

## Recorded Lectures

### **The current situation**

Recorded Lectures are not compulsory across the University. Previously, Panopto was installed on computers in all lecture theatres/seminar rooms to allow the option of recording lectures. The Common Learning Space (CLS) working group have been installing cameras and microphones into rooms with capacity of 30+ over, and microphones in spaces with a capacity of less than 30. Now, all CLS rooms have Panopto and microphones as a minimum. Over summer, the CLS working group are going to install cameras in the few remaining rooms to ensure full coverage with cameras and microphones. Many rooms have been taken over by CLS in August 2015 and they are due to be equipped with software, microphones and cameras between Easter and Summer 2016.

Despite all the equipment and software being in place, lecturers are not obliged to record their lectures for students. It is seemingly random which lecturers chose to record lectures as it is not consistent with subject or teaching styles on the whole.

### **Student View**

The final total for the report was 1400 of which 1325 (94.64%) was "Yes" and 75 (5.36%) was "No".

Students who started this academic year had the highest turnout and 97% of them voted "Yes", so if the University was looking at the long term impact then it seems students who started this year are very keen for this to happen. Also, 97% of international students voted "Yes", whilst generally there was a nice split between the faculties too, showing it is a wider issue.

In terms of reasons which were not on our list, the key ones seem to be "Not enough time to write what lecturer saying / hard to keep up", "Would help with the understanding of material" and "medical issues".

### Domicile

Domicile	No	Yes	Grand Total
No fee status		2	2
Channel Islands		4	4
EU	4	83	87
Overseas	2	71	73
UK	61	1073	1134
#N/A	8	92	100
<b>Grand Total</b>	<b>75</b>	<b>1325</b>	<b>1400</b>

### Year started at University

Year	No	Yes	Grand Total
201011	1		1
201112	3	9	12
201213	9	46	55
201314	17	273	290
201415	20	318	338

201516	17	587	604
#N/A	8	92	100
<b>Grand Total</b>	<b>75</b>	<b>1325</b>	<b>1400</b>

Faculty

Row Labels	No	Yes	Grand Total
Business, Law and Art	5	127	132
Engineering & the Environment	4	147	151
Health Sciences	3	31	34
Humanities	21	205	226
Medicine	5	101	106
Natural and Environmental Sci	7	173	180
Physical Sciences & Eng	9	115	124
Social, Human & Mathem Sciences	13	334	347
#N/A	8	92	100
<b>Grand Total</b>	<b>75</b>	<b>1325</b>	<b>1400</b>

Yes – Answers (Added beyond 1400)

Answer Choices	Responses
In case I am ill and cannot attend the lecture.	<b>89.26%</b> 1,197
I am a part-time student and sometimes work commitments mean I cannot attend a lecture.	<b>2.31%</b> 31
I am a student carer and sometimes my commitments mean I cannot attend a lecture.	<b>1.19%</b> 16
I am a student parent which means I may miss lectures if my child is ill or childcare falls through.	<b>1.12%</b> 15
I am an international student and sometimes I find it difficult to understand my lectures without replaying them.	<b>7.61%</b> 102
I commute to University and sometimes public transport means I am late or miss a lecture.	<b>20.81%</b> 279
I can focus on my lecture rather than taking notes.	<b>77.48%</b> 1,039
It's a good revision tool.	<b>94.11%</b> 1,262
I represent the University in sport and sometimes have to miss lectures to travel to fixtures.	<b>29.31%</b> 393
Other (please specify)	<b>11.48%</b> 154
<b>Total Respondents: 1,341</b>	

No – Answers (Added beyond 1400)

Answer Choices	Responses
I wouldn't feel comfortable asking questions if I was being recorded.	33.77% 26
I don't see the benefit of having recorded lectures.	24.68% 19
We discuss sensitive topics and I wouldn't want to contribute if I was being recorded.	16.88% 13
I go to every lecture, I don't see why those who don't go should get access to everything I have.	62.34% 48
It would encourage me to be lazy and not go to lectures.	66.23% 51
I wouldn't use them.	35.06% 27
Other (please specify)	24.68% 19
<b>Total Respondents: 77</b>	

Yes – Comments

Row Labels	Count of Email address
Distance to attend lectures	1
Expected for tuition fees / in line with other universities	7
Good revision tool	4
Medical issues	19
Missed lectures - other circumstances	8
Missed lectures - personal circumstances	5
More effective way of learning	10
Not enough time to write what lecturer saying / hard to keep up	47
Other	9
Timetable issues	6
Would help with the understanding of material	35
(blank)	1249
<b>Grand Total</b>	<b>1400</b>

No – Comments

Row Labels	Count of Email address
Burden on lecturers	2
Copyright issues	1
Lectures are more beneficial	4
Less motivation to attend / harmful impact on lectures	4
Note taking is a transferable skill	1
Resources better used elsewhere	2
Should not necessarily be for all lectures	3
Would not use them	1
(blank)	1382
<b>Grand Total</b>	<b>1400</b>

### General Comments

Row Labels	Count of Email address
Already very useful	19
Burden on lecturers	1
Copyright issues	1
Difficult to catch up if lecture missed	7
Difficult to hear lecturer	1
Expected for tuition fees / in line with other universities	15
Good revision tool	32
Improves performance	1
In case lecturer ill/off work	1
International students	2
Less motivation to attend / harmful impact on lectures	5
Medical issues	12
Missed lectures - personal circumstances	1
Mixed	11
More effective way of learning	6
Not enough time to write what lecturer saying / hard to keep up	35
Not fair some courses and not others	6
Old enough to make decisions on attendance	2
Other	49
Other - against	10
Resources better used elsewhere	1
Should not necessarily be for all lectures	4
Sports	17
Timetable issues	1
Why not?	13
Would help with the understanding of material	38
(blank)	1109
<b>Grand Total</b>	<b>1400</b>

#### **Impact on attendance**

Along with the report, I have sent across papers and research that have been conducted in our Chemistry department that shows there is no evidence to suggest that recorded lectures will decrease lecture attendance. The same has also been found in a report that has been conducted by the Academic Representatives in the Faculty of Social, Human and Mathematical Sciences.

There is also reference to this issue in the various FAQ pages of some other Universities (see section below.)

#### **Disabled Students Allowance**

Within the Disabled Students' Allowances (DSA) economy, many students are provided funding for note taking support to overcome problems relating to their Specific Learning Difficulties (e.g. dyslexia) and/or disability. During 2014/15 the University provided 5687.75 hours' note taking

support that was claimed back from individual DSAs. However, with the exception of a small number of students who will retain DSA funding, from September 2016 the primary responsibility for providing note taking support is transferred to the University as part of our legislative duties under the Equalities Act (2010); there is no additional funding. The Government state that “Institutions should consider what reasonable adjustments can be put in place to meet the need for capturing information from lectures, seminars etc. or for providing note taking support for the student.”

We need to recognise technological advances and the increase in the use of technology by disabled students in particular. In response to the proposed changes to DSAs, Student Services have been working with ECS to further developing lecture caption technology (Synote) that will enable students to use their own mobile recording devices to record lectures and download into text that can be manipulated by the student. Synote is a system that can be used with Panopto. However, It can also be used in environments where Panopto is not installed, e.g. laboratories, field trips, etc.

Student Services support the development of policy that enables not only disabled students to access audio/visual recordings of lectures – including recordings made in environments such as laboratories, field trips, etc., but to the benefit of all students. This approach enables issues of accessibility to be embedded into the fabric of our learning and teaching so that the need for individual arrangements are the exception, not the norm.

## **Systems and Infrastructure**

### Synote

In order to be able to provide Synote and its transcriptions to all students would just involve iSolutions making some more servers available.

It would be much easier to provide it for all students rather than just some disabled students as there is no automatic way for Blackboard to identify disabled students and their courses and so the information about which students are permitted to view which recordings needs to be entered into Synote by hand by enabling services. One of the advantages of Synote is that it is easy to create clips of the relevant parts of recordings and to use it in different ways to suit teaching and learning styles.

### Servers

Panopto is available in all CLS space (and that is the best system we have found Synote is an add-on for transcription) there is a range of microphones and camera fitted to some of the larger rooms and I have copied in People who may be able to give you more details on exact numbers of CLS space that have camera and Microphone.

There would also be some costs to the University in terms of Filestore space to record Every/Most lectures and decisions reviewed on how long to keep this (currently about 2 years) but this could be costed into a project to take this forward.

## **Cost**

As time passes by the wear and tear on the Microphones and cameras will mean that they will need to be replaced, a camera cost is £650, a Revolabs Mic set is £1175 and for the smaller room a ceiling mic is £400 including the connectivity to the PC. All of the present installation is relatively new so it's a finger in the wind about how long they will last, an estimate is 5 – 8 years but we will see. As we currently have 5 year warranty on our projectors we will look to review and replace on a room by room basis when these items come to end of life.

## Legal Considerations

There are some considerations about recording lectures that are key – copyright is the main one. On our own website FAQ page we state:

“A recent change to copyright law means that it is now OK to make recordings (of PowerPoint presentations for example) that include copyright material and make it available via Blackboard and Panopto to students. You need to make sure that you cite your sources (good academic practice in any case) and only use essential material (good teaching practice).”

There are more detailed considerations that are outlined here:

<https://www.jisc.ac.uk/guides/recording-lectures-legal-considerations>

## Other institutions

Many other institutions have policies on recording lectures. The following are examples from the top Russell Group Universities above University of Southampton in the NSS scores. For breadth of information I have included one policy outlining mandatory recorded, one strongly encouraged and one that does not outline a stance on central recordings.

- Loughborough (5) – Strongly encourages  
<http://www.lboro.ac.uk/media/wwwlboroacuk/content/teachingsupport/downloads/Loughborough%20University%20Lecture%20Capture%20Policy%20Jan%202015.pdf>
- York (18) – mandatory <https://vle.york.ac.uk/bbcswebdav/institution/E-Learning%20Development%20Team/Guides/Lecture%20Capture/Replay%20Guidelines%20August%202014.pdf>
- Durham (20) – no policy on central recordings  
[https://www.dur.ac.uk/university.calendar/volumei/codes\\_of\\_practice/](https://www.dur.ac.uk/university.calendar/volumei/codes_of_practice/)

## FAQ

I have collated some links to some FAQ type questions with responses from our University, University College London, Sheffield and London School of Economics.

- UCL - <https://www.ucl.ac.uk/isd/services/learning-teaching/help/faqs/lecturecast-faqs>
- Southampton - <http://www.southampton.ac.uk/iliad/tel/panopto.page>
- Sheffield -  
[https://www.sheffield.ac.uk/polopoly\\_fs/1.454944!/file/AssessingBenefitsLectureCapture.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.454944!/file/AssessingBenefitsLectureCapture.pdf)
- LSE - [http://eprints.lse.ac.uk/50929/1/Karnad\\_Student\\_use\\_recorded\\_2013\\_author.pdf](http://eprints.lse.ac.uk/50929/1/Karnad_Student_use_recorded_2013_author.pdf)