



# Executive Briefing



This document is intended primarily for managers and policy makers who are considering the introduction or further roll-out of lecture capture. It does not assume prior knowledge of the technology. It is focused on giving an overview of issues whilst mapping out the terrain in terms of strategic and institutional planning.

The document gives a brief introduction, then sets out a series of decision points or considerations for each of five key areas: business model; management; legal; implementation; financial. These are not intended to be exhaustive or complete but to act as a catalyst to focus discussion and planning. They also act as signposts to further resources available on the **ELTAC Lecture Capture Support Site**.

## Provenance

This document is based on research from the **ELTAC project** supplemented by the collective experience from representatives of six UK universities who collaborated in an assembly on staff development for lecture capture held at Coventry University in March 2010, funded by the JISC.

**Lead author:** Juliet Hinrichsen, Coventry University

**Contributors:** John Couperthwaite (University of Birmingham)  
Gameel Nasser (University of Birmingham)  
Amanda Hardy (Coventry University)  
Kris Roger (London School of Economics and Political Science)  
Charles Shields (Loughborough University)  
Phil Bradley (Newcastle University)  
Carol Summerside (Newcastle University)  
John Davies (University of Sussex)  
Paul Bailey (JISC)  
Jenny Mackness (JISC)

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## What is lecture capture?

Also known as Web Based Lecture-recording Technology (WBLT). A system for audio and video recording of a lecture which is synchronised with slides, visualiser or other data output. The recording is fed through to a VLE or repository for access by students. Other formats for iPhones and mobile devices or podcasting are usually options. Automatic series recording can be generated from the timetable.

## Who is using lecture capture?

A fast growing number of UK institutions and established use in USA and Australia. Also being used in Japan, Canada, Mexico, Finland, Hong Kong, South Africa and Germany. It has been used across a range of disciplines including medicine, social science and humanities. See Exemplars on the **ELTAC Lecture Capture Support Site** for a sample of this range.

## Why are they using it?

The main benefit is in supporting **student learning**. The recordings can be rewound, paused etc. allowing learners to repeat difficult concepts, support EFL speakers or to take detailed notes. Students can go directly to particular sections by selecting a relevant slide or by dragging the timing slider bar or they can listen to the whole lecture again. This can have significant implications for achievement and retention.

**Student satisfaction** with lecture capture is extremely high, and is a reliable source of positive feedback received on a course.

**Distance delivery** and cohort management may be facilitated, for example where estate or location difficulties limit full cohort access.

Lecture capture can be an important element of **emergency planning** both at an institutional level (for example during the swine flu pandemic or where access to buildings is compromised) and at an individual or departmental level to cover unexpected absence of staff.

## What are the key issues?

**Legal:** IPR and copyright issues need to be clarified and communicated. Contractual implications should be explored. Guidelines for recording and distribution need to take account of ethical dimensions including confidentiality and personal safety.

**Engagement:** processes for consultation and dissemination should be considered early on.

**Pedagogy:** what constitutes good practice and what staff development may be required? How will lecture capture fit with your learning and teaching strategies? How will it be evaluated?

**Policy:** Optional? Shareable? Reusable? Throwaway? Each has different infrastructure and legal implications.

**Infrastructure:** interdepartmental organisation and technical systems. Practical arrangements including rooms, equipment, timetabling.

**Risks:** IPR infringement; low take-up; recording failures.



## Business Model

### Where does key value lie? Ensure policy and infrastructure support this.

Retention? student learning? flexible delivery? Accessibility compliance? Reputation/marketing?

### Core business

- Evaluation data and evidence base
- Impact on revenue line (student fees)
- Real costs vs other University costs
- Marketing advantage

### Options for expanding business

Multi-site support; internationalisation; CPD

## Management

### Steering group: wide representation of stakeholders

- From outset (strategic planning and policy)
- Consider separate sub-groups, eg. implementation working party.

### Lines of responsibility and service roles

How do problems get resolved in timely fashion? How do issues get escalated? How do views get represented?

### Cross-service buy in

Academic, IT, library, A-V, estates, legal. HR? Marketing? Executive/policy makers.

### Powerful voice for development of system

Not a bottom-up technology (eg. legal issues)

### Consultation with academics about teaching styles in different venues

Facilitates technical development by clearly articulating academic needs (eg. positioning of equipment)

### Scheduling issues need to be considered seriously

Continuity; impact of failed recording; timetabling; priority protocol.

## Legal

### Guidance and informed consent

- Implied or explicit consent?
- Provide examples or scenarios to clarify issues
- Staff development

### Student privacy

- Method of notification. Opt-out available?
- Position of cameras and microphones to avoid capturing students.

### Copyright

- Scope of use: internal ? sector? global?
- Permissions and clearance process.
- Take-down policy.
- Guidance: policy; checklists; workshops

### IPR

Author rights? Performance rights? Image rights? Status if academic leaves the institution?

### Clarify scope of uses

- Single cohort or ongoing programme?
- Policy on retention of material

### Change of IPR status overtime

Anticipate legal clarification and trends in digital publishing. Retrospective decision to re-use

### Open Educational Resources (OER)

- Rights of institution and individual.
- Repurposing allowed?
- Licences and acknowledgements (eg Creative Commons)

### Guest lecturers

Consent form needed; clarify re-use, updating, scope of access; /authorship rights. Ensure all materials copyright free or cleared.

### Students

How are they informed? Can they be heard or seen (eg during a demonstration or lecture activity).

## Implementation

### Scale and coverage

- Likelihood of take off
- Student profile and volume per year
- Learning needs
- Style of teaching in different disciplines
- Size and location of venue

### Choice of systems

- Room-based; mobile; desktop alternatives.
- Specification of requirements and anticipation of growth/future requirements
- Start-up versus ongoing costs; maintenance & upgrading
- Flexibility and customisation; responsiveness of vendor or provider
- Scalability (loading; storage; concurrent usage etc.)
- Back-up mechanisms
- Digital rights management (DRM)

### Choice of formats

- Automated with timetabling or ad-hoc lecturer controlled?
- Bespoke (designed system from parts) or proprietary solutions?
- Video + audio or audio only?
- VLE; podcast; mobile delivery?

### Roles and responsibilities

- Complex, not just AV/IT – policies; estate; staff development; legal; faculty.
- How are roles co-ordinated? How are perspectives integrated?
- Identify champions and promote good practice.

## Financial Considerations

### Capture software

Proprietary or custom? License or purchase? Open source?

### IT

Dedicated machines, servers

### Audio visual

Cameras, microphones, visualisers; installation costs (eg wiring)

### Network

Load, security/firewalls

### Storage

How long are recordings kept? Archive storage needs? Platform independence?

### Personnel

Management; technical; support; staff development