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Author

PASSARETTA, Giampiero (TRIVELLATO, Paolo; TRIVENTI, Moris)

Title

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Abstract

Lecture capture is widely used within higher education as a means of recording lecture material for online student viewing. However, there is some uncertainty around whether this is a uniformly positive development for students. The current study examines the impact of lecture capture introduction and usage in a compulsory second year research methods module in a undergraduate BSc degree. Data collected from a matched cohort before (N=?161) and after (N=?160) lecture capture introduction showed that attendance substantially dropped in three matched lectures after capture became available. Attendance, which predicts higher attainment (controlling for students' previous grade and gender), mediates a negative relationship between lecture capture availability and attainment. Lecture capture viewing shows no significant relationship with attainment whilst factoring in lecture attendance; capture viewing also fails to compensate for the impact that low attendance has on attainment. Thus, the net effect of lecture capture introduction on the cohort is generally negative;

01.7.2024

the study serves as a useful example (that can be communicated students) of the pitfalls of an over-reliance on lecture capture as a replacement for lecture attendance. (HRK / Abstract übernommen) Passaretta, Giampiero, E-Mail: passareg@tcd.ie