

# Lecture Capture & Pedagogy

## What is it?

Lecture capture has become pervasive in higher education, accomplished with many types of proprietary tools, such as Camtasia Relay, Echo360, and Mediasite to name a few. Some actually capture the classroom environment with instructor, students, whiteboard, and projection screen, while others focus on capturing the computer screen and the instructor's voice. The capture is saved to be viewed on demand by students as review material, but concern arises as to whether we are reproducing the old "sage on the stage" model and getting away from learner-centered pedagogy. Lecture capture can also be created as standalone lectures for online students, which present opportunities for a collaborative and interactive pedagogy.

## What does it look like in practice?

Lecture captures of live classes are generally used for student review, and they would contain all the instructor's references to any work to be completed out of class. Whatever pedagogy is used in the classroom would be conveyed in review. The opportunity to incorporate an interactive pedagogy arises when faculty capture lectures for online students. More than just review of material, such capture is both new and available for repeat viewing. As new material, faculty can incorporate suggestions for students to respond to lecture material, to participate in interactive quizzes, and to be inspired to do further research. In the EDUCAUSE Quarterly reference below, the author suggests ways to incorporate the well-known "Seven Principles for Good Practice in Undergraduate Education" to the lecture capture situation.

## How does such a method fit into my course?

- Face-to-face courses would use interactive and collaborative methods in the classroom, and those would be captured along with lectures.
- Create lectures out-of-class for viewing, using the classroom setting for discussion and group work.
- In online courses, captured lectures compensate for the classroom experience and suggest student responses in discussion boards, blogs, or live chat tools, introduce assignments, and give feedback to previous student responses.
- Lectures can assign research to be accomplished before the next class and demonstrate online resources.
- Design the syllabus to encourage viewing by tying lectures to course projects. Make the lectures count, make them desirable, and make them inspire. Make them more than just a recounting of presentation bullets.

### Further Reading:

Martyn, Margie A. "Engaging Lecture Capture: Lights, Camera . . . Interaction!" *EDUCAUSE Quarterly* 32.4 (2009). The article, among other things, applies Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education" to lecture capture.

<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/EngagingLectureCaptureLightsCa/192960>

Tony Bates' Review of Lecture Capture Systems: Bates questions whether we should be giving traditional lectures at all. Follow his links for more of his ideas. <http://www.tonybates.ca/2009/06/04/a-review-of-lecture-capture-systems/>