

# Integration of automated lecture recording in an Australian higher education institute

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## Abstract

*With the progress of technology, new technological tools are being introduced and universities are facing the constant pressure of introducing new technologies for attracting students as well as advancing education. However, an important challenge that is associated with this change is the acceptance of technology by academics. One such technology that is widely being introduced in Australian universities is the Lecture Recording (LR) technology. Most universities in Australia today have a lecture recording system in place that either voluntarily or automatically records all lectures. However, making the technology automated does not necessarily mean it is going to be accepted by all academics. This research investigates how lecturers perceived the automation of lecture recording technology at Swinburne University of Technology when it had first been automated in large classrooms and transitioned from an opt-in system to an opt-out system.*

## Background

Lecture recordings (LR) technology has been perceived as a useful technological tool for teaching and learning. One of the predominant lecture recording tools used in Australian universities is Echo360 (or its predecessor Lectopia). Lectopia has been available to lecturers at Swinburne University of Technology (Swinburne) for more than ten years, but access to this technology required prior booking of a recording. Earlier research by Germany (2012) at Swinburne suggested many lecturers intend to use LR innovatively, while most of them want flexibility and control on location and material.

In 2014, Swinburne introduced automatically scheduled recordings for timetabled lectures in most lecture theatres. During Semester 1, 2014, multiple focus groups and surveys were conducted with lecturers across the university investigating lecturers' perception towards the automation of lecture recording. Preliminary results indicate that there are four categories of reactors to the automation of technology. This is part of a bigger research that addresses the acceptance of mandated technology and aims to differentiate between mandated and voluntary adoption of technology in the context of higher education.

This poster presents the preliminary results from this study in a concise and visual form and would be helpful for researchers in the field of integration of technology.

## References

Germany, L. (2012). Beyond lecture capture: What teaching staff want from web-based lecture technologies. *Australasian Journal of Educational Technology*, 28(7), 1208-1220.