Study skills and strategic uses of lecture capture

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Phase 1: Lecture capture is not the harbinger of the academic apocalypse
Attendance, recordings, and achievement

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?
Practical recommendations

Ask for help.

- Consider watching the recordings with your peers as part of study groups.
- Make notes.
  - Making notes helps you learn but it also means you have to remember all the details.
- Be specific.
  - Before you read what to review try to recall as much as you can.
  - Check your notes and identify sections you missed or didn’t understand.
  - Use the recordings to fill in the gaps in your notes, but don’t forget to paraphrase in your own words.

Catch up.

- If you can’t attend a lecture for valid reasons, watch the recording in full within one week.
- Research shows that students who attend more lectures tend to get higher grades.
- If you don’t attend lectures, you become part of the communities.

Attend lectures.

- Make sure students first five performances are engaging with watching a video.
- There are also social benefits to attending lectures, you become part of the community.
- Use recordings to review topics you don’t understand rather than using them as a textbook.

Do not:

- Don’t procrastinate between lectures. There is a lot of evidence that in order to learn effectively you need to review the material an hour after the lecture, and then again three times a week.
- Do not rush between lectures in full unless you review the material and the notes you are taking. You need to review the material in order to learn.
- Do not engage in multitasking such as financial planning or surfing the Internet while watching or recording lectures, you need to give these 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
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

<table>
<thead>
<tr>
<th>Item</th>
<th>Sub-scale</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I study for this course I include using lecture recordings in my study plans.</td>
<td>Organisation</td>
<td>Usage</td>
</tr>
<tr>
<td>I use the lecture recordings for this course to enhance the quality of my lecture notes.</td>
<td>Elaboration</td>
<td>Usage</td>
</tr>
<tr>
<td>When I study for this class, I watch the same lecture/bits of a lecture over and over.</td>
<td>Rehearsal</td>
<td>Usage</td>
</tr>
<tr>
<td>I use lecture recordings throughout the semester when needed, rather than just at the end of term during exam revision</td>
<td>Time and study environment</td>
<td>Strategy</td>
</tr>
<tr>
<td>I often miss lectures with the intention of watching the recording but then fail to do so.</td>
<td>Effort regulation</td>
<td>Strategy</td>
</tr>
<tr>
<td>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.</td>
<td>Critical-thinking</td>
<td>Strategy</td>
</tr>
</tbody>
</table>
Same tech, different strategies

When I study for this course I include using lecture recordings in my study plans.

I use lecture recordings throughout the semester when needed, rather than just at the end of term during exam revision.

I use the lecture recordings for this course to enhance the quality of my lecture notes.

I often miss lectures with the intention of watching the recording but then fail to do so.

When I study for this class, I watch the same lecture/lectures of a lecture over and over.

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.
Demographic differences
Demographic differences

- ESL
- Lecturer clarity
- Exam revision
- Augment notes
- Missed class
- Revisit difficult sections

Reason for using recording

- Missed class
- Augment notes
- Exam revision

GPA

- A
- B
- C

Percent

- ESL
- Difficult sections
- Lecturer clarity

GPA

- A
- B
- C

Percent
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...

- 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
Thank you!

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