Beyond recorded lectures

Clive Young
University College London
EU Lifelong Learning Programme (Erasmus)
Lecture capture at University College London

- **39** of UCL's centrally bookable teaching spaces
- **20** in departmental areas
- **8-10,000** hours of recorded material on the system.
- **250,000** views of content last year
- **20-30,000** ‘hits’ on Moodle per day
The student view

• "Because I am an international student and sometimes I could not hear and understand clearly. Also since the lectures given by my lecturer are fantastic! It will be great if we can listen to the lectures again for better understanding of the topics!"

• "I think it relates well to different styles of learning - a great many people find they retain information better if they are able to visualise a lecturer saying it, for example. If more material was available, there would be a more diverse range of revision options other than just textbooks and hastily written lecture notes".
The uninspired label “lecture capture,” fails to convey the disruptive potential of this tool.

Janet Russell, September 2012
Georgetown U Center for New Designs in Learning and Scholarship
Erasmus project 2011-2013

**REC:all** (recording and augmenting lectures for learning)

- University College London, UK
- Vrije Universiteit Amsterdam, NE
- ATIT, BE
- Universitat Politècnica de València, ES
- Université de Lorraine, FR
Two projects based at UCL and VUA

• **ViTAL** - video in teaching and learning

![ViTAL](image1)

• **OASE** - integrating web lectures in teaching practice

![OASE](image2)
minority to majority use

• how lectures are currently being captured and used
• new learning designs for flexible and off-campus delivery
• technical, pedagogical and legal issues
• case studies and scenarios
• practical guidelines to help teachers
Community is all!

existing resources  

Webinars

a new shared resource

case studies & evaluations
Why is pedagogy important?

• Self-reflection – what am I really doing?
• Better design of resources
• Sharing – rich descriptions
• Support – DIY vs central?
• Scalability – from project to mainstream
• Sustainability – is it worth funding next year?
• Evaluation – do students learn (more/better)?
• Helping students use the recordings better

http://www.flickr.com/photos/catspyjamasnz/2640482391/
The evolution of video

- Film strip/slide
- TV / VHS
- Desktop video
- Multimedia
- Web media
- Streaming
- Lecture capture
- Mobile video
- Social video

Image + Interactivity + Integration + Input

[Asensio and Young, JISC Click and Go Video, 2002]
The evolution of thinking about video

- Film strip/slide
- TV / VHS
- Desktop video
- Multimedia
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- Lecture capture
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- Social video

**Image**

- Instruction (?)

+ **Interactivity**

- Constructivism

+ **Integration**

- Conversation

Context

+ **Input**

- Multiliteracies
What is the purpose of video in lecture capture?

“We all engage our hands, mouths, facial expressions, body orientations and body movements whenever we transmit any sort of message from our brains towards an audience”

Interactivity

Rosenberg 2001

Interactivity is

- **Access** – own devices
- **Choice** – on-demand, search
- **Control** – start, stop, pause, review

http://www.flickr.com/photos/nesster/3714783252/
Interactivity in LC

• “Web-casting lectures provides students who failed to get out of bed with another chance”
• Review and revision
• Mobility – more flexibility
• Improved ‘affordances’ (search, metadata)

- but does LC effect attendance?

http://www.flickr.com/photos/bredgur/1323025528/
Interactivity literature

• “Video and live performances differ, like spoken and written language” – students get this!
• “Might lecturing styles change to look better on the video, possibly to the detriment of the live performance?“ - not for everyone?
• Fardon (2003): better for structured or narrative-driven styles, poorer for ‘dramatic’ styles or styles with lots of audience interaction

http://www.flickr.com/photos/bredgur/1323025528/
Interactivity

• Does LC reinforce a transmission model of learning when we want more constructivist models - active, process oriented, learner centric? (Jouvelakis 2009)

• Davis (2009) found the students are "actively choosing specific sections of content to review rather than passively revisiting entire lectures".

• “...an active learning activity [that] provides them with additional control and interaction with the material“ – this is ‘engaged’ learning – what we want

http://www.flickr.com/photos/bredgur/1323025528/
Integration

Ideas
• Prepare or motivate
• Elaborate on and further explain
• Recall and integrate
• Lead-in to an assignment
• Learning guidance and strategies
• Content to encourage analysis

More ideas
• dial-e designs (JISC)

“using lecture capture resources to actively engage learners”
The Vod Couple

By Dana Schorrman - OCT 2010

High school chemistry teachers Karan Bansal and Jonathan Borrermans have overturned conventional classroom instruction by using video podcasts to lead the class of a new learning model. They believe that the use of technology in education is not only necessary but beneficial in capturing students' attention.

Through his use of MacLab's video lectures and podcasts, Borrermans is able to present material in a more interactive and engaging way. He has also been careful to ensure that his students are able to visualize the concepts they are learning.

Borrermans believes that a significant part of the success of his teaching style is the ability to inspire students to think critically and creatively. He hopes that his work will help to change the way students perceive learning as a more enjoyable and positive experience.

"There are no grades here for us," Borrermans says. "We focus on the process of learning, not on the outcome."

Borrermans' innovative approach to teaching has gained him recognition and praise from both students and colleagues. He has been featured in various educational publications and is a frequent contributor to online forums dedicated to educational technology.

Monday 07 March 2011

The Telegraph

Business Club

Think Tank: Flip-thinking - the new buzz word sweeping the US

Teacher Karl Fisch has flipped teaching on its head - he uploads his lectures to YouTube for his students to watch at home at night, then gets them to apply the concepts in class by day.
The Flipped Classroom: Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

What is the Flipped Classroom?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

The Inversion

The Traditional Classroom
Teacher’s Role: Sage on the Stage
Lecture Today
Homework
Reading and questions due tomorrow

The Flipped Classroom
Teacher’s Role: Guide on the Side
Activity Today
Watch lecture online tonight
Flipping - **Active** learning with LC

http://www.knewton.com/flipped-classroom/
Weblectures for better learning:
How it works

Sanne Gratama van Andel
Joke Marinissen

Online lecture
Tagging
(Knowledge clip)
(W) board case
Archive
Enriched
Instruction weblecture
Informative weblecture
Self-determination Theory
Ryan & Deci (2000)
Evaluation and impact assessment
Reaction, learning, behaviour, results
Kirkpatrick (1994)

Weblecture with interaction
Live feedback
Peer reflection
Weblecture & testing
Social tagging
Live streaming

Situational factors
Technology, organisation and conditions
Feedback & assessment
Learning activities
Intended learning outcomes

Questions?
Ask Leo de Jong
Email: joke.marinissen@wur.nl
lecture capture
classic unedited
lecture capture classic unedited

guides, links examples etc

lecture capture + resources

lecture capture edited ‘knowledge clips’
ASYNCHRONOUS - INDIVIDUAL

lecture capture classic unedited

lecture capture + resources

lecture capture edited ‘knowledge clips’

studio-made clips

screencasts
tabletcasts

SYNCHRONOUS - ONLINE GROUP

• discussion
• quizzes
• tasks
• tagging
• polling
• etc
**ASYNCHRONOUS - INDIVIDUAL**

- lecture capture classic unedited
  - guides, links examples etc
  - lecture capture + resources
  - lecture capture edited ‘knowledge clips’

- studio-made clips
- screencasts
- tabletcasts
- third party video

**SYNCHRONOUS - ONLINE GROUP**

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**SYNCHRONOUS - LIVE CLASS**

- live events
- virtual class
- PBL
- modelling
- labs
- fieldwork
- etc
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FLIPPING
Bloom’s revised taxonomy

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

lecture capture
classic unedited

studio-made clips

tabletcasts

screencasts

third party video

lecture capture
+ resources

lecture capture
edited ‘knowledge clips’
guides, links
examples etc

• discussion
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SYNCHRONOUS - ONLINE GROUP

SYNCHRONOUS - LIVE CLASS

live events

virtual class

PBL

modelling

labs

fieldwork

etc

ASYNCHRONOUS - INDIVIDUAL

FLIPPING

Understand

Remember

Analyze

Apply

Create

Evaluate
Remembering/Understanding

- Lecture capture
  - from start- to end (classic)
    - Self produced
      - Weblecture
      - Slidecasts
    - (partly) Re-used
      - e.g. iTunes U
      - YouTube edu
      - e.g. Academic Earth
      - Videolectures.net

Knowledge clips

- Self produced
- (partly) Re-used
  - producing
  - cutting

Applying/Analyzing

- Lecture capture
  - (classic/chapters)
    - Self produced
    - (partly) Re-used
      - e.g. Acadeic Earth
      - Videolectures.net

- Instruction clips
  - Tasks
  - Assessment
    - Self produced
    - (partly) Re-used

- Enriched (with tasks)
  - Tutorial
  - Studio-based
  - e.g. Screencast-o-matic and MIT OCW

- Enriched (with objects)

- Live lecture capture
  - or video conferencing
    - High level of interaction
    - Self produced
      - Webinar
      - Virtual classroom

Evaluating/Creating

- Student generated content
  - Screencast
  - Fieldwork
  - Studio-based

FLIPPING THE CLASSROOM
Bloom and Web 2.0 (...integration with lecture capture)

http://www.usi.edu/distance/bdt.htm
To interactivity and beyond!

Role of the student [after Chris O’Hagan]

- Sit back film and TV
- Sit forward internet video
- Stand up ‘social video’ – commenting and contribution – lecture capture not an archive but and active resource, open to debate.

http://www.flickr.com/photos/daquellamanera/310344132/
What next?

- Join: http://www.rec-all.info/
- Join: http://vital-sig.ning.com/
- Follow: http://www.scoop.it/t/rec-all
- Contact: c.p.l.young@ucl.ac.uk
How to move beyond lecture capture: pedagogical guide

Clive Young & Sylvia Moes

http://www.rec-all.info