

## **Scenario: Delivery and Suitability (Video)**

### **Description:**

A group of lecturers are considering using lecture capture but are wary of being videoed and would like some advice on the implications. They are also unsure of what impact capturing will have on the way they normally deliver lectures; they have been told by some people that it will have 'none' but other lecturers have said they had to modify some of what they do. They are now feeling confused about whether this technology will suit them.

*If using this scenario for a staff development activity, the accompanying document "Scenario worksheet: Delivery and Suitability (Video)" may be useful.*

### **Resource Summary**

**Topic:** Delivery, lecturing style

**Authors:** John Couperthwaite and Gameel Nasser (UoB), Paul Bailey and Jenny Mackness (JISC), Phil Bradley and Carol Summerside (NU), Juliet Hinrichsen (CU)

**Institution:** University of Birmingham, JISC, Newcastle University, Coventry University

**Target audience:** Staff Developers

**Keywords:** scenario; delivery; suitability; issues

**Date produced:** 18 March 2010

**Comment:**

### **Discussion Points**

- Why is it lecturers are wary of being videoed? (Confidence, lecturing style, candidness, archival implications, copyright and ownership, performance rights, lack of policy guidance, etc.?)
- Is there an issue with capturing student voices or images?
- Are there any potential dangers with copyright or privacy/data security?
- Would adapting the lecturing style for video compromise the live performance?
- How might the most significant elements of the lecture be retained on video?
- Is video necessary for the lecturing style?

### **Recommendations**

- Learn about other lecturers' experiences
- Consider doing a trial run (learn 'wandering limits,' check lighting, whether supplementary visual aids will be visible/captured, become more comfortable being on video) - it may be worthwhile to have a colleague view your practice capture
- Inform students of recording, especially when they will demonstrate/present within the camera range
- Repeat student questions and relevant comments for more useful review
- Do not access sensitive data when it may be captured (i.e. information on PPTs, checking e-mail after a lecture)

### **Resources**

ELTAC Scenario worksheet: Delivery and Suitability (Video)

ELTAC document: What About... Delivery tips?

ELTAC document: What About... Different methods of lecture capture?

ELTAC Exemplars: <http://cuba.coventry.ac.uk/lecturecapture/exemplars>

**Authors:** John Couperthwaite, Gameel Nasser, Paul Bailey, Jenny Mackness, Phil Bradley, Carol Summerside, Juliet Hinrichsen