

How, when, where and why do students use lecture recordings?

TSG 2: Mathematics education at tertiary level

*Roland Gunesch**

Abstract

This poster attempts to give some insights as to how students use lecture recordings. It shows some patterns of use, some of the students' goals, and the ways they view such recordings.

Wie, wann, wo und wozu benutzen Studierende Vorlesungs-Videoaufzeichnungen?

Zusammenfassung

Dieses Poster versucht, ein paar Einsichten zu vermitteln bezüglich der Frage, wie Studierende Vorlesungs-Videoaufzeichnungen verwenden. Gezeigt werden einige Nutzungsmuster, einige der Ziele der Studierenden, und die Weisen, auf die sie solche Aufzeichnungen verwenden.

Keywords:

Lecture video recordings
E-learning / e-teaching
Self-study methods

Schlüsselwörter:

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1 Introduction

In a university setting, classroom lectures increasingly feature video lecture recordings which are then made available to the students via the internet. Such recordings are very popular among students. Less clear, however, is how students actually use them; e.g.:

- Do they watch recordings after each lecture, or mostly before exams?
- What are their goals?
- What learning strategies do they use?
- How do they compare video lecture recordings and handwritten or typed lecture notes?

2 Methods and questions addressed

2.1 Methods

This poster presents results of specially designed evaluations (anonymous questionnaires and non-anonymous student interviews) that attempt to understand the student perspective concerning classroom lecture recordings.

* Pädagogische Hochschule Vorarlberg, Liechtensteiner Str. 33-37, A 6800 Feldkirch, Austria.
E-mail: roland.gunesch@ph-vorarlberg.ac.at

2.2 Questions addressed

Questions addressed (and answered in more detail on the poster than written below) are:

1. How do students' final course grades correlate to usage patterns of lecture recordings?

(Answer: This is much more complicated than commonly believed. It is not true that good students will in general use video recordings less, as is a common belief.)

2. Do students believe that the lectures are more beneficial than reviewing written course material? In which respect? When do they use the recordings, and when do they read the course notes? Is there anything to be learned from this about making better course material?

(Answer: several surprising details.)

3. When do they watch the recordings? Where?

(Answer: surprising variety of methods.)

4. How do students use the recordings? Do they consume them passively, or is the learning active? Are the recordings viewed like entertainment videos, or treated as serious work?

(Answer: serious work.)

5. Which parts of recordings do students watch several times? The "fun" parts or the difficult parts?

(Answer: the difficult parts.)

6. How does the presence of recordings affect student satisfaction with the course?

(Answer: beneficial.)

The poster also addresses some common lecturers' fears: recordings lead to less attendance, recording technology necessarily affects teaching style adversely, and recordings make lecturers redundant. (None of those is true.)

References

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