

Learning at City 2022 – 29 June 2022



From face-to-face to remote learning:

What can we learn from student experiences of pre-recorded lectures in the pandemic?

Presentation from

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Learning Enhancement and Development (**LEaD**)



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1 Introduction to project:

Team from Learning enhancement and development (LEaD)

- Jane Secker (Educational Developer)
- Geraldine Foley, Thomas Hanley, Sarah Ney, (Educational Technologists)
- Sara Reimers (Research Assistant)

Research

Learning Online with International Politics.

London, UK: Centre for Distance Education,
University of London International
Programmes.

<https://openaccess.city.ac.uk/id/eprint/27527/>



1 Introduction to you

Go to PollEv (link below) to answer the questions about your own experiences of teaching and use of recorded lectures.

[PolIEv.com/gf10](https://pollev.com/gf10)

Q. Did you use lecture recording before the pandemic?

Q. Did you use pre-recorded during the pandemic?

Q. What are you doing now?

1 Department of International Politics

- Part of the School of Arts and Social Sciences (SASS)
Approx. 675 UG and 90 PG students.
- City students are more likely to be the first in their family to attend university, more likely to be commuting students.
- Pre Covid, 2019 NSS Survey found lack of access to lecture recordings and calls for lecture recording to be used a common theme in free text comments.

1 Shift to online learning

Shift to online teaching at City in 2020/21

Digital poverty at City

- City students were almost twice as likely to face issues around not having a suitable device to use for learning.
- they were 10% more likely to not have a safe, private place to work.
- City students were over twice as likely to have problems with accessing specialist software.
- They were 20% more likely to have issues with mobile data costs compared to the UK student cohort as a whole.

Based on Uni level good practice principles IP developed a baseline delivery model which included asynchronous content (including pre-recorded lectures) and asynchronous guided activities.

② Research question

2 Research question

What are the different student perceptions and preferences in relation to actively engaging with asynchronous individual and collaborative online learning in International Politics undergraduate and postgraduate programmes?

2 Sub questions

- (1)** To explore student perceptions and preferences in relation to online learning resources (textbook chapters, journal articles, online lectures, videos and podcasts) and asynchronous learning activities (quizzes, polls, worksheets and collaborative documents).
- (2)** To explore students' perceptions and preferences in relation to engaging with asynchronous learning activities as individuals and in groups.
- (3)** To compare students' perceptions and preferences in relation to online learning resources and asynchronous learning activities with individual and small group activity data from Moodle, Microsoft Teams and Microsoft Office365.
- (4)** To analyse background student data e.g., gender, nationality, previous qualifications and previous experience of learning online in order to help to understand the potential diversity of student survey and focus group responses and to inform any redesign of the active learning teaching approach.

3 Methodology

3 Methodology: Survey

We undertook a web-based survey (using Qualtrics) of students' perceptions and preferences towards asynchronous learning resources and asynchronous individual and small group activities. This survey was open to all International Politics students.

UG: n=677

PG n=91

3 Methodology: Focus groups and data analysis

We followed up the survey with focus groups with undergraduate students representing Y1, Y2 and Y3 and with postgraduate students. We ran 8 focus groups each with five to eight participants.

We offered a financial incentive for students to participate in the survey and focus groups in order to mitigate against selection bias and to encourage participants amongst our students who have work and / or caring commitments.

The data analysis was undertaken using Excel for quantitative data, and Nvivo to facilitate the coding of the qualitative data.

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4 Findings-students' experiences of recorded lectures

4 Findings-recorded lectures

Findings about students' experiences of recorded lectures showed benefits around the following themes

- Flexibility and autonomy
- Deep learning
- Accessibility
- Revision

4 Findings-recorded lectures

Flexibility and autonomy

“I did find that, for having recorded lectures it made it really easy actually to do more in-depth notes, because you could kind of go back and you know speed things up and slow things down, which I personally found really, really helpful.”

Deep learning

“I think actually this year that part has been amazing because, like my first year, I really wanted to prepare beforehand the lectures, but the teachers and never ever uploaded the PowerPoints or anything, so I just came to class unprepared. So this year that's a really positive thing. I think lecture slides and pre recorded lectures are very helpful for like my learning.”

4 Findings-recorded lectures

Accessibility

“It allowed me to learn at my own pace especially as I have underlying learning difficulties the accessibility to transcripts and fast forward settings was so crucial to me.”

Revision

I found most of the recordings to be way less engaging when if you were in a lecture in person. But when it came to assessment times, I actually found that having those pre-recorded lectures there to like look back over and listen to what they were saying, as if it was a fresh lecture all over again was really useful versus, just like the year before we only had like PowerPoint slides because everything else was in person.”

4 Findings-recorded lectures

Participants reflected that pre-recorded lectures enabled them to:

- absorb information more effectively
- take more in-depth notes
- prepare more thoroughly for sessions
- manage their time more effectively

However despite perceiving benefits from pre-recorded lectures, many participants in the survey and focus groups missed the social interaction of in person classes.

Focus and motivation were issues for many students while working from home.

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5 Benchmarking with the wider HE sector

5 Benchmarking: Jisc student survey

Jisc Digital Experiences 2021 survey focused on students 'digital experiences' during COVID.

Citywide: survey completed by over 500 students

Most positive aspects of move to online learning: free text comments

Theme: Change in working practices (54%)

- Flexibility to organise own time and create balance (67%)
- Convenience of accessing resources anytime (61%)
- Ability to rewatch lectures and work at own pace (47%)
- More productive study time (39%)

Theme: Resources (40%)

- Recorded lectures and labs (62%).

5 Benchmarking: Jisc student survey

UK Wide: 38,917 participants in the HE survey from 41 different universities.

82% had accessed recorded lecture/teaching session in the last 2 weeks.

Many favoured a blended or hybrid approach e.g where live or pre-recorded sessions were followed by interactive live seminars that built on recorded content.

Students with work, childcare or other commitments rely on recorded lectures when unable to participate live.

5 JISC surveys: staff

City survey June 2021 experiences of teaching online for the academic year 2020/21 based on JISC survey questions.

- 95% of staff had recorded a lecture/teaching session in the last academic year.
- Staff felt access to pre-recorded lectures was a positive aspect of online learning. Although creating pre-recorded lectures added to their workload, staff believed that they made courses more accessible, flexible and inclusive.

"The students like the recordings as they can replay them (and subsequently ask me questions about them)"

"It allows students to take breaks to suit themselves, returning or revisiting sections as they need."

Jisc Survey 4,000 from 24 UK universities: Similarly found that staff believed improved student access to learning was a positive aspect of online learning.

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6 Recommendations for supporting students

6 Recommendations:

- Break up lecture recordings into shorter sections (15 minutes) and include external resources (YouTube videos/readings) in further reading.
- Refer to asynchronous activities in live teaching sessions (online or face-to-face) and provide students with feedback to encourage participation.
- Provide clear instructions and expectations when it comes to self-directed/independent learning, whether online or face-to-face, but even more so when learning takes place (mostly) online.

Full list of recommendations on project report online.

6 Recommendations:

“The student response to the pivot to online learning has reinforced that lecture recordings without interaction with the person on the recording does not provide a satisfactory learning experience alone.”

(Nordmann, Hutchison, and MacKay 2021)

Pre-recorded lectures should be provided to students in conjunction with interactive sessions. Provide opportunities for students to discuss content and ask questions and work in groups.

7 Conclusions

7 Conclusions

- The pandemic led to an enforced emphasis on inclusive and accessible teaching practices which may have shifted staff attitudes to recording lectures.
- Student access to asynchronous course materials was seen as one of the most positive things about the 20/21 shift to online learning.
- Students and staff noted benefits for note-taking, flexibility, accessibility and deep learning.

- Following an interim policy in 2020 a new lecture recording policy was approved in 2021.
- More staff are now using recording during live sessions and making it available immediately (sometimes even as a livestream for those who can't attend face to face sessions).

Discussion

How far do your experiences of pre-recorded lectures reflect our findings?

Do you have a sense of what students want from recorded lectures and how does this compare to what they actually do?

What do staff think about creating pre-recorded lectures compared to lecture recording?

What might be sustainable and the most inclusive in the future

Any questions?



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8 Further reading

Blau, I., Shamir-Inbal, T. and Orit, A. (2020) How does the pedagogical design of a technology-enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students? *The Internet and Higher Education*, vol 45, pp.1096-7516, 2020. Retrieved from <https://doi.org/10.1016/j.iheduc.2019.100722>

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