us that different students feel a different need to qualitatively and quantitatively engage with a certain topic. Therefore, LC as a tool might suggest that students feel different needs as to depth and repetition regarding lecture content.

Figure 7 shows the responses to questions 9, in which we aimed to compare the extent to which students use a combination of LC and lecture slides for download. Here we can see that a majority of respondents used a combination of lecture slides and LC. Merely two students indicated that they only use LC. This again is a reminder to offer the students various services in which they can revisit lecture content.

¹ Only 27.6% picked answer 1 „I view entire lectures from beginning to end.“

Figure 6 - How LC was used (LC users)

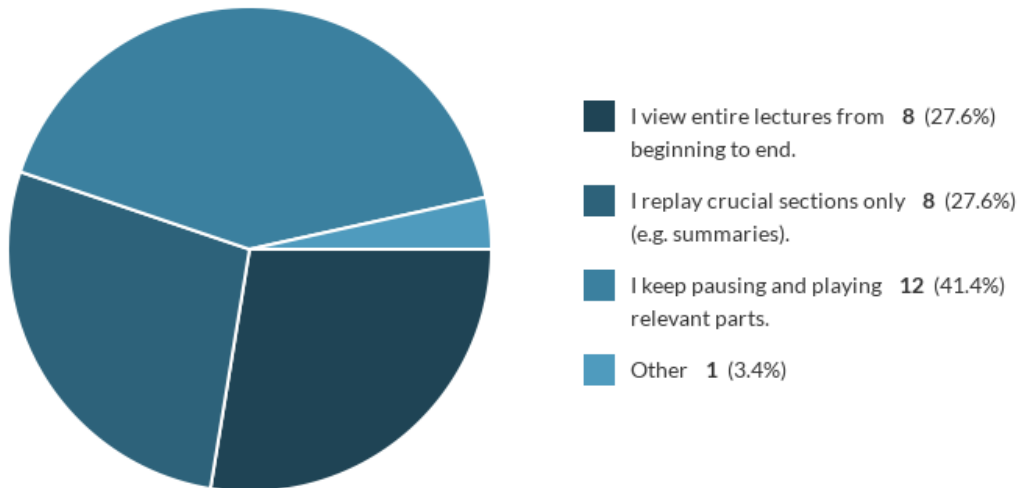
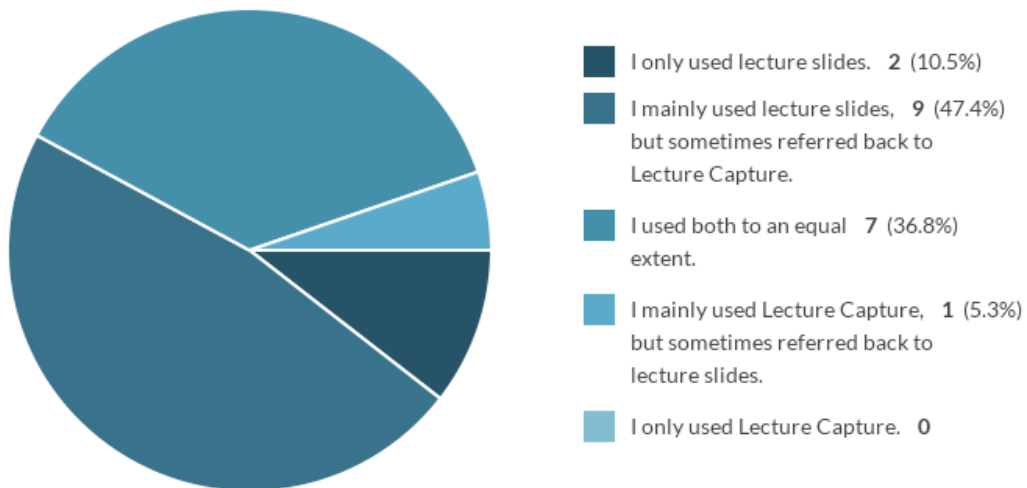


Figure 7 - Use of LC and lecture slides (LC users)



2.4 LC EVALUATION BY RESPONDENTS

2.4.1 Usefulness of LC

Figure 8 - Usefulness of LC (LC users)

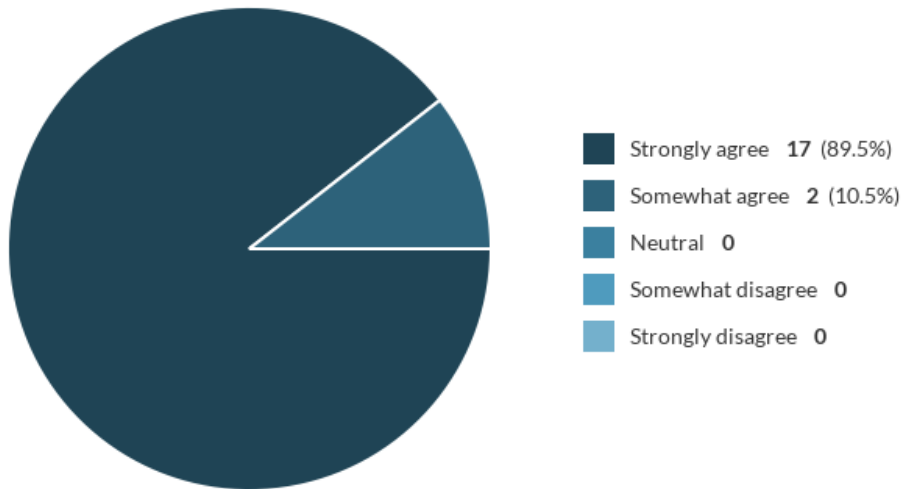
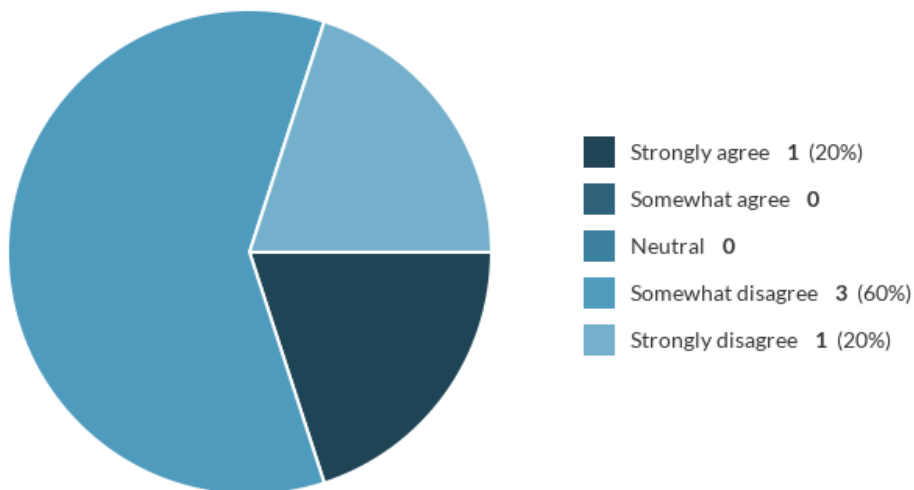


Figure 9 - Usefulness of LC (non LC users)



2.4.2 LC as a Course Requirement

Figure 10 - LC as a course requirement (LC users)

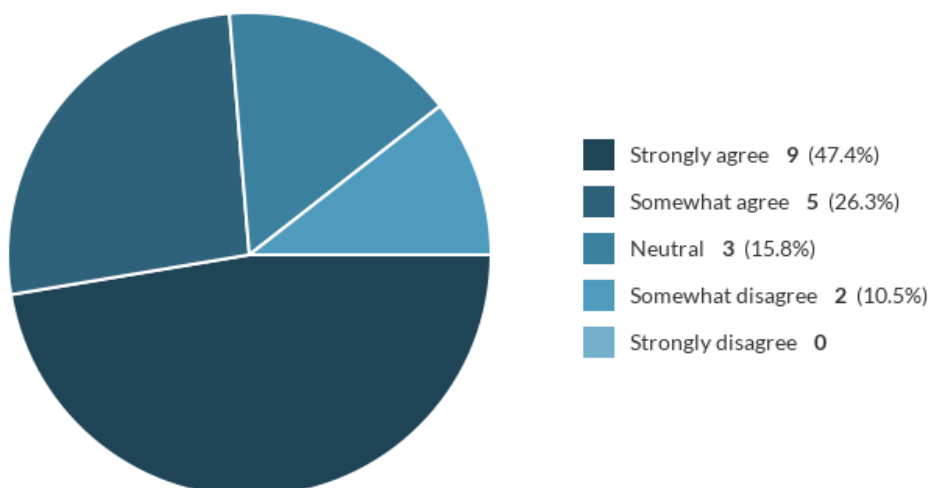
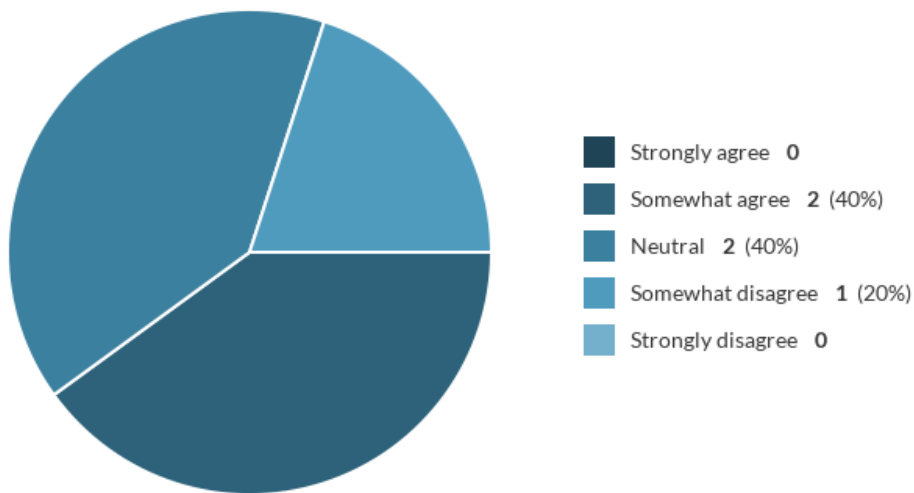


Figure 11 - LC as a course requirement (non LC users)



2.4.3 LC as Attendance Substitute

Figure 12 - LC as a substitute for attendance (LC users)

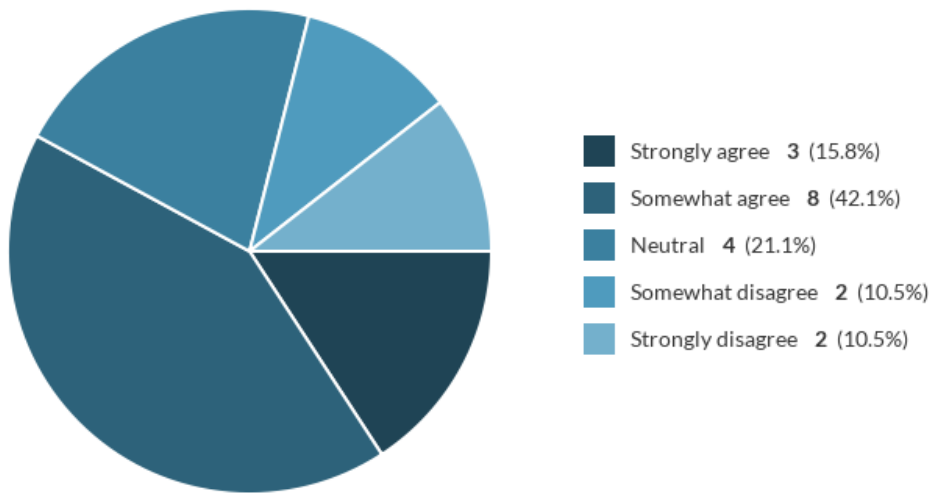
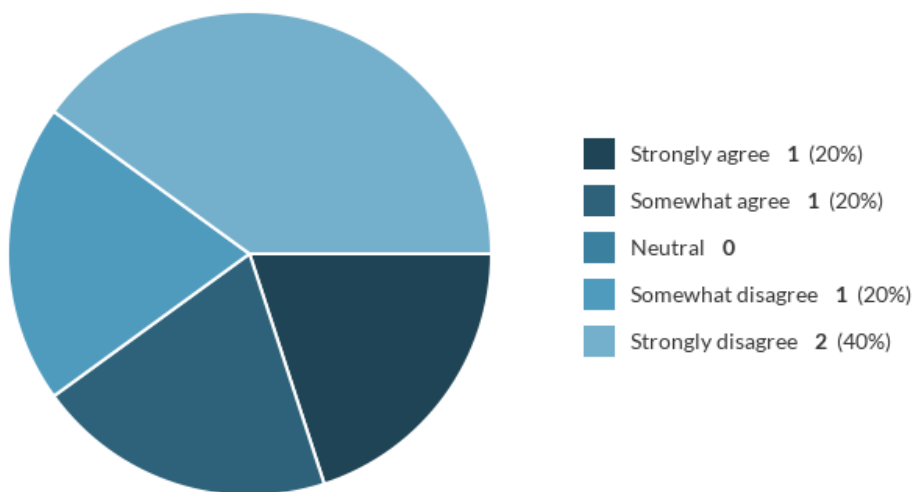


Figure 13 - LC as a substitute for attendance (non LC users)



2.4.4 Attendance Decrease

Figure 14 - Decrease in attendance because of LC (LC users)

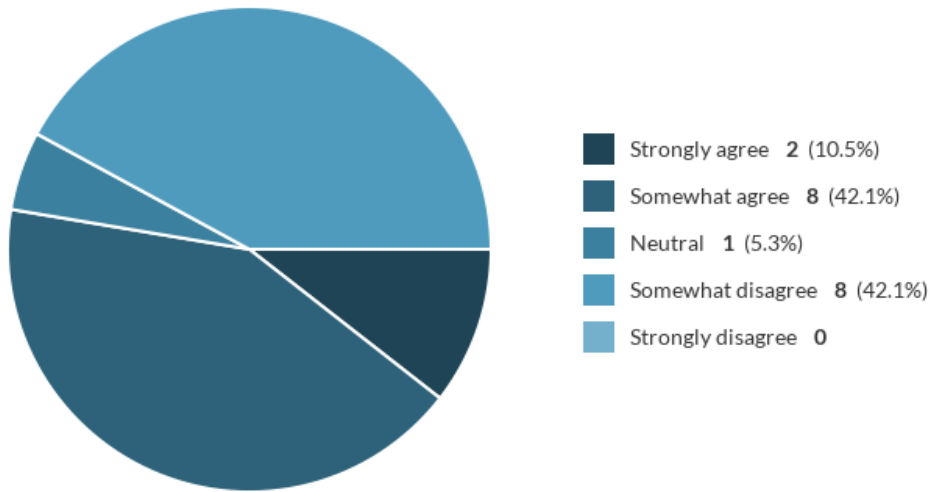
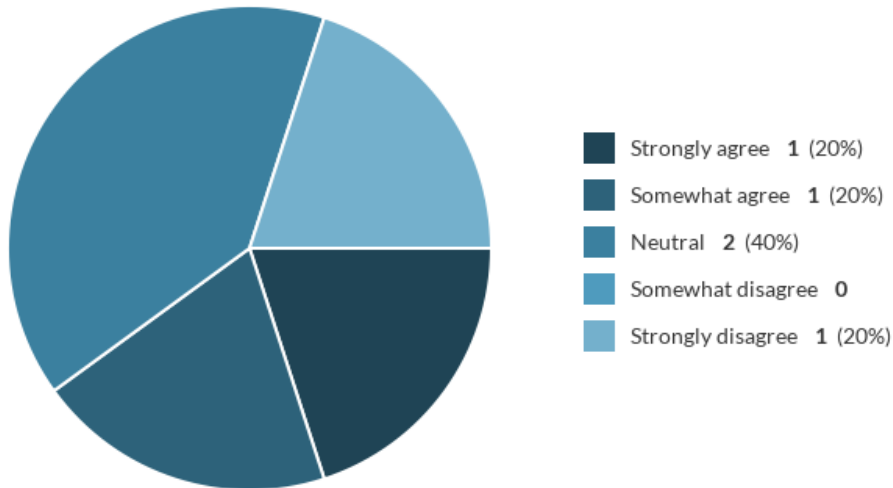


Figure 15 – Decrease in attendance because of LC (non LC users)



2.4.5 Seminar Availability

Figure 16 - Making seminars available on LC (LC users)

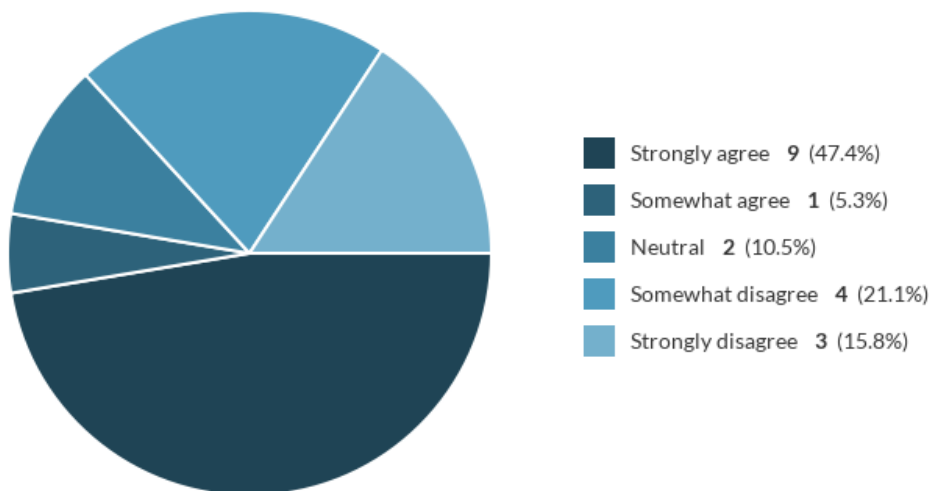
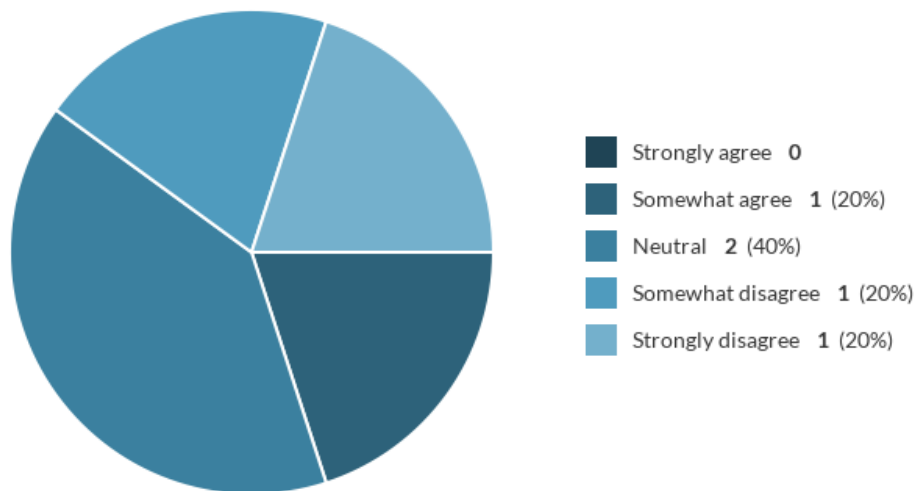


Figure 17 - Making seminars available on LC (non LC users)



ACKNOWLEDGMENTS

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Further information about the project can be found on the project web site:

<https://www.warwick.ac.uk/pbrommer/stayorgo>

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