

FACULTY COUNCIL OF THE TILBURG SCHOOL OF ECONOMICS AND MANAGEMENT

TERM 2018-2019, CYCLE 6

Proposal video lectures at TiSEM

Introduction:

It came to our attention that there is a growing need amongst students for lectures to be recorded. Over the last few years, more lectures are being recorded, which is perceived as an improvement by students. However, the current number of video lectures is far from the level that can be expected in this day and age. In our opinion, all objections against video lectures are either unfounded or can be mitigated. Moreover, recording lectures has numerous benefits and will greatly improve the quality of education. Hence, we believe eventually all lectures should be recorded. However, at this stage we do not think this is viable and therefore we propose that 75% of lectures at TiSEM should be recorded. We have broken down the benefits and objections below.

The benefits of video lectures:

Reference study material

Being able to rewatch lectures is a great tool for students to rehearse study material and to comprehend subjects that are more difficult. A study by Kay (2012) looked at seventeen studies that showed video lectures have a direct impact on learning performances (i.e. test scores, certain skills). Eleven of those studies found a positive impact, six studies found a neutral result and none recorded a negative impact. Therefore, we strongly believe that video lectures will have a positive impact on the study results of the students of TiSEM.

Flexible studying

In the current labour market, it is expected of students to be well rounded, meaning that only having a good academic

record is not sufficient. For those students that partake in extra-curricular activities (e.g. board year, committees, internship etc.) it is impossible to attend all lectures. We strongly believe that the faculty should support those students that are willing to develop themselves besides their study. Facilitating video lectures is a clear way for the faculty to enable students to build their skills and character next to their study. Besides the clear advantages for students that are active next to their study, it is also very beneficial for students following extra courses or doing multiple bachelors/masters. In many cases, this group of motivated students currently has to choose which lecture they are going to attend. Tilburg University also prides itself on its top athletes and for such students it would be of great benefit if they were able to view lectures anytime, anywhere they want. This would enable them to combine their academic and athletic careers better. We are convinced that the notion that video lectures are mostly useful for the “lazy” student is very far from reality.

Quality of education

Mandatory video lectures is a possibility for TiSEM (and Tilburg University as a whole) to show they operate at the forefront of modern education. As this will greatly improve the quality of education, it can attract new students both national as well as international.

Digitalization

We find that making video lectures obligatory fits the digitization goals and the contemporary learning environment, which is in line with the initiative for DEEP (Digital Education Enforcement Program).

Assessment of counter arguments:

Lower attendance lectures

An often-heard complaint is the fear that recording lectures will lead to empty classrooms during the live lectures. However, several studies have shown that attendance does not drop dramatically when video lectures are introduced. A meta-analytical study conducted by Kay (2012) looked at 53 studies

into the effects of video podcasts on, amongst other things, attendance during live lectures in the period from 2002 till 2011. This study showed that attendance dropped in only five cases. On top of that, none of these studies mentioned that students were at a disadvantage, stating that: “There was no evidence presented to suggest that students who watched video podcasts and did not attend lectures were at an academic or social disadvantage”. Those studies that do find a decrease in attendance cannot ascribe this drop to video lectures. One study at UC Berkeley for instance found that although attendance dropped by 25%, this “may be heavily influenced by time of day and style of lecture delivery”. Brittain, Glowacki, Ittersum and Johnson (2006) found that attendance only fell by 9.1%, whereas a survey conducted by Copley (2007) concluded that only 12% of students indicated video lectures would increase their likelihood of skipping class. A similar result was found by Abowd and Brotherton (2004), where around 30% of students agreed that video lectures encourage students to skip class. Interestingly though, the actual attendance did not show a significant decrease. So even though students think beforehand that they will skip more lectures when they are available online in video format, in reality their attendance does not drop when the online lectures are implemented. Based on these studies we can conclude that the attendance of the actual lectures does not decrease significantly due to the availability of video lectures.

One of the disadvantages of a lower attendance that is presented often, is that it makes it difficult for the teacher to gauge what subjects are perceived as difficult by students. Even though we don't believe attendance will drop significantly, a possible solution for this problem would be the use of learning analytics, which is in line with TiSEM's strategy. Data on where students pause, rewind or speed up video lectures can be very valuable in determining where students have problems.

Lecturers' privacy

We respect the right to privacy of the lecturers at TiSEM and believe this should be taken into account. However, we feel that the video lectures will not have an impact on the privacy of the lecturer. First of all, a lecture is not necessarily a private event; everyone (including non-students) can attend. Moreover, nowadays lectures are already being recorded by individuals on mobile devices, laptops, tape recorders etc. Finally, a digital

learning environment such as blackboard, where there is limited access, will be better at ensuring the lecturers right to privacy. It also allows the school to regulate the distribution of study material better, instead of via uncertified third parties (e.g. private tutorship's)

For those teachers that still have problems with the idea of being recorded, a possible solution would be to not video record the teacher at all and to only distribute audio recordings in combination with the slides. On top of that we want to look into the possibility of offering training sessions for teachers in order for them to become more comfortable when being recorded.

Disclaimer

Another counter argument that is often posed is the fact that when a lecturer has a 'slip of the tongue' or makes a mistake, students believe this to be true. This leads to mistakes on exams for which the lecturer is held responsible, which is of course not reasonable and quite undesirable. However, we believe this can be solved quite easily with a disclaimer stating that no rights can be derived from this video.

Costs

According to Osiris, there are 198 bachelor courses and 159 master courses (of 6 ECTS) within TiSEM. Of these courses, we assume 90% is suitable to be recorded (i.e. small-scale courses or lack of equipment). Since we strive for 75% coverage, it means that 134 bachelor courses and 107 master courses should be recorded. Then we also make the assumption that each course has 12 lectures. Currently, 508 courses are already being recorded. This means that in total an additional 2384 courses have to be recorded. Recording a lecture automatically costs €25 and using a joystick €65 and we make the estimation that around 60% can be recorded automatically and 40% of lectures requires the use of a joystick. This results in an additional total cost of around €97.744,-. These costs do not have to be made each year if recorded lectures are used multiple years. In our opinion, these costs should be paid for by using faculty money and should not be incurred by the departments. The school has existing resources to fund this and therefore we feel that this should not be a reason to not record lectures.

Reference list

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