

## UNIVERSITY OF WARWICK

For the meeting of the Academic Quality and Standards Committee to be held on 30  
November 2016

## **Final Report from the Lecture Capture Policy Task and Finish Group Summer 2016**

### Executive Summary

In response to staff and student concerns about the adoption of the Lecture Capture Service, a cross-university task-and-finish group was set up in summer 2016. The group discussed concerns and challenges in depth.

It has steered the production of a proposed **Policy, Consent Form and Guidance**. It has also produced some key messages to aid appropriate uptake of the service during 2016/17.

The group has made four key recommendations:

- Warwick's policy remains opt-in
- Regulation 28 requires revision to support modern digital teaching practices
- Staff require guidance on copyright
- Staff require greater support in lecture skills

Some of these recommendations require further work beyond the scope of the Task-and-Finish Group.

Lecture Capture is a topic that attracts strong views from staff and students alike. It raises many issues of academic practice that cannot be adequately addressed by a Lecture Capture Policy alone. In autumn 2016 two WIHEA-funded projects reported on their evaluation of student use of lecture capture and found it to have a positive effect.

For the Review, the Group has aired these issues and aimed to ensure that the Draft Revised Policy, including Consent Form and Guidance is sensitive to those concerns whilst ensuring that the Service can operate. The University now needs to consider the revised policy and consider what else can be done to support effective academic practice in a digital age.

**AQSC is asked to consider and comment on the refreshed Policy, Consent Form and Guidance, for recommendation to Senate for approval.**

Please direct feedback to Amber Thomas [amber.thomas@warwick.ac.uk](mailto:amber.thomas@warwick.ac.uk)

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## Review Brief

### Current Policy

- There is a strong push from the student body, via the Student Union, to record lectures.<sup>1</sup>
- Warwick has invested in lecture capture infrastructure and there are capture devices in over 70 teaching rooms<sup>2</sup> to enable scheduled lecture recording
- There is also software that can be downloaded to laptop to make recordings and upload to the same channel as scheduled lecture captures
- Warwick's policy is opt-in: academics can choose to record lectures
- There is an overall recommendation to record lectures but that is not a mandate
- Department Heads may choose to take a strong pro-capture position
- The main instrument of the policy is the online consent form: APPENDIX A: Current Presenter Consent Form.

### Drivers for a Review

- An implicit policy (see below) that needs making explicit
- Scrutiny from staff, need for greater clarity of the University's position desire for more transparent policy making
- Pressure from students to staff to record lectures, need for greater clarity on the University's position, desire for increase in recorded lectures

### Outputs of the Review

- Identify decisions that need making, and who can make them, and get decisions made
- Implement any changes to support the revised policy
- A single written policy document in an appropriate location - this might be approved in parallel with any implementation steps

### Terms of Reference

- 1) To identify and address areas of concern, escalating those that are beyond the remit of the Policy to solve
- 2) To take input from both within and beyond Warwick (a full consultation is not in scope)
- 3) To decide on the scope of the revised Policy
- 4) To draft key instruments of implementation such as consent forms

### Timescale

- Aim was to get final sign off in July 2016, but the timescale was extended.
- The group met on four occasions: 27<sup>th</sup> April 2016, 23<sup>rd</sup> May 2016, 13<sup>th</sup> July 2016 and 15<sup>th</sup> September 2016.
- Meeting documentation is online<sup>3</sup>

<sup>1</sup> <https://www.warwicksu.com/campaigning/campaigns/education/recordedlectures/>

<sup>2</sup> [http://www2.warwick.ac.uk/services/its/service-support/av/lecture\\_capture/staff/rooms](http://www2.warwick.ac.uk/services/its/service-support/av/lecture_capture/staff/rooms)

<sup>3</sup> <https://www2.warwick.ac.uk/services/its/service-support/academic-technology/teaching/lecture-capture-policy-2016>

## Membership

Professor Christina Hughes, PVC, CHAIR

Charlie Hindhaugh, Education Officer SU (Replaced by Hope Worsdale Sep 2016)

Steve Luci Matthews, UCU

Simon Gilling, Legal Advisor

Clair Henrywood, Martin Mik, Claudia Gray, Teaching Quality

Jonathan Owen, Service Owner for Lecture Capture

Amber Thomas, Academic Technology Manager, TEL SG Chair

Dr Kate Owen, WMS, representing WMS

Dr David Wood, Maths, representing Sciences

Professor Jeremy Smith, Economics, representing Social Sciences

Dr Sarah Richardson, History, representing Arts

## Summary of Group Discussions

- The University's approach to lecture capture was not widely understood and the Group identified a need to describe the reasons for recording and the University's position
  - The Group produced a Key Messages document that frames the use of lecture capture in a way that reflected the concerns of all the stakeholders. See **Key Messages** below.
- The Group discounted the option to move from opt-in to opt-out.
  - **RECOMMENDATION ONE: Warwick's policy remains opt-in**
- The Group explored Intellectual Property issues
  - There was a perceived lack of clarity of academic ownership of IP in Regulation 28 of the staff contract. It is not within the remit of the Policy to change Regulation 28 so this is recommended for escalation to an appropriate decision-making mechanism
    - **RECOMMENDATION TWO: Regulation 28 requires revision to support modern digital teaching practices.** The University Legal Advisor needs a remit to consult on the revision. Recommendations on improving clarity in relation to teaching are given at APPENDIX C: Feedback on Regulation 28
  - The consent form was perceived to seek more rights than it needed, particularly waiving moral rights
    - The extent of permissions required was received by an external consultant who made recommendations form. See: **Proposed Presenter Consent Form**
  - There was perceived insufficient support for academics handling copyright, both their own and those of third party
    - **RECOMMENDATION THREE: Staff require guidance on copyright.** The Library have taken a brief informed by this group to develop online guidance for staff. Along with improved guidance materials, there needs to be a clear contact route for support on copyright handling
    - APPENDIX D: Required Copyright Guidance for Staff
- The Group discussed effective and responsible use of lecture capture by students
  - Student representatives recognised the academic concerns about attendance but assured the group that lecture captures should be used responsibly and not as a substitute for attendance unless attendance is impossible
  - Some departments withhold access to recordings because of concerns about attendance
  - It would be useful to further explore effective use of lecture capture by students so that they can gain maximum benefit from recordings
- The Group explored the potential negative impacts on academics
  - There was a perception of pressure put on academics without sufficient support

- There was a desire for the University Policy to state that recordings would not be used for the purposes of performance review
  - There was a perception that some departments may push for widespread reporting within departments, effectively a local opt-out policy
  - There was a desire for the University Policy to state that Departments should not put pressure on individuals
  - There was a desire for the University Policy to acknowledge that lecture recording is not always appropriate
  - Towards the end of the Review the staff union, UCU, issued a statement on lecture capture. APPENDIX E: UCU Statement on Lecture Capture
  - It would be useful to provide additional support to help academics develop effective lecturing practices including when being recorded
  - The Learning Development Centre will ensure that training is available for academics teaching large groups and that it includes guidance on practice when lectures are recorded, but there is likely more that could be done
  - Several departments run peer support mechanisms for teaching practice
  - **RECOMMENDATION FOUR: Staff require greater support in lecture skills**
- The Group briefly explored the retention period that recordings should be held.
  - It is currently two years, which is too long for some people and too short for others. In practice there has been no deletion of content over two years old
  - There was not a consensus on how long recordings should be kept, either the minimum required or the maximum allowable
  - An informal survey of A/V managers suggested four years is a common figure in UK Universities
  - It would be useful to revise the retention period in line with the University's new Retention schedule
  - Not discussed in detail in the Group, but the supplier is changing to cloud-based technology (EU) which enables a refreshed look at retention costs
  - The funding at the moment is for two years so this report refers to two years

## Developments during Autumn 2016

There have been two developments of note since the group last met on 15<sup>th</sup> September 2016.

On 19<sup>th</sup> October 2016 the UCU union issued a statement to staff that lecture capture remains voluntary.

APPENDIX E: UCU Statement

In November 2016, two of the WIHEA staff student engagement projects reported their findings on lecture capture.

Engineering and Sociology summary:

- Lecture capture availability at best a very minor factor in lecture attendance. Only few students do not attend because of the videos.
- Lecture capture does not fully replace attendance. LC used to catch up with missed lectures, and for revision.
- Lecture capture supports students' specific learning modes and requirements. LC particularly helps auditory learners, gives time to digest presentation.
- LC is a provides low-effort boost to student satisfaction.

Law summary:

- Recommendation: Lecture Capture should be used in as many modules as possible but should be used only for lectures and not seminars/small groups to avoid inhibiting participation
- Recommendation: Respondents preferred unedited versions of recordings released quickly rather than edited versions released after some delay. It was suggested that lecturers could release edited versions for revision purposes

APPENDIX F: WIHEA Staff-Student Engagement Projects relating to Lecture Capture

## Proposed Policy, Consent Form and Guidance

The development of this Policy has been informed by discussions of the Lecture Capture Working Group, together with the input of the University Legal Advisor, an external educational copyright expert and the University's Solicitors. Various drafts of these documents have been shared. It is anticipated that when the approval route is identified there will be a final drafting process with the legal team.

### Lecture Capture Policy

The University of Warwick (1) provides a service to create Recordings (2) (audio, video, and screen) by Staff Presenters (3) for use in teaching and learning. The University has invested in the hardware, software and technology support to enable recordings to be easily scheduled and then accessed by students within an access-controlled environment.

This policy governs the use of the Lecture Recording Service by staff and students.

Students value having access to recorded lectures for revision and review. Lecture capture helps make teaching more accessible and inclusive for all students. If recording is requested as a Reasonable Adjustment then staff should provide a recording or at least allow the student to make a recording. Students should be aware of their responsibilities under the Policy on Recording of Lectures by Students [[LINK](#)]: [POLICY SHOULD EITHER REFER OFF OR INCLUDE THE STUDENT POLICY AS A SUBSET OF THIS]

Recordings in the lecture capture system are intended for use by students registered on the relevant module and should be clearly marked as Warwick resources. Access is limited to the staff and students of the University and students are not allowed to share recordings further.

If recordings or content within them are identified that may breach this policy, users should contact [lecturecapture@warwick.ac.uk](mailto:lecturecapture@warwick.ac.uk) with details of the possible policy breach and the University will investigate.

See Lecture Capture Service Consent Form

A separate process applies where lectures given by people who are not staff of the University are to be recorded. [RECOMMEND A NEW CONSENT FORM IS DRAFTED FOR NHS STAFF AND GUEST LECTURERS]

Further information for staff is available from the Lecture Capture Service Explanatory Notes

Questions about this Policy should be directed to Amber Thomas [amber.thomas@warwick.ac.uk](mailto:amber.thomas@warwick.ac.uk)

Policy Approved [INSERT DATE AND APPROVING BODY]

## Lecture Capture Service Consent Form

## Purpose

In order to enhance the student learning experience, the University of Warwick (the “University”) wishes to make available to its current students digital recordings of University lectures, presentations and seminars (“Recordings”) for learning and teaching purposes. A Recording will include the entire lecture, presentation or seminar and will capture image and sound recordings of the presenter and any visual aids within view of the camera. It is not intended to capture students.

Recordings will not be used for any other purpose, and will be stored securely within the EU for a period of two years, after which time they will be deleted/destroyed. The purpose of this form is to seek the presenter’s consent to the recording of their lecture, presentation or seminar and to the University’s use of the Recording(s) as part of its student learning experience.

The University shall ensure that the Recording is attributed to the presenter at all times.

## Consent

I hereby confirm to the University that:

1. I consent to being filmed, recorded and/or broadcast by or on behalf of the University in accordance with the above Purpose;
2. the University may use, store, copy, distribute, communicate and edit a Recording and its contents in whole or in part, for use by the University’s current students on the University’s access-controlled systems for lecture capture and teaching materials in accordance with the above Purpose;
3. I will notify everyone present (in advance) that a Recording is being made and bring to the students’ attention any restrictions on their re-use of the Recording in accordance with the policies of the University;
4. in order to avoid the infringement of any third party intellectual property by myself and/or the University, I will ensure that appropriate permission has been obtained for the use of any materials included in a Recording. If I am ever unsure whether permission has been granted or obtained or is necessary in the circumstances I will contact [INSERT COPYRIGHT CONTACT] prior to including such materials in a Recording;
5. to the extent that my personal data is included in a Recording (for example by way of my image and appropriate attribution), I consent to my personal data being collected and processed in accordance with the above Purpose only. I also consent to my data being stored outside of the European Economic Area;

Signed: ..... [authenticated online tick box]

Full Name:.....

Position: .....

Date: .....

## Lecture Capture Service Policy Guidance

### Why does the University provide a Lecture Capture Service?

Students really value having access to recorded lectures for revision and review. Lecture capture helps make teaching more accessible and inclusive for all students. The University has invested in the hardware, software and technology support to enable recordings to be easily scheduled and then accessed by students within an access-controlled environment.

### Why is the University asking me to sign a consent form?

E-learning material and other digitally captured content is increasingly being used, not only in the delivery of teaching, but also in the attraction of new students and the expansion of the University's reputation by better and more widely disseminating materials and embracing new forms of technology.

The University would like to make digital recordings of lectures available to its current students to encourage students to listen (rather than make notes) during lectures and to introduce some flexibility into the University's student learning experience.

The recording of lectures raises important questions of intellectual property ownership and use, and the University requires your consent in order to make the above possible.

### What intellectual property rights are relevant?

Materials used in a lecture (for example lecture notes and slides) and reproduced in a recording may be protected by copyright. These may be owned by the University by way of the University's Intellectual Property Policy (Regulation 28), in which case they are safe to use. If these are owned by you, the University will need your permission to use them in the recordings, which is granted under the consent form. If the copyright is owned by a third party it is important that their permission is obtained before the materials are used in a recording. Otherwise, both you and the University could be liable for copyright infringement. Certain exceptions to copyright infringement apply, which are sometimes referred to as "fair dealing" exemptions, but these are complex and you should contact [INSERT COPYRIGHT CONTACT] prior to using the materials in your lectures to assess whether they apply in the circumstances.

Copyright in the lecture itself will be owned in accordance with the principles of Regulation 28. As the person giving the lecture, you may be entitled to what are known as "performers' rights". As such, the University requires your consent to make the recording in the first place and to use, copy or make the recording available to others. These consents are covered in the consent form in respect of the limited proposed use by the University (see "Purpose" section).

As the performer, you will also benefit from "moral rights". These include the right to be identified as the person giving the lecture, the right to object to derogatory treatment of your performance, and the right not to have a work falsely attributed to you. Moral rights cannot be transferred but can be waived, although the University is not seeking a waiver from you as your lecture will be appropriately attributed to you.

Although not an intellectual property right, data protection is also relevant. Since the recordings will contain your image and an attribution to you, they will contain your personal data. The University therefore needs to explain to you exactly how what personal data will be used, who it will be shared with, how long it will be stored for, and for what purpose it will be used. This is set out in the consent form.

### What if the University wants to use the recording for a different purpose?



The permission that you are granting to the University only allows the University to use the recordings as set out in the consent form. The use is limited to sharing with current students for learning [and teaching] purposes. In particular, no consent is being given in respect of any commercial exploitation of the recording.

Why do I have to notify those present that a recording is going to take place?

If there is an interactive element to your lecture, individuals may not wish to be recorded and can therefore choose to refrain from participating. It is also important to reassure students that (unless they approach the front of the room) they will not appear in the recording.

Can I use material that I created prior to my employment at the University in one of my lectures?

If you own the rights yourself, this will be ok as you are permitting the University to reproduce that material in the recordings. However, you should consider carefully whether a former employer may own the copyright, in which case you will need to obtain their permission first.

Where can I get further support?

The Library is developing copyright guidance for staff that will include consideration of lecture capture practices.

If you require copyright advice please contact [INSERT COPYRIGHT CONTACT]

The Learning and Development Centre provides support for developing teaching practice including lectures.

## Recommendations and Conclusions

The Lecture Capture Policy Review Task and Finish Group has steered the production of a proposed **Policy, Consent Form and Guidance**.

It has also produced some key messages to aid appropriate uptake of the service during 2016/17.

The group has made four key recommendations:

- Warwick's policy remains opt-in
- Regulation 28 requires revision to support modern digital teaching practices
- Staff require guidance on copyright
- Staff require greater support in lecture skills

The group has also identified three areas that require further work:

- further explore effective use of lecture capture by students so that they can gain maximum benefit from recordings. *This will be taken forward by the Academic Technology Team as part of the Student Digital Capabilities resource*
- Produce consent forms for people who are not Warwick staff (including NHS staff and visiting speakers) *This needs to be created to be aligned with the staff consent form. This is within the scope of the Review Group but could be done in parallel with policy approval process.*
- revise the retention period in line with the University's new Retention schedule, and implement solutions for compliance with retention. *This needs work between Information Governance, ITS and academic leadership and should be beyond the scope of the Policy Review group to achieve.*

Lecture Capture is a topic that attracts strong views from staff and students alike. It raises many issues of academic practice that cannot be adequately addressed by a Lecture Capture Policy alone. In autumn 2016 two WIHEA-funded projects reported on their evaluation of student use of lecture capture and found it to have a positive effect,

For the Review, the Group has aired these issues and aimed to ensure that the Draft Revised Policy, including Consent Form and Guidance is sensitive to those concerns whilst ensuring that the Service can operate. The University now needs to consider the revised policy and consider what else can be done to support effective academic practice in a digital age.

Amber Thomas (Head of Academic Technology)

21<sup>st</sup> November 2016.

## APPENDICES

Appendix A: Current Presenter Consent Form

Appendix B: Key Messages for 2016/17

Appendix C: Feedback on Regulation 28

Appendix D: Required Copyright Guidance for Staff

Appendix E: UCU Statement on Lecture Capture

Appendix F: WIHEA Staff-Student Engagement Projects relating to Lecture Capture

## Appendix A: Current Presenter Consent Form

### Presenter Consent

So that the University can use Recordings we ask you to agree to one of the following:

- You agree to your lecture being recorded and used by the University. The University may store, use, distribute, copy and edit the Recording, in whole or in part, for the use of:
  - A. current students only
  - B. a wider audience for other purposes as the university sees fit
  - C. I do not wish for my lectures to be recorded
- You will notify everyone present (in advance) that a Recording is being made.
- Where material is included in the Recording which is the intellectual property, including copyright of another party, you have permission to include the materials in your lecture and to have them in the Recording. For standard lectures intended for re-use by registered staff and students, the educational exemption applies to use of third party materials, but if in doubt please seek advice.
- You understand that any copyright, performance rights or other intellectual property which you may have in the Recording belong to the University. Where required, you agree to assign any rights you may have in the Recording to the University. You waive all moral rights in the copyright of your presentation including your performance in the Recordings.
- To the extent that it may be included in the Recording, you consent to the use of your personal data being processed for the purposes of making and using the Recording by the University in accordance with the Data Protection Act 1998. The Recording may be accessed or used from outside the European Economic Area and you consent to this use.
- You will follow the University's [Data Protection Policy and Guidance](#)

#### Note on the options:

A current students only

B a wider audience for other purposes as the university sees fit (*to enable academics to grant broad permissions to the university if they wish to*)

C I do not wish for my lectures to be recorded (*for when a department representative sends a recording request, to ensure that the academic is able to make an individual decision*)

An A or B on the consent form is required for academics to do the scheduled recording or to download the personal capture software for laptop-based recordings

This consent model has been in place for two years and the university has not yet benefited from the permissions granted by some presenters under option B. Weighing up the unrealized benefits of option B against the desire for a clear policy and access model, clarity may trump flexibility.

## Appendix B: Key Messages for 2016/17

## Key Messages:

Students really value having access to recorded lectures for revision and review [1]

Lecture capture helps make your teaching more accessible and inclusive for all students. If recording is requested as a Reasonable Adjustment you should provide a recording or at least allow the student to make a recording

It is easy to have your lecture recorded: just schedule it beforehand, then in the room put the mic on, and the system will record your voice and whatever is showing on the screen. You can add camera recording if you wish to but it is not essential: a basic recording of your audio and slides is good enough.

There are over 70 rooms equipped for schedulable lecture capture and it very easy to start

This is an opt-in policy: the University requires your consent to be recorded and for that recording to be managed online [2]

Recordings in the lecture capture system are intended for use by your own students, they are clearly marked as Warwick, access is limited to the institution and students are not allowed to share further

If third party materials are cleared for use in your teaching then it is possible that they are also cleared for lecture recordings and the VLE, but if in any doubt please seek advice from the Library [3]

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*[1] Students use recordings as supplement rather than substituting for attendance, but where students are unable to attend due to illness, lecture recordings help them keep up with the course content*

*[2] The presenter consent form needs to be completed, and the legal terms about waiving moral rights in performances are standard to most online video platforms*

*[3] If you have concerns about third party copyright, please contact the library. Since 2014, education copyright exceptions have been extended to include access-controlled virtual learning environments as a part of the classroom environment*

Key Messages have been presented online and included in service communications:  
[http://www2.warwick.ac.uk/services/its/serviceessupport/av/lecture\\_capture/review/](http://www2.warwick.ac.uk/services/its/serviceessupport/av/lecture_capture/review/)  
 This is presented along with a link back to the Policy Review Group.

## Appendix C: Feedback on Regulation 28

Clarity Check (Ross MacKenzie, Amber Thomas, Academic Technology)

University of Warwick Regulation 28 covers the University position on Intellectual Property Rights in all creative outputs and other materials produced around the University.

The Regulation provides significant detail covering the ownership and license terms covering Teaching Materials, however the structure of the document does have the potential to create misunderstanding – or at least alternative interpretations.

1. Course Materials are covered under ‘Creative Output’ (ownership claimed by University) but Teaching Materials are not. Is there a working definition that allows us to distinguish between Course and Teaching Materials?
  - a. In a VLE space the content and the structure are presented together, it might be hard to distinguish them?
2. Creative Output also covers “any works generated by or using computer hardware and/or software owned by or licensed to the University” which would appear to cover almost everything an employee does – does this trump everything else?
3. “Specifically Commissioned” materials are owned by the University, but it’s not clear what this means in practice.
  - a. If a tutor decides themselves to update module materials, is that a different scenario to their line manager asking them to do it?
  - b. If staff are in receipt of a grant/budget from IATL or WIHEA for an agreed project, is that a different scenario from if they are not?
4. “Rights to Reuse”. The University doesn’t claim ownership of Teaching Materials, but does require granting of “a non-exclusive royalty-free right to use”. Is there an operational difference?
  - a. Is there anything the university could do as the owner of the materials that they can’t do as the licensee of “a non-exclusive royalty-free right to use”.
5. There is an explicit reference to e-learning in the license that students are required to grant to the University, but no other reference to e-learning in terms of the activities/output of other parties.
  - a. Should we be adding VLE assets/elearning materials explicitly under Course Materials (perhaps add if we expand definition of Course Materials)
6. The position on student work IP is not sufficiently clear. The only circumstances in which student IP could belong to the university are if they have made an explicit agreement otherwise, which may or may not involve being paid for the work.
  - a. Student engagement project outputs, IATL outputs, digichamps outputs: the default is University rather than students, but we don’t make this clear?
  - b. Should we be making an explicit distinction between materials submitted solely for assessment, and materials developed as part of joint projects

## Appendix D: Required Copyright Guidance for Staff

Aimed at staff

Self-paced online

Covering:

concepts of rights and licenses

attribution, citation, provenance

use of third party materials under CLA and other licence agreements

use of third party materials found online

audio/video materials

teaching materials created at Warwick (university IP stance)

teaching materials created in previous employment

creative commons

## Appendix E: UCU Statement on Lecture Capture

Warwick UCU Statement on Lecture Capture (September 2016, circulated to staff October 2016)

### A) Context - SU Pressure

The impetus for Lecture Capture (LC) has come from the Student Union and, in our judgement, it is the result of a populist election promise rather than serious intellectual engagement with a complex issue.

### B) Caveat - Accommodating SEN

We recognise and fully support the legal and moral requirement not to discriminate against anyone with a known disability or special educational need (SEN). Existing arrangements for these students should be continued and enhanced, as and when appropriate. What follows relates to students without a known disability or SEN.

### C) Concerns

#### 1) Pedagogical

*We are concerned that LC will encourage more passive and less effective forms of learning, both during the lecture itself and afterwards when students are revising/reviewing content.*

If lecturers know they are being recorded, their delivery may be less spontaneous and engaging. LC will also inhibit student contributions, especially if the lecturer, in accordance with sound pedagogical principles, repeats a student's comment for all to hear and then subjects it to scrutiny. In relation to revision, re-watching the hour-long video may fool a student into thinking they are revising but this is an extremely passive activity, very unlikely to lead to deep learning.

#### 2) Intellectual Property

This is an evolving area but *members are concerned about losing control over their work*. In the short-term, members are worried about being misquoted or quoted out of context (especially if extracts are recorded rather than the whole lecture). In the longer-term, they are worried about permanent academic posts being cut in favour of LC videos recycled from one year to the next with no or minimal updating.

#### 3) Copyright

Again, this is an evolving area but members are concerned about *unwittingly breaching copyright* by including in their recorded lecture material for which a fee should have been paid. The university may be laying itself open to multiple claims for damages.

#### 4) Performance Management

LC creates a record that can be misused very easily to monitor staff and engage in *covert performance management*.

D) Controls to Address Concerns:

1) *The default position should be that LC occurs only with the specific prior permission of the lecturer, freely given. Any kind of incremental creep whereby opt-out comes to be viewed as abnormal or detrimental must be vigorously resisted by senior management. Heads of Department may need to be reminded of this on a regular basis.*

2) *Any policy should go through Senate and not just Steering to allow an appropriate level of scrutiny.*

3) *Any policy should be very explicit about governance; policy should not be passed until there is absolute clarity over who will monitor its implementation and evolution over time.*

The stance outlined above has been informed by three different sets of meetings as follows:

1) Meeting in August 2015 between Justine Mercer (Warwick UCU President), Duncan Adam (UCU Vice President) and Charlie Hindhaugh (SU Education Officer for 2015-16).

2) General Meeting open to all Warwick UCU members in December 2015;

3) Warwick UCU committee meetings between January and September 2016 where Lecture Capture was frequently an agenda item.



Appendix F: WIHEA Staff-Student Engagement Projects relating to Lecture Capture  
 Law [http://www2.warwick.ac.uk/fac/cross\\_fac/academy/studentengagement/projectfunding/](http://www2.warwick.ac.uk/fac/cross_fac/academy/studentengagement/projectfunding/)

## EXPLORING THE LAW STUDENT EXPERIENCE AND PERCEPTIONS OF LECTURE CAPTURE

### RESEARCH TEAM

**Quynh Anh Thi Le** (LLB (Hons) Law 3 year degree – first year student)  
**Jure Tus** (LLB (Hons) Law 3 year degree – first year student)  
**Dr Jane Bryan** (j.m.bryan@warwick.ac.uk)

### AIMS OF THE RESEARCH

1. Collect Law students feedback on their experience and perceptions of Lecture Capture
2. Propose recommendations to WLS with regards to the wider implementation of Lecture Capture

### METHODOLOGY

Three student-led focus groups with Law students from different year groups

An online anonymous student-designed survey sent by departmental emails to all Law students and shared on the Law Society Facebook page in June 2016 (56 responses)

### KEY FINDINGS:

#### CONCERNS ABOUT LECTURE CAPTURE

- **ATTENDANCE:**  
 Respondents were aware that staff had concerns that Lecture Capture would reduce lecture attendance.  
 Respondents did not agree that this was a widespread problem and felt that the many students who found lecture recordings useful should not be denied them because of the possible misuse by a small group of students.

- **PRIVACY**

Respondents raised concerns that their comments in lectures were being recorded and this may lead to a reluctance to ask questions in the lecture.

#### SUPPORT FOR LECTURE CAPTURE

All respondents found Lecture Capture improved their learning experience and increased student satisfaction levels

#### Respondents used the Lecture Recordings:

To improve upon notes made in the lecture

Contemporaneous notes could be incomplete due to:

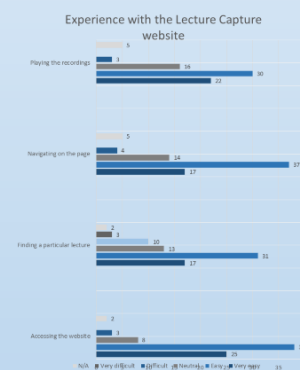
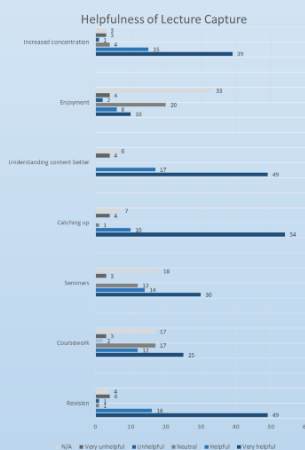
- Difficulty with hearing the lecturer: speed of delivery; accent.
- Difficulty with understanding content: areas of complexity or confusion/ moments of inattention.

#### When a lecture had to be missed due to illness/scheduling clash

86% of respondents stated that they were not more likely to miss a lecture that was recorded and that there was no link between attendance at the lecture and the availability of lecture recordings.

#### For revision purposes

Over 85% of respondents felt their exam performance had been enhanced by the availability of lecture recordings.

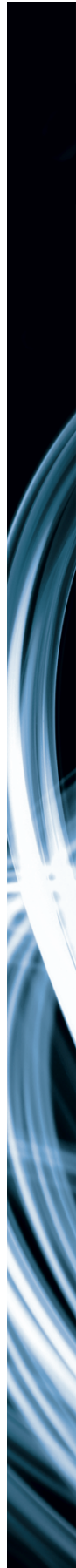


### RECOMMENDATIONS

- Lecture Capture should be used in as many modules as possible but should be used only for lectures and not seminars/small groups to avoid inhibiting participation
- Respondents preferred unedited versions of recordings released quickly rather than edited versions released after some delay. It was suggested that lecturers could release edited versions for revision purposes
- Respondents appreciated recordings being labelled by topic to make them easily locatable on the Lecture Capture webpage
- Respondents appreciated module forums being created on module webpages to allow questions to be raised outside of the lecture if this was more comfortable for some students.



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# 'Should I stay or should I go?'

## Surveying the impact of lecture capture on classroom attendance

Dr Peter Brommer<sup>1\*</sup> (project lead), Nirmisha Bhatt<sup>1</sup>, Eimantas Puscus<sup>1</sup>, Yara Richter<sup>2</sup>, Dr Amy Hinterberger<sup>2</sup>, Robert O'Toole<sup>3</sup>  
<sup>\*</sup>p.brommer@warwick.ac.uk — <sup>1</sup>School of Engineering — <sup>2</sup>Department of Sociology — <sup>3</sup>Academic Technology Team, IT Services



### 1 Introduction

- Lecture capture to be rolled out across many departments.
- Reservations among teaching staff: Does this impact attendance?
  - "Why should students come to my lectures, if they can watch them online?"
- But how do students see lecture capture?
  - Survey: Students in two modules
    - ES386 (Dynamics of Vibrating Systems)
      - 3<sup>rd</sup> year core module for Mechanical and Systems Engineering
    - SO242 (Practice of Qualitative Research) 2<sup>nd</sup> year Sociology module.
  - Additional question in ES386 (not shown here – see further information): How does ResponseWare (audience response system) influence attendance?

### 2 The Survey (May 2016): Participation

- Online survey (Bristol Online Surveys) with personalised participation links.

ES386: SO242

Non-Respondents

Students

127

Non-Respondents

Students

87

Respondents

70

Respondents

24

Low response rate: Not representative. 19 f, 1 m, 1 non-binary

- Response rate > 50%
- Splits m/f, BEng/MEng as in course overall.
- Mostly no difference in answers between groups.

### 3 Survey outcomes: ES386

- 70% of respondents (49 students) attend class always/often.
- Oversampling attendance (typically ~50 students).
- 60% (42 students) watch all/most of LC videos.
- Overestimation of use (~20 students are heavy users according to LC data).

For what do students use LC: Revision & catching up.

Reason	Percentage
Revision	85%
Catching up on missed lectures	71%
Assignment	2%
Other	2%

- How do students use LC: Varies (but most pause/play).
- Impact of LC on attendance: 7 respondents go to class rarely (all regular LC users).
- Only 2 believe LC reduces attendance → Not all would go more often without LC.
- More regular attendees use LC for slowed-down revision + fall-back for missed class.
- LC and student satisfaction: Students are happy and vocal about LC.
- Perceived benefits: Learning aid / time management tool.
- Side note: Hard core of non-interacting students (~50) not captured by survey.

### 4 Survey outcomes: SO242

- 58% of respondents (14 students) attend class always/often.
- But observed attendance higher – less biased sample?
- 25% (6 students) watch all/most of LC videos, 21% (5) "a fair share".
- Majority of respondents does not use LC regularly.
- Reasons reflect degree (info about assignments, not exam revision).
- Marked difference: LC is seen more as genuine lecture replacement.
- Significant comment: LC extremely helpful for dyslexic student.

### 5 Summary and Conclusion

- Lecture capture availability at best a very minor factor in lecture attendance.
- Only few students do not attend because of the videos.
- Lecture capture does not fully replace attendance.
- LC used to catch up with missed lectures, and for revision.
- Lecture capture supports students' specific learning modes and requirements.
- LC particularly helps auditory learners, gives time to digest presentation.
- LC is a provides low-effort boost to student satisfaction.



For full survey results: scan the QR code:

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