Student Benefits from the Implementation of a Lecture Capture Policy at UAL

Literature Review

Created in collaboration with the LCC Changemakers and the LCC Digital Champions

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Timeline

Introduction

This proposal utilizes a literature review in the field of lecture capture and aims to advocate for the university to implement their own lecture capture policy, specifically to be started within LCC and implemented simultaneously with the move into the LCC's new building. We have chosen this timing as the new facilities will have increased access to recording equipment to facilitate the ease and reduce the friction of lecture capture for staff.

The search terms for articles were: 'lecture capture' 'lecture capture attainment' 'lecture capture disabilities'

The proposal will address three main questions:

1. What is lecture capture, and why is it important for UAL?
2. Who will this policy benefit, and how?
3. How can you address concerns around recorded lectures?

Section One

What is ‘lecture capture’ and why is it important for UAL?

Lecture capture is defined as “digital learning technology that captures, records, and archives lecture content” (Nkomo). This definition encompasses many forms of lecture recordings, from simple audio capture to fully produced audio-visual lecture content. The recordings can be created live or asynchronously. The content must then be made available for students to watch online before or after their classes.

Student utilize these lecture recordings for a variety of reasons, and throughout various studies on lecture capture behaviours the most common reasons were found to be in preparation for exams, repetition to revisit and clarify complex topics, flexible access to learning and flexibility in the learning environment, note-taking, and to help in balancing students schedules between studies and other obligations, including paramount obligations to their health and wellness (Horlin; Karnad; Leadbeater; Nightingale; Nkomo).

Lecture capture is defined as “digital learning technology that captures, records, and archives lecture content.”

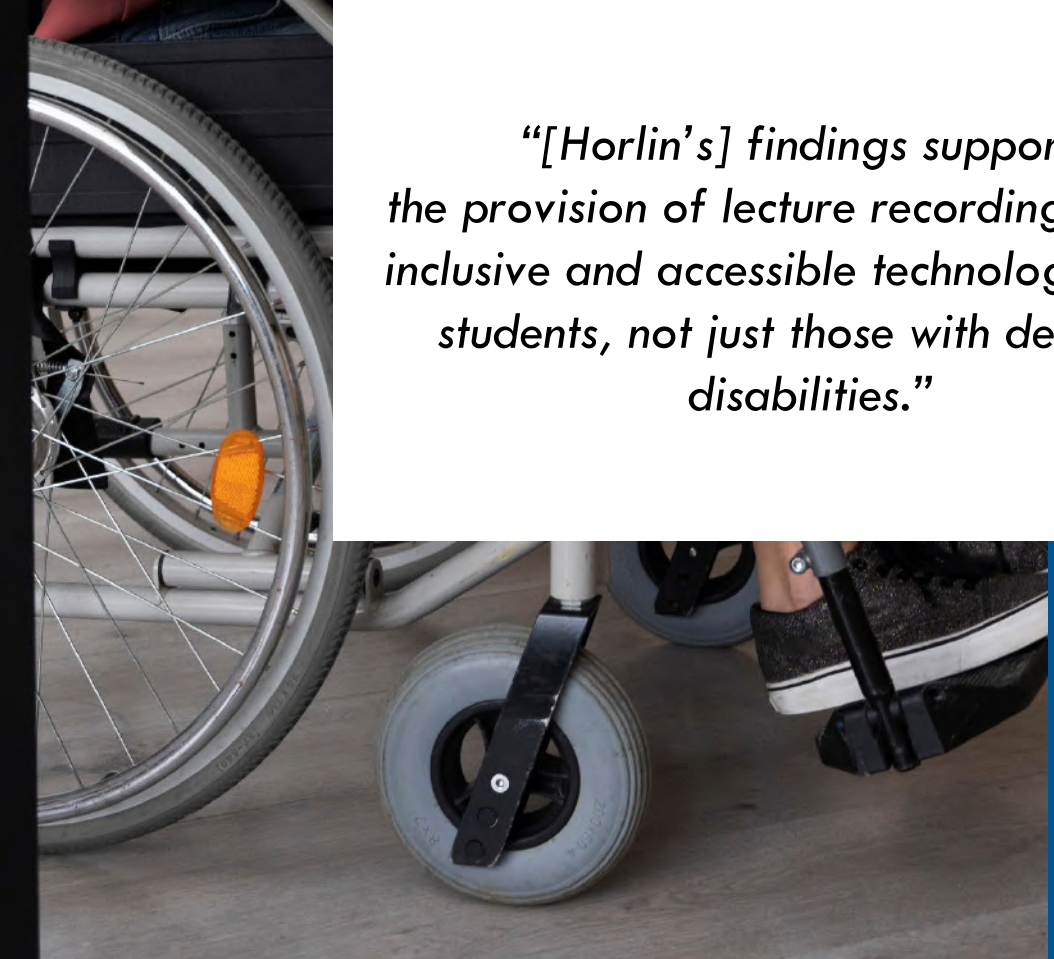
This is especially useful to students with impacting life experiences as they can “manage their learning under a variety of circumstances, e.g. working one or two part-time jobs, taking care of a family, language barriers, learning disabilities, chronic health issues, extended illness such as COVID)” (Nkomo). Moving forward, when we discuss students who fall into this large and often intersectional category which encompasses various levels of disconnect to traditional lecture formats, they will be referred to as *students with impacting life experiences.* These students will form our target group in the creation of a recorded lecture policy as they can attain the highest benefit from the flexibility and environmental control of recorded lectures.

While the need for recorded lectures is more prominently highlighted by students with these impacting life experiences, the desire for recorded lectures is still quite high in the general student

populace. In a longitudinal study done by Leadbeater *et al.* at Birmingham University, which saw 91% of each years cohort participate on average, it was found that when recorded lectures were made available “50% of the cohort accessed the material [which rose] to 75% for specific lectures” on more complex modules (Leadbeater). In another study at Nayang Technological University when interviewing 1160 students they found that “94.9% of the students agreed (either strongly agree or agree) that video recorded lectures [were] useful in relation to their studies” (Soong).

Which is why this policy, while targeted at increasing the attainment of student with impacting life experiences, should be considered as a universal design policy. Universal design “refers to the process of developing, designing and refining programmes of study to minimize the barriers that [any and all] students may face in accessing the curriculum”, where by addressing the concerns of individual groups the changes that are “initially developed to provide access to people with disabilities in fact come to be beneficial to all users of the environment” (Tynan).

When it comes to recorded lectures, it has been found that practices which “include digitally accessible materials and flexible teaching approaches are known to be beneficial to all students” (Sarrett), and this finding is further supported by researchers Horlin *et al.* at the University of Glasgow (N=310) who reported that their “findings support the provision of lecture recordings as an inclusive and accessible technology for all students, not just those with declared disabilities” (Horlin).



"[Horlin's] findings support the provision of lecture recordings as an inclusive and accessible technology for all students, not just those with declared disabilities."

Section Two

Who will this policy benefit, and how?

"Developing accessible curricula is a fundamental equal opportunity and human rights issue, and it is our challenge to address this."

Onus of Care

"One of the strengths of higher education is its diversity, reflecting the expanding proportion of the population that attends university, and the variety of the student cohort (Nightingale). UAL has been, and is, dedicated to promoting diversity within the university, not only for the reasons mentioned, but also as a proposed benefit to the learning environment itself. In fact, this is mentioned in several student handbooks as an incentive for prospective students, as seen here:

> *"You will have the opportunity to practice co-creation and collaboration with colleagues of diverse cultures and expertise"* MA Design Management

> *"The MA GB&I course encourages the diverse cultural and personal experience of its students and alumni and relays this experience directly to the study of branding"* MA Graphic Branding & Identity

In accordance with these aims, UAL saw a 2% increase in number of enrolled students with a declared disability in 2023/24, for an average of 17% of UAL's student body (University of the Arts London). Additionally, 39% of UAL students are international students (Complete University Guide). Meanwhile, the attainment for students with registered disabilities has dropped by 2%, and the attainment for Asian students has dropped 7% (University of the Arts London).

While UAL is increasing the diversity of the student cohort, and praising the affects this brings to the university's learning environment, "this places responsibility on the sector to develop learning environments that enable all

students to achieve their potential" (Nightingale). "As educators, we need to accept that developing accessible curricula is a fundamental equal opportunity and human rights issue, and it is our challenge to address this. We cannot continue with the current practice of limiting our concept of equity by allowing students with access needs into our institutions and then only providing them with a few support staff to help them cope within an inaccessible learning and teaching environment" (Tynan).

In order to adhere to our responsibility to the diverse student body being admitted "there is an onus on curriculum developers and lecturers to ensure we effectively seek feedback and amend the course accordingly without compromising quality" (Tynan). Recorded lectures is a clear way forward to amend UAL courses, and in fact this has been the number one ask from students at the Disabilities Office at LCC. In this section we will review the literature and research that has been done on this topic to enforce the potential for recorded lecture to reduce the attainment gap for students with impacting life experiences.

Overview

The National Bureau for Students with Disabilities has found that "in literature dealing with issues relating to learning in higher education and students with disabilities or medical conditions, the practice of recording lectures (and/or other teaching materials) is frequently proposed as beneficial to advancing learning" (Williams). A review of the literature supports this inference, as it is regularly reported that the population of students with impacting life experiences, mainly "international students; those with learning difficulties; lower performing students, benefit more than others" (Hall, Horlin, Leadbeater, Williams, Karnad).

"In a survey of 130 undergraduate and Master's students identifying themselves as having a physical or learning disability, 65.7% of students regarded recorded lectures as an 'essential' tool for their learning needs" (Williams). "Particularly mentioned was the importance of improved flexibility and access to information achieved through [recorded lectures], resulting in enhanced levels of independence and better opportunities for academic success" (Williams).

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The overall usage of recorded lectures is particularly high with students who have impacting life experiences, specifically students from non-English speaking backgrounds and those who have disclosed dyslexia, suggesting that recorded lectures can help to address the specific academic difficulties of these students (Leadbeater, Nightingale).

In a study by Leadbeater (introduced in section 1), students recorded lecture use behaviours were followed, and students were sorted into two groups: low and high users. "High users" were students who listened to >5hours of recorded materials per module and 'downloaded all or most of the recordings within a week of uploading' and listen 'strikingly more often to the whole lecture'. Low users in comparison listen to 15min per module.

Notably, the majority of high user group identified as having a learning disability, most frequently dyslexia, or were from a non-English speaking background. The high time commitment to recorded learning demonstrates that recorded lectures form an important part of the learning

strategy for these students, with several high use student reporting that their increased use was due to repeatedly revisiting lectures to overcome linguistic or learning difficulties.

Anxiety

Recorded lectures can also help students with impacting life experiences to deal with anxiety. In a study by Horlins *et al.* at the University of Glasgow, 310 neurodivergent and disabled students were interviewed on the topic of access to recorded lectures, and anxiety over the 'preformative' aspect of lectures was mentioned by multiple neurodiverse students due to social dynamics and social expectations of lectures or due to in-person evaluations. Recorded lectures were spoken of as a way to maintain mental health without a reduction in quality of learning for these students suffering from anxiety (Horlin).

This is further supported by Traphagan et al.'s study involving 442 students which "found that 69% of the students reported that recorded lectures 'reduced their anxiety' about the course" (Karnad).

One student from Holrin's study summed up these feelings for the group by saying:

> *"I think the main advantage is making me less fearful of being sick and having to skip a class for physical or mental health reasons. Lecture recordings to me means that having a bad day physically or mentally is not a death sentence; they are a reassurance that even if I'm too sick to go or if I struggle focusing in the lecture, I still have the same opportunity to learn the material on a better day."*

(Woman, 22, Neurodiversity disclosed [from here written as ND]).

Dyslexia

Dyslexia is one of the most reported learning disabilities, and as there is a larger body of research around how they are affected by access to recorded lectures, and in a review of the research it is clear that they attain many benefits. The study by Leadbeater *et al.* found that "dyslexic students may gain particular benefit from lecture recordings via their ability to facilitate note-taking and frequent revision of taught material.

There were similarly positive findings in a study by Nightingale *et al.*. Nightingale followed the attainment of 92 participants where 42 participants disclosed dyslexia and 50 disclosed no disabilities, after they were given access to recorded lectures. "Importantly, both groups of students performed equally, despite the barriers that lectures present for many disclosing dyslexia. These students suggested that lecture recordings compensated for these difficulties due to their on-line availability, engaging format and ability to support a range of learning approaches" (Nightingale) Prior to their access to recorded lectures, the 74% of the students who disclosed dyslexia reported "difficulties with a number of academic skills, including taking notes in lectures" compared to only 12% of students who disclosed no disability (Nightingale).

Hearing and Vision

While there is significantly less research on hearing or vision impaired students, it is important to note what can be found in the literature around recorded lectures to get a holistic picture of the benefits that will come from establishing a policy.

A literature review by Claret gave a brief informed summary of the benefits found for a diverse range of disabilities, including that "vision-impaired students benefit from having the audio recorded for review with screen readers" and "students with speech impairments may have difficulty asking questions in a large lecture" but can review confusing or complicated material in their own space to create a safe way to address their questions when they are unable to voice them in a live lecture space.

Claret's review also reported that "while deaf or hearing-impaired students can utilize hearing aids or lip read, these techniques can fail due to external conditions, such as heavy background noise ex: construction or poor lighting. Captioned recorded lectures can act as a backup for these students" when their assistive tech or coping methods fail in a live scenario, where adjustments are complicated and time-consuming, if not impossible.

Furthermore, the results of Faniglione's interviews with students with disclosed disabilities at Birmingham City University support Clarets review for deaf students, reporting that "deaf students still do not have full and equal access in the classroom, even with visual translation services". He goes on to describe how lecture caption many ameliorate this, as "captions may benefit the Deaf and Hard of Hearing (DHH) as well as allowing a wider audience to access online video and audio (i.e. viewers with learning/cognitive impairment, not native speakers of the language of the media being streamed)." For this reason, the majority of participating students mention that captions were "identified as a 'must-have'."

Overview

In 2023/24 there was a 17% increase in number of enrolled students with a declared disability, for an average of 17% of UAL's student body; meanwhile their attainment has dropped by 2%. The research above already clearly addresses how pivotal lecture capture materials are to the successes or failures of students with disabilities (University of the Arts London).

Overall, access to lecture capture materials has been proven to be instrumental in increasing student performance in multiple vulnerable groups and implementing a lecture capture policy should be seen as a critical step in the efforts to tackle UAL's attainment gaps.

The study by Karnad found that "students with lower academic achievement tend to access recorded lectures more frequently and are more likely to view the lecture in its entirety" which emphasizes the importance of lecture capture materials for vulnerable groups with declining attainment at UAL. This finding was corroborated by Nkomo who similarly found that students with access to lecture capture materials achieved "an enriched learning experience and better learning outcomes."

Another study, run by Faniglione at Birmingham City University, consulted students with disabilities in order to inform the design and implementation of their curriculum and found that "blended approaches are generally considered to be more effective in terms of student performance and retention" for disabled students in particular. The study by Nightingale found similar results, concluding that "supplementary lecture recordings can support significant increases in academic performance."

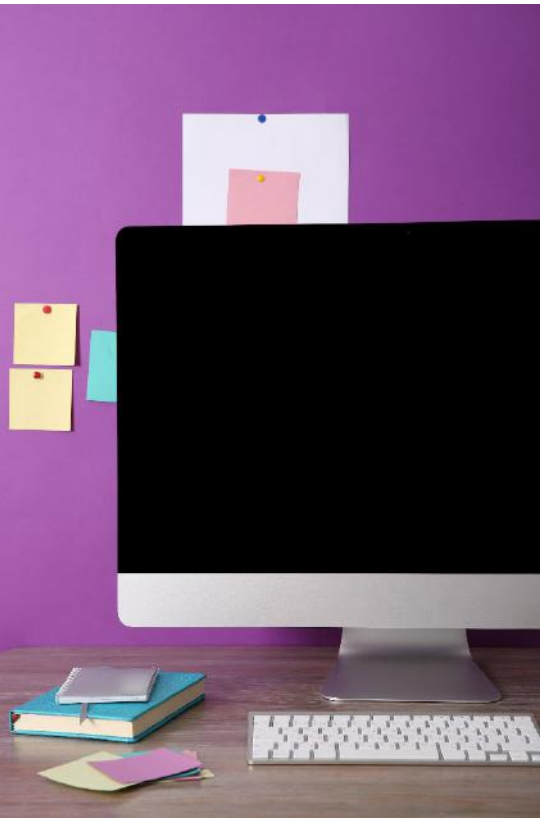
Additionally, students from Horlin's study deeply agreed; one student with a disclosed disability said "You get the same level of knowledge but with more opportunity to approach it at your own speed. It makes for actually beneficial learning instead of performative learning."

Physical

In addition to the mental wellbeing and cognitive experience of students with various disabilities, there are several physical reasons why live, in-person lectures prove to be a greater burden to students with impacting life experiences than other students. In Horlin's interview they often ran into this theme, with students reporting that "for some, in-person attendance was arduous beyond the norm, and for others, it was potentially hazardous due to medical needs."

Claret seconds this point, emphasizing the importance of recorded lectures as an issue of accessibility. "Physical access to the lecture location may be challenging for a student with a mobility impairment. These students benefit because lecture capture technologies can provide access to classes which they may not physically be able to attend.

"Lecture capture technologies can provide access to classes which [students] may not physically be able to attend."



One student said "I know they are they for when I have a particularly bad day, I don't have to have the extra worry of having to miss class on top of a bad mental health day. When you're struggling, you need the net of support so you can catch up later." (Woman, 32, ND).

The desire for recorded lectures in the face of physical barriers is farther reaching than many tutors and staff members may realize. In a survey of 130 students who disclosed a physical or learning disability Williams found that "38% of students with medical or mobility disabilities use [recorded lectures] because they are 'unable to attend live lectures due to their disability." In a further analysis, Williams also found that "24.6% of students stated that their disability affected their ability to attend live lectures."

This is backed by a literature review by Claret which concluded that "students with various psychiatric

conditions may have difficulty attending class regularly. They may fatigue easily or have difficulty taking notes. Medication side effects may impact endurance, memory, and attention. Lecture Capture system assists them to continue their studies."

One participant in Horlin's student voiced his frustration over their lack of access to such a resource, saying "Forcing me to attend in person does not mean I will learn - if I'm not well enough to be attending lectures in person, I'm not well enough to be learning" (Woman, 21, ND & Disabled).

Based on these student responses and the frequency of student's frustrations, Horlin went on to argue that "The implicit ableism underpinning this idea of "*making an effort*" echoes earlier themes that identify a need for some participants to prioritize care and safety over attendance. Traditional lectures create an exclusionary, and on occasion, physically punishing experience for some due to both the physical environment of the space and the cognitive demands of the event itself."

Outside Obligations

In person attendance is additional difficult for students with immovable outside obligations, such as student carers or working students. 2.6% of students at UAL are carers, and there are no figures on how many are working to support themselves while at university, which is an area of interest. These obligations are as undeniable, significant, and impactful to a student's experience as the other barriers we have discussed and these concerns necessitate the flexibility of recorded lectures to ensure equal access and attainment.

Students without disabilities in Horlin's study spoke about the various difficulties posed by in-person lecture schedules, both in sympathy with their neurodiverse and disabled peers, and with other obligations in mind, mainly regarding students who are low-income and working while studying or for students carers.

Research regularly supports these students experiences. In a study with 92 students, 42 of which disclosed neurodiversity, Nightingale *et al.* found that there is "evidence that recordings can support students with accessing lectures (e.g. students with physical disabilities, demanding domestic and/or work commitments etc.)." This is further reinforced by a literature review by Karnad, which conclusively determined that recorded lectures allow for "greater flexibility for students to manage other commitments, such as work and family life."

MacKay *et al.* would strongly agree with the above findings, as their study found similar results. MacKay conducted focus groups with students from lower socio-economic backgrounds, first-generation students, and students carers. These focus groups "noted how recordings helped balance responsibilities like paid work and commuting."

Cognitive Load

In addition to the concerns related to specific disabilities or circumstances, the literature on recorded lectures regularly addresses the issue of 'cognitive load' for students with disabilities. In a series of interview with 310 students on the topic of recorded lecture use at the University of Glasgow done by Horlin *et al*., "cognitive demands inherent to the traditional lecture format were commonly cited by participants of all neurotypes and not only those whose labels are hallmarked by these challenges. 'Zoning out', becoming distracted, and struggling to process fast-paced speech were featured frequently" in the conversation over difficulties with traditional lectures.

Neurodivergent participants were particularly susceptible to their learning being compromised by the social and sensory environments experienced within crowded lecture venues. One student shared that "The sensory issues of being in lecture halls often means that I miss sections from being distracted by my senses or I have difficulty processing what the lecturer is saying, sometimes quite substantially." (Non-binary, 20, ND & Disabled) (Horlin).

Promisingly, a study by Hall et al. with 42 undergraduates found that where recorded lectures were made available students felt more satisfied and productive in comparison to when they only had access to live lectures, thanks to "the ability reconstruct [the] space for learning. A student from Horlin's study reiterated this conclusion when they shared their experience with how recorded lectures had lessening the cognitive barrier of live lectures, and how that access has reshaped the way they are able to process the information by acting as a supportive element to their live lectures.

"I rely on lip-reading quite a bit in order to process auditory input so when I have to type during lectures and cannot watch the lecturer speaking this causes me to miss some things. Additionally, even the information I do get down I do not fully process so watching the recording helps me consolidate the lecture." ***(Woman, 19, ND)***

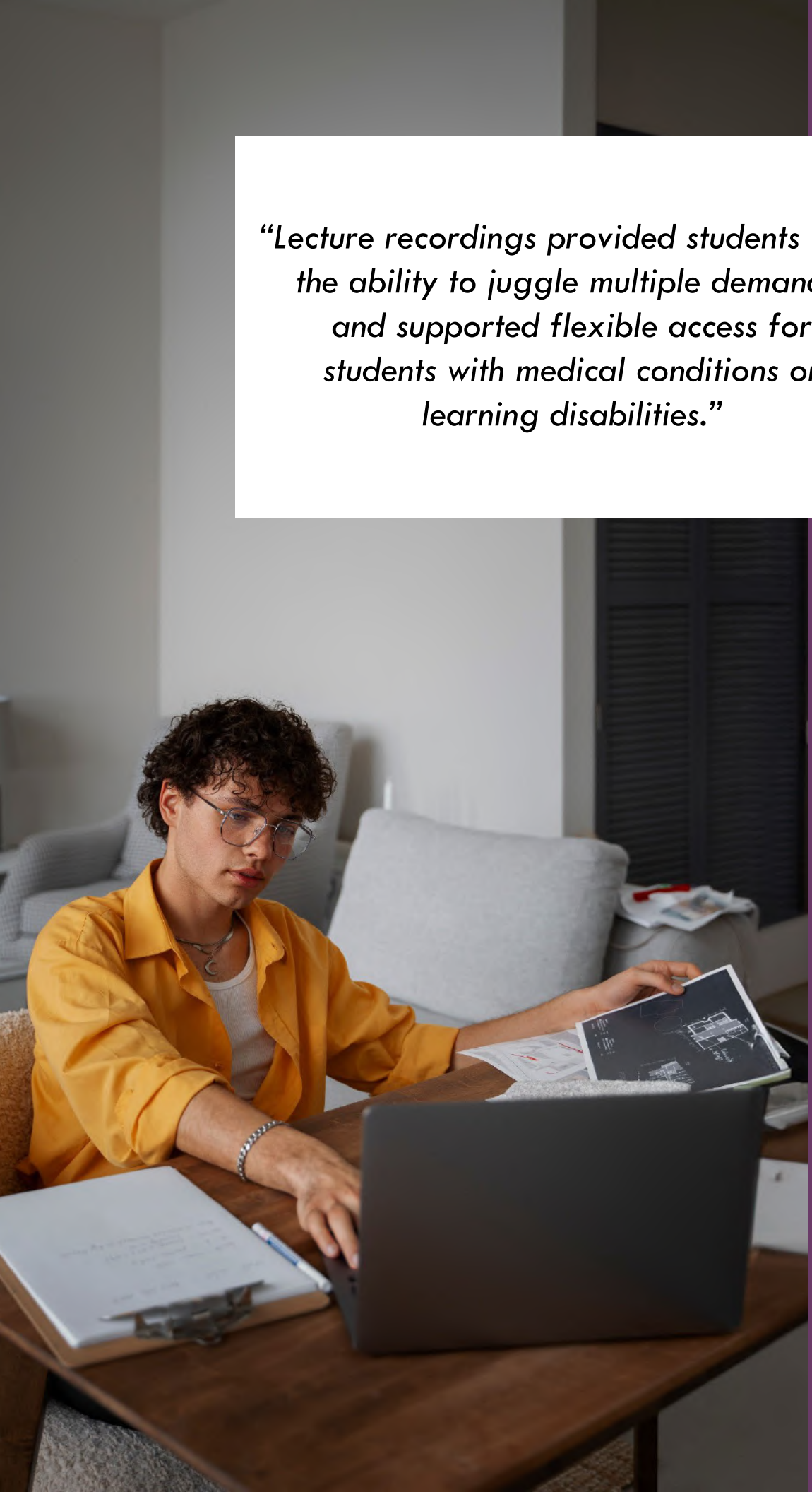
Health Concerns

Another complication to inflexible physical attendance, aside from overlapping obligations, is health concerns for students forced to either attend lectures during periods of illness or miss important content during their absence, which can be prolonged in the case of chronic or long-term illnesses. Hall proposes lecture capture as an answer to this issue, reporting that lecture capture had “facilitated retention of students with long-term illness” (Hall). Lecture capture as a solution is further supported by the students, one of whom said “If you’re ill, like say you’ve had 3 or 4 weeks off, and you come back without [lecture capturing] you’d have to catch up on everyone else’s notes, in like a 3 or 4 day period, [with lecture capturing] you can catch up on it an hour after the lecture has been, so you can keep control of all your work load.”

This flexibility around attendance in times of illness is not only important for students who chose to remain home when they are facing illness, but for vulnerable students who are immunocompromised and attending those same live lectures, or who have immunocompromised family or caring responsibility and require a greater level of care in regards to exposure and contagions.

“[It’s] good to have the option if you have to stay home” reported one student from Horlin’s study, who was disabled and disclosed neurodiversity “Covid is NOT over and I’d rather people not be punished for doing the right thing if they stay home with it (or anything infectious).”

Nokomo summarized their study, and the sentiments of the overall field on lecture capture study, by reporting that their findings “revealed that lecture recordings provided students with the ability to juggle multiple demands, and supported flexible access for students with medical conditions or learning disabilities. These particular findings substantiate a recent study which reported that dyslexic students find access to lecture recordings not only useful for their learning, but an effective way to learn.”



"Lecture recordings provided students with the ability to juggle multiple demands, and supported flexible access for students with medical conditions or learning disabilities."

Ultimately, participants throughout these studies reported that while they preferred in-person lectures and attendance, lecture capture is an essential tool for vulnerable student groups, such as disabled or neurodiverse students, carers, and working students, as well as an indisputable aid to students facing impacting life events, such as unexpected illness in the family, bereavement, or a shift in their financial situation. The flexibility and control of lecture capture materials allows students to balance their physical, mental, and duty of care without having to sacrifice their quality of education. “Overwhelmingly, lecture recordings provided a degree of flexibility to accommodate competing demands, to adapt to unavoidable circumstances, and to prioritise the care and safety of themselves and others” (Horlin).

English as Second Language

The last group that can be aided by lecture capture, though arguable one of the most important due to the high prevalence, is students with English as a Second Language (ESL students). It has been show in research by Leadbeater, Shuttleworth, Couperthwaite, and Nightingale that recorded lectures helped students overcome initial linguistic and/or learning difficulties, most prominently aiding ESL students (though notably including students with dyslexia and other language-based learning disabilities).

Specifically in aid of this claim, the study by Leadbeater et al. reported that ESL students found lecture recordings useful at levels equal to neurodiverse students. This was replicated in studies by Soong et al. in 2006, Karnad, A. in 2013, and Hall, G. & Ivaldi, A. in 2016. And as the research has shown above, neurodiverse students do not only find lecture capture materials useful but intrinsically tied to their ability to achieve academically, demonstrating how vital these materials must also be for the ESL students who make up such a large percentage of UAL’s student body.

Lecture capture materials are so important for international students because of the flexibility it allows them while balancing translating,

understanding, note-taking, and the various mechanism of active participation such as ideating, brainstorming, and actively interacting with the materials. When students are allowed the opportunity to review their classes, they are given the freedom to relax their rigorous note-taking and intensive transcription-focused approach to live lectures.

A literature review by Dr. P. Mary Rabaline Claret found that “Students who take classes in their non-native language benefit from having the option to slow down the audio and to replay it as needed.” Similarly, a study by Nkomo with 644 students found that “Lecture recordings helped students who struggled with the language of instruction. Those students could rewind and replay recordings as often as necessary to understand the content—a feature unavailable in live lectures” and

reported that the ability to access lecture capture materials allowed students to “adapt and engage flexibly… based on need and individual circumstance.”

In a study with 42 undergrad participants by Hall, one internation student who only received access to lecture capture materials in their final year reflected that “...if I’d just come to Britain [lecture capturing] would be really useful to understand better. Thinking about other international students, I think that might be a really helpful way for them to listen to the lecture again, pause, check the word in the dictionary and listen to it again.”

Soong’s research reinforces this participants theory that students new to the country benefit the greatest from lecture capture materials, reporting that “Foreign students, especially freshmen, who may not be conversant in English, often find it even more difficult to focus during lectures as they have to comprehend the content and language at the same time.”

Section Three

How can you address concerns around lecture capture for the University and staff?

Costs

One argument against instating a lecture capture policy within UAL is that the cost of implementation would be too high, but as a progressive, forward-looking organization we must instead consider the cost of refusing to modernize and falling behind other top universities, may of whom have already instated lecture capture policies.

“If measures are taken at the time of curriculum development, the process of developing accessible curricula creates minimal further expense for an institution beyond the initial professional development of staff in the area of inclusive curriculum design. On the other hand, it can be hugely expensive if just-in-time solutions need to be developed as students discover that there are access issues with the course in which they are enrolled” (Tynan).

Tied to the idea of cost is the idea of recruitment and retention. Students who have access to lecture capture materials at their universities have reported higher levels of overall satisfaction and these “satisfied students actually create a positive climate by increasing demand, which impacts on program planning” (Karnad).

Conversely, students applying to university who have options including and excluding lecture capture policies have reported viewing the lack of these policies as lazy, exclusionary, and unfair to students on the part of the university.

When asked about the arguments against lecture capture materials one student from Holrins study replied “That’s like arguing against sick leave because people wouldn’t come into work – they’re sick, they need the day off regardless of if you offer it to them or not so refusing to offer it just causes harm. Any argument that people would take the mick and not show up out of laziness inherently denies priority to people who need help in favour of a minority (that can’t even be known to exist, just assumed) that damages only themselves by choice.”

Another student from Leadbeater’s study echoed a similar sentiment and said “It really annoys me when lecturers say they won’t give

[recorded materials] if [students] can't be bothered to come. I don't see why we should suffer because a minority of people might not come."

This negative view of universities lacking lecture capture policies is becoming more common as lecture capture becomes commonplace at universities, especially for students with impacting life events, and more research would have to be done to fully understand how this is affecting recruitment at UAL and how it might be damaging the diversity of the incoming student body.

Attendance

The second argument levied against offering lecture capture materials is that attendance would suffer. This topic argument is one of the most often cited and most thoroughly addressed in the research surrounding lecture capture programs offered at a university level, where it has been repeatedly found that "the availability of lecture recordings does not necessarily lead to student absenteeism in physical lectures" (Nkomo).

In fact, most students do not view recorded lectures as a primary resource for education, and instead think of it as a supplementary support for learning (Hall & Ivaldi; Leadbeater et al.; Soong et al.; Nkomo & Daniel). Students at university have paid significant fee amounts to attend university, often citing the teaching staff and in-person learning environment or opportunities, and are reticent to throw all of these benefits away simply because of access to a new supporting technology (Hall). Karnad found that 55% of surveyed students "strongly agreed that they preferred receiving lecture content in class, even when it is available through other means" and Horlin found that "less than 1% of participants explicitly stated that they did not attend lectures and that they were '*less of a priorit*y'" when recorded lectures were made available.

There are a variety of reasons students prefer in-person live classes and lectures to recorded materials, the first of which is the sense of community and involvement in the 'student experience' that is absent from remote learning. Student satisfaction in heavily tied to this sense

of belonging and the social opportunities afforded by in-person attendance, which stretches to encompass not only their own presence at classes, but their peers as well (Hall). This sense of community often deepens students attachment to their physical classes and commitments as they perceive a larger responsibility to the atmosphere and expectations of the whole and to their role as a student, instead of just to their own individual academic success.

"I sometimes struggle to motivate myself to leave my room or do work at certain times. Live lectures are great for motivating me, as I thrive more when seeing other people and being able to converse with others – it's more intellectually stimulating.

Secondly, students reported that the personalization of live lectures as one of the main reasons why they prefer in-person attendance, even when lecture capture policies are in place. Students stated that being able to create personal lecture notes which encapsulate additional information covered by lecturers that may not appear in a pre-recording was a key draw to their attendance, including information covered by answering questions, interacting with live student participation, or in the natural deviations that occur during the delivery of a lecture.

"You get to know the lecturers in lectures, too" stated one student from Hall's study. "They can really make learning stuff interesting, and (…) you can ask questions and stuff which you can't do with [lecture recordings]."

This availability of a tailored learning experience, trust in staff as a reliable source, and desire for a touchstone when learning about new or difficult topics continues to motivate students to attend and

prioritize live learning. They are heavily motivated by the opportunity to interact with their learning and “typically referenced lecturer-student interaction as a positive benefit in their learning experiences, [stating that this] was a main detraction from solely relying on lecture capturing” (Hall).

“In a lecture you can put your hand up right away and the lecturer can give you the correct answer. If you’re forced to use the internet it might not be correct or have a different depth of detail” said a student from Nightingale’s study.

Students who do miss live lectures have "provided a consensus that their decision to attend lectures was unrelated to lecture capturing being available. Rather, self-selected attendance was attributed to external events, such as part-time work, workload and deadlines" (Hall). Karnad found a similar result, reporting that students most often cited "that illness or competing priorities such as work or other lectures" as their reasons for missing an in-person session. The lectures are used as supporting material in the inevitable cases where students are unable to attend in-person due to a myriad of issues, which cannot all be completely mitigated throughout the natural course of a multi-faceted and complex human life.

One student in Hall's study summed up this sentiment, and highlighted how lecture capture can be used in these scenarios: "The lectures I had missed (...) I probably still would have missed them anyway, [lecture capturing] just affected how I've caught up."

Instead of being harmful to in-person classes and to lectures, recorded lectures can provide a unique opportunity to reinvigorate classrooms and live sessions. The literature review by Karnard found that:

"Watching recorded lectures alongside attending lectures can be especially beneficial for student learning, as students [are] freed from concentrating on note-taking, and engage more in active learning, such as engaging in discussions during lectures and problem solving activities."

Nkomo similarly found that "respondents reported that recorded lectures improved their engagement with the course content. They also said that the recorded lectures' availability allowed them to be more focused during lectures instead of multitasking (taking notes and concentrating on clarifying concepts) during the lecture.

They indicated that, because they knew they would have access to the recordings later, they could concentrate on listening to the lecturer and engaging during live class sessions. The increase in satisfaction with live-lecture has been found to even increase in person attendance (Nkomo).

This finding of an increase in attendance was seen by Karnard as well, where it was noted that “attendance of some second year students to live lectures actually increased by 5.4% as a result of having access to recorded lectures, perhaps because these students could devote undivided attention to lecture content without having to focus on note-taking during lectures.”

Lastly, there is the concern over the rights of the staff, to their intellectual property or to their personal rights over their image. All of these issues and discussions are important, as staff deserve to be protected equally to students and neither groups improvement should come at the expense of the other. Fortunately, these issues have already been considered and resolved within UAL in the creation of the ‘the Educational Video Policy, 2023’ which lays out answers to all pertinent questions about staff rights and UAL’s agreement with staff around producing and maintaining lecture capture materials created at the university. It comes as a benefit to the creation of a lecture capture policy that this video policy has already been created and ratified.

Conclusion

My final thoughts on the preceding findings, and what can be done moving forward.

The Future

Overall, the research shows us that the preference for blended learning has been steadily increasing. Students do have a preference for in-person learning when they are healthy and unencumbered, but when facing impacting life events which disrupt their ability to attend, participate in, or absorb live materials due to the many reasons addressed in the earlier sections of this document, students turn to lecture capture materials as a critical lifeline.

Access not only improves students ability to maintain their immediate and long-term mental and physical health, but additionally facilitates diversity across UAL, enables equitable access to education, maintains students quality of education and output, and increases student satisfaction at the university.

In my review of the current literature on lecture capture materials I stand with Horlin who said:

"Based on our findings reported here, we argue strongly that the case for lecture capture as an inclusive technology should be explicitly embedded in all policies. Importantly, this call to inclusivity should… highlight the wider impact of providing flexibility to neurodivergent and disabled students broadly defined, as well as those with caring responsibilities and the need to undertake paid employment."

It has been thoroughly proven that though these policies will most poignantly benefit students facing impacting life events, there will be an increase in the satisfaction, attainment, and retention for all students

across UAL, which will lead to greater diversity, equity, and inclusion within the university as we support the success and continuation of these neglected vulnerable student groups.

Recorded lectures “[level] the playing field between able bodied or neurotypical students and those who aren’t. Every student gains an advantage by having them available, but the most important thing is that those with disabilities are finally NOT at a disadvantage” (Horlin).

With the evidenced and varied benefits proven, the next step is to tackle the difficulties in implementation of such a policy. Karnad reported that “lecturers often found making lectures available online to be time consuming, and were less likely to engage in the process, unless it was a recognised aspect of their professional development.” Because of this we must agree that “effective blended learning and teaching, including lecture capture, require student, lecturer, administrative and operational support networks to be effective. Blended learning needs all parties to consider the impact it will have on their activities.”

“Therefore, the focus of the discourse about lecture recording and its use in higher education should shift to learning strategies that promote the strategic use of these materials, rather than resisting its deployment” (Nkomo).

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