

LECTURE CAPTURE AS A LEARNING RESOURCE FOR STUDENTS: LESSONS LEARNED

Kalyani Premkumar MBBS MD MSc(Med Ed) PhD, College of Medicine, Cyril Coupal PhD, and David Trottier BFA, University of Saskatchewan, Saskatoon, SK, Canada

Purpose: Provision of lecture capture as an additional resource to improve learning in undergraduate medical students.

Introduction: In the fall of 2006, a new course titled The Form and Function of the Human Body Course, was offered to first year medical and dental students of the College of Medicine, University of Saskatchewan, Saskatchewan, Canada. This course is a result of an amalgamation of the Physiology, Gross Anatomy & Embryology and, Cell Biology & Histology and Immunology courses into a single interdisciplinary course. The rationale for amalgamation was to shift the emphasis from individual subjects, to vertical and horizontal integration, and learning in context.

As part of the plan, it was proposed to use the broad approaches of cooperative, active, self-directed and experiential learning for course delivery. In addition, there was an attempt to use a variety of learning resources and innovative methods for teaching. The learning management system WebCT was extensively used for disseminating information about the course, grades and class material. In addition, the lecture capture system was piloted.

For capturing the lectures, we used the Apreso Classroom software. Without any manual intervention, the Apreso Classroom captures instructor presentation, video or any other projected course visuals, and instantly creates a rich media version of the lecture for on-demand student review. The presentations were made accessible to registered students through the WebCT course site. One of the advantages of the lecture capture system is that it can be started and stopped based on a pre-determined schedule eliminating the need for a person to operate cameras or complicated equipment in the class room. In addition, it does not require faculty to learn a new technology.

Results: Students found the lecture captures very useful. They used recorded lectures to update notes, to reiterate difficult concepts, to review parts of lectures where they had missed information and to prepare for exams. The provision of recordings did not affect class attendance significantly. Instructors who had their lectures recorded used them to improve teaching and to verify concepts that they thought they had addressed in class. Some instructors did not give permission to have their lectures recorded.

A lecture capture session, as seen by students, will be demonstrated and our experience with the implementation of this system will be shared. Issues such as intellectual

property, privacy and effect of this technology on learning, teaching, learners and instructors will be discussed.

Conclusion: Lecture recordings seem to benefit both students and instructors. However a number of questions need to be answered: How does this technology affect learning outcome? Do students benefit most from recordings of lectures where difficult concepts are addressed? Is there benefit in archiving lecture recordings? What are the effects of recording in student participation and instructor behavior during a lecture? What are the reasons for the reluctance of some instructors to have their lectures recorded and how can they be overcome?

Benefit: This presentation will be of benefit to anyone involved in medical education with an interest in using innovative technology in teaching and learning.

Presenter:

Dr. Kalyani Premkumar MBBS MD MSc (MedEd) PhD
Curriculum & Faculty Development Specialist
Educational Support & Development
Faculty of Community Health & Epidemiology
College of Medicine University of Saskatchewan
Room B103 Health Sciences Building
107 Wiggins Road
Saskatoon SK S7N 5E5, Canada

Tel: 306 966 1409, Fax: 306 966 7920
Email: kalyani.premkumar@usask.ca