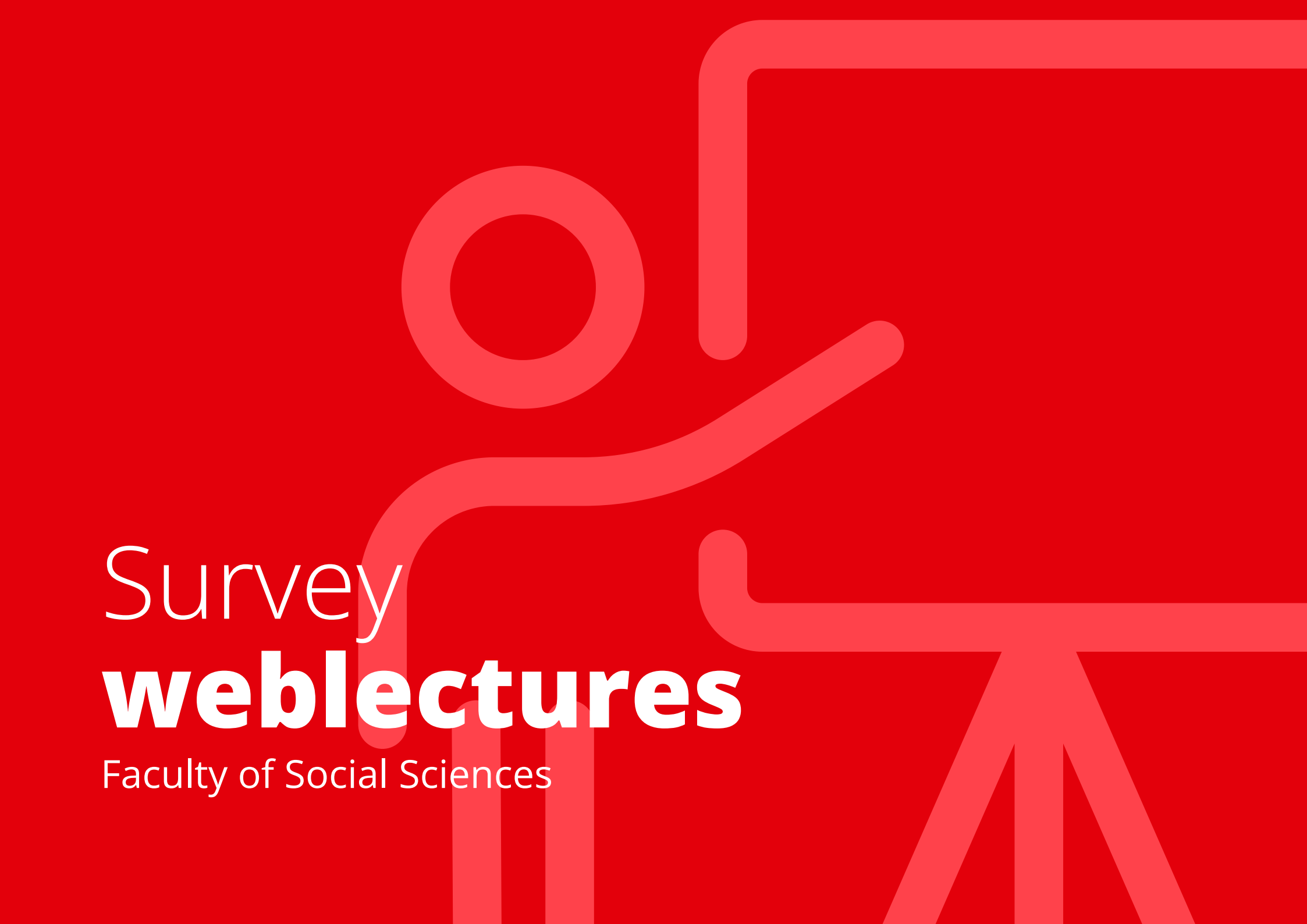




Survey **weblectures**

Faculty of Social Sciences



Weblectures in education

The Faculty of Social Sciences stimulated the use of weblectures in education from September to December 2022. A survey was conducted in March 2023 to determine how teachers and students experienced the use of weblectures.

This document reports the main findings of this survey and makes recommendations on how weblectures can contribute to the quality of education, both for teachers and students. It is important to mention that weblectures refer specifically to recorded lectures; knowledge clips or livestreams are excluded.

The results of the survey can offer teachers insight into the various motivations of students to use weblectures and help them make a choice that suits their teaching. For students, the results provide insight into teachers' different considerations for using or not using weblectures. \



Student Results

General opinion

Students are predominantly positive about the use of weblectures. 94% find it important to very important that lectures are recorded. More than 98% of students partially agree that weblectures offer added value when taking lessons. Of the 93 students who indicated having a disability, 91% say they benefit from the weblectures.

Motivations for use

Students use weblectures for various reasons. For example, 83% use a weblecture to prepare for the exam.

Other frequently mentioned reasons are to clarify parts of the lecture (65%), to repeat the material (48%), to check notes (41%), to help with assignments (43%) and to clarify parts of the course literature (37%). In the open answers, people also indicated that they review at weblectures from completed courses to contextualise material from a current course.

Open answers

It can be seen from the open-ended responses that the main benefits experienced by students through weblectures fall into roughly four categories:

1. the use as additional study material;
2. the flexibility it provides (and the students' additional autonomy over their schedule);
3. a solution for long commutes or difficult mobility (problems around student accommodation are often mentioned);
4. to make studying possible for students with a disability, illness or concentration problems.

Lecture attendance

60% of students indicated that they did not physically attend more than half of the weblectures they watched. Yet they say that the availability of a weblecture is not necessarily a reason to stay away from the lecture hall: 67%, in fact, also indicated that they did physically attend most of the lectures that were also available as a weblecture. >

The most frequently mentioned reasons for not attending a lecture are the commute time (44%) and that the lecture takes place at an inconvenient time (45%). The open answers show that weblectures can lower the threshold to not attend lectures. They also say that live contact, which they see as having added value, can suffer as a result of students not attending lectures.

Reasons for attending a physical lecture include an inspiring lecturer (50% somewhat to completely), meeting fellow students (68% somewhat to completely) and because the lectures are scheduled on days when other education takes place on campus (62% somewhat to completely). In the open-ended responses, students also indicated that they come to lectures out of respect for the lecturer.

Points of attention

One point of attention is that for students, it is not always clear in time which lectures will and will not be included as weblectures. Answers also reveal that students are often unaware that in certain cases, they might be eligible for adapted studying. For example, if you are a top athlete, if you are a caregiver or if you have a board or participation function and receive compensation for committee work of six months or more. \

Reading tip

Literature study and empirical research on the use of weblectures, impact on college attendance and exam results.

Bos, N., Groeneveld, C., & Brand-Gruwel, S. (2016). Webcolleges: zegen of vloek? Een literatuurstudie en empirisch onderzoek. Onderzoek van onderwijs, 45(2), 6-11.





Teachers' Results

General opinion

Teachers are divided on the use of weblectures. Some are strongly against, others are (moderately) positive. 20% prefer not to use weblectures at all, whereas 80% do see a way in which weblectures can be used. Interestingly, only 12.5% want to reuse recordings for the next time the course is taught. The survey, however, did not distinguish between course coordinators and other teachers.

Motivations for use

In general, teachers say they like to decide for themselves on the use of weblectures. Teachers cite declining student attendance as the biggest reason for not recording lectures. Teachers find interaction with students very important, and a weblecture does not lend itself to that. However, some teachers also indicate that other colleagues should look at their course critically: perhaps the design and/or content of a course is in need of renewal, and that is a reason for students not physically coming to lectures.

Open answers

The open answers show that privacy (of both lecturer and student) is another important reason for not using a weblecture. It is emphasised that some lectures discuss sensitive topics; the safety of both students and lecturers is very important here. Teachers also think it is important that students are not afraid to ask questions or share their opinions. The feeling of safety can possibly be hindered by students being aware that they are being recorded.

Some 30% of lecturers say they need more or different support when using the weblectures, both didactically and technically. A striking result is that more than half (52%) of lecturers say they are partly or not at all familiar with information about privacy and image rights. \



Recommendations

The programme decides

The choice of whether or not to use weblectures lies with the individual programmes. Within a study programme or department, guidelines can be made regarding the use of weblectures. This creates clarity for the student.

Programmes can also decide to leave the choice with the individual teacher. However, the recording of a weblecture can never be enforced.

The faculty encourages the use of weblectures where necessary and useful. It emphasises the potential added value of weblectures, as was also highlighted in

the results from students, among other things, as supplementary study material and as a means of increasing student self-direction. A weblecture is seen as an additional service, rather than a didactic tool.

Choice transparency

Lecturers are requested to make their choice and considerations regarding weblectures known to their students in advance in the course manual, an announcement in Brightspace or in the first lecture. This way, students know where they stand.

In addition, it can eliminate misunderstanding and frustration by helping students better understand why a teacher makes a particular choice. This step satisfies the point of attention that students mentioned in regards to clarity on whether weblectures will or will not be used.

weblecture as a tool

It is emphasised to students that weblectures are not a substitute for the lecture. Physical presence on campus and contact with teachers and fellow students is an important part of academic education. Of course, a weblecture can serve as an aid for certain groups of students, such as students with care responsibilities or disabilities. In addition, students should be aware that a weblecture is copyrighted material, which means that the weblecture may not be recorded, edited or distributed. Teachers will be given extra information about their rights in this area. \

Conclusion

The Faculty Board hopes that the information in this document can provide more insight into everyone's behaviour and motivations towards weblectures.

It remains important that programmes and teachers can make an informed choice about the use of weblectures that suits their teaching. It is also important that students are informed about this choice, and respect the decision of their teachers. We hope that students and lecturers understand each other's situation and together can open the conversation about this.

Finally, this research provides leads for improving technical support and information services for teachers and students. These will be taken up in collaboration with the audiovisual services and communications staff of our faculty. \

Questions about this report?

Contact Education Policy Officer Annie de Jong at annie.dejong@ru.nl



APPENDIX FOR TEACHERS

Recommendations for lectures

Some general didactic tips from our educational advisors.

1.

Use lots of interaction in your lecture, as this has a greater learning effect. This is, however, not beneficial for your weblecture recording, as more interaction with your audience decreases the quality of the recording. Still, try to focus mainly on a good interactive lecture for which students want to be on campus.

2.

Use your weblecture as additional study material, as an extra service for your students. Communicate to your students that that is the purpose of the weblecture.

3.

Keep in mind that you can never please everyone. Some students may concentrate better in a live lecture, while others may concentrate better at home.

4.

If you want to use video as a didactic tool, for example for the educational model 'flipping the classroom', it is better to use short knowledge clips that are professionally recorded and can be used for several years. Please contact Team REC (Radboud Educational Clips) to help you with this.

5.

Want to think about course design and the role of video in it? Contact the advisors of TIP (tip.fsw@ru.nl).

When to publish your weblectures

When do you publish your weblecture on Brightspace? Some examples and considerations from our educational advisors.

1.

Immediately after the lecture

- ⊕ Students can start using the study material immediately
- ⊕ Students who could not attend for any reason (disability, adapted studying) can watch the lecture immediately and keep up
- ⊖ Students can procrastinate watching the lecture

2.

Immediately after the lecture, available until next lecture

- ⊕ The time limit may motivate students who were absent to review the lecture on time
- ⊖ This requires the proper settings in Brightspace using start & end dates

3.

Two weeks before the exam

- ⊕ Students can use the weblecture as additional study material
- ⊕ Students are more stimulated to attend the lecture on campus
- ⊖ Students who, for whatever reason, didn't or couldn't attend the lecture, can only review it at the end of the course