

## **UNIVERSITY OF SHEFFIELD LECTURE RECORDING POLICY**

The University introduced an opt-in policy for lecture recording in 2017-18. This was the result of close collaboration between the University and the Students' Union to respond to students reporting the benefits of being able to revisit course material through access to recordings of lectures. It was also informed by the significant body of evidence regarding lecture recording from both within the University and across the sector.

The University's opt out policy on lecture recording means that lectures will be automatically recorded and an audio recording and any associated presentational materials (e.g. Powerpoint slides) will be made available to students via the Virtual Learning Environment (VLE). The University recognizes that this learning resource is not appropriate for all teaching styles and contexts; for this reason, teaching staff, can, with departmental approval, opt out of having a particular lecture or set of lectures recorded where there is a sound pedagogical or justifiable reason. There is also an option to delay the delivery of the recording to the VLE if required and to edit recordings.

This policy document sets out how lecture recording works and how it is used to support learning at the University.

### **Encore: What is it?**

Encore is the name the University has used since 2017-18 to refer to Echo360. This is a learning technology which facilitates the recording of whole or parts of lectures and, where appropriate, other types of teaching, as well as associated presentational material (e.g. PowerPoint). It is most commonly used to deliver an audio recording of the lecturer's voice over PowerPoint slides or other visuals to the VLE for students to revisit later.

It is not a replacement for face to face learning and teaching but rather an additional learning resource for students, relevant to the particular cohort, and not intended to create an archive of material for long-term reuse. This is different to recordings you might choose to make of public lectures, which have a different purpose and which you might want to be available for a longer time e.g. via iTunesU.

It is not a tool for managing performance. The University does not use lecture recordings to review or manage performance. Individual members of staff can choose to use lecture recordings to reflect on their practice and to provide evidence of what they do, but that would be an individual choice.

### **How does it work?**

The system is designed to create minimal extra demands on teaching staff. Encore equipment is available in all teaching rooms seating 40 or more students. Recording occurs automatically unless it has been programmed not to record through the opt-out process (see below). Teaching staff simply need to turn on the microphone at the beginning of the class and turn it off at the end. (Note that boundary microphones are fitted in the majority of rooms with Encore equipment, and these are permanently on but only used for the purposes of lecture recordings). Recordings are automatically delivered to the relevant course on the VLE within 2 hours of the lecture. It is also possible to delay the delivery of the recording if this is felt to be useful, for example, to allow for editing. Students can then access the recording throughout the current academic year and the following one; recordings

are then archived for a subsequent year.

Note that only lectures which are part of core teaching activities are automatically recorded. Public lectures and other external events are not recorded unless requested.

A list of teaching rooms equipped with the Encore system can be found on the [Encore webpages](#). It is also possible for lecturers to use their own laptops to record using Encore software. CiCS monitor the demand for lecture recording in smaller rooms in order to make a decision on whether to extend the equipment to these.

Training can be provided to individuals or groups of staff.

Further information and detailed guidance on use of Encore can also be found on the [Encore webpages](#).

### **Why record your lecture?**

The University and students recognise the value of lecture recordings in support of learning. There is evidence from the use of lecture recording here and in the wider sector that demonstrates that the option to revisit materials is valuable (see links to further reading below). Students have told us that they find lecture recordings particularly useful for:

- revision purposes;
- revisiting particularly difficult points that they may have missed or misunderstood;
- writing more detailed notes following a lecture.

There are also significant benefits for non-native English speakers and students with learning support needs who can revisit material and study at their own pace. Students who are forced to miss a lecture due to ill health can use it to catch up what they have missed.

As with all learning and teaching activities, it is also recognised that there is never 'one size fits all'. In some cases, Encore will not be appropriate and you may wish to 'opt out'. The University also recognises that lectures aren't the only way of engaging with large groups of students and the potential to record lectures and associated material should not drive teaching styles. Normally, seminars, tutorials and other small group learning activities are not recorded.

There are also benefits to staff, who may wish to study the analytics of their lectures recordings to see which parts have been most frequently accessed and identify content that students are struggling to understand. See below for more information on this.

It is easy for students to record lectures themselves and potentially share in inappropriate ways. Using Encore to record lectures in a secure format reduces this risk.

### **Why should students attend a lecture that's being recorded?**

Evidence indicates that in most cases recordings do not affect student attendance and neither does lecture recording impact on the expectation that students will attend lectures. Students report that they prefer to be in the classroom as this allows them to interact with their peers, to feel a sense of community and to benchmark their own understanding. Lecture recordings simply provide a

back-up for aspects of the class they want to revisit or in cases of ill health.

### **What are the implications for accessibility?**

Under the Equality Act (2010) the University has a legal obligation to provide reasonable adjustments to enable students with certain disabilities to fully access material provided in lectures. Having access to recordings is considered to be such a reasonable adjustment. In venues where Encore is unavailable or the facility is not being used or if the student is using assistive technology, the student is entitled to make an audio recording of the lecture with their own recording device on the understanding that this is for personal study use only.

### **What happens to my recordings?**

Staff have the right to edit their recorded lectures before uploading to the VLE. Recordings are not kept in perpetuity. They are made available to students for the current and next academic year, and then archived for one year. One month before the end of the archive period, academic staff will receive an email asking if they wish to keep the recording and if so for how long, and to confirm whether it needs to remain live to the students in the VLE. Unless instructed to the contrary, the recording will be deleted.

### **What happens when students contribute to the session?**

Students also have the right to opt out of being recorded. You can pause the recording at any time for any purpose by using the 'pause' button. Alternatively, student contributions can be edited out after recording. You may wish to advise students of their right to opt out at the beginning of a class, for example, by displaying a slide at the beginning of the lecture.

You should also take care to ensure that conversations with students before or after the lecture are not accidentally recorded.

### **How can students access lecture recordings?**

The only place that lecture recordings will be made available is the Virtual Learning Environment (VLE).

For reasons of security, students cannot download recordings from the VLE. However, in the unlikely case that a student is able to find the means to do this and upload the materials to an external website, the student would be subject to University disciplinary procedures.

### **When might it be inappropriate to use this technology?**

There are several reasons why staff may choose not to record their lectures and the list below is not exhaustive. However, the following cover the most common reasons for not recording:

- where research confidentiality could be breached (*research confidentiality*);
- where material is commercially, politically or ethically sensitive e.g. unpublished research material or patient details (*sensitive content*);
- where a guest lecturer external to the University has not consented to be recorded (*external lecturer*);
- where, in your academic judgement, recording a lecture would not help student understanding or the student experience e.g. if there is a high degree of student participation, if there is extended use of whiteboards/ chalk boards, if there is an approach

that involves provision of recorded material in another manner e.g. flipped learning, or a pedagogical approach that would need to be changed for recording to take place and which may therefore be detrimental to the student experience (*teaching style inappropriate*);

- where content includes commercially purchased DVDs/CDs/downloads or excerpts from on demand services such as BBC iPlayer (*copyright*).

### **What if I am including copyrighted materials?**

In most cases staff will be familiar with material in their own discipline where copyright might be an issue. Staff should also familiarise themselves with the [outline copyright guidance](#) available from the Library. Generally, the guidance allows fair use of materials for “illustrative purposes” but where there is doubt seek advice. It’s beneficial to have some knowledge of copyright in order to protect your own creative outputs. It is also worth pointing out that students are also bound by UK copyright law. Under this, students are permitted to use lecture recordings for personal study use only and may not publish them to a wider audience.

### **What about Intellectual Property rights?**

Under UK law an employer owns the copyright of anything that is produced by an employee as part of their work. The University therefore owns the copyright of any recordings made as part of a member of teaching staff’s role.

Recorded lectures are derivative of a live event and solely intended for the benefit of the students, so this material is not intended to be made available outside the VLE. The University will need permission of individual staff members to re-use their recordings under circumstances other than their original intent because these rights are protected under intellectual and performing rights law. Where academic staff choose to make their material publicly available via open platforms outside the University, and they have ensured there is no breach of copyright in their materials, no issues arise.

### **How can I make use of analytics?**

Teaching staff can access analytics from Encore. These can tell you how many students have accessed the recording and which particular bits they listened to. This can give very useful information for planning future sessions and reflecting on the success of a particular session. It may also help staff to develop their own teaching practice.

Analytics should not be used for monitoring student engagement or performance in a module / course. Encore is intended purely as a learning support resource and students will use it in different ways.

### **What if the technology doesn’t work?**

The University acknowledges that, as with all technology, things can go wrong. Encore (Echo360) is the best lecture capture technology available on the market. CiCS are continuously monitoring performance and putting in place processes to maintain the effectiveness of equipment. Staff are reminded that they should report problems with the technology to CiCS via the helpdesk in order to allow issues to be addressed. Departments should manage student expectations by ensuring that students are aware that recordings may not work for reasons beyond the department’s control and they should not rely on them being available.

### **What do departments need to do to manage the use of Encore?**

In order for the policy to be effectively implemented, a number of responsibilities are delegated to departments. Departments are responsible for

- making decisions on whether lectures /other classes are recorded or not
- keeping records of what is and is not recorded
- keeping students informed of what is and is not recorded and the reasons why
- providing support /directing students to resources to enable them to make best use of lecture recordings for their learning

More detailed guidance regarding the above and establishing departmental procedures for these is available on the [Encore webpages](#).

#### **Further reading:**

Ford MB, Burns CE, Mitch N and Gomez MM (2012) The effectiveness of classroom capture technology. *Active Learning in Higher Education* 13(3) 191–201 ([link](#)).

Newton G, Tucker T, Dawson J and Currie E (2014) Use of Lecture Capture in Higher Education - Lessons from the Trenches. *TechTrends* 58(2) 32–45 ([link](#)).

Giannokos MN, Jaccheri L and Krogstie J (2015) Exploring the relationship between video lecture usage patterns and students' attitudes. *British Journal of Educational Technology* 47(6) 1259-1275 ([link](#)).

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