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# Study skills and strategic uses of lecture capture

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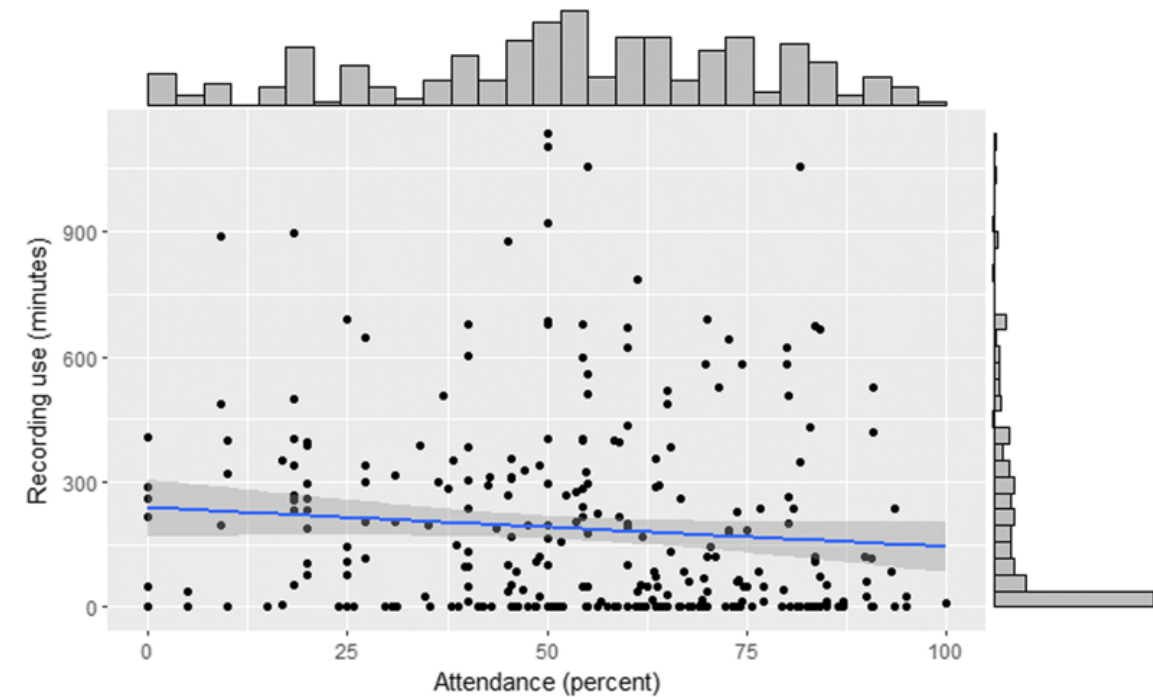
@emilynordmann / #eduhubdays20

Phase 1:

Lecture capture is not the  
harbinger of the academic  
apocalypse

# Attendance, recordings, and achievement

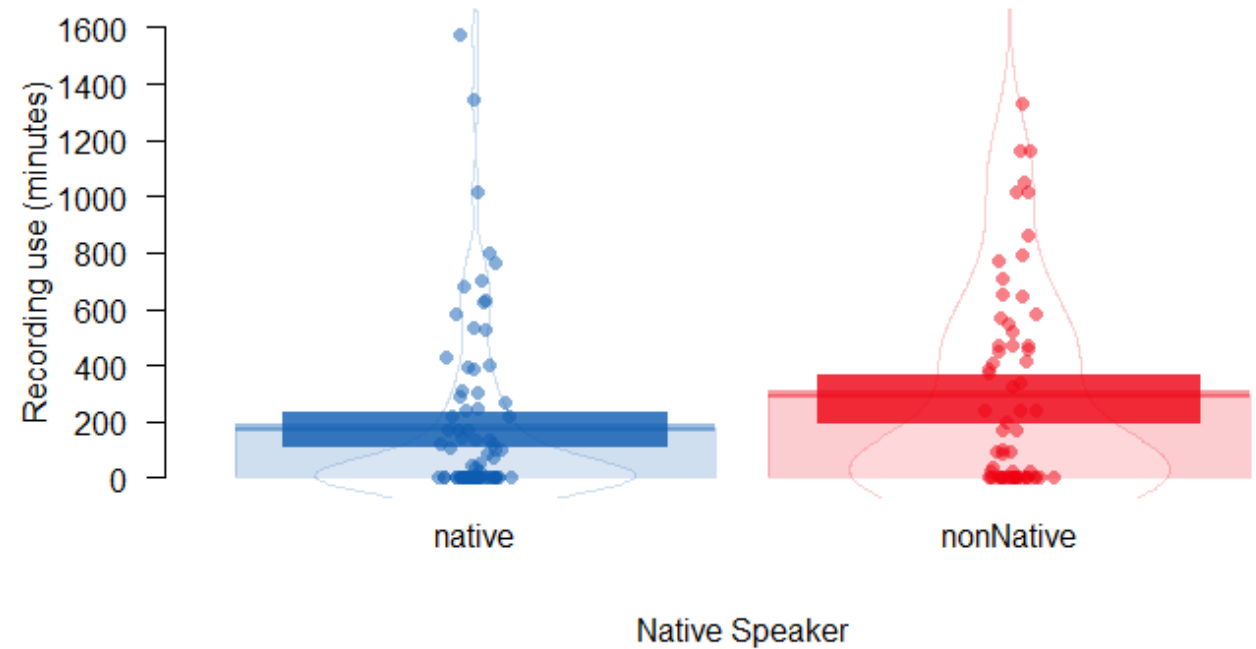
- Nordmann, E., Calder, C., Bishop, P., Irwin, A., & Comber, D. (2019). Turn up, tune in, don't drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study. *Higher Education*, 77(6), 1065-1084.





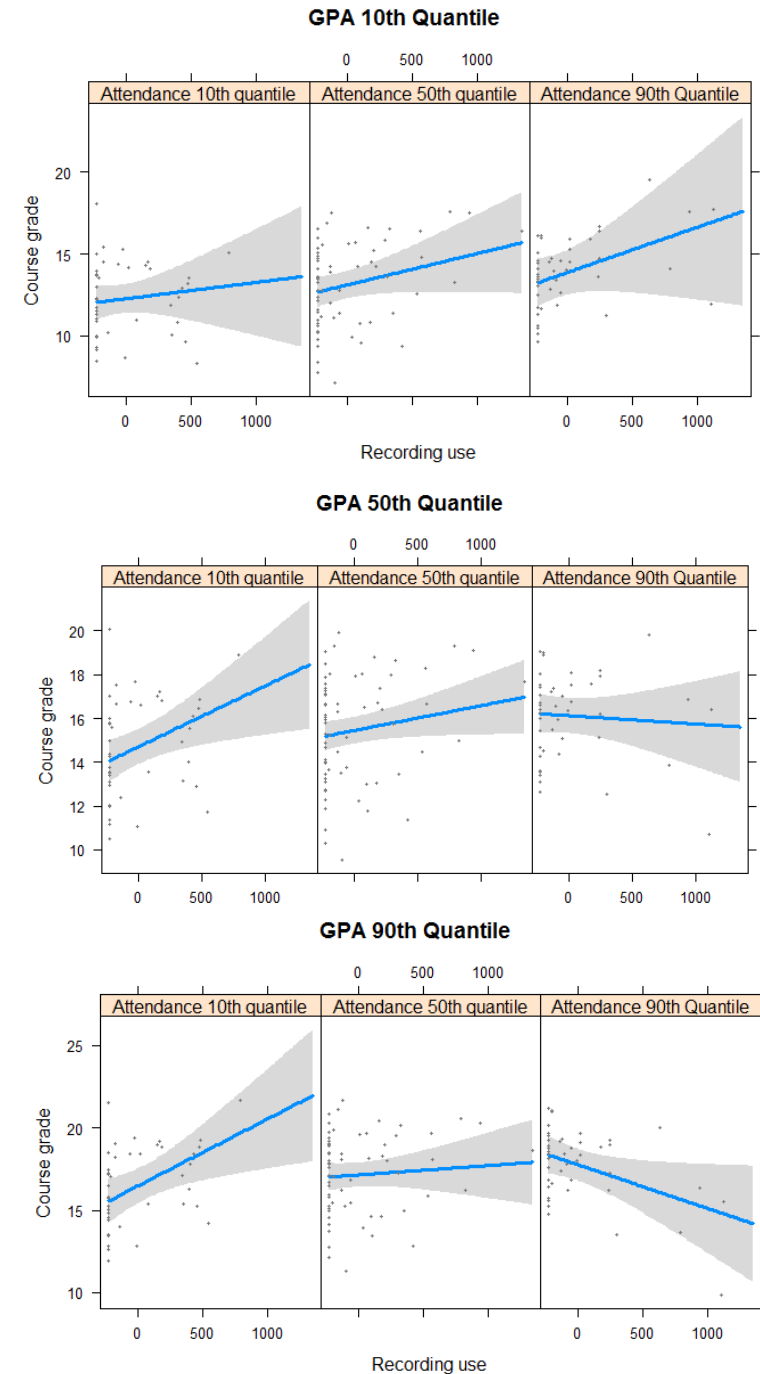
# First year – native speaker status

- Non-native speakers use the recordings more than native speakers
  - $t(128.72) = 2.116, p = .036, d = .35$



# GPA\*Att\*Recording

- Attendance & recording use positive predictors of exam grade overall, but also an interaction with GPA
- Beneficial for weaker students when used as a supplement
- Better students can mitigate the effects of not attending the lecture by watching the recording



Phase 2:

Lecture capture is a tool

# Study skills & self-regulation

- It can be used effectively and ineffectively
- How does this usage relate to study skills more generally?

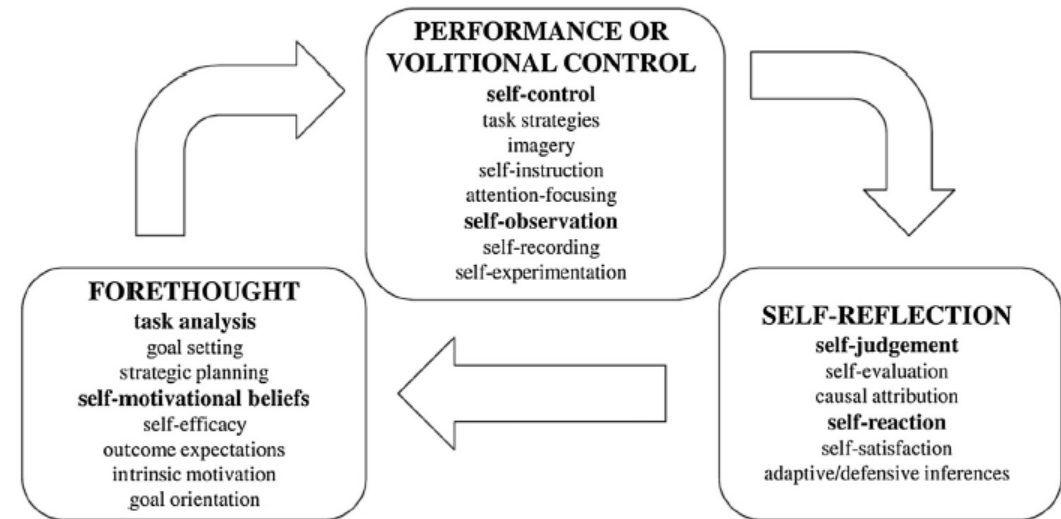


Fig. 1. Process-model of self-regulated learning (Zimmerman, 2000).

# Practical recommendations

## Ask for help.



- ✓ Just because there's a recording doesn't mean you can't ask for help if you don't understand bits of the lecture.
- ✓ Consider watching the recordings with your peers as part of a study group.
- ✓ Use the recordings as a help resource to check your knowledge when testing yourself.
- ✓ By reviewing specific bits of the recordings you can identify exactly which parts of the lecture you are struggling with.
- ✓ Pause the recording to look up additional resources - don't just rely on the content in the lecture!

## Be specific.



- ✓ Before you rewatch the lecture try to recall as much as you can.
- ✓ Check your notes and identify sections you missed or didn't understand.
- ✓ Rewatch specific sections of the lecture related to these problem areas, rather than watching the full recording.
- ✓ Revisit the recording within 2-3 days, don't rewatch immediately after the lecture, or wait too long.
- ✓ Use the recordings to add detail to your notes, but don't forget to summarise and paraphrase in your own words.

## Make notes.



- ✓ Making notes helps you learn but it also gives you material to review at a later date.
- ✓ The best way to make notes is to summarise or paraphrase what the lecturer is saying, rather than writing down word-for-word.
- ✓ Making good notes can be difficult but you can use systems like the Cornell Method to help you structure your notes.
- ✓ Focus on understanding the lecture. If it is too hard to summarise in your own words, make verbatim notes first and paraphrase later. Any notes are better than no notes.
- ✓ Don't be anxious about writing down every word, if you miss something you can revisit the recording.

## Attend lectures.



- ✓ Research shows that students who attend more lectures tend to get better grades.
- ✓ Studies show that students find live performances more engaging than watching a video.
- ✓ There are also social benefits to attending lectures, you become part of the community.
- ✓ Supplemental use of lecture recordings has been shown to be best.
- ✓ Use recordings to revisit bits you don't understand rather than using them as a substitute.

## Catch up.



- ✓ If you can't attend a lecture for valid reasons, watch the recording in full within one week.
- ✓ You learn more effectively when your learning sessions are spread out so it's good to keep up-to-date with the lecture content each week.
- ✓ There is evidence you won't learn as much if you watch the recording at higher speeds, so watch it at normal speed once and take notes as if you were in the live lecture.
- ✓ Once you've watched the recording in full, then go back and revisit bits you don't understand.
- ✓ This ensures that you will have spent the same amount of "time-on-task" as a student who attended the live lecture.

## Do not:



- ✗ Don't binge-watch lectures during revision week, there is a lot of strong evidence that in order to learn effectively you need to space out your learning: you will learn more, in less time, if you do it week-by-week.
- ✗ Do not rewatch lectures in full (unless you missed the lecture): the act of thinking about which bits you need to revisit will actually help you learn more.
- ✗ Do not engage in multitasking such as household chores or driving whilst listening to recorded lectures, you need to give them your full attention in order to learn.



# Quantifying uses of lecture capture

- Existing measures of lecture capture focus on usage
  - How many lectures
  - Minutes/seconds viewed
  - Viewing profile across the semester
- The more interesting question is *how* students engage with lecture capture, rather than just *how much*

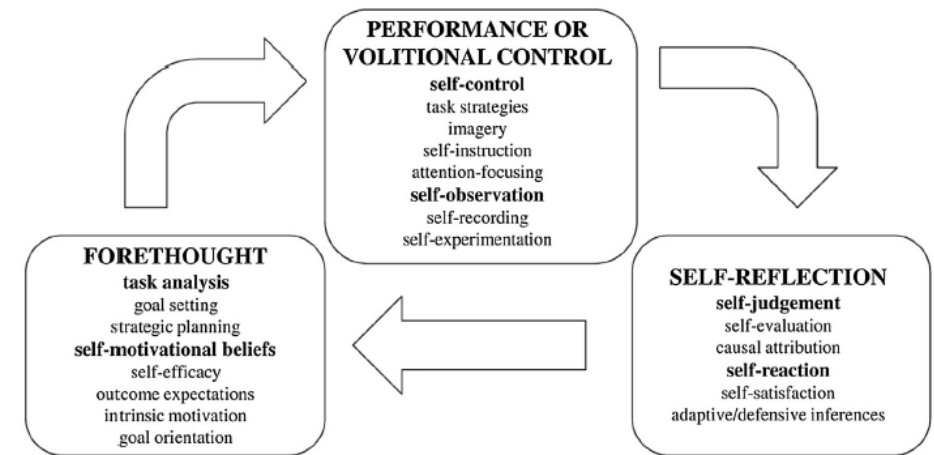


Fig. 1. Process-model of self-regulated learning (Zimmerman, 2000).

# Scale development

- Strategic uses of lecture capture scale (pilot)
  - Aimed to tap different self-regulated learning strategies
  - Questionnaire given to ~300 students followed by factor analysis

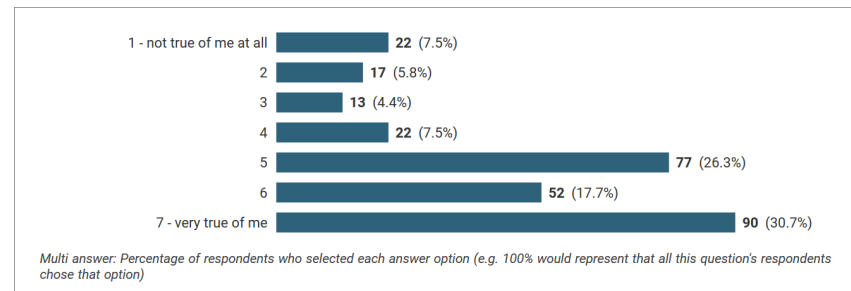
Item	Sub-scale	Factor
When I study for this course I include using lecture recordings in my study plans.	Organisation	Usage
I use the lecture recordings for this course to enhance the quality of my lecture notes.	Elaboration	Usage
When I study for this class, I watch the same lecture/bits of a lecture over and over.	Rehearsal	Usage
I use lecture recordings throughout the semester when needed, rather than just at the end of term during exam revision	Time and study environment	Strategy
I often miss lectures with the intention of watching the recording but then fail to do so.	Effort regulation	Strategy
When I am watching the lecture recordings for this course, I will pause the recording to find additional evidence or material that supports or refutes the theories, interpretations, or conclusion presented in the lecture.	Critical-thinking	Strategy



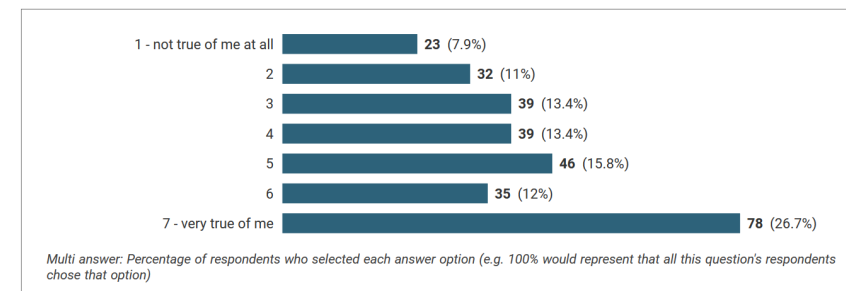
Do not use this  
scale – it is not  
ready yet!

# Same tech, different strategies

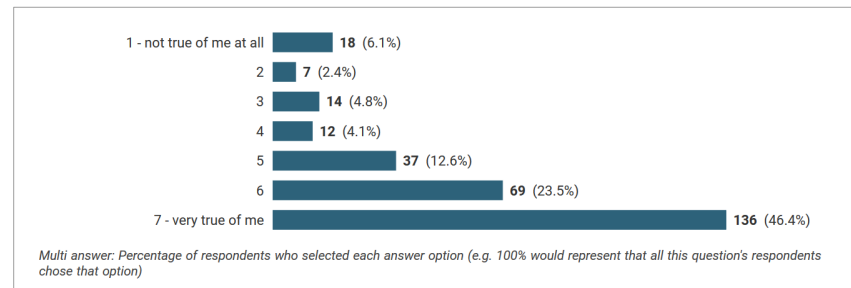
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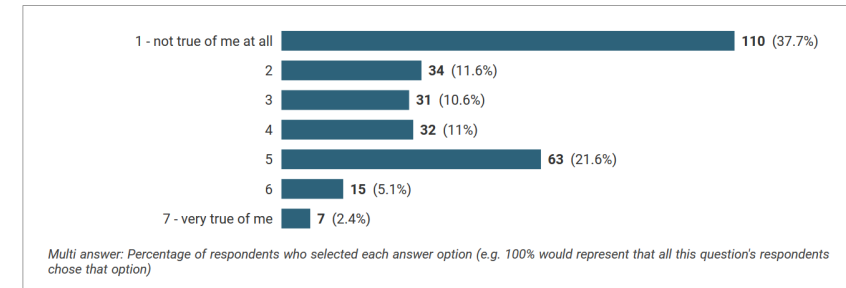
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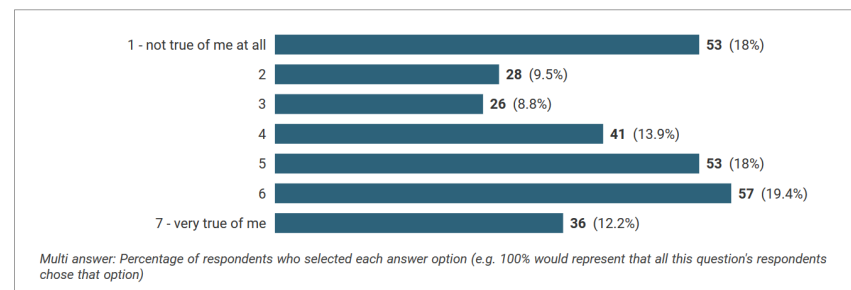
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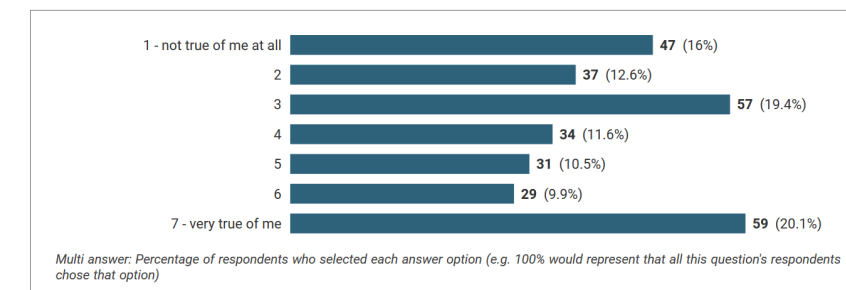
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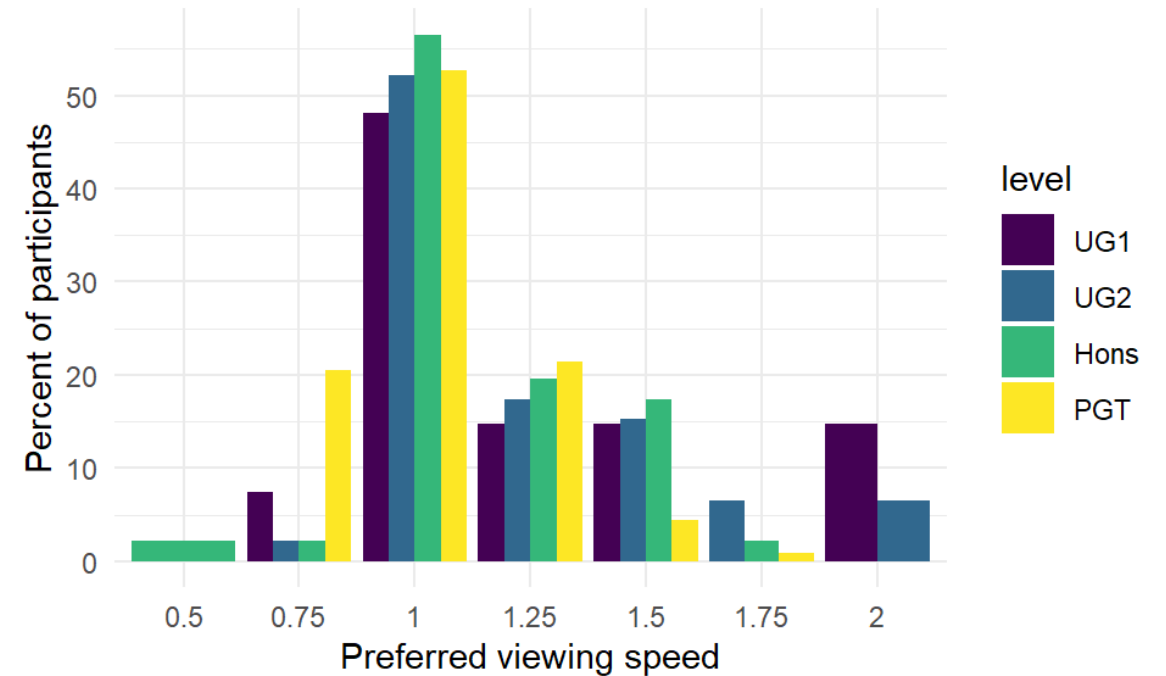
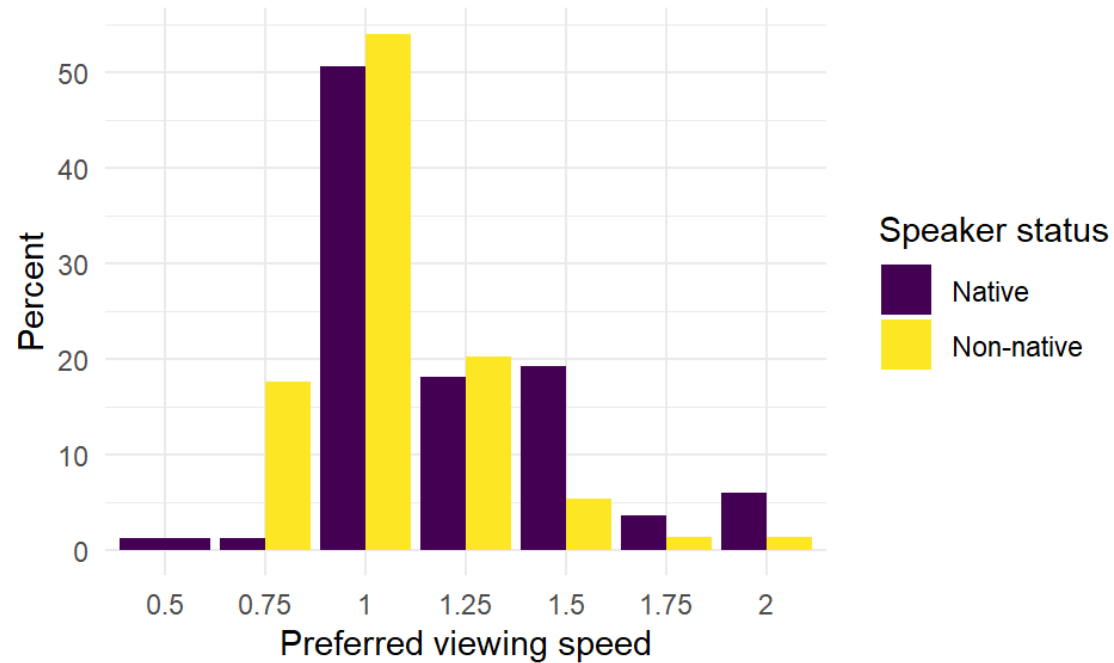
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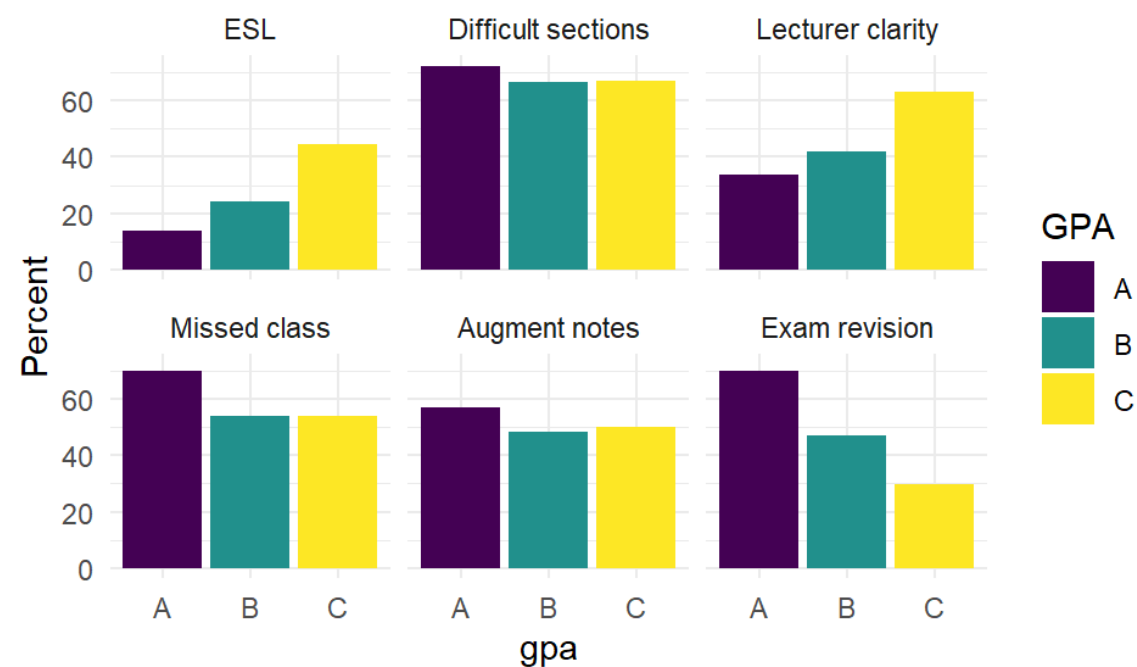
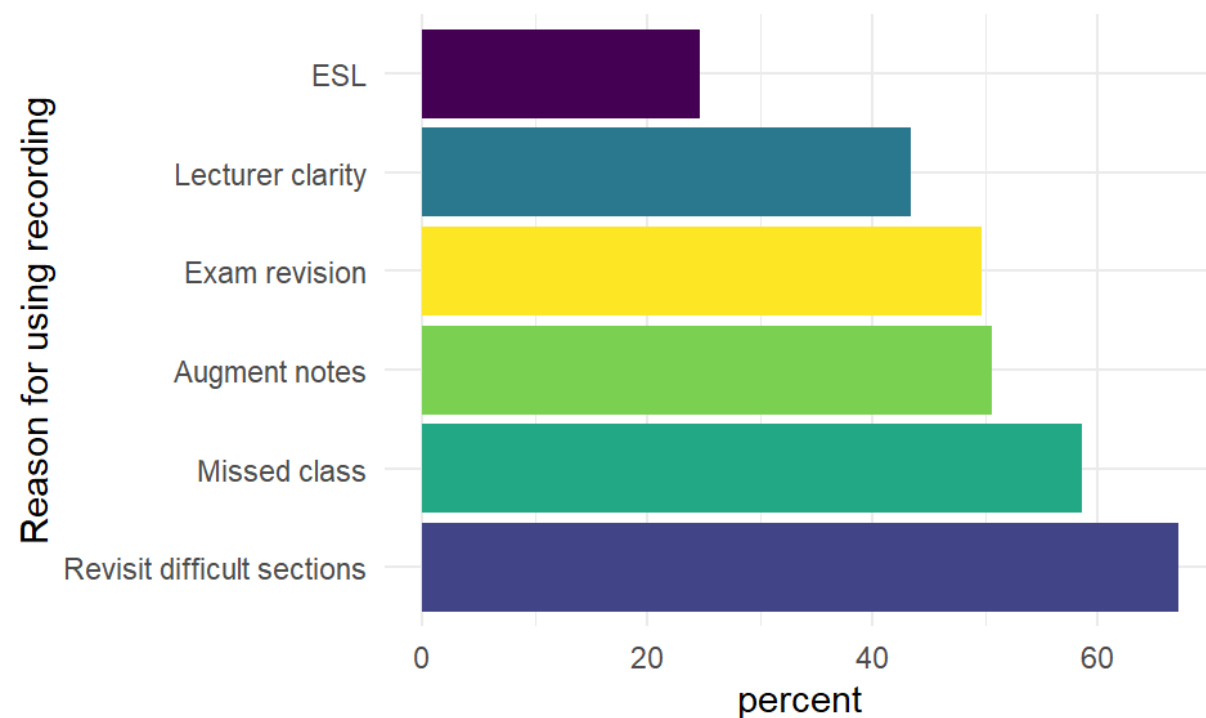
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# Demographic differences

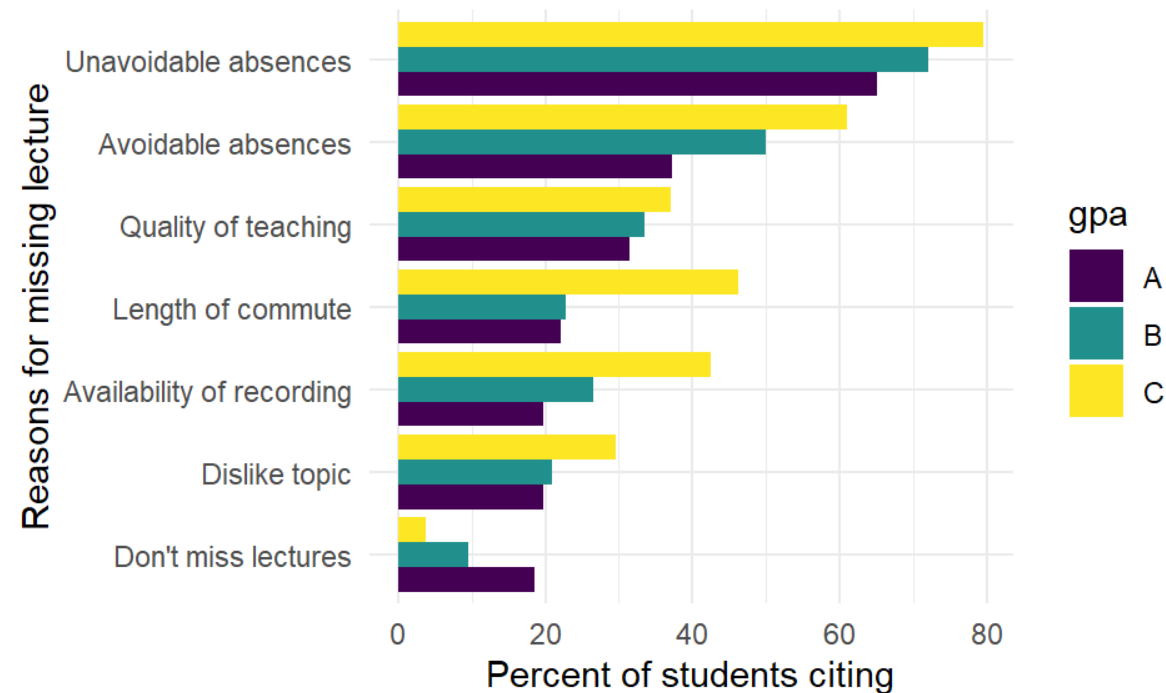
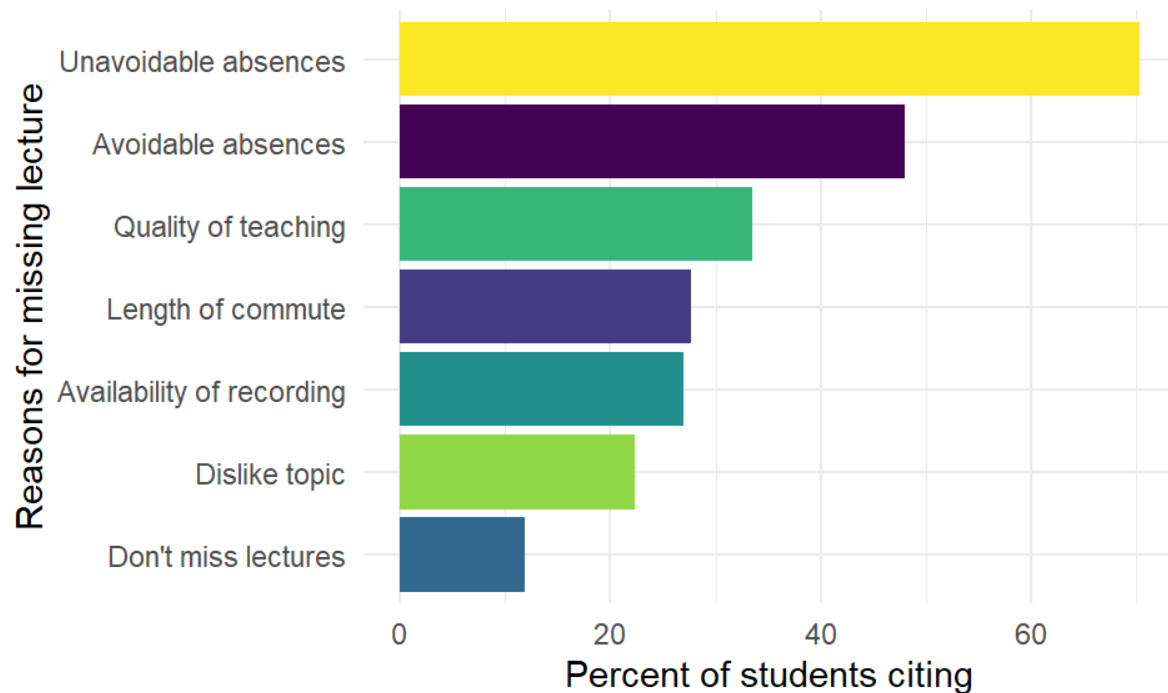


# Demographic differences





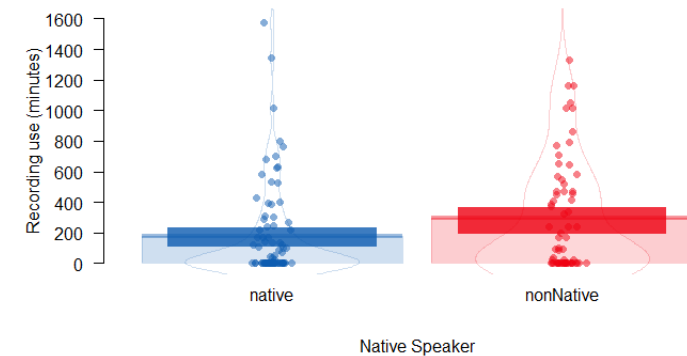
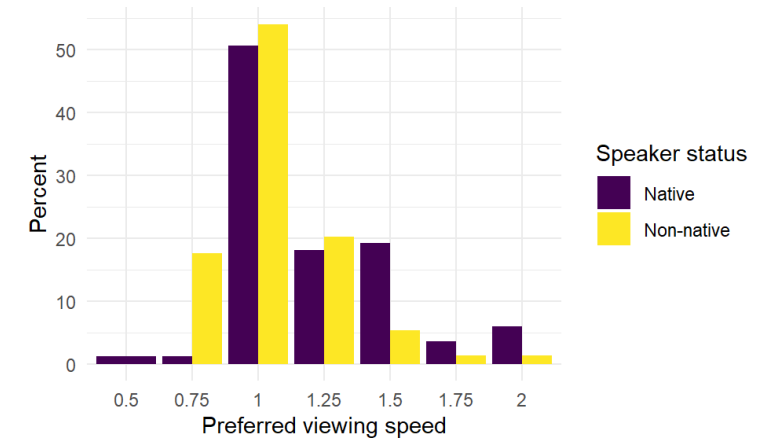
# Demographic differences



Phase 3:  
Lecture capture is a second  
chance

# Lecture capture is a second chance for...

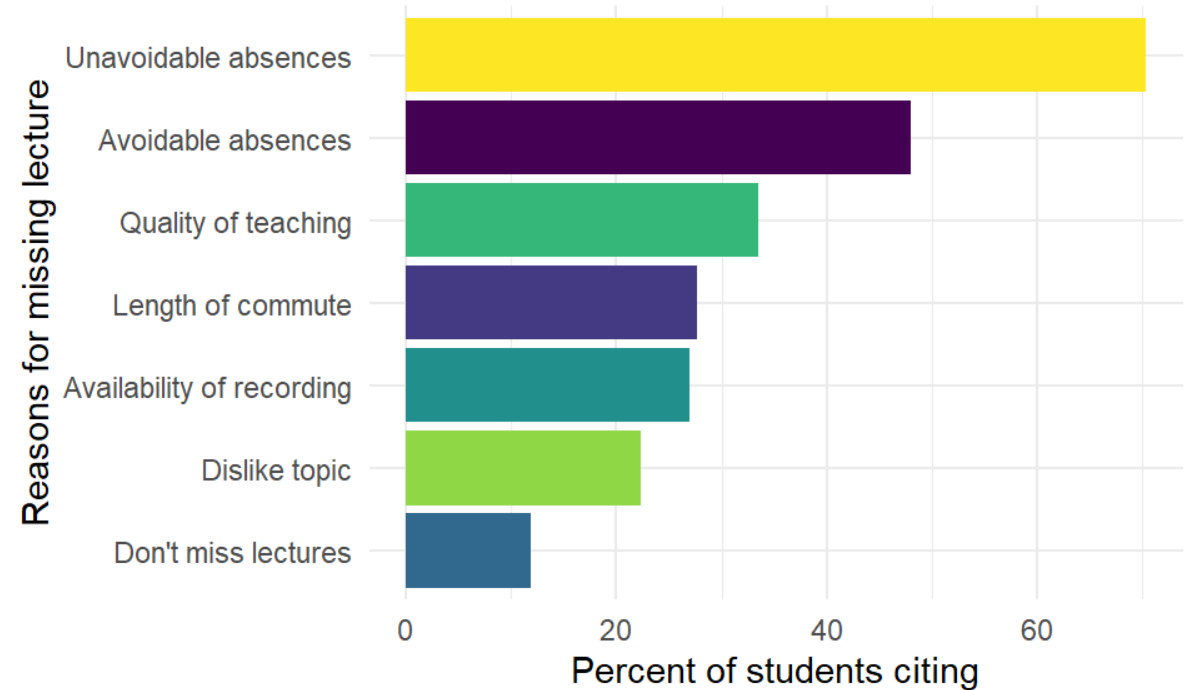
- Non-native speakers
  - E.g., Nordmann et al. (2019)
- Students with learning disabilities
  - E.g., Nightingale et al. (2019)



# Lecture capture is a second chance for...



- Those with physical and mental health problems





# Lecture capture is a second chance

"While not a perfect substitution for being on campus, they captured elements such as a lecturer's enthusiasm for a topic which was inspiring when trying to engage with the content away from campus. Furthermore, this meant I was privy to "class announcements" (For example, the psychology society hosting an event) which were not on the actual slides. I would not have gone to them, but at least I knew what was on. This helped demystify the hidden curriculum a bit as I could see academia was not just remembering facts and regurgitating them for exams, but also seemed to involve meeting up and discussing ideas...I would not be doing a PhD without lecture recordings." *Steph Allan*

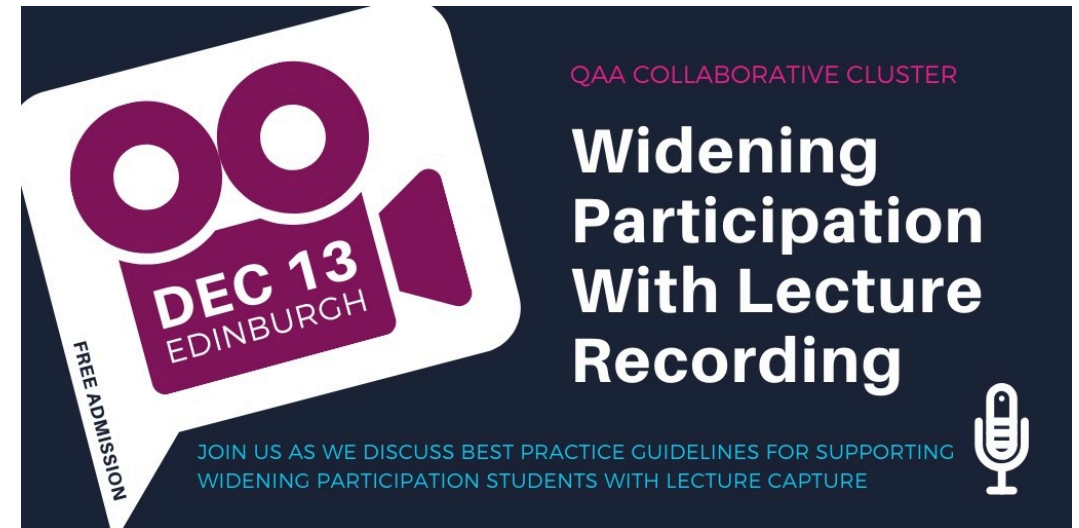


# Lecture capture is a second chance for...



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- Carers
- Commuters
- Workers
- First generation students
- Those with poorer study skills
- Fully participating in university life

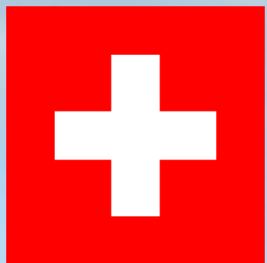


<https://tinyurl.com/LectureCPTR>

# Moving forward

- Ask interesting, useful questions
- Ensure that discussions about learning technologies are contextualised by how they interact with general study skills and strategies
- Make a positive, socially progressive case for lecture capture





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# Thank you!

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