

An Evaluation of Student and Staff Experience of Audio Visual Recording of Lectures

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THE COURSE AND THE RECORDINGS

- ▶ The Course
 - ▶ Unpopular
 - ▶ Lack of Motivation and Engagement
 - ▶ At risk students
 - ▶ High Achievers
- ▶ About the recordings
 - ▶ Audio is recorded
 - ▶ What is on one screen in the lecture venue is recorded
 - ▶ Students have the power point notes
 - ▶ With a split dual screen, one screen (not recorded) is for powerpoint slides; the other (recorded) is for the document camera

STUDENTS AND LECTURE ATTENDANCE

- ▶ Students
 - ▶ Students can see the lecture if they were away
 - ▶ Students can use the recordings for revision
 - ▶ Equal access for all
 - ▶ Suits different ways of learning
- ▶ Lecture Attendance
 - ▶ Attendance may fall
 - ▶ Different students affected differently
 - ▶ Does it matter?

LEARNING AND TEACHING, AND ADMINISTRATIVE ISSUES

- ▶ Learning and teaching
 - ▶ English speaking
 - ▶ Lecturing Style
 - ▶ Access to computers
 - ▶ Repeat students
- ▶ Administrative Issues
 - ▶ Students with disabilities
 - ▶ When students miss lectures
 - ▶ Reduction in use of office hours
 - ▶ Time and effort of recordings

DATA

Online Surveys

Table: Number of Respondents to Surveys

survey	number of responses
survey 1	61
survey 2	33
survey 3	15
enrollment	206

Other Sources of data

- ▶ MyUni tracking
- ▶ SELT Open ended Questions
- ▶ Results

STUDENT ATTITUDE AND USAGE OF RECORDINGS

- ▶ Students knew about the recordings
- ▶ Students access of the recordings
- ▶ Why?
 - ▶ To see what they were like
 - ▶ To see if they could
 - ▶ Because they missed the lecture
 - ▶ For revision
 - ▶ Because they could not understand something

WHY STUDENTS DID NOT ACCESS THE RECORDINGS

Table: Reasons for Not Accessing Recordings

Reason	Number	%
Tried to, found them but couldn't make them work	1	4
Haven't yet had time to access them but would have liked to	7	28
Haven't yet needed to access them	17	68
Total	25	100

ANTICIPATED USE OF RECORDINGS

Table: Anticipated Use of Recordings

Recordings will be Useful If I miss a Lecture	... During the semester	... At the end of the semester
Agree	40	37	41
Undecided	9	12	10
Disagree	5	1	1
No answer	7	11	9
Total	61	61	61

WHAT IF THERE WERE NO MORE RECORDINGS

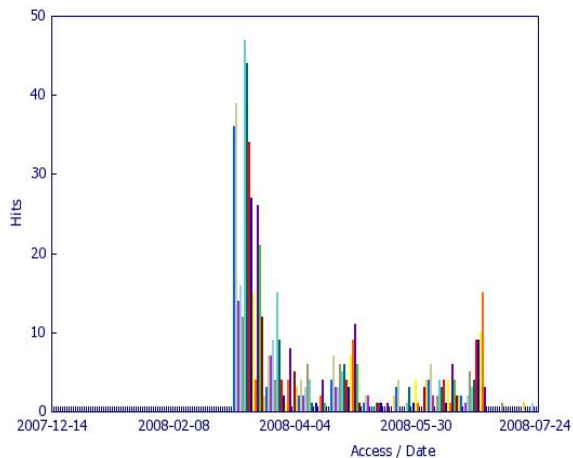
Table: Responses to Proposed Cessation of Recording

Response	Number	%
Would be happy	1	4
Don't care	6	21
Would be a little concerned	10	36
Would be really concerned	11	39
Total	28	100

One student thought this would be a good idea because lecture recording ...

gives slack and lazy students an unfair advantage

TYPICAL USAGE OF A RECORDING



LECTURE ATTENDANCE

- ▶ The evidence is not clear
- ▶ Attendance certainly fell- but it always does

Table: Responses to Attendance Questions

Having the Recordings means that I won't have to go to lectures	... go to lectures
Agree	3	3
Undecided	7	1
Disagree	41	47
No answer	10	10
Total	61	61

DOES ATTENDANCE AT LECTURES MATTER?

- ▶ There are many reasons why students do not attend lectures
- ▶ Does it matter?
- ▶ Link between attendance and results needs to take into account the usage made of recordings

LEARNING AND TEACHING: TUTORIALS

Table: Responses to Recording Tutorials

Tutorials Should be Recorded too so that I won't have to go to them	... in case I can't go to them
Agree	2	18
Undecided	0	16
Disagree	59	18
No answer	0	9
Total	61	61

TUTORIALS

- ▶ The advantages of actually attending the tutorial would be lost.
- ▶ There is a fallacy of composition - if all students decided not to attend, there would not be much to listen to
- ▶ There are considerable practical difficulties.
- ▶ It would be difficult to structure tutorials in a way that would make recordings useful.

LEARNING AND TEACHING: ENGLISH SPEAKING

Anecdotal evidence had led to a belief that non English speakers would use the recordings more than English speakers.

Table: Use of Recordings and English Speaking

Speak English at home	Use recordings		Total
	No	Yes	
Yes	13 (62%)	8 (38%)	21
No	10 (40%)	15 (60%)	25
Total	23	23	46

So the non-English speakers were more likely to listen to the recordings more than the English speakers but this was not statistically significant.

DID THE NON-ENGLISH SPEAKERS MISS LESS LECTURES?

Table: Not Attending Lectures and English Speaking

Speak English at home	Lectures Missed						Total
	0	1	2	3	≥ 4	n.a	
Yes	16	2	3	0	1	3	25
No	16	3	4	0	0	4	27
n.a.	1	0	0	0	0	8	9
Total	33	5	7	0	1	15	61

Not a significant difference.

LEARNING AND TEACHING: REPEATING STUDENTS

Anecdotal evidence suggested that repeat students may miss more lectures than first timers and may not use the recordings

Table: Use of Recordings and Repeating Students

Repeating Student	Use recordings		Total
	No	Yes	
Yes	4 (29%)	10 (71%)	14
No	21 (70%)	9 (30%)	30
Total	25	19	44

So repeat students tended to use the recordings significantly more than non repeaters. Is this because they miss more lectures?

NOT ATTENDING LECTURES AND REPEAT STUDENTS

Table: Not Attending Lectures and Repeating Students

Repeat Students	Lectures Missed						n.a	Total
	0	1	2	3	≥ 4			
Yes	5 (31%)	2	5	0	1	3	16	
No	27 (75%)	3	2	0	0	4	36	
n.a.	1	0	0	0	0	8	9	
Total	33	5	7	0	1	15	61	

So, whilst the repeat students did miss more lectures, this was not significant.

LECTURING STYLE AND ADMINISTRATIVE ISSUES

More clarity is required in

- ▶ Stating what lecture this is
- ▶ What powerpoint slide is being referred to
- ▶ Explaining what is happening in the lecture that may not be obvious from the recording
- ▶ Speech and hand writing

Administrative Issues

- ▶ Easy: minimal effort
- ▶ Maybe office hours were used less

CONCLUSIONS

Some of the results were as expected

- ▶ Students knew about the recordings
- ▶ They liked the idea that recordings were available
- ▶ And found the quality and access satisfactory
- ▶ Students used the recordings when they missed lectures due to illness, work commitments or being “too busy with other study”

However, some of the results were surprising

- ▶ Many, many students miss lectures: approximately half the students had missed a lecture in the first few weeks
- ▶ About 2/3 of students thought they would use the recordings if they missed a lecture; it had been anticipated that this would be higher
- ▶ Students were split in their opinion as to how much they would mind if recordings were not available

Also surprising ...

- ▶ No significant difference in the rate of lecture attendance between students who do or do not speak mainly English at home
- ▶ No significant difference between the usage of recordings by students who do or do not speak mainly English at home.
- ▶ Repeating students tended to have a higher rate of using the recordings and this was not because they missed significantly more lectures.

And some results we were just thankful for

- ▶ Relatively few students missed lectures because the recordings were available (although some did)
- ▶ Administratively easy

OVERALL

- ▶ Adverse impacts on student learning and attendance seem to be less than were initially thought
- ▶ May help the more hard working students who use it appropriately
- ▶ For courses that are not compulsory, quantitative, level I and large, the possible drop in lecture attendance would not be so important an issue.

FURTHER RESEARCH

- ▶ The impact on different learning styles and student groups
- ▶ Investigate alternative lecture delivery methods
- ▶ Consider access issues for all students
- ▶ Can recordings avoid repeat lectures
- ▶ The link between recordings, attendance and the pass/fail rate.