

About Lecture Capture Technology

“Lecture capture technology records what takes place in a classroom. This includes, for example, the actual lecture or discussion, all that is written on the blackboard, and all computer screen activity including text, spreadsheets, slide presentations and websites. Lecture capture systems that are currently available are easy to use even for faculty who are averse to trying new technologies in the classroom. With the recent advancement in technology, the number of colleges and universities using some form of lecture capture has increased considerably.” (DeSantis, Pantalone, Wiseman. 2011) ‘Lecture capture now falls into the “need-to-have” category’ (Greenberg and Nilssen, 2009).

In a research study conducted in the College of Engineering, Cornell University, the report concluded that lecture capture “is a significant new pedagogical tool. It increases flexibility for students, it can improve both learning and grades, and it can help instructors.” (Dimiduk, 2009). In other studies of lecture capture use in higher education, students have also reported that that “having lectures available online would help them retain lesson material, and 76 percent said they believed it would help them improve their test scores.” (Kolowich, 2009)

Many studies have concluded that this type of learning technology can offer more flexible ways to teach and incorporate more active learning strategies. “Lecture capture has the potential to alter the way in which face-to-face teaching is delivered and received. It can free-up time in teaching sessions, enabling a move from didactic delivery to discussion of material.” (Davis et al, 2009) This technology can provide flexible approaches to delivering and recording course content that can enable faculty to incorporate more active and interactive activities in their courses, particularly for large lectures. “More active pedagogies might be employed to enhance student learning not only in equation-heavy fields of study, but in the arts, humanities, social sciences, and professional fields.” (Bransford et al. 1999).

What are the Teaching & Learning Uses?

- Provides a way for students to review material covered in lecture, or as an alternative to traditional course content & lecture delivery.
- Provide instructors with another way to present lecture content, either as supplementary material, or for “flipping” their classroom.
- Record video “microlectures” before or after a class to help with difficult concepts or review homework/exam solutions.
- Provides an opportunity for content review, particularly when complex topics are introduced or detailed procedures are performed; and as potential content for online course development.
- As follow-up material: to re-explain, correct errors, provide supplementary material, to accompany a recorded lecture. Lecture capture has “... the ability to make remediation sessions available so that students who may lack certain skills can remediate without having to spend class time doing so.” (Toppin, 2010)
- Students can add their own comments or annotations to recorded lectures, either by faculty or as self-assessment of student presentations.
- Faculty can add comments and annotate lectures/presentations for further clarifications, add references, or answer questions.

Lecture capture is an umbrella term describing any technology that allows instructors to record what happens in their classrooms and make it available digitally. Lecture capture systems offer: an alternative when students miss class; an opportunity for content review; and content for online course development.

“Lecture capture systems offer three important benefits: an alternative when students miss class; an opportunity for content review; and content for online course development. Lecture capture enhances and extends existing instructional activities, whether in face-to-face, fully online, or blended learning environments.”

-7 Things You Should Know About Lecture Capture, ELI 2008

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