

Title: **Developing reflective practice with lecture capture?**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Identify the educational development opportunities of lecture capture
2. Evaluate the benefits and problematics of self and peer review with lecture capture
3. Assess the appropriateness of self and peer-review tools in the context of captured lectures

Session Outline

Key issues to be addressed are:

Whilst the automated capture of live lectures is being recognised as having positive impact on student learning and on student satisfaction (Ambikairajah et al. 2006; Soong et al. 2006) it has been observed that transformational change in practice does not appear to be occurring (Gosper 2010). Research conducted at Coventry University shows a different picture in the UK context in that use of lecture capture may have a catalyst effect on the lecturer's practice. Furthermore, that the phenomenon of self-review and reflection on practice appears to emerge spontaneously when using this technology. This session seeks to identify ways in which this tendency can be nurtured, maximised and possibly formalised. Drawing on examples from case studies in several institutions the workshop will highlight some of the potentials of lecture capture to stimulate pedagogical approaches. Models of teaching observation will be discussed by participants in the context of lecture capture and a segment of a captured lecture will be reviewed from a critical friend perspective using a peer review tool. The key questions thus include: *is lecture capture a technology which stifles or promotes effective pedagogy and how can this be influenced by educational developers? Is lecture capture a useful reflective tool for practitioners and how can this be supported? Is lecture capture a useful tool for peer review of teaching or a managerial panopticon?*

Session Activities and Approximate Timings

Time	Topic	Method
15 minutes	Overview of lecture capture	Demonstration; summary of benefits and issues
	Lecture capture and educational development: opportunities	Examples from JISC research project ELTAC
15 minutes	What should be highlighted from lecture practice? What should be documented?	Activity: self-review criteria Peer-review criteria (2 groups) Feedback and discussion
10 minutes	Practical try-out	Activity: review of captured lecture segment using peer-review tool
5 minutes	Feedback on activity and comments on tool	

References

- Ambikairajah, E., Epps, J., Sheng, M., and Celler, B. (2006) 'A New Mode of Teaching for Self-Directed Learning.' In Doyle, S. and Mannis, A. (eds.) *Proceedings of The International Conference on Innovation, Good Practice and Research in Engineering Education*. University of Liverpool. Liverpool: July 24-26 2006 Tudor Print & Design Ltd p. 56-61
- Gosper, M., McNeill, M., Phillips, R., Preston, G., Woo, K. and Green, D. (2010) 'Web-based lecture technologies and learning and teaching: a study of change in four Australian universities' *ALT-J, Research in Learning Technology*. 18 (3) p. 251-263
- Soong, S.K.A., Chan, L.K., Cheers, C., and Hu, C. (2006) 'Impact of Video Recorded Lectures Among Students.' In Markauskaite, L., Goodyear, P. and Reimann, P. (eds.) *Proceedings of the 23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education*, 'Who's Learning? Whose Technology?' University of Sydney. Sydney: December 3-6 2006 Sydney University Press: 789-793