

What about... top lecturer questions?

Topic Summary

Before lecturers begin capturing, they often have a number of immediate questions about the technology and its abilities, problems they may encounter, and other support issues. By anticipating these questions and providing information, staff developers and support staff can help lecturers make an informed decision about whether lecture capture is right for them. Most institutions do not require captures, and lecturers may use the technology in a very ad-hoc way, with different reasons and for different purposes.

Resource Summary

Topic: Staff support, engagement

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Comment:

Things to Consider

- Why should I?
- Can it be edited? Can I approve the recording before it's released?
- Can I use them next year?
- How much can I move around?
- Will my lecture be seen by people I don't want?
- What about using copyrighted things in a captured lecture?
- What if I can't get a room that will capture?

Practical Suggestions

- Lecture capture's benefits to students and staff should be made clear to lecturers.
- Lecturers may be worried about controversial or sensitive elements of a lecture, off-hand remarks being captured, or simply 'dead time' at the beginning and end of a recording and want to edit things out if possible. Editing capabilities will depend on the system used and institution policy. In some cases lecturers may be able to chop segments out themselves, while in others support staff may be willing to do simple edits, or editing may require technical staff and is too costly to support.
- While many universities retain captured lectures for several years, re-using lectures may also depend on institution policy and teaching and learning considerations.
- Of the delivery issues, restricted movement seems most prominent. Movement will be determined by camera and microphone ranges and the lecturer's balance of remaining captured and moving around.
- IPR issues can be difficult to address and generally universities should adopt a lecture capture policy.
- Timetabling can be issue as lecture capture becomes more popular or if rooms are distributed based on numbers. Ideally some options will be available. There are also a number of different tools available. It may be worth recording something as basic as an audio recording for download if nothing else is possible.

Resources

University policies or guidance about editing, release, retention, reuse, or copyright

ELTAC document: Community Experiences: Benefits to adopting lecture capture

ELTAC document: What about... copyright in recorded media?

Graham McElearney, University of Sheffield: [Copyright Guidelines for Lecture Recording](#)

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