

**Title:** **LiveStreaming: for whose benefit anyway? From pedagogy to practice**

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**Abstract:**

**Synopsis:**

The pervasiveness of online Live Lecture Streaming (LLS) in Higher Education Institutions (HEI) is becoming commonplace. Our research indicates that LLS as an approach to delivering distributed learning, though driven by cost, demand and cohort size, begs the question for whose benefit is it? The under-pressure academic? Or, the student? In light of the fees explosion our research indicates that the academic is coming under increasing pressure to deliver a high-quality, adaptable learning experience to the student. On-demand learning.

Our experience in delivering LLS engendered research into student and lecturers' perceptions. Although there is an overwhelming student demand for LLS on all UG modules it is not the predominant mode through which students want to *engage*.

*Question to student: "Your presence changes the dynamic of the lecturer's interaction with you?"*

*Response: "Yes... they see you there and say 'you should be doing this now'."*

As academics are we trying to provide the students with parity of the lecture experience? If so what are the implications of 'space' and 'place' (Harrison and Dourish, 1996) for interaction and what are the behavioural and cultural implications?

The LLS provides extra benefits such as the LLS's value as a revision tool for assessment because the student can 're-experience' the lecture 'content' to some degree (Zender *et al*, 2009) . It provides flexibility for those who have to support their income. Unexpected issues included demotivation created by fragmenting the cohort (Shelley, 2009); dissatisfaction with the Lecturer's interaction with participants, and more.

The dual-nature of LLS requires a modification of lecture style to leverage the strengths of both face to face and online channels (Figlio *et al*, 2010; Preston and Phillips, 2010). With a culturally diverse global audience, affordances are required to ensure that lecturers become more effective communicators and that meaning is not distorted through the medium of delivery.

## **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Characterise and analyse student pedagogic issues and benefits of LLS.
- Distinguishing the complexities of interaction of 'space' and 'place' translated into practicalities for student engagement.
- Discuss the motivational and practical issues for the lecturer.
- Discuss the practical technology issues.

## **Session Outline**

Key issues to be addressed are:

- The paper will be presented and issues drawn from our experience and research will be discussed with the audience.

For example, as outlined in the learning outcomes above:

- Characterising and analysing student pedagogic issues and benefits of LLS.
- Distinguishing the complexities of interaction of 'space' and 'place' translated into practicalities for student engagement.
- Discussing the motivational and practical issues for the lecturer.
- Discussing the practical technology issues.

## **Session Activities and Approximate Timings**

The presentation will be delivered as an interactive session whereby slides introduce each element and attendees are invited to consider the practical and pedagogical issues of implementing LLS from the perspective of their workplace within their institutions. Each of the following elements will take approximately 15 minutes filling the session allocation. However, on-going discussion will be encouraged.

- How to prepare and engage the student such that the LLS experience will meet their expectations.
- How to prepare and support the lecturer before, during and after the LLS.
- What are the technology issues and how can they be overcome?

## **References**

Figlio, D.N., Rush, M., and Yin, L. (2010). Is it Live or is it Internet? Experimental Estimates of the Effects of Online Instruction on Student Learning. *National Bureau of Economic Research Working Paper Series No. 16089*.

Harrison, S. and Dourish, P. (1996). Re-Place-ing Space: The Roles of Place Collaborative Systems. *Computer Supported Cooperative Work '96*, pp.67-76, Cambridge MA USA.

Preston, G. and Phillips, R. (2010). Web-based lecture technologies: Highlighting the changing nature of teaching and learning. *Australasian Journal of Educational Technology*, 26, no. 6: 717-728.

Shelley, J. (2009). Assessing Learning Outcomes in a Broadcast Learning Environment: Application of the Dynamics Concepts Inventory. *American Society for Engineering Education (ASEE) Annual Conference and Exhibition*, Austin, TX, 14-17 June 2009.

Zender, R., Dressler, E., Lucke, U., and Tavangarian, D. (2009). Pervasive media and messaging services for immersive learning experiences. *Pervasive Computing and Communications, PerCom* March 9, 2009: 1-6. IEEE Press, New York.