Guidelines for making recordings available

(To be revised periodically by the Committee for Learning and Teaching as required)

8 August 2022

Introduction

With the installation of ELS equipment on campus, the discussion and questions around the availability of lecture recordings have become pertinent in teaching, learning and assessment for SU lecturers. This document outlines the background and first principles, possible strategies for pre- and post-lecture engagement with study material, general guidelines when recording lectures and/or making them available to students as well as further issues and actions to be followed up. Feedback will be provided as required to the Committee for Learning and Teaching specifically with regard to the issues and actions to be followed up. This document will therefore remain a living document to be updated as required. The first discussion document of 20 May 2022 is included as Addendum A. This includes some indication of the potential pedagogical value of recordings, the objections to making lecture recordings available and some mitigation controls as well as some actions that were pertinent at the time.

A) Background and first principles

- We assume that **lecturers will always have the best interest of all students at heart**: those who can attend class as well as those who cannot attend because of legitimate constraints; those who are well-prepared as well as those who are under-prepared for tertiary study; those who are self-motivated as well as those who still have to develop this skill.

- As a first principle **we want all our students to be in class during the timeslots as scheduled on the timetable** – either physically or virtually via a live stream - to benefit from the engagement with the lecturer, fellow students and study material (Tokumitsu 2022). Stellenbosch University remains **a residential campus-based university** as also confirmed via communiques from the Rector.

- **Effective teaching and learning at a tertiary level is relational**. University prepares students for socially essential careers and to be citizens who bring high-level intellectual habits to bear on big societal problems, from climate change to the next political crisis. On a more fundamental level it also prepares many students to be responsible adults: to set goals and figure out what help they need to attain them (Malesic 2022). These essential skills cannot be learnt by passively consuming recorded lectures. It requires students to actively engage with the subject content together with their fellow students and lecturer.

- **The purpose(s) of recording a lecture and making it available (or not) to students should be clear and pedagogically grounded.** This should be set out in the module framework. Students can also be invited to provide feedback on the value of the recordings for their learning.

- Although there are pedagogical advantages to making recordings available as outlined in this document, **the availability of recordings is not a straightforward route to improving academic outcomes for all students**.

  - Lecture recordings are justified to the extent that they support and/or increase student success, especially students who are struggling academically.

o Lecture recordings are *not* justified when they are detrimental to overall student success, or when they increase the gap between well-performing students and students who are struggling (Cacault et al, 2021)

- There are different contexts, approaches and nuances between disciplines and faculties that could potentially influence whether recordings are made, as well as whether and how they are made available to students. **A one size fits all approach is therefore not recommended**. An example of when recordings would not necessarily be made and/or made available to students is where the in-class discussion is of a sensitive nature. Recordings in this instance might even inhibit frank discussions. Not all lectures are the same – some might be more content heavy, in which case an available recording could potentially assist students with revision, but it might be less useful where the in-class time is used for discussion, as opposed to the transfer of content. Similarly, various fields of study, subjects and external professional bodies / accreditations will have their own unique requirements that will have to be taken into consideration.

B) Promoting pre- and post-lecture engagement with study material: Recordings and alternative strategies

The first principle is that **we want students to engage with the study material and benefit from the engagement with a lecturer and fellow students in relation to study material before, during and after the lecture.** Some pedagogical advantages of making recordings available are (also see Addendum A: Discussion document for background, advantages, objections, possible mitigations and references):

- Lecturers can refer students to the recording to help them answer questions, queries, and misunderstandings, thereby providing multiple means of engagement as per Universal Design for Learning (UDL) guidelines.

- Transcriptions of recordings are valuable augmenting learning and revision tools, thereby providing multiple means of engagement as per UDL guidelines.

- Transcriptions of recordings can be translated where there is a need for this. The Language Centre can assist with this with the cost covered by the department.

- Recordings can be used to stimulate further discussions outside the physical or virtual classroom, such as on SUNLearn (or any other LMS platform).

- (Parts of) recordings can also be re-used by other modules and in subsequent years of the module with the consent of the lecturer involved. Guidelines for the storage and retention of recordings will still be compiled by LTE, IT, the Registrar and Information Governance.

- Audio podcasts are increasingly popular among students, allowing them to revisit material and clarify concepts, for example during commutes and other activities.

- Students who cannot attend the class (due to a valid/legitimate reason) can watch the recordings.

- During ARTLA, when some students are dependent on live streaming and have loadshedding during streaming, they can watch the recording and are not excluded.

- Recording of guest lectures / invited subject matter experts' classes/talks are especially valuable, as these individuals are not necessarily available the following year. These recordings can then - with the speakers' permission – be re-packaged as a video/audio recording for future implementations in the module. Any external speaker / lecturer should be aware that the recording will remain the university's intellectual property.

- Audio files (mp3/sound files, exported from video recordings) pose a data light and flexible way for students to revise lecture content.

- For hybrid learning, there is a definite need for HyFlex learning environments. We will have more international (especially working) students who cannot attend all on-campus contact blocks in-person. The opportunity to watch recordings and/or attend via live-streaming will allow us to market more offerings to an international student market, including (and especially) other African countries.

- The Extended Learning Spaces project (ELS) will also benefit from further knowledge and development of HyFlex learning environments where the recent investment in extended learning spaces could potentially provide students with the option to either attend on-campus contact sessions or watch recordings and/or attend lectures via live-streaming, depending on the contextual needs of individual courses and/or students.

Many of these pedagogical advantages of making class recordings available to students can also be achieved through other strategies. These strategies, that many lecturers already employ include, but are not limited to:

- Repeating the lecture at an agreed upon time

- Short (approximately 10 minute) podcasts with key points (potentially created by editing the recordings)

- Transcriptions of recordings

- PowerPoints with voice-over

- Question and answer sessions

- Tutorial sessions

- Consultation hours / sessions during which students can engage with the lecturer

The principle is that there must be opportunities for students to engage with the study material, lecturers and other students **before** and **after** the formal lecture, and the proposal is that it is the lecturer's prerogative as to how he/she enables this engagement to derive maximum pedagogical value for the students. The least labour-intensive strategy might be to make the class recording available, but, as mentioned in the introduction, there might be context-specific reasons why a lecturer would rather opt for one of the alternative strategies.

C) General guidelines when recording lectures and/ or making these recordings available to students

- Make it explicit to students that **videos may not be downloaded / edited / shared on any public platforms** such as YouTube, tutoring sites, etc. due to copyright requirements and what the consequences will be if a student transgresses (e.g. disciplinary action and potential legal implications for breaching of copyright).

  - Potential wording that can be included: "Synchronous (real time streamed) lectures as well as the recordings thereof are subject to strict license conditions and is for personal and private use only. No further recording or distribution is allowed without the prior consent of the Stellenbosch University staff members involved. Recording of other learning opportunities or lecturers, irrespective of the setting, are not allowed without prior permission from Stellenbosch University staff members involved. Recording of a

lecture or other learning opportunities and making the recordings available is the individual lectures choice, having given consideration to both pedological and other factors."

- Students are **strictly prohibited from making screen grabs** of live-streamed classes.

- Add a **copyright image** to PowerPoint slides, other materials and recordings.

- Use the **"selective release" function on SUNLearn** to share a recording after the class. To facilitate and capture the learning that took place, students first have to complete a quiz or similar activity about the topic/content of the contact session reaching a certain standard, to ensure that the recording is not viewed as replacement for the synchronous lecture. The selective release option should thus be pedagogically driven and not merely have a gatekeeper function.

D) Further actions and issues to be followed-up

- **Research** is needed about the link between lecture recordings, lecture attendance and performance especially within the SU context. This can include how lecture recordings are currently being used by students and lecturers as well as what the potential future uses could be.

- **Establish ground rules** for how recordings can be used, e.g.

  o Indicate how students can limit how they are recorded (e.g. keep cameras off)

  o Indicate when they plan to dispose of the recording (materials age out); and

  o Establish ground rules with the students (e.g. let's not turn screen grabs into memes).

- Establish **conditions and procedures for right of refusal** to be recorded (lecturers and students)

- Institutional Governance provided the above points on **POPIA** and also advised the following to be actioned by LTE, IT, the Registrar's Division and Information Governance:

  o Defining the retention / life cycle rules for automatic recordings;

  o Implementing appropriate procedures to address the retention rules;

  o Conducting a privacy impact (self-)assessment on the recordings to determine value / risk of information;

  o Discussing security controls with IT based on the above.

One of the outcomes could be a **functional specification** (or similar documentation) to establish and manage the risk/value of the recordings (as per POPIA definitions), identify the legal basis for recording and identify notification requirements, etc.

- Investigate the components of a **Video Content Management System (V-CMS) services for SU**, to ensure better integration, transparency and control for lectures and breaking down silos between spaces and systems to enable better support. This could include:

  o Management, retrieval, retention, security and classification of recordings (the current automatic recordings are overwritten in ±3 days depending on how often the venue is used.);

  o Automatic linking of recordings to SUNLearn;

  o Allowing for approval of recordings, quick editing and adding metadata to the video;

  o Allowing students to view Video-on-demand.

- Consider in the short- and midterm to **categorize lectures and sessions on the timetable** as

    o F2F obligatory (no streaming or recording) – practicals, tutorials, group work, class discussions.

    o F2F (streamed and recorded)

    o Virtual

The involved lecturer needs to decide which category is suitable.

- Consider in the long-term to **categorize and plan learning experiences** so that:

    o Some content is delivered in manually recorded podcasts using our recording infrastructure. This content is NOT repeated in any classes.

    o Application, etc is "done" in interactive sessions which are not streamed or recorded (expect for valid LOA students and where reflection on what happened in the session could be of value itself).

Lecture recordings discussion document: Towards a guideline / framework document

20 May 2022

Background

Lecture recording has been debated since the late sixties (MacKay 2019). Opportunities and facilities for making such recordings and sharing it with students have nowadays become more widespread within HE. Lecturers across the globe are concerned about the effects of recordings on learning, teaching and assessment (Tomumitsu 2022, Malesic 2022). They are often concerned that class attendance will be negatively impacted and that the pedagogical experience will be lowered due to the lack of personal interaction and engagement during lectures. In the study done by MacKay (2019) in a large Russel Group university, as well as the small-scale research done by Clemmer and Vale (2021), most student participants indicated that they used the recordings for revision and understanding. It is therefore important to not conflate engagement and attendance. The transformative power of, and objections against, recorded lectures, the disruption of these technologies as well as aspects of ethics and IP have been reported on in the literature before (see for example MacKay 2019, Kinash, Knight & McLean 2015, Clemmer & Vale 2021, Cacault et al 2021). The move to online learning during COVID-19 has created an opportunity to adapt traditional teaching, learning and assessment practices using the best of what we have learned. One such opportunity is the recording of lectures.

With the installation of ELS equipment on campus, the discussion and questions around the availability of lecture recordings have also become pertinent in teaching, learning and assessment for SU lecturers.

This discussion document outlines the potential (pedagogical) value of making recordings available, the potential objections as well as possible remedies / mitigating controls.

A. Pedagogical value of lecture recordings

Lecture recordings could be an effective tool for facilitating student learning. The pedagogical value and purpose of the making lecture recordings available to students include the following:

- Lecturers can refer students to the recording to help them answer questions, queries, and misunderstandings, thereby providing multiple means of engagement as per Universal design for learning (UDL) guidelines.

- Transcriptions of recordings are valuable augmenting learning and revision tools, thereby providing multiple means of engagement as per UDL guidelines.

- Transcriptions of recordings can be translated where there is a need for this. The Language Centre can assist with this.

- Recordings can be used to stimulate further discussions outside the bordered classroom, such as on SUNLearn (or any other LMS platform).

- (Parts of) recordings can also be re-used by other modules.

- Audio podcasts are increasingly popular among students, allowing them to revisit material and clarify concepts for example during commutes and other activities.

- Students who cannot attend the class can watch the recordings.

- Recording of guest lectures / invited subject matter experts' classes/talks are especially valuable, as these individuals are not necessarily available the following year. These recordings can then - with the speakers' permission – be re-packaged as a video/audio recording for future implementations of said module. Any external speaker / lecturer should be aware that the recording will remain the university's IP

- An added advantage is that Audio files (mp3/sound files, exported from video recordings) pose a data light and flexible way for students to revise lecture content.

- For hybrid learning, there is a definite need for HyFlex learning environments. We will have more international (especially working) students who cannot attend all on-campus contact blocks in-person. The opportunity to watch recordings and/or attend via live-streaming will allow us to market more offerings to an international student market, including (and especially) other African countries.

NB: The built-in recording in the ELS AV equipment is only for use as a backup recording when the Teams recording fails (e.g. network issues). The ELS equipment has this built-in recording functionality that starts recording once the classroom touch panel is started. This recording is meant to serve strictly as a backup. Therefore, if a lecturer forgets to start their own MS Teams recording, the recording can be retrieved. This recording is housed on an SU server and is only accessible by specific IT system administrators. These backup recordings must be used with care.

B. Objections to making lecture recordings available and some mitigation controls

A number of objections to making lecture recordings available to students are given by lecturers and also reported in the literature. Below some of these objections are given as well as possible mitigation controls or possible remedies.

1. Drop in Class attendance

Lecturers often feel if students do not attend class, it might lead to a lack of engagement with lecturers and peers and also a decrease in social cohesion. The literature review published by Kinash, Knight & McLean (2015:133), refers to many studies undertaken about the issue of class attendance and conclude that "the argument that lectures should not be provided online because students will stop coming on-campus is largely unsubstantiated."

Possible remedies / mitigating controls:

- Ensure that the engagement in the class is more and different from what can be experienced when only watching a recording – students will attend class if they feel there is value in attending (Clemmer & Vale 2021:4). It should be noted that students' judgement of what is of value (versus, for example, what is entertaining or easy) is fallible. This must be taken into account as well.

- Change the format of classes to a flipped classroom approach with adequate preparation material and make recordings available. Flipped classroom recordings might be less valuable in terms of content and students not in class might miss out in terms of knowledge application. How to get students to prepare for the flipped classroom is an area of research that should be flagged.

More research is needed about the link between lecture recordings, lecture attendance and performance especially within the SU context. One study of a cohort of 1450 first year psychology students showed that non-frequent attendees were more likely not to use lecture recordings (48.1%) to make up a missed lecture than frequent attendees (34.3%). Surprisingly, in the last week of semester, 29% of students reported not yet accessing lecture recordings. Students had the intention to use lecture recordings as they

envisaged these to be helpful for learning and commented that they would be adversely affected if recordings were not available. In fact, students are passionate about lecture recordings. (Yeung, Raju and Sharma Microsoft Word - 04 yeung raja sharma 55-71.docx (ed.gov)

2. Students binge watch lecture recordings

The study by MacKay (2019) reported that lecturers were worried about the fact that students might use lecture recordings as the primary source for learning. This can be likened to students not attending F2F classes but then working swiftly through reading material at a later stage

Possible remedies / mitigating controls:

- We have not been able to control this in the past, but often lecturers make it clear to students that by attending classes and not falling behind on their revision, they will be much more academically successful. The responsibility is still the students' to do this.

- We can add further materials on how to make the best use of lecture recordings in their module frameworks.

- One could add a restricted activity on SUNLearn that requires students to complete a short quiz (of the prep-reading for class, for instance) that they need to complete before accessing the classroom recording. This may limit binge watching and serve as an enhanced T&L activity.

3. PAIA (Promotion of Access to Information Act)

Recordings may put the institution at risk. Once they exist, for example, recordings may fall under requests under the **Promotion of Access to Information Act**. Until we have firm rules on recordings, a few things to consider: We must have a clear reason for the recording, we should plan to destroy recordings once they've served their purpose, we should actually destroy the recordings, and we should consider if another initiative may be better suited than a recording (e.g. a scripted talking head video may be better than a class recording in some situations). We shouldn't be making recordings just because we can or because it's convenient to do so now.

Response / mitigating control:

- Could happen, but unlikely to happen and not great impact.

4. POPIA (Protection of Private Information Act)

Students and lecturers can object due to privacy risks – students' pictures and student numbers might appear on the screen and be captured during a recording.

Response / mitigating control:

- The student numbers are already available in Outlook, class MS Team and on SUNLearn – so the MS Teams recording is similar. Students in possession of this information cannot really do much with it, other than perhaps being able to send untoward emails to the students whose details they have. They have no access to other students' marks on SUNLearn, academic records, address or telephone number details.

- Students usually join the online classes by clicking on the Teams meeting link provided to them on SUNLearn by the lecturer. By doing so, they effectively choose to join the meeting and, in so doing, perhaps implicitly consent to their student numbers and names being visible to others in the meeting. One could consider being explicit about this in module frameworks.

- Use the Teams function to record, which does show the warning message. Inform students and lecturers that all classes can be recorded (and provide the reasons). Inform students that there can be a camera view from the back of the class, which can be part of the recording.

- The question remains whether a student can opt out and under what conditions – especially if lectures are part of the core academic function of the University. If using legitimate interest or consent as the justification students, that object to or opt out of recordings, cannot be excluded from the learning opportunity (i.e. class should continue without recording or there should be a separate not-recorded class provided). The student who opts out can attend the in-person classes and tutorials so as not to disadvantage the other students who want access to a recording.

- Students can be asked to sign an online release form to indicate how recordings will be used, and to indicate what they are comfortable with.

- In lieu of an institutional rule for recordings that applies to lecturers, we may need to consider the legitimate interest / consent model (i.e. they too can object to or opt out) (pending discussion with HR regarding what could be considered a reasonable management request, i.e. contract justification). As with students, if lecturers are part of the core academic function of the University, can the lecturers refuse? On which grounds? Should the lecturer be required to provide a motivation?

- An institutional rule for recordings that applies to lecturers would shift to the contract justification. However, this will require discussion with HR to determine if this triggers a change in terms of employment and the implications thereof.

5. **Risk related to how video recordings can be shared and used.**

Often, lecturers fear that a part of their recording will be shared on public platforms, taken / quoted out of context, etc.

Response / mitigating control:

- Make it explicit to students that videos may not be downloaded / edited / shared on any public platforms such as YouTube, etc.

- Prohibit any screen grabs or editing (i.e. taking any content out of context), to share on any external platforms / channels (including WhatsApp) on the students' parts.

- Perhaps add a Copyright image to the PPT slides

Recordings can become outdated. Listening to a 2015 podcast is probably not that useful in 2022 in some contexts. Inaccurate information can also be captured in a recording.

Response / mitigating control:

- Ensure that the recordings are clearly marked with a disclaimer as to when it was recorded and that it should always be used in combination with the textbook / notes.

C) Issues to further follow-up and provide feedback the Committee for Learning and Teaching

- Establishing ground rules for how recordings can be used, e.g.

  o Indicate how students can limit how they are recorded (e.g. keep cameras off)

  o Indicate when they plan to dispose of the recording (materials age out); and

- o Establish ground rules with the students (e.g. let's not turn screen grabs into memes).
- Conditions and procedures for right of refusal to be recorded (lecturers and students)
- Do we need an institutional rule re recordings and if yes, what is the approval route? The video recordings – as any other course material – remains the intellectual property of the university and lecturers, guest speakers and students should be made aware of this.
- Institutional Governance provided the above points on POPIA and also advised the following to be actioned in collaboration with IT, the Registrar's Division and Information Governance:
  - o Defining the retention / life cycle rules for automatic recordings;
  - o Implementing appropriate procedures to address the retention rules;
  - o Conducting a privacy impact (self-)assessment on the recordings to determine value / risk of information;
  - o Discussing security controls with IT based on the above.

Hopefully, if we have a clear understanding of the pedagogical benefits of lecture recordings, the risks and the measures in place to mitigate these risks, then there will likely be little objection. If there are objections, however, please provide a short justification, along with an alternative (e.g. making transcriptions available which they can edit beforehand / summarise as notes / just make the audio available to students upon request, via a non-downloadable link.)

References:

1. Cacault, P., Hildebrand, C. Laurent-Lucchetti, J. and Pellizzari, M. 2021. *Distance Learning in Higher Education: Evidence from a randomized experiment.* Journal of the European Economic Association, Vol 19(4): 2322-2372. DOI: 10.1093/jeea/jvaa060.

2. Clemmer, R. and Vale, J. 2021. On the Record: *Student motivations for recording lectures and implications for learning.* Proceedings 2021 Canadian Engineering Education Association (CEEA-ACEG21) Conference, Paper 114

3. Kinash, S, Knight, D and McLean, M. 2015. *Does Digital Scholarship through Online Lectures Affect Student Learning?* Journal of Educational Technology & Society, Vol. 18, No. 2, pp. 129- 139

4. Jill R.D. MacKay. 2019. *Show and 'tool': How lecture recording transforms staff and student perspectives on lectures in higher education.* Computers & Education. 140.103593.

5. Malesic, J. 2022. *My College Students are not OK.* New York Times. Available at https://www.nytimes.com/2022/05/13/opinion/college-university-remote-pandemic.html

6. Tomumitsu, M. 2022. *In Defense of the Lecture.* Jacobin Magazine. Available at: https://www.jacobinmag.com/2017/02/lectures-learning-school-academia-universities-pedagogy/