

Re-living anatomy: medical student use of lecture capture

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Introduction

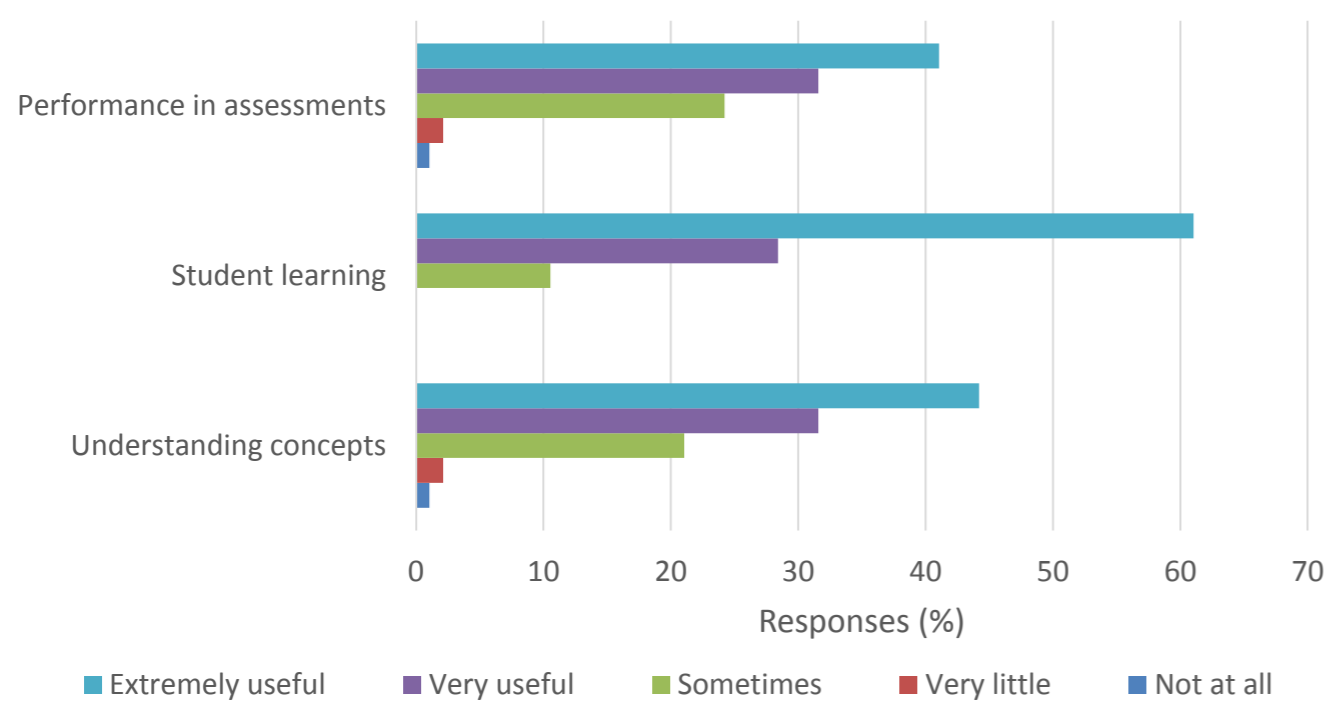
- ❖ Lecture capture resources have become common place within UK Higher education to enhance and support learning in addition to the tradition lecture.
- ❖ These resources can be particularly useful for medical students in anatomy teaching where time dedicated to anatomy within the curriculum has been 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

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

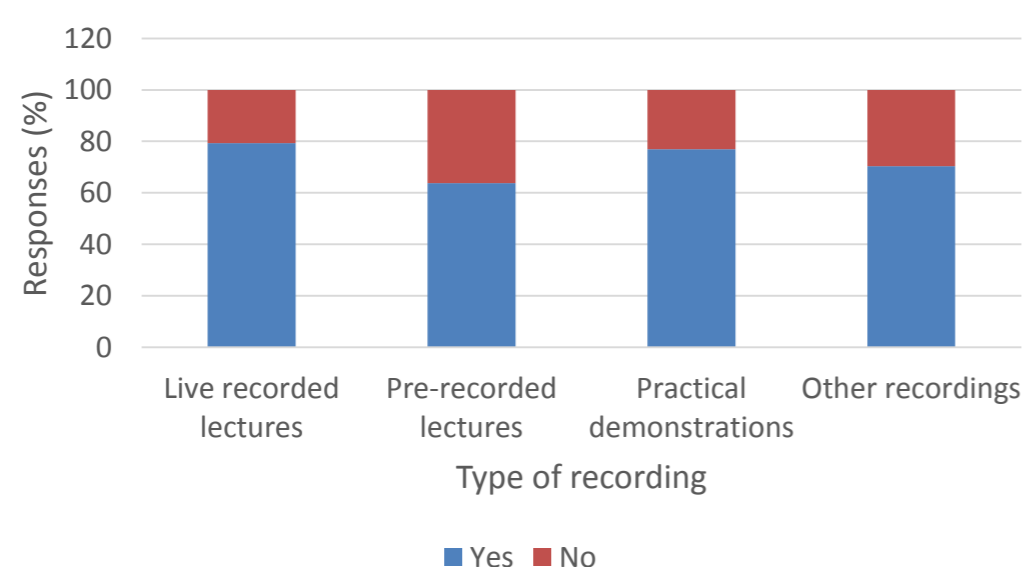
Figure 1. Perceived usefulness of lecture recordings.



Preferences of type of recording

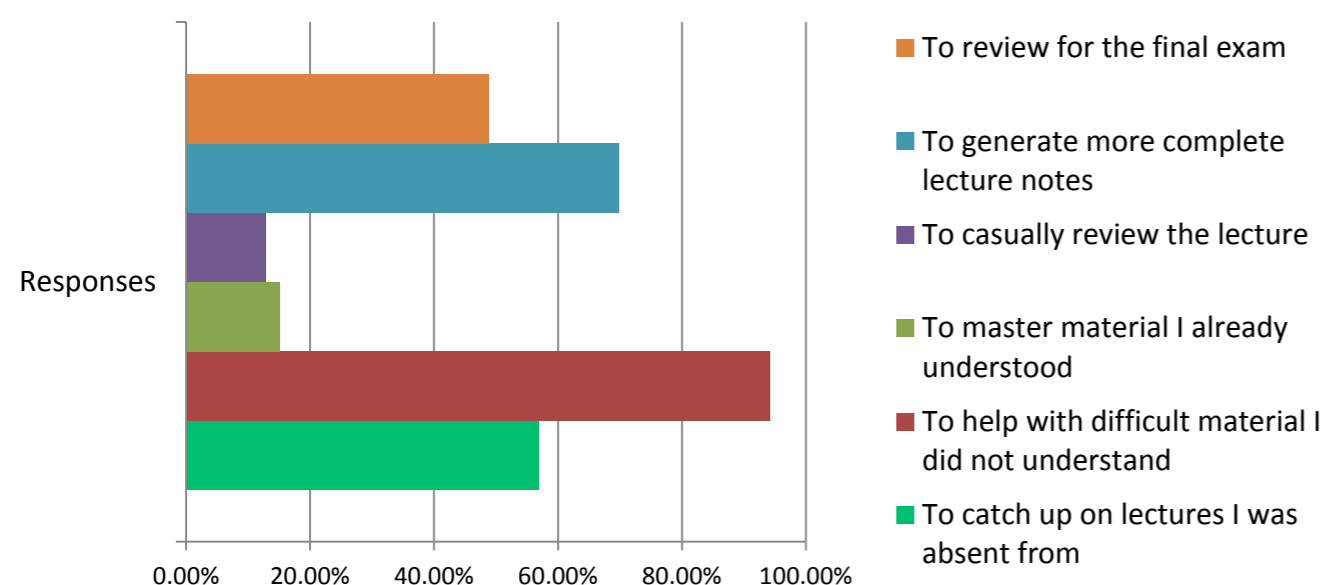
- ❖ When comparing all three types of recording, students found live recorded lectures the most useful for their learning

Figure 2. The usefulness of different types of recordings to students learning.



Student perception

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



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

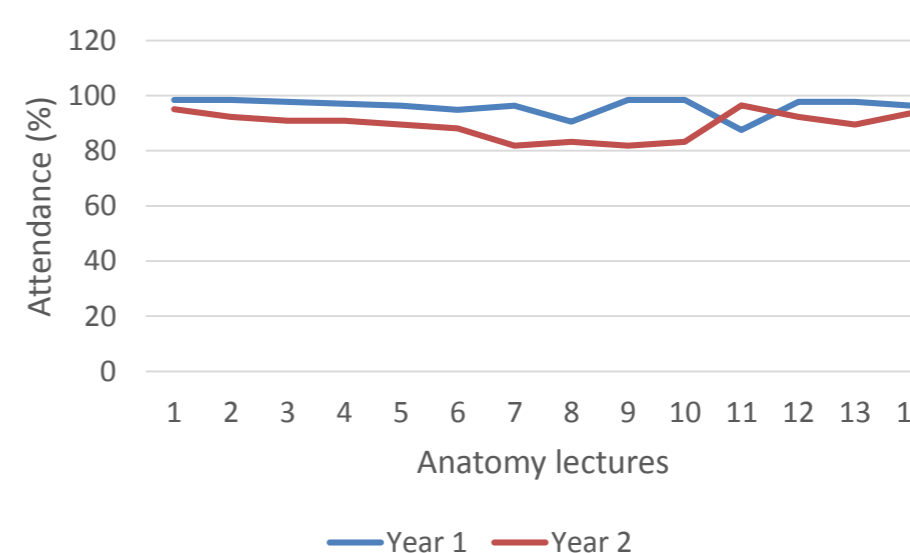
Qualitative student feedback

- ❖ **Common most liked reasons for learning using recorded lectures:**
 - ❖ "Less pressure to write notes in the lecture and more time to listen and understand"
 - ❖ Useful resource for those with dyslexia
- ❖ **Strengths for learning using recorded lectures:**
 - ❖ "Opportunity to revisit specific parts of the lecture"
 - ❖ "Solidifying concepts"
 - ❖ "Strengthening notes"
- ❖ **Weaknesses for learning using recorded lectures:**
 - ❖ "Time consuming"
 - ❖ "Not always instantly uploaded"
- ❖ **Suggested improvements:**
 - ❖ "Video recording of the actual lecture instead of the voice over the lecture slides"
 - ❖ "Better sound quality with background noise minimised"
 - ❖ "Uploading the lecture the same day"
 - ❖ "Use of pointers on the slides to point to points within diagrams"
 - ❖ "Include other materials reference to within the lecture capture"

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 fluctuance, our results show that attendance remained constant and that lecture capture has not negatively affected attendance.

Figure 4. Attendance record (%) for anatomy lectures with lecture capture recordings in term 1 September-November 2017 for years 1 and 2 medical students.



Conclusions

- ❖ **Lecture Capture resources offer students the chance to 're-live' the anatomy lectures online, within the student central platform to improve and consolidate their learning.**
- ❖ **Overall, these resources provide students with a positive opportunity to further develop their learning without negatively impacting attendance to the traditional lecture.**

Acknowledgements

- ❖ I would like to thanks Dr Claire Smith for the opportunity to participate in this project.

References

1. Pickering JD. Anatomy Drawing Screenscasts: Enabling Flexible Learning for Medical Students. *Anat Sci Educ.* 2014 Aug;8(3): 249-257.

Script

Resources:

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