Introduction

- Lecture capture resources have become common place within UK Higher education to enhance and support learning in addition to the tradition lecture.
- These resources can be particularly useful for medical students in anatomy teaching where time dedicated to anatomy within the curriculum has been reduced compared to previous generations(1).
- This study aimed to investigate how lecture capture aided student learning
- Qualitative feedback was also collected in view to further improve the resources to cater for the student's needs

Student usage of lecture capture

- Students spent from 0-20 hours per week using lecture capture, choosing to mostly watch a lecture recording once (62.9%)
- Most students watched the lecture capture real-time (71.9%), with 23.6% watching twice as fast and 4.5% twice as slow.
- Interestingly most students did not view the entire lecture capture (62.9%) and most did not intend to review all the lecture recordings within the module (74.2%)
- Location of viewing included home, whilst in transit and in the library

Methods

- An online survey (survey monkey) invited 405 medical students ranging from years 1-3 to participate achieving a 24.7% response rate (n=100).

Benefits to student learning

Figure 1. Perceived usefulness of lecture recordings.

- Performance in assessments
- Student learning
- Understanding concepts

Preferences of type of recording

- When comparing all three types of recording, students found live recorded lectures the most useful for their learning

Effect on student attendance

- Attendance for anatomy lectures remained high ranging from 90.51%-98.45% in year 1 students and 81.82%-95.1% in year 2 students.
- Although there can be varying reasons for attendance fluctuate, our results show that attendance remained constant and that lecture capture has not negatively affected attendance.

Student perception

Figure 3. Reasons that best described why students viewed the lecture videos.

- To review for the final exam
- To generate more complete lecture notes
- To casually review the lecture
- To master material I already understood
- To help with difficult material I did not understand
- To catch up on lectures I was absent from

Acknowledgements

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References

Script

Resources:
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https://elearningyork.wordpress.com/2016/07/18/lecture-capture-in-uk-higher-education/