



Lecture Capture in UK HE 2017

A HeLF Survey Report

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ABOUT THE HEADS OF ELEARNING FORUM (HELF)

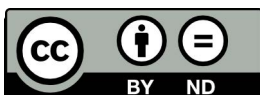
HeLF was established in 2003 as a UK “network of senior staff in institutions engaged in promoting, supporting and developing technology enhanced learning” (HeLF, 2017). Each UK Higher Education institution can nominate one representative to HeLF which now has over 130 institutional members.

HeLF has three face-to-face meetings each year on a topical eLearning theme. It also has an active mailing list, which is restricted to HeLF members in order to provide a closed forum for debate on current issues.

HeLF acts as “an advisory body for national and governmental organisations” such as the UK Higher Education Academy (HEA) and Jisc, on “issues relating to eLearning institutional strategy and implementation”. It is “proactive in soliciting responses from such bodies and promoting the views of its membership”.

Enabling collaboration on “the strategic implications of developing and implementing eLearning”, HeLF supports “the processes by which eLearning strategy can be effectively created, and implemented, including advice, support and co-operation between members” (HeLF, 2017).

More information about HeLF and its activities is available at <http://www.helf.ac.uk/>



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EXECUTIVE SUMMARY

This report presents the analysis of the Heads of eLearning Forum (HeLF) survey on Lecture Capture in UK Higher Education (HE) in 2017. The key findings from the 64 responses (46% response rate) are:

Implementation

- A high majority of universities (86%) have lecture capture.
- Lecture theatres are the most popular space for lecture capture as 63% of universities have planned lecture capture in 75–100% of their lecture theatres.
- Over a third (38%) have fully implemented and supported lecture capture, a quarter have partially implemented and 19% have not implemented at all.
- The reasons for deciding not to implement include lack of funding, concerns of academic staff and pedagogy.
- Panopto is the most popular software as it is used by nearly $\frac{3}{4}$ of universities.

Policy

- The vast majority of universities capture audio (90%) and the PC screen (83%) by default. Video is captured by default in just under a quarter (23%) of universities.
- The majority of universities (54%) have an opt in policy for lecture capture. Similar percentages have an opt out policy (24%) and neither an opt in or out policy (22%).
- The majority (60%) of universities have a lecture capture policy for legal and copyright issues and a further 28% are considering one.
- Lecture capture recordings are available for the whole academic year at nearly all universities (94%)

Drivers and barriers

- The single biggest driver for lecture capture is student expectations (54%). The next biggest driver is support from senior management (22%)
- The biggest barrier by a large majority is the concerns of academic staff (61%). The next biggest barrier is lack of funding (15%).

Pedagogy

- The main impact on pedagogical approaches is with a flipped approach. Other impacts include acting as a catalyst for change, inclusivity, a recap mechanism, note taking and assessment. There were negative as well as positive impacts. Nearly half of the respondents either did not know or it was too early to know the impact.

Head of eLearning role

- Two thirds of Heads of eLearning are greatly involved in lecture capture developments and another 30% have some involvement.
- A large majority of Heads of eLearning (87%) is OK with their current level of involvement.

Other significant developments are the use of lecture capture for non-teaching purposes, integration with the VLE and timetabling, assessment, inclusivity, flipping, student recordings and technical developments.

INTRODUCTION

This report provides an analysis of the Heads of eLearning Forum (HeLF) survey on the provision, policies, drivers and barriers in the use of lecture capture in UK Higher Education (HE) in 2017. It also considers the impact of lecture capture on learning and teaching and the role of the Head of eLearning. The report provides a snapshot of current practice and enables an institution to compare itself to the sector. Lecture capture/recording was identified in the UCISA survey of Technology Enhanced Learning for HE in the UK as moving up to joint third place in the top 5 challenges facing institutions in 2016. (Walker et al, 2016)

For clarification in this survey the term Lecture Capture (LC) is defined as a system to record live teaching in a lecture theatre/classroom. The definition is very similar to the one given by UCISA: "Lecture capture system (system to record teaching in a lecture theatre/classroom)." This has enabled comparisons with their findings on this topic. Some of the questions ask about the default arrangement i.e. what happens if the individual academic doesn't change the setting.

This report is the sixth in a series of surveys of HeLF members that aim to understand and track the changing use of digital technologies in UK HE and their impact on Heads of eLearning. The reports and presentations of earlier surveys on the Electronic Management of Assessment (EMA) 2011 to 2016, Tablet Technologies in 2014, Learning Analytics in 2015 and Learning Spaces in 2016 are available on the HeLF website at: <http://www.helf.ac.uk>

METHODOLOGY

This research on the UK HE levels of implementation and development of Lecture Capture is based upon the perceptions of HeLF members on the situation in their own institution. HeLF members have an overview of eLearning strategy, policy and practice in their institution.

The HeLF membership was surveyed online during May/June 2017. All the data has been held anonymously and securely. The results have been analysed using qualitative and quantitative methods.

RESULTS

There were 64 responses from separate institutions, resulting in a response rate of 46% of the total HeLF membership. This is the highest response rate to HeLF surveys to date.

The results to each question are given below.

TEACHING SPACES PLANNED TO HAVE LECTURE CAPTURE

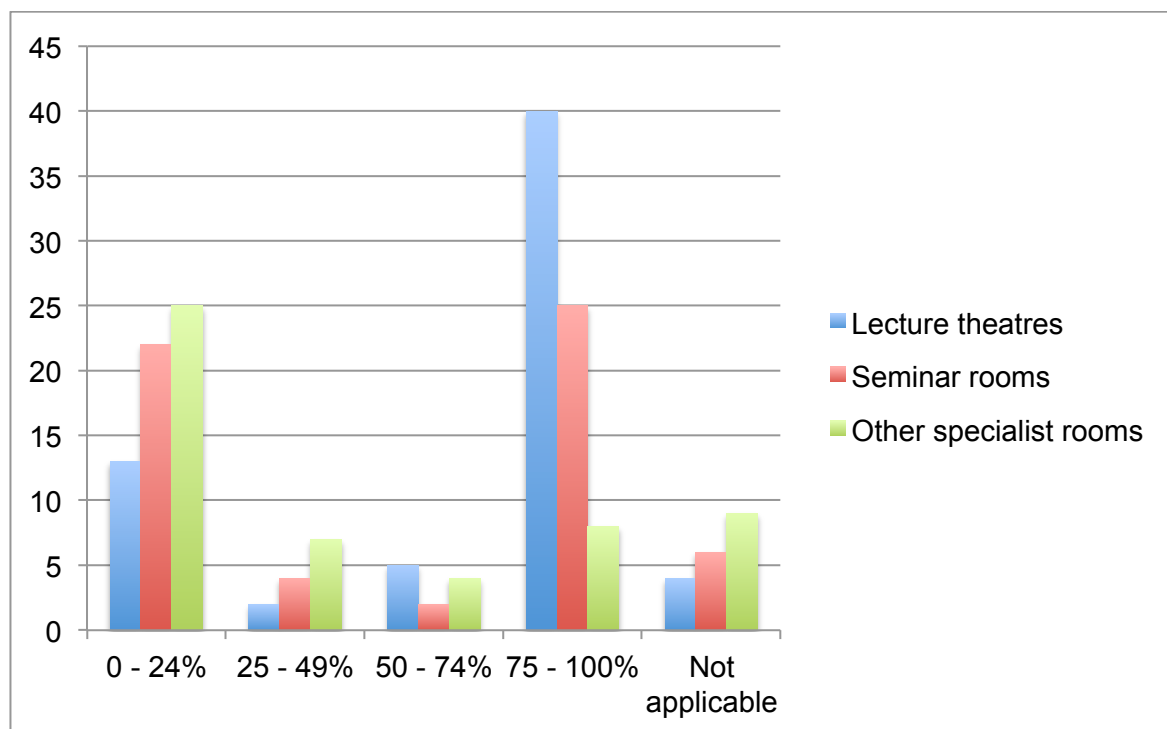


Figure 1: In what percentage of these teaching spaces have you planned to have lecture capture?

	0 - 24%	25 - 49%	50 - 74%	75 - 100%	Not applicable	Response - Count
Lecture theatres	13	2	5	40	4	64
Seminar rooms	22	4	2	25	6	59
Other specialist rooms	25	7	4	8	9	53

A high majority of universities (86%) have lecture capture. Lecture theatres are the most popular space for lecture capture as 63% of universities have planned lecture capture in over three quarters of their lecture theatres. In comparison, 42% of universities have planned lecture capture in over three quarters of seminar rooms and only 15% have planned lecture capture in over three quarters of other specialist rooms.

Some universities are using capacity as the basis for their decision on which spaces to equip with lecture capture. This capacity ranges from over 30 to over 80 people in different institutions. Some base the decision on whether the room is centrally timetabled. Specialist rooms such as laboratories are a lower priority.

PROGRESSION OF PLANNED IMPLEMENTATION

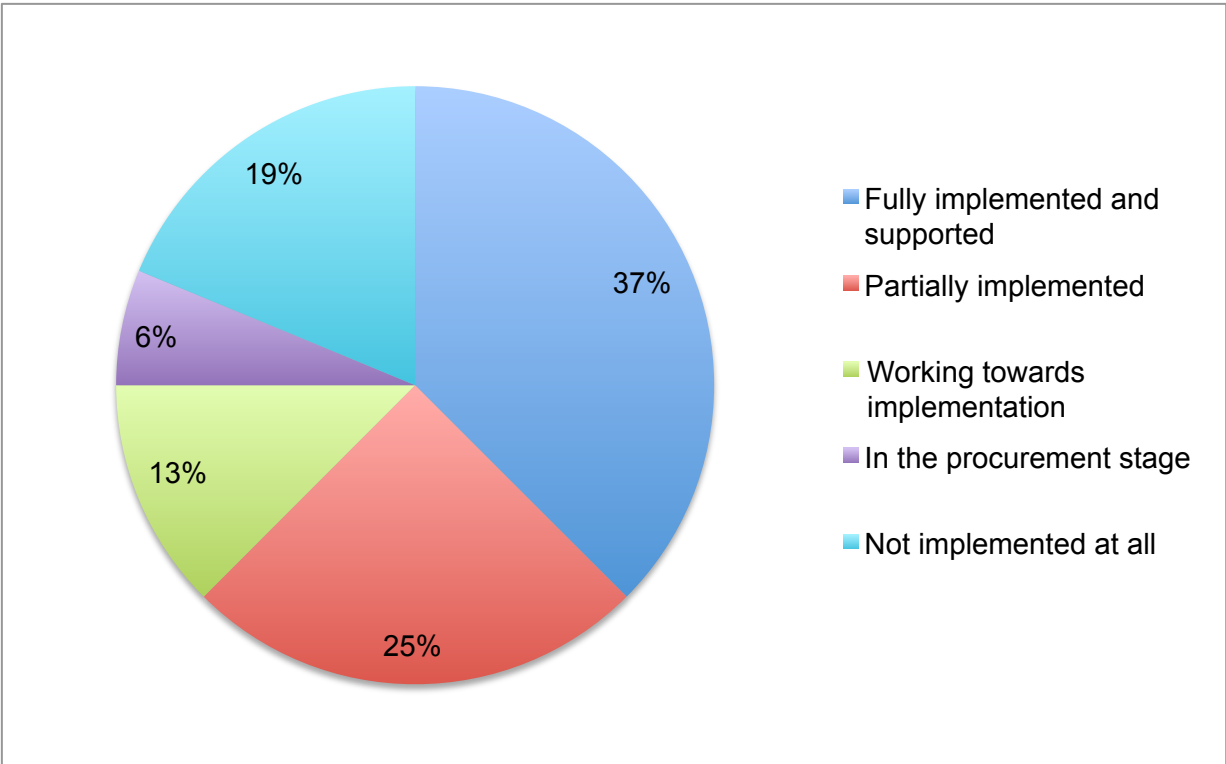


Figure 2: How far has your planned implementation of lecture capture progressed?

	Response – Percentage	Response - Count
Fully implemented and supported	37.5%	24
Partially implemented	25.0%	16
Working towards implementation	12.5%	8
In the procurement stage	6.3%	4
Not implemented at all	18.8%	12
Answered question		64

Over a third, 38%, have fully implemented and supported lecture capture, a quarter have partially implemented and 19% have not implemented at all. A total of 75% have fully or partially implemented or are working towards implementation. This result aligns with the percentage (69%) of institutional lecture capture systems in 2016 and the increasing trend towards capture found in the UCISA survey (Walker et al, 2016).

The comments showed that often there is a 3 year or rolling plan for implementation. For example,

“All rooms are equipped for Lecture Capture which is a software solution, we are working at growing the number of staff who record their lectures with a view to recording all lectures by academic session 18/19.”

In 2016, the UCISA survey identified lecture capture as the second highest in terms of making new demands in the support required by users for recent and prospective developments in technology (Walker et al, 2016). In this survey, in 2017, the comments show there are different perspectives on support and an interesting distinction between technically implementing and actual usage.

“This depends on who you ask. Information services would say it is fully supported, academic staff would disagree. Technically it is in all rooms and works as a self service 'service' with audio as default, but able to use webcams if chosen. However, the webcams are mounted in a single way and do not work with all types of teaching. We (Learning technology team) are trying to work with IS and academics to get greater variety of set-up.”

REASONS FOR NOT IMPLEMENTING LECTURE CAPTURE

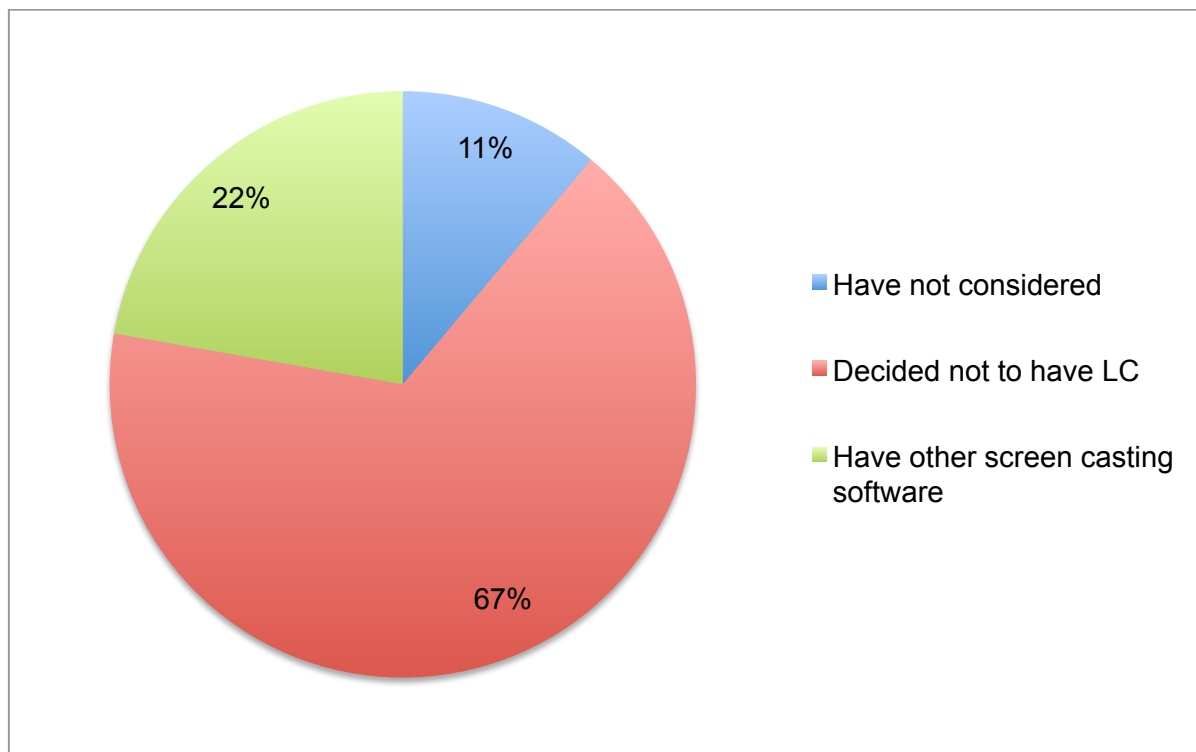


Figure 3: If you have not implemented lecture capture at all, what are your reasons?

	Response – Percentage	Response - Count
Have not considered	11.1%	1
Decided not to have LC	66.7%	6
Have other screen casting software	22.2%	2
	Answered question	9

Of the 9 universities that have not implemented lecture capture at all only 1 had not considered it. The response options did not fit the situation for some universities, for example

“LC has been the subject of various working groups for several years but funding has not been made available yet and other areas are prioritised. LC continues to be raised on a regular basis by various groups as important and/or essential.”

The reasons for deciding not to implement included lack of funding, concerns of academic staff and pedagogy.

SOFTWARE

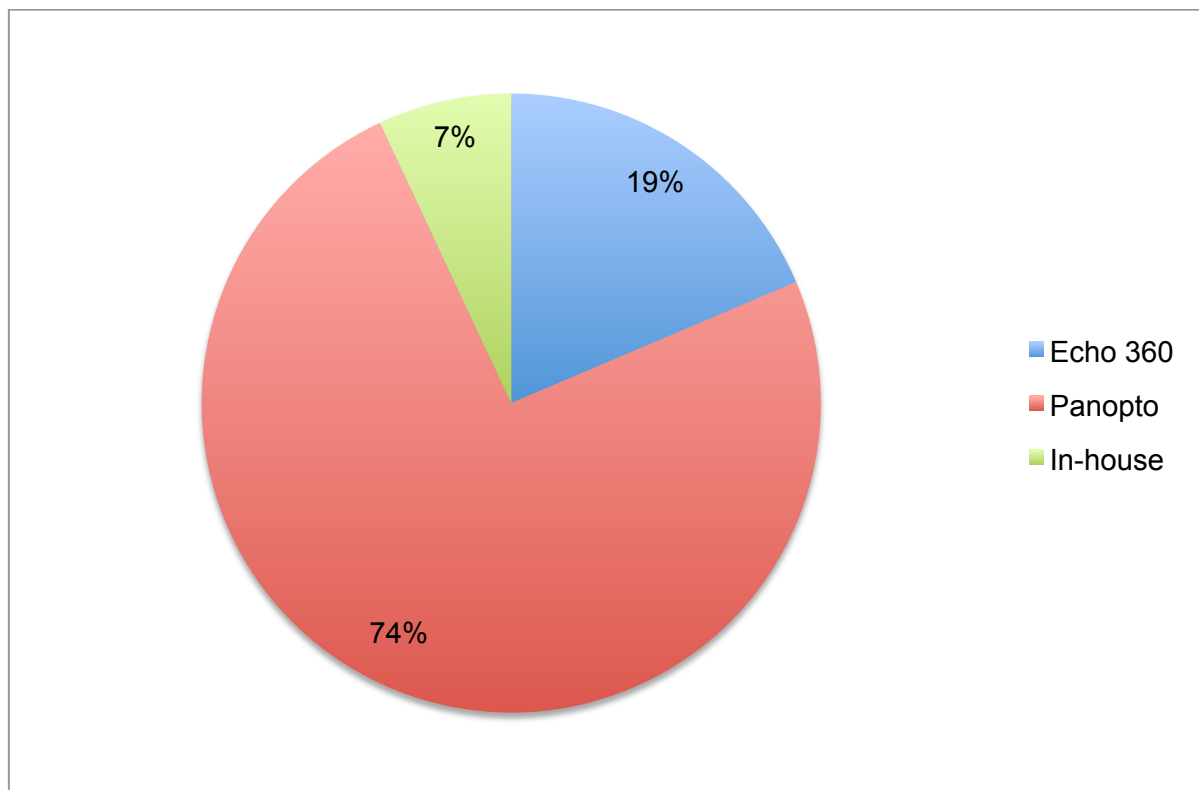


Figure 4: Which software do you use?

	Response – Percentage	Response - Count
Echo 360	18.6%	8
MediaSite	0.0%	0
Panopto	74.4%	32
In-house	7.0%	3
	Answered question	43

Panopto is the most popular software as it is used by nearly $\frac{3}{4}$ of universities. Echo360 is used by 19% and only 7% have in-house solutions. The other software mentioned in 3 comments to this question is Kalutra so it is also used by 7%.

DEFAULT RECORDINGS

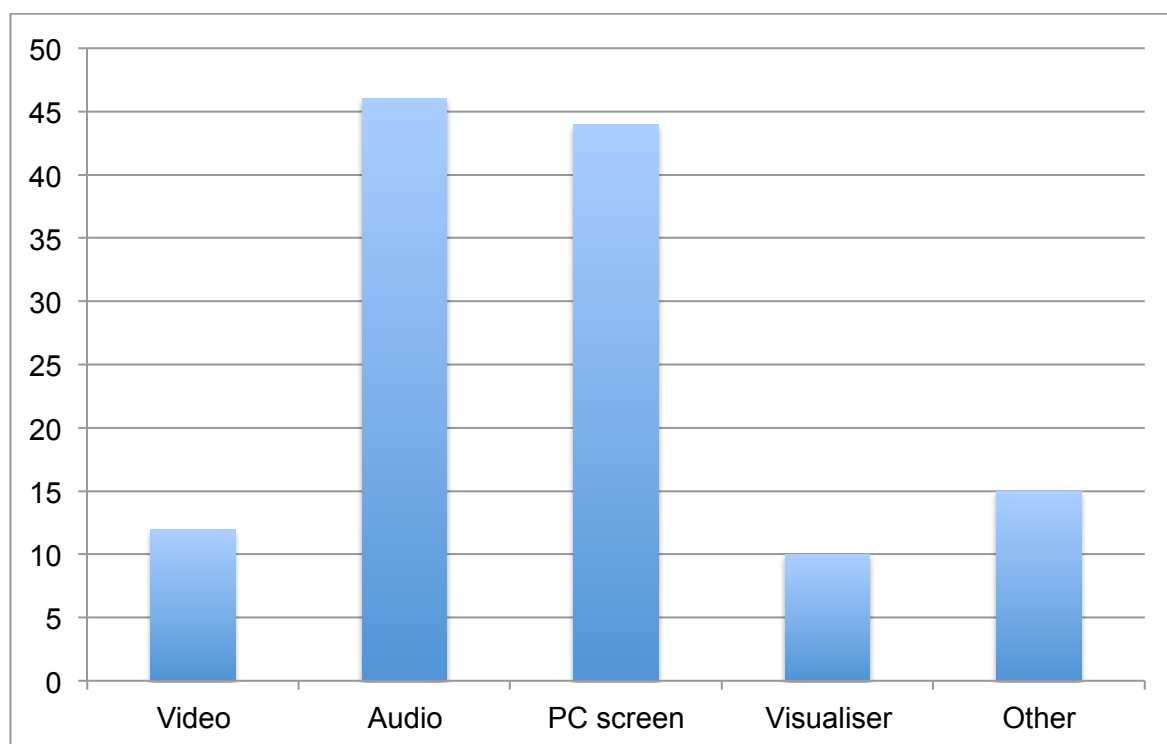


Figure 5: What is recorded by default?

	Response – Percentage	Response - Count
Video	22.6%	12
Audio	89.8%	46
PC screen	83.0%	44
Visualiser	18.9%	10
Other	28.3%	15
Answered question		53

The vast majority of universities capture audio (90%) and the PC screen (83%) by default. Video is captured by default in just under a quarter (23%) of universities. The comments show that at some universities there is no default and staff can decide which options to record. One university is considering recording presentations for assessments to simplify the moderation and quality assurance processes.

POLICY FOR OPT IN OR OPT OUT

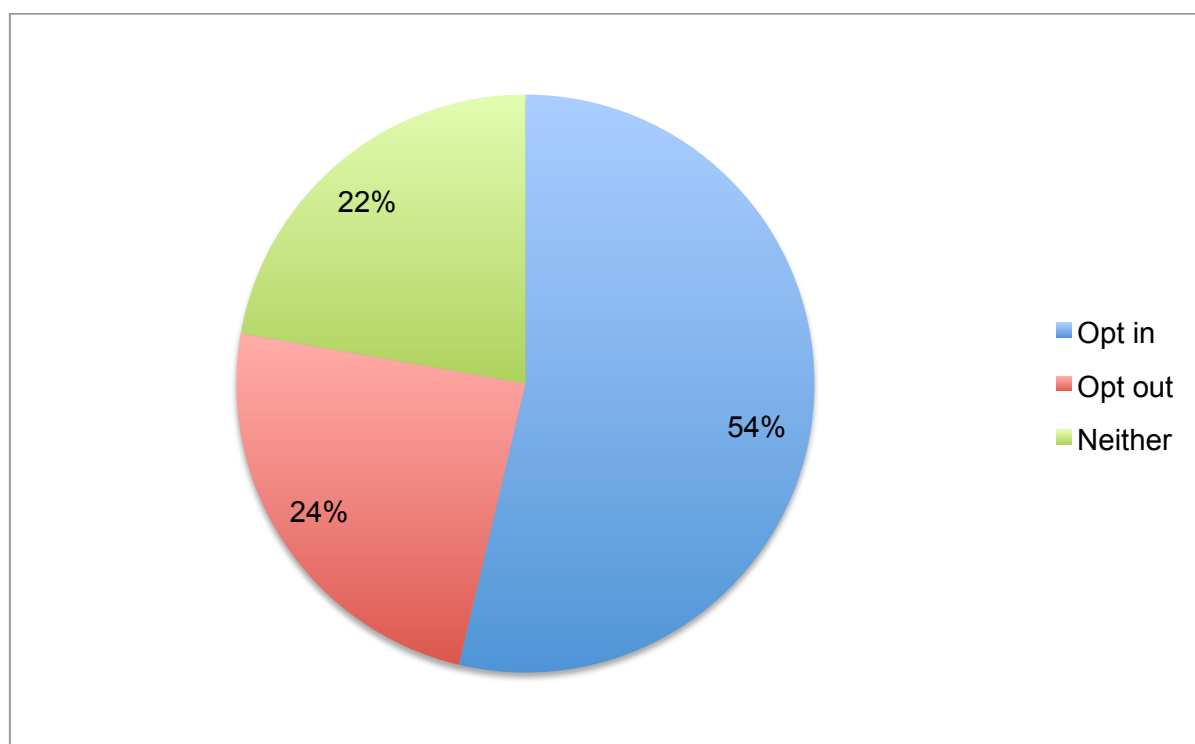


Figure 6: Do you have a policy of?

	Response – Percentage	Response - Count
Opt in	53.7%	29
Opt out	24.1%	13
Neither	22.2%	12
Answered question		54

The majority of universities (54%) have an opt in policy for lecture capture. Similar percentages have an opt out policy (24%) and neither an opt in or out policy (22%). Interestingly, from the comments, there are different and changing processes to implementation. About an equal number of universities are about to move from opt in to opt out compared to those about to move the other way. Also, at the beginning of usage some have started with opt in to persuade staff to use it and others beginning with opt out with a view of moving to opt in later. Some universities do not have a policy but are in the process of developing one and discussing their approach. Another university has expectations of use rather than a policy and in another it is a departmental decision.

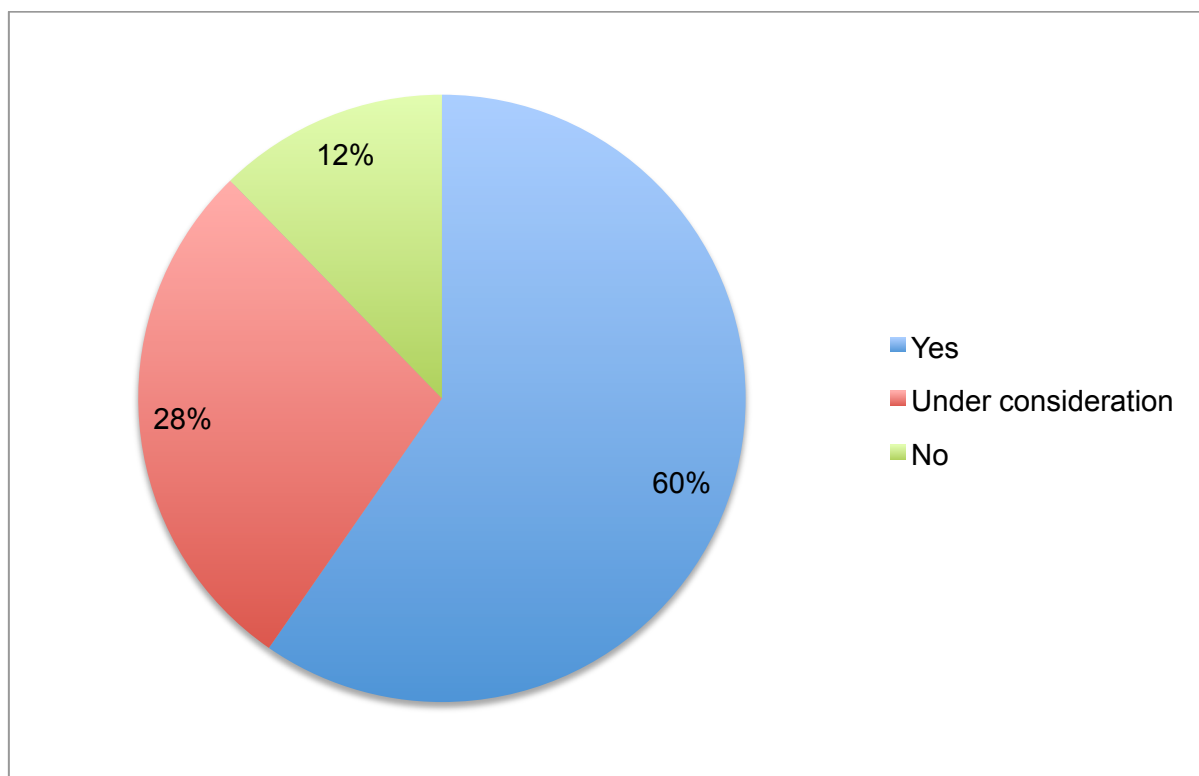


Figure 7: Do you have a lecture capture policy for legal and copyright issues?

	Response – Percentage	Response - Count
Yes	59.7%	34
Under consideration	28.1%	16
No	12.3%	7
Answered question		57

The majority (60%) of universities have a lecture capture policy for legal and copyright issues and a further 28% are considering one. In some universities it is within other policies. Another university has:

“dedicated guidance for staff and a take-down procedure, if recordings include material which breaches copyright, patent, trademark, confidentiality etc.”

LENGTH OF TIME LECTURE CAPTURE RECORDINGS AVAILABLE

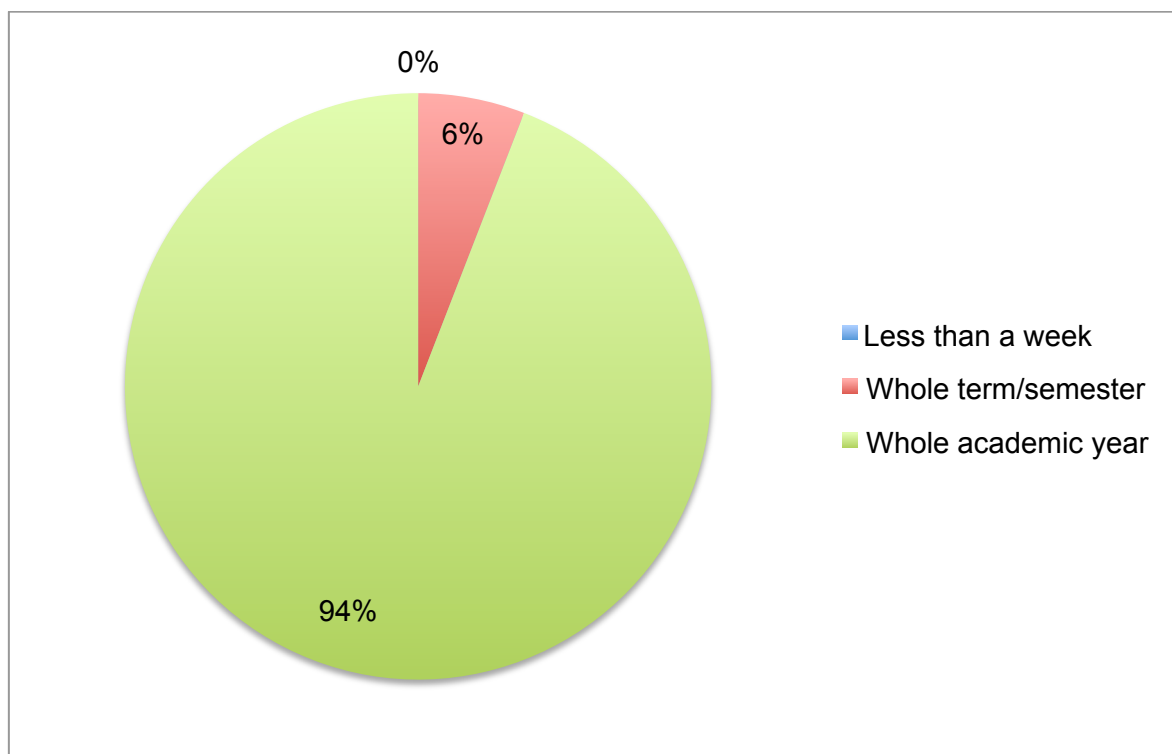


Figure 8: How long are lecture capture recordings available for by default?

	Response – Percentage	Response - Count
Less than a week	0.0%	0
Whole term/semester	5.9%	2
Whole academic year	94.1%	32
Answered question		34

Lecture capture recordings are available for the whole academic year at nearly all universities (94%) compared to 6% for a whole term or semester. No universities have them available for less than a week which could have been used to ensure students kept up to date with the course.

There were 28 comments and many of them stated that they kept recordings for several years. The length of time ranged from 2 years to indefinitely. In most cases it is linked to the duration of the degree course and in others to the VLE policy concerning access to content. Another factor influencing the length to time is that the software company charge by the hour of viewing rather than by the storage space.

“In line with policy on content on VLE in general, lecture recordings are available for 3 years”

“Lecture Recordings are available for the duration of a student’s studies unless removed by the member of academic staff who made the recording”

BIGGEST DRIVER

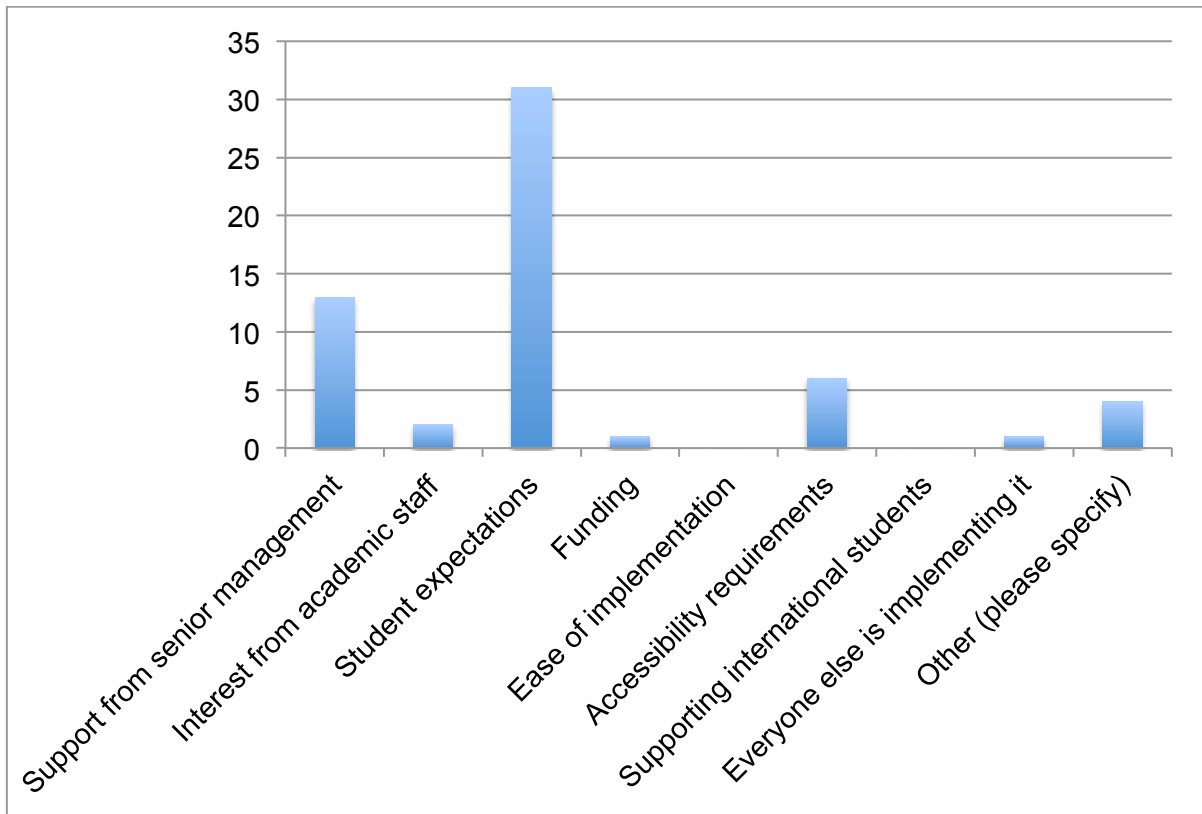


Figure 9: What do you perceive as the biggest driver?

	Response – Percentage	Response - Count
Support from senior management	22.4%	13
Interest from academic staff	3.5%	2
Student expectations	53.5%	31
Funding	1.7%	1
Ease of implementation	0.0%	0
Accessibility requirements	10.3%	6
Supporting international students	0.0%	0
Everyone else is implementing it	1.7%	1
Other	6.9%	4
Answered question		58

The single biggest driver for lecture capture is student expectations, 54%. The next biggest driver is support from senior management, 22%, but this is much lower than student expectations. Accessibility requirements were the biggest driver in 10% of universities and changes to the Disabled Students' Allowance started the implementation process in some universities.

BIGGEST BARRIER

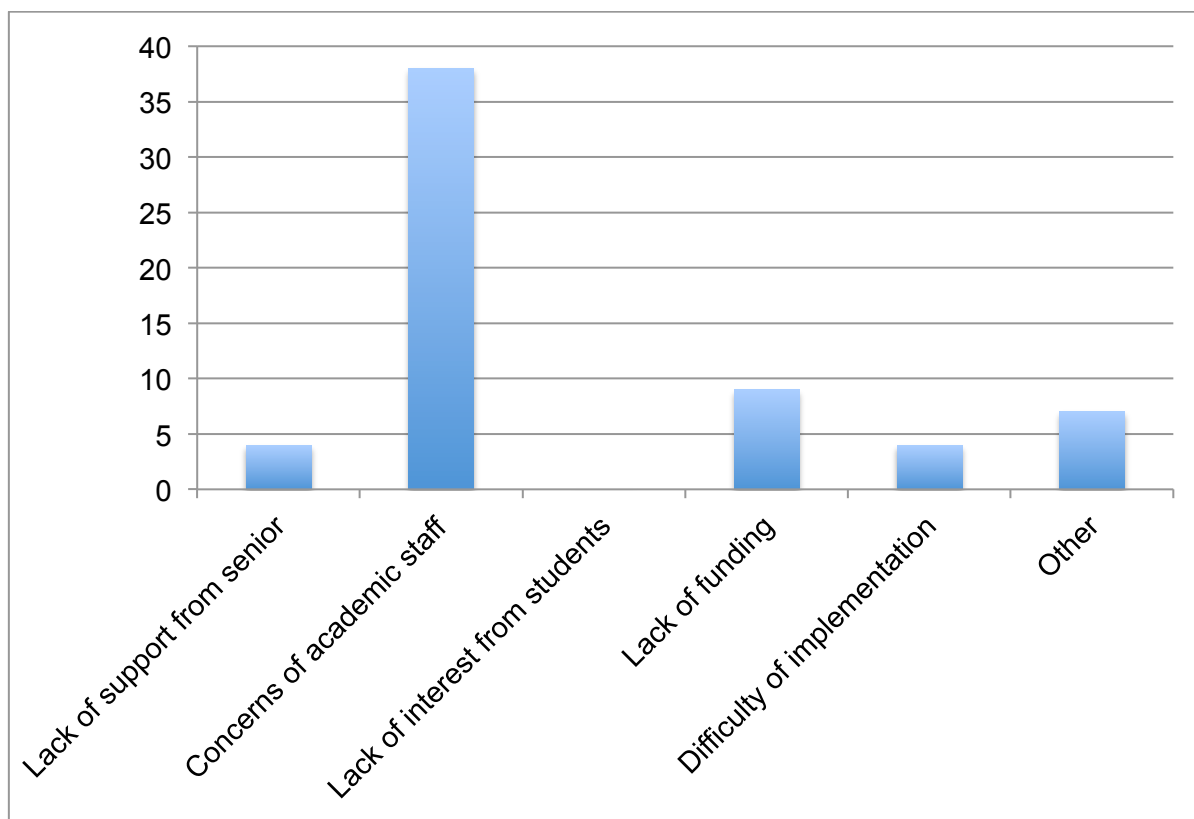


Figure 10: What do you perceive as the biggest barrier?

	Response – Percentage	Response - Count
Lack of support from senior management	6.5%	4
Concerns of academic staff	61.3%	38
Lack of interest from students	0.0%	0
Lack of funding	14.5%	9
Difficulty of implementation	6.5%	4
Other	11.3%	7
	Answered question	62

The biggest barrier by a large majority is the concerns of academic staff (61%). The next biggest barrier is lack of funding at 15%.

“Academic staff having sufficient motivation and/or time to embrace the technology and integration into the delivery approach.”

IMPACT ON PEDAGOGICAL APPROACHES

There were 42 responses to this open question about the impact lecture capture had on pedagogical approaches. There is a sense that it is early days at present for many universities. Eight respondents, 19%, stated that they did not know at this point. Of the remaining 34 responses there were 11, nearly a third, which said that lecture capture has had limited impact **to date**. However, most of these respondents are hopeful that there will be an increasingly positive impact. Respondents often identified more than one approach and impact. There were negative as well as positive impacts.

The main approaches and impacts are:

Flipped approach - 10 respondents

“lecture capture software has been also used to facilitate alternative approaches like “flipped teaching” with academics pre-recording content for students.”

“Some flipped learning is happening because of it”

Catalyst– 4 respondents

“the big thing so far has been the discussions around 'What is a lecture', how different disciplines teach - and how & why students respond to LC. Really big discussions going on!”

“Some staff has mentioned using LC to reflect on their own practice.”

“LC is changing the way the delivered curriculum is being developed with a move to Flipped / Blended approaches being more widely adopted.”

“looking at how to capitalise on LC pedagogically. This sits alongside our greater interest in increasing active learning approaches, as preferable to lectures”

Inclusivity - 2 respondents

“there is a strong push for inclusive teaching and learning, LC is seen as a good way to support this strategic agenda.”

A recap mechanism - 2 respondents

“It is used as a recap mechanism - a record of proceedings.”

Note taking – 2 respondents

“Demonstrable evidence of modifications to note taking by students in class - more attentive in class”

Assessment – 2 respondents

“new opportunities for student feedback and assessment”

Positive impact - 4 respondents

“Some evidence of improved assessment achievement.”

“engaging with recordings as part of active learning strategy in personal study time”

Negative impact – 3 respondents

“Almost tangible decrease in lecture interactivity in some cases!”

“feedback is this has negatively impacted the pedagogic approach as the system confused many staff and staff feel as if they have to make a performance rather than engage with their students.”

“It runs counter to a policy of providing more interactive and engaging teaching and a move away from using exams that promote short term surface learning strategies. Is driven by a PVC's belief that it will improve NSS scores - as students ask for lecture capture”

LEVEL OF INVOLVEMENT AS HEAD OF ELEARNING

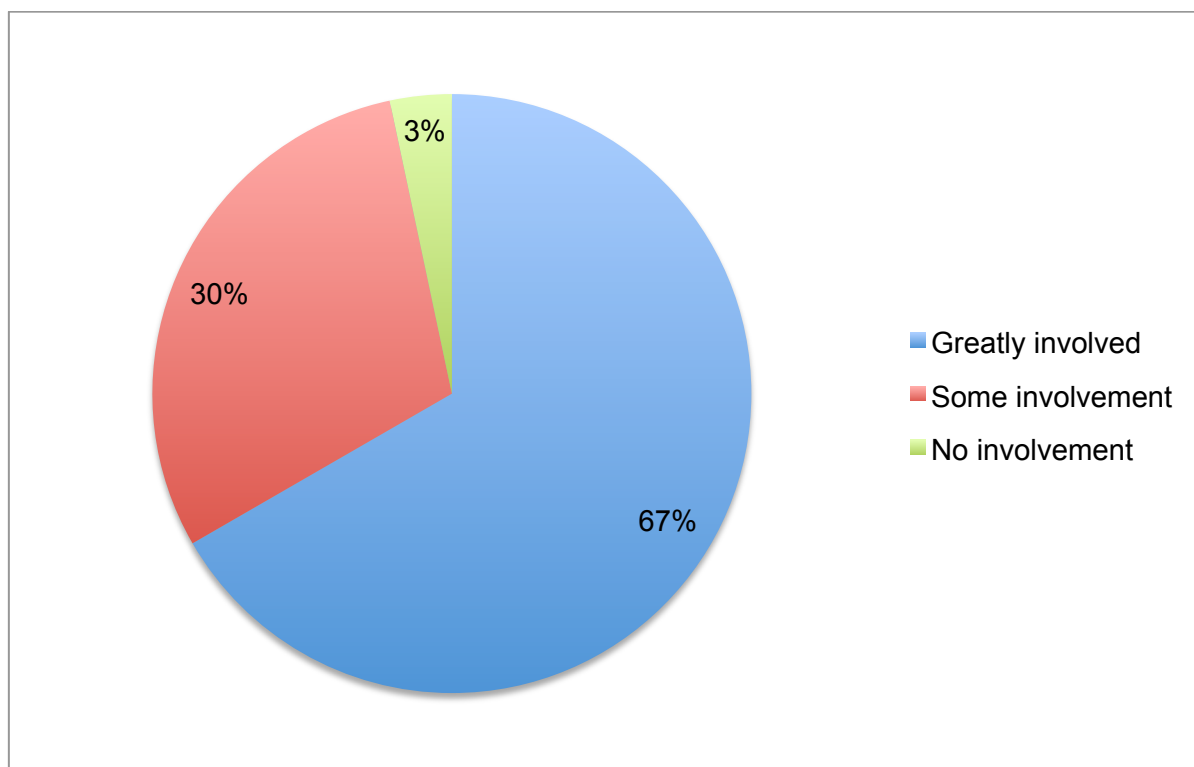


Figure 11: What is your level of involvement as Head of eLearning?

	Response – Percentage	Response - Count
Greatly involved	66.7%	40
Some involvement	30.0%	18
No involvement	3.3%	2
	Answered question	60

Two thirds of Heads of eLearning are greatly involved in lecture capture developments in their university and another 30% have some involvement. This involvement ranges from the initial development of the business case through to the pedagogical and technical support.

“Greatly involved in making funding cases for it and explaining pedagogical benefits, as well as other advantages.”

“I advocated for LC, wrote the supporting business case and co-wrote most of the policy. One of the team in my department is delivering the LC service.”

“Specifically leading on the development of policy, winning over hearts and minds of academic staff, exploring and educating on the different approaches that Lecture Capture allows for (not just the pressing of the buttons) and communications generally.”

“I wrote the Policy, along with the Deputy VC (Education) and am supporting and monitoring the implementation.”

“My team are leading the project to roll out lecture capture further and I am a member of the working group that will be steering the project.”

However, there is also an example of limited involvement:

“Has been limited and somewhat unwelcome as I have highlighted that LC does not align well with strategies to provide more engaging and interactive teaching experiences rather than lecturers reading PPT slides.”

CHANGE IN THIS LEVEL OF INVOLVEMENT

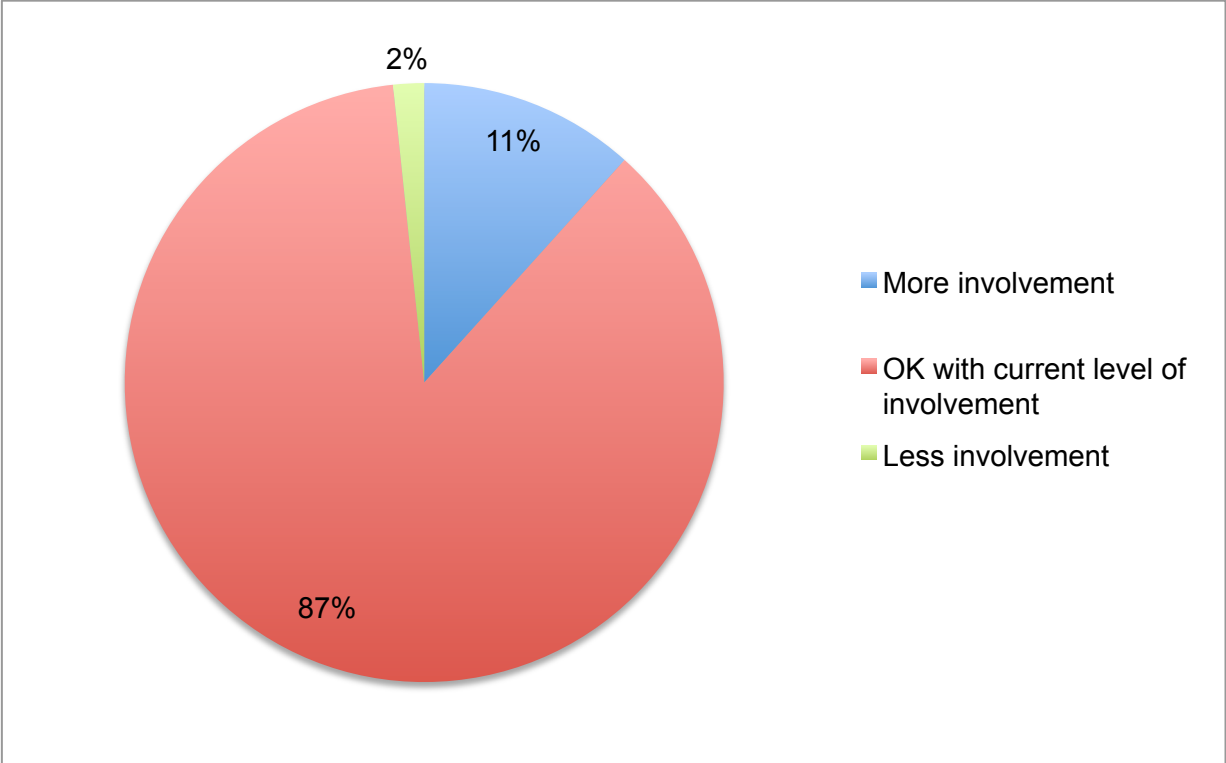


Figure 12: What change, if any, would you like in your level of involvement?

	Response – Percentage	Response - Count
More involvement	11.7%	7
OK with current level of involvement	86.7%	52
Less involvement	1.7%	1
Answered question		60

A large majority of Heads of eLearning, 87%, is OK with their current level of involvement. Only 12% would like more involvement and only 2% less involvement.

One Head of eLearning commented:

“I couldn’t be any more involved!”

Another Head of eLearning would like to be more involved in a particular aspect:

“I’d like to be responsible for detailed evaluation of the learning benefits of lecture capture and the impacts it has on approaches to teaching. I suspect that this will not happen.”

Interestingly, this means that most Heads of eLearning have the level of involvement that they wish whether it’s greatly, some or none.

OTHER SIGNIFICANT LECTURE CAPTURE DEVELOPMENTS

There were 25 responses which provided further information about other significant lecture capture developments in their university that were not included in the survey. Some responses included more than one area of development. Some of the developments have also been identified under the impact on pedagogical approaches.

The developments include the following:

Lecture capture for **non-teaching purposes** – 3 respondents

“widely being used by professional services departments, for example for student induction information.”

“conferences and high profile events, then disappointed with the quality”

Integration with the VLE and timetabling – 5 respondents

“We have fully integrated the LC solution with our Timetable service so that all recordings are automated from the timetable data. Once recorded the sessions are automatically posted to the correct module within the VLE. From recording to availability in the VLE is no more than 5 hours.”

“we have developed a scheduling element that uses our timetable to automatically schedule recordings for the next day. Our academic staff do not need to start or stop the recordings.”

“Integration with VLE is a big project and important to our VLE adoption”

“we use Blackboard collaborate/ultra to record webinars with distance students and these are available to the students registered on the modules. We could use this in other contexts.”

“takes advantage of the user structure in Moodle to grant access to the recordings”

Assessment – 2 respondents

“Assessment recordings to streamline sharing with markers and moderators”

“Some assignments (e.g. Dance or Drama where fixed webcams are just not suitable) are filmed by a film production team with high end cameras. The recordings are uploaded directly into Panopto where they are available to markers and external examiners for moderation purposes.”

Inclusivity – 1 respondent

“We use lecture capture to directly support students with disabilities. For these students they automatically receive 100% of events via lecture capture, even if they are opted-out.”

Flipping – 3 respondents

“We are promoting the use of ‘personal capture’, rather than LC (i.e. for flipped classroom-type resources)”

Student recordings – 2 respondents

“lots of staff are recording student presentations for a variety of reasons”

“looking at giving all students the right to record using their own mobile devices so they can record what they need to, including non-lectures, visual artifacts, etc.”

Technical – 4 respondents

“Hardware investment to improve reliability”

“Digital version of a laser pointer which can be captured by the LC is currently being piloted”

“logistical issues with LC that make it a challenge e.g. staff forgetting to turn audio on and off and we have implemented technical solutions to work around this.”

“Some Schools are buying their own local systems as there is nothing provided centrally”

“Have had trouble with software and providing support for this.”

Other developments:

“Mobile device use e.g. at sports grounds, sailing jetties etc”.

“Practice-based application (e.g. multi-cam recordings for Counseling, Courtroom for Law)”

“starting to include full virtual reality video content in some recording sessions.”

CONCLUSION

This overview of lecture capture within UK HE is taken from the perspective of HeLF members and draws upon their experience and knowledge in their own institution. This report shows that a high majority of universities (86%) have lecture capture and the most popular space is lecture theatres. Capacity is often the rationale for deciding which spaces to equip but this level varies between institutions. Currently, over a third of universities have fully implemented and supported lecture capture and some have it fully integrated within their VLE and timetabling. However, many others are still in the early days of implementation. One university has decided against using lecture capture for pedagogical reasons.

The single biggest driver for lecture capture is student expectations and the single biggest barrier is the concerns of academic staff. This indicates a conflict of attitudes towards lecture capture.

In terms of policy, just over half have an opt in policy compared to just less than a quarter with opt out. However, there are different approaches to introducing lecture capture so several are changing from opt in to opt out and vice versa! Most universities capture audio and the PC screen by default whereas video is captured by less than a quarter by default. Nearly all universities make the recordings available for at least the whole academic year

The main impact on pedagogical approaches to date is with a flipped approach. The introduction of lecture capture also acts as a catalyst for change and raises questions such as “What is a lecture?” There have negative as well as positive impacts.

Nearly all Heads of eLearning have a level of involvement with lecture capture and two thirds are greatly involved. Also, the majority is OK with their current level of involvement.

Lecture capture is a mainstream activity at most universities as it is either already fully implemented and supported or there are plans to enable this and also to integrate it with other key systems such as the VLE and timetabling. However, the extent of the positive and negative pedagogical impacts is currently uncertain.

REFERENCES

HeLF, 2017 www.helf.ac.uk

Walker R., Voce J., Swift E., Ahmed J., Jenkins M., Vincent P., 2016 Survey of Technology Enhanced Learning for higher education in the UK, UCISA, 2016