SEDA Autumn Conference 2024

Session Title: Using Lecture Capture for rapid CPD

Session Type: Lightning Talks (10 minutes)

Main presenter(s): Julie Peacock, University of Leeds

Co presenter(s): Buena Galleposo, University of Leeds

Session Summary: In this lightning presentation we will share the work we have started to do in using clips from lecture capture to highlight good teaching examples to other staff working within the school. Programme reps are encouraged to identify good examples of teaching and staff are then approached for permission to take clips to be shared with colleagues. This encourages more staff within the school to engage with good practice and identifies what students value.

Session Outline: In a research-intensive higher education institute, a long-term issue is that not all staff have the time to engage in student education CPD, although most are keen to develop their knowledge. Lecture capture has been used widely in higher education for the benefit of student education for over a decade and became more widely used during COVID (Ibrahim, et al 2021). Research on lecture capture has focused on student engagement and attendance and to a lesser extent staff behaviour when teaching (Banerjee, 2021). It has not been widely used as a tool for staff development, yet it became apparent that sharing short, 3-5 minute, clips from lecture capture would be a way to quickly share good practice between staff. To identify the examples of good teaching, we have been working with programme reps who highlight teaching sessions students have liked. Staff are then approached for permission to use a clip from the recording in this way. Links to clips are shared in a staff newsletter every six weeks.

This has been positive for the students who feel their opinion is valued. It has also been positive for staff whose teaching has been identified as good by the students, as such feedback has not always reached them previously. In addition, staff who usually would not engage in teaching CPD have viewed the videos, knowing they are short and wanting to know what colleagues are doing.

Potential issues, it is important that approval to use the clips is sort both by those that own the clips and those featured in it, including any students who may feature in the clip. There were also some technical difficulties in extracting the clips due to how they are stored at the University. Working with our learning technologists overcame this issue.

References: Ibrahim, Y., Howarth, A. & Stone, I. Lecture Capture Policies: A Survey of British Universities. Postdigit Sci Educ 3, 144–161 (2021). https://doi.org/10.1007/s42438-020-00102-x

Banerjee, S. (2021). To capture the research landscape of lecture capture in university education,

Computers & Education. 160 https://doi.org/10.1016/j.compedu.2020.104032