



UNIVERSITY OF YORK

Annual Learning and Teaching Conference
Wednesday 10 June 2015

'One size does not fit all: ensuring all students reach their potential'

Workshop 2, Session G

a) Video recordings of physics lectures

Martin Smalley, Physics, University of York

AND

b) Learning before and after the lecture: the role of learning technology

Matt Cornock, E-Learning Development Team, Academic Support Office, University of York

Abstracts:

a) The Physics Department is involved in a pilot project using video-based recordings, to assess the benefits and constraints from a pedagogic and technical perspective in order to support wider deployment in subsequent academic years. The project has the support of the Replay service team (ELDT and AV Centre). This project is currently providing video recordings of lectures to enhance the delivery of one of the central modules, Electromagnetism & Optics (20 credits), in Stage 2 of the Physics degree programme and the new Natural Sciences degree programme, and two Stage 4 MPhys modules.

The filming of the lectures will strengthen the modules, with lecture recordings offering students the opportunities to supplement their lecture notes, recap misheard or misunderstood concepts, improve their revision practices and act as additional resources for disabled students and students with English as a second language. Recordings of the fourth-year modules enable students on placement to participate on the module when they would otherwise be unable to attend the lecture sessions.

The Replay Student Survey 2014 clearly indicated a demand by Physics students to increase the provision of lecture captures to the Department. Of note also is how 93% of students from other Departments who have experience of Replay have expressed how recordings have benefitted their learning. Hence, the pilot project hopes to bring the benefits of lecture captures as a learning resource to more disciplines at the University.

AND

b) With the lecture remaining as a core learning and teaching experience on most taught programmes, practitioners are often debating how technology may overcome the limitations of large audiences and instead better support individual student learning. Whilst in-class technologies offer benefits to engagement, online approaches can bridge the gap between lecture activities and independent study outside of the class.

The presentation in this session looks in more detail at the way learning technologies, specifically lecture capture and supplementary online resource provision, have radically changed the flexibility and accessibility of learning at York to support student work outside the lecture.

In this session we will discuss three questions:

- How has technology enabled students to prepare and follow up lecture content?
- What advice could or should we provide to students on using lecture captures and supplementary resources to support their independent study?
- In what way will lecturing practice be affected by the provision of online resources?

Informing our discussion we will draw upon initial findings from a research project exploring students' use of lecture capture in the Department of Psychology and the Department of Biology, and feedback from the institutional learning technology survey. Both sources provide insights into how students appropriate different technology to support their individual studying approaches.