Optimizing Class Recordings

“The truth is, students are going to access the content they paid for in the most convenient way. For 30 years we’ve been offering recorded classes and people still attend.”

~ Al Ducharme, AD of Distance and Distributed Learning at the University of Central Florida. Florida has had a state mandate for distributed engineering education since 1982.

Congratulations! You have chosen to embrace a new way to engage your students and meet their learning needs. Your enthusiasm for this technology also contributes to Mohawk’s goals for a more techno-literate, futuready student who is able to learn anywhere and anytime.

This short communiqué will highlight some of the best practices researched and used by the innovators and early adopters in classroom recording. Their successes and recommendations can contribute to your own teaching and learning expertise. For implementation of these ideas connect with CTL and/or collaborate with a colleague with expertise in this area.

Backgrounder
A significant percentage of the research into classroom recording, or lecture capture, references and/or relies on Mayer’s work with cognitive load. He argues for a constructivist approach to research and use of these technologies, which likely suits your teaching and learning styles! If you are reading this, you have recognized that these technologies are not replacing your role as faculty, but actually aiding your facilitation of students’ learning by providing them multiple opportunities for preview and review with the added benefit of re-purposing in-class time for engaging and interactive learning.

The research often involves three, important assumptions. These are interesting aspects to consider when embarking on lecture capture.

1. dual channel assumption: separate channels process visual and auditory information
2. limited capacity assumption: each channel has a limit to what it can process at one time
3. active processing assumption: we seek to process and make sense of multimedia presentations

Mayer, 2009, p. 379

Recommendations from the research

Know and grow competencies!
1. Bower (2011, pp. 76-77) organized online collaborative competencies into four, helpful categories:
   i. operational – skill set to operate the tools and functions of the technology
ii. interactional – ability to effectively interact to perform a task or solve a problem
iii. managerial – facility to manage a group, including how to use the technology effectively
iv. design – capability to dynamically design the environment based on emerging technologies and cognitive requirements

A growth in education from the traditional transmission to the innovative interactivity requires faculty to possess a good understanding of these four competencies.  

2. Recorded content provides opportunities for students to take charge of their own learning and improve their technological competencies. A mash-up from Carleton University, Video Notes, allows students to tag, edit, annotate, and share their creations – the ultimate study aid - combining the creativity, competencies, and collaboration of faculty and students (Ullman, 2010).

**Think outside the box!**
The innovators and early adopters have a firm understanding of how classroom recordings increase students’ access to resources; focus on their need for flexible learning; and contribute to improved learning outcomes. Their experiences and research highlight the following non-traditional uses of lecture capture:

- capture student role play and presentations for peer review, praise, and as a recruiting tool | artifacts for students’ ePortfolios;
- resolve conflicts between your teaching schedule and conference presentations by either recording the lecture prior or setting up the in-class agenda for students to be recorded in your absence and later assessed;
- assemble a series of lectures – a ‘greatest hits’ to promote your program and raise its profile.

**Reflective practice realized!**
Perhaps the greatest benefit to faculty may be encouraging reflective practice to aid design of optimal learning environments:

“When I construct a lecture that I know will be recorded, archived, and used in subsequent semesters, I think about it differently. I think about big picture stuff. I include a conceptual overview, and I’m more careful about consistent use of format and color.”

~ David Wicks, Director of Instructional Technology at Seattle Pacific University

This reflective practice is beneficial to students, too. By recording and reviewing their presentations, they can better prepare their communication skills and confidence for future careers.

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1 Bower includes synchronous learning | web-conferencing in his research. Synchronous learning would take higher levels of competencies than lecture capture. But the four categories are a useful framework for both asynchronous and synchronous learning. Noteworthy, is that Bower considers these competencies hierarchical.
Upside-down education (in a good way)!
You might be familiar with the synonyms – inverted or flipped classroom. Adopt lecture capture to use your f2f class time most effectively and efficiently. Structuring your course to have students preview the basics (e.g. concepts, tools, or issues) prepares them for more in-depth, interactive, and informed discussions during your f2f class time. In a thoroughly plotted and designed course, lecture capture could also be used post-f2f – to extend the f2f class or encourage further reflection on the content.

Research recap (Note: These are works consulted)
The literature search focused on: student satisfaction and perceptions; and student success and retention. The resources did not include research either sponsored or undertaken by suppliers of lecture capture software or hardware. This decreased the amount of current research on lecture capture significantly. To provide the most comprehensive view of lecture capture databases outside those provided by Mohawk College Library’s TheBRAIN were used. If you require access to non-Mohawk resources (these resources are not hyperlinked) please use the Library’s interlibrary loan form or contact your friendly librarian. If you are interested in pursuing more research on the tools and approaches at the intersection of technology and education, contact Peggy French (peggy.french@mohawkcollege.ca).


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