

# What'd I Miss? A qualitative exploration of student experience, behaviour and engagement with recorded lectures

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## RESEARCH AIMS

- Lecture recording has the potential to benefit student learning and experience in several ways;
  - enhancing accessibility for all students,
  - supporting those with additional requirements (e.g. dyslexia)<sup>2</sup>.
  - provide ability to revisit lectures to make up for absence,
  - aid to understanding and for revision<sup>3</sup>.
- Staff frequently express concerns about how the provision of recorded lectures may impact student engagement, through a reduction in lecture attendance and in-class participation<sup>4,5</sup>. In this project, we explored how student and staff experience and engagement with recorded lectures in veterinary subjects changed over time.

## METHOD

Thematic analysis of four reflective blogs composed by four students and staff throughout the academic year (2017-2018).

Interviews with three lecturing staff members to evaluate experiences of lecture recording were conducted mid way through the year to allow time for perspective. The student and staff datasets were analysed separately to identify themes and subset categories, initially by hand and then with the assistance of NVivo (QSR International, 2016)<sup>1</sup>

## SUMMARY OF THEMES

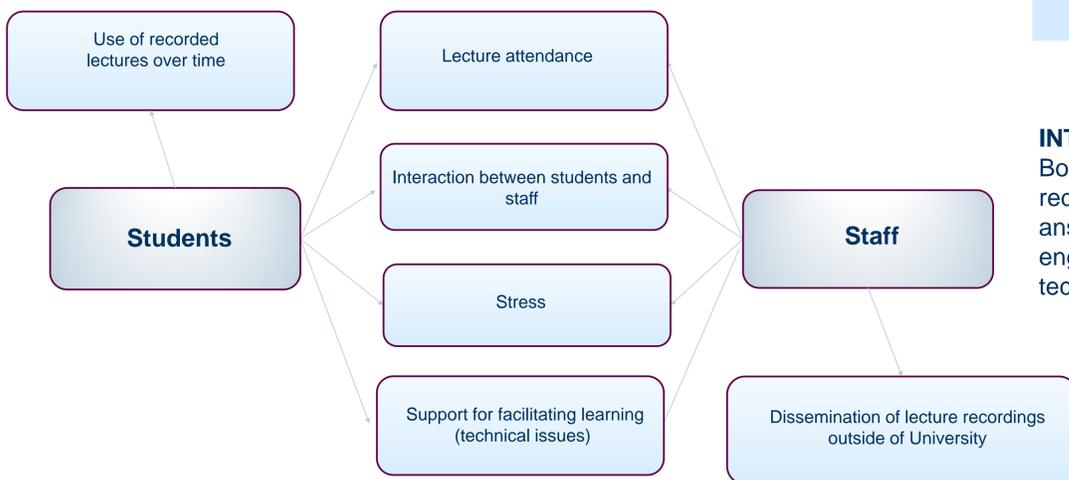
### Student Blogs:

- Feel recordings ease pressure
- Staff-student interactions change
- Discuss study strategies with new tool

### Staff Interviews:

- Staff-student interactions change
- Concerns over the dissemination of recorded lecture material
- Discuss associated pressures with lecture recordings

Figure 1: Main themes identified



## INTERACTION BETWEEN STUDENTS AND STAFF

Both students and staff expressed concern that lecture recording may result in a reduction in communication. Staff predicted that students may be less likely to ask or answer questions due to fear of being recorded and staff admitted to being less likely to engage in conversation when being recorded. This could lead to a change in teaching technique, with lectures being less improvised and with more fact checking.

*'when somebody questions you...makes you go..is that right, no I am right...I suppose there is that fear that you said something that is wrong as we are not all knowing people...then that's recorded'* -Lecturer

## HOW STUDENT USE OF RECORDED LECTURES CHANGES OVER TIME

The way students use recorded lectures changes dependent on the structure and pressures of the veterinary course.

Figure 2: Longitudinal characterisation of student use of recorded lectures identified in blogs



### YEAR START – setting intentions

In the initial blogs, students described using lecture recordings only to make up for unavoidable absence of the live lecture, such as illness or other non academic commitments.

### TERM TIME – experimentation

Students used lecture recording in different ways after becoming more familiar with the software. Students experimented by using lecture recordings to review sections of the live lecture to aid understanding or to replace live lectures when they were unable to concentrate.

### VACATION – catching up

While on placement (EMS), students outlined using lecture recordings to review topics when off campus.

### EXAM TIME – stress relief

During revision periods and at exam time, students were able to prioritize revision for upcoming exams using recorded lectures, by revising instead of attended live lectures and catching up later. Students also utilized recordings as a novel revision method, choosing to watch recordings as a 'break' at the end of a full day of study.

*After two or three lectures (with sometimes only a few minutes break in between) I have realised that there is usually no point in forcing myself to sit through the fourth and fifth lecture if I can't concentrate*– Student

## ALLEVIATING OR GENERATING STRESS

Having recordings of missed lectures allowed students to feel less stressed when missing lectures due to illness or other commitments. Students commented on feeling less pressure during live lectures to 'understand all topics as recordings allowed the lectures to be reviewed. At exam time, students felt less stressed as recordings meant that students could prioritise revision over attendance of lectures and catch up at a later date.

Staff expressed anxiety over the expectation to provide lecture recordings. Some staff members objected to lecture recordings being used as a possible method of assessing teaching however staff appreciated that having recordings could provide a contingency plan in case of illness or maternity leave.

*This can be an extremely stressful course to undertake and having this facility really helps to ease some of that stress'* –Student

*'found the most effective way to use this software is to mark on my lecture notes the area I need to relisten to again and go specifically to that section when reviewing the lecture'* – Student

*'every now and then you will make a joke to lighten it up...it's the fear that you might say something too risky or someone will take offence'* - Lecturer

## DISSEMINATION OF LECTURE MATERIAL

Staff members expressed concern over recorded lecture material being distributed outside of the intended audience.

Consequently, some staff mentioned changing their teaching to a less relaxed style, making fewer jokes, and being less likely to have discussion during lectures or go off script.

## CONCLUSION OF FINDINGS

Analysis of student blogs produced over the course of an academic year shows that the way in which students use recorded lectures changes dependent on the structures and pressures of the veterinary curriculum. Lecture recording has the potential to alleviate stress for students through several mechanisms. Staff members did not express concerns over the effect of recordings on lecture attendance, however the potential for lecture recordings to be shared out with the University is an issue which needs attention to ensure staff feel more comfortable.

## HOW CAN WE USE THIS?

Further research could be done to evaluate the most effective way of using lecture recordings. This could inform sessions to teach students how to use recorded lectures at the start of their degree. Further training for staff members could develop their lecturing style in the context of recorded lectures

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