

**Using video to facilitate student learning and
Collaboration. Association for Learning Technology
Conference**

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ALT-C 2018 Conference Theme:

Collaboration for Learning Technology: such as working together on projects, scaling up innovation, the role of staff empowerment and leadership, collaboration or across institutions and countries, how learning technology can enhance (a)synchronous collaboration;

Using video to facilitate student collaboration and learning

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The use of lecture recording refers to an umbrella term describing web-based learning technologies that allow tutors to record what happens in their classroom for students to access digitally (O’Callaghan et al, 2017). Despite its broad term, the tendency across the Higher Education sector to date has been the capture of standard didactic lectures, rather than the spectrum of learning and teaching that occurs in the classroom (Hall and Ivaldi, 2017). Over the last decade lecture capture has gained traction as a means to augment learning, often through revision and revisiting session material (Brooks et al, 2014). However, whilst it has been shown to be of benefit to students with specific learning contracts and those where English is not their first language, there remains a mixed picture as to its impact on student attainment as a whole (Owsto et al, 2011; Leadbeater et al, 2013). Suggested limitations of lecture capture include the promotion of superficial learning by the passive nature that students engage with recordings; however, it could be questioned whether the recording itself, or a didactic teaching delivery method, contributes more to this.

As part of a university-wide initiative to inform the scale-up of ‘learning’ capture, two distinct programmes within the Faculty of Health and Wellbeing at Sheffield Hallam University are being trialled in parallel. The aim is to capture dynamic, practical and discursive learning and teaching sessions as a means to increase engagement, collaboration and learning potential both within and across student cohorts:

An MSc Sport Business Management module aims to bring two cohorts together asynchronously (one UK-based; one in Hong-Kong). The UK cohort has a diverse student group, with a high proportion of international students. The Hong Kong module is being delivered to local, part-time students. Video capture is used to enable collaborative participation in formative assessment tasks. Students share perspectives and experience on a given aspect. Student collaboration enhances globalising the curriculum, provides ranging theoretical contextualisation and develops greater shared understanding.

Two modules across a postgraduate healthcare programme aim to enhance the collective development of clinical skills and competence through the capturing of student-created practical videos.

This pilot has utilised accessible low-cost, mobile solutions that support the capture of video and multiple audio channels as well as provide live streaming possibilities. This cloud-based platform also provides the facility for students to integrate additional personal note-taking and collaborative comments to support the personalisation of the learning experience alongside their shared learning.

The academics selected to participate in this pilot study were recruited due to their ability to 'test' the learning technologies in different environments, to showcase best practice examples and inform recommendations for implementation and scale-up across the institution.

This work-in-progress session aims to share the experiences and emerging data from across the respective cohorts and seek guidance from session participant's own experiences. Tutor experiences of managing the technical logistics of capture, editing and dissemination alongside facilitating the learning experience, with minimal additional support will also be explored; identifying barriers and discussing strategies for overcoming them.

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