

Integration of automated lecture recording in an Australian Higher Education Institute

How academics perceived the introduction of automated lecture recording at Swinburne University

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Introduction

- **Research question:** How do lecturers at Swinburne University perceive the automation of lecture recording (LR) technology?
- This study is part of a larger PhD project which looks at mandatory and voluntary adoption of technology by academics.
- **Methods:** Qualitative research; focus groups were conducted in Semester 1, 2014 with lecturers from different faculties who had experienced varying levels of usage of the lecture recording technology. The focus groups were transcribed, and analysed using thematic analysis.

Literature Review

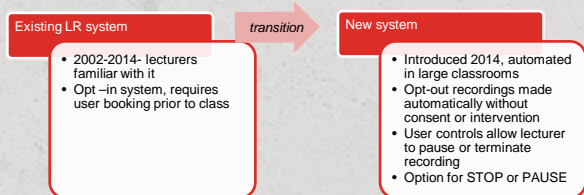
- Most research focuses on impact of LR on student, not on teachers' perceptions
- Chang (2007) identified resistance of lecturers during the implementation of integration of LR at Melbourne University, mainly due to fear that student attendance may be affected
- Gosper et al.'s (2010) study of four Australian Universities during voluntary adoption of LR suggests a mismatch between student and staff attitude towards LR: while students were happy about increased flexibility, teachers had various concerns about its impact

Background

- Germany (2012) conducted a study of lecturers at Swinburne University on what they wanted from web-based LR technology. Her research suggested many lecturers intend to use LR innovatively, while most of them want flexibility and control on location and material
- This study builds further on Germany's (2012) study by addressing the perception of Swinburne lecturers as the technology becomes automated

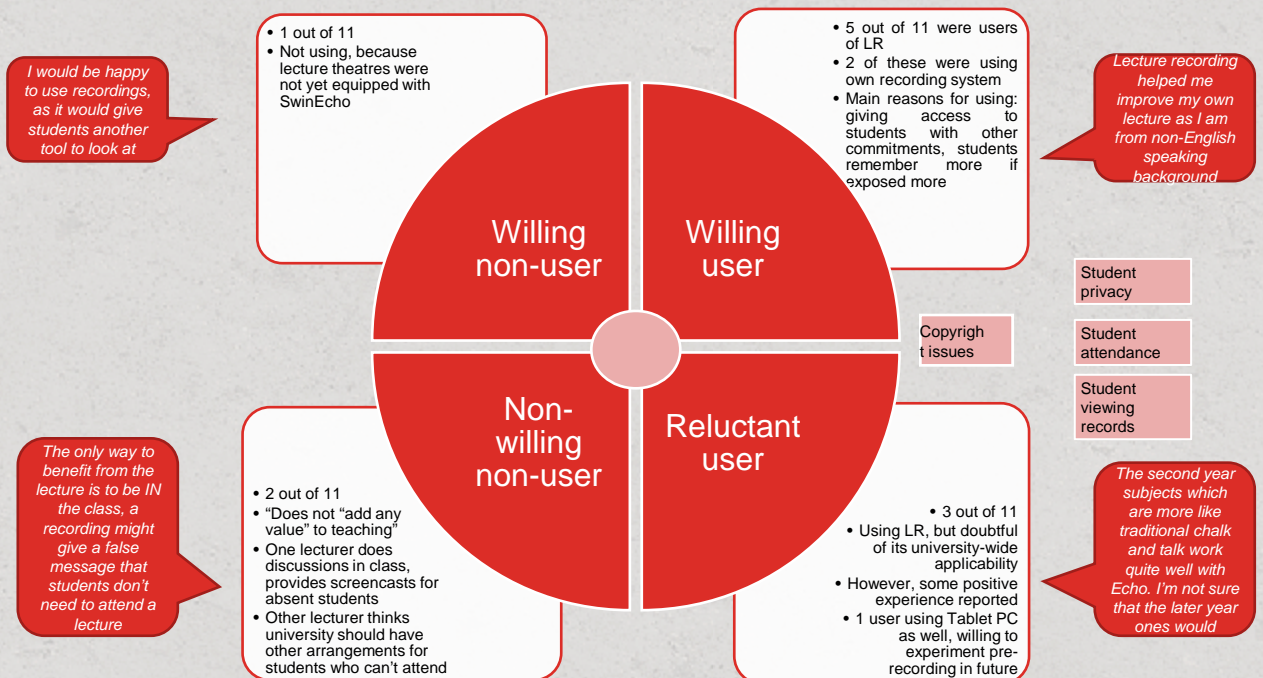
Research context

Nature of change:



Summary of Results

4 categories of reactors: The integration of automated lecture recording resulted in four categories of reactors. These are summarised below. The key themes that emerged from the analysis are given in boxes below the image.



Recommendations

- Having control over the content of recording (i.e. easier editing options)
- Having control over time of upload (rather than automatically uploaded, having control over when the recording would go up)
- Flexibility of recording location – having a roaming microphone to record student discussions which can be important components of the lecture.

References

- Chang, S. (2007). Academic perceptions of the use of Lectoria: A University of Melbourne example. *Proceedings of the ascilite 2007, Sydney*, 135 - 144.
- Germany, L. (2012). Beyond lecture capture: What teaching staff want from web-based lecture technologies. *Australasian Journal of Educational Technology*, 28(7), 1208-1220.
- Gosper, M., McNeill, M., Phillips, R., Preston, G., Woo, K., & Green, D. (2010). Web-based lecture technologies and learning and teaching: A study of change in four Australian universities. *ALT-J, Research in Learning Technology*, 18(3), 251-263.

Further research

- Further validation of findings through larger survey
- Comparison of mandatory and voluntary technology adoption

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