



## Vice President Education Report April 2019

### Coursemate

Across this academic year, so far there have been 143 ideas submitted to Coursemate, of which 55 have been completed. Since further promotion of Coursemate has been released, this seems to have created a slight increase in the use of the system. However, across the next academic year, further promotion of Coursemate and SUGgestions will be needed. This will be a process that is included in the Academic Representation review that is currently taking place.

### Lecture Recording

A new guidance document for University staff has been produced and circulated, which outlines how lecture recording should be used. This guidance outlines that in areas where lectures are not being recording, the reason for this should be communicated to students. See below for the new guidance!

1. The video recording of additional content, such as lectures, is a helpful learning support tool for our students. It provides extra benefits such as inclusivity (for accessibility or for students whose first language is not English), reducing anxiety, easing transition, supporting revision and supplementary learning. Lecture recording will be used in this context, creating equality of opportunity for students, along with other digital tools, and cannot be used as a substitute for planned face to face teaching or as a management tool.
2. The University acknowledges that not all teaching activities are suitable for recording for a variety of reasons (including confidentiality, topic sensitivity, session format e.g. interactive discussions, etc.), as such, whilst of benefit in many situations use is not compulsory.
3. To manage student expectations, staff should inform students when lecture recording will and will not be used. Typically, this should be done at the start of a

new module when teaching and assessment approaches are introduced, and included in relevant documentation. Staff should also liaise with colleagues teaching within the programme to ensure consistency in approach.

4. Only a recording of audio and slides is recommended. Where required, the video recording of the lecturer is available in one of the 9 video-enabled lecture theatres across campus (Minerva: MB1019, MB1020, MB0312 & MB0302; Isaac Newton: INB0114; Stephen Langdon: SLB0006; Sarah Swift: SSB0103; LPAC: Studio X (review pending); David Chiddick: DCB1101). To help build confidence in the process, staff are recommended to consider recording orientation lectures and assessment support followed by the core lectures in the first instance. Alternative technologies, such as Blackboard Collaborate, can also be used to record events where more appropriate.

5. Lecture recordings will not to be used as a lecture attendance alternative. Lecture recordings may be withheld by staff if student attendance drops below historical attendance records until attendance returns to expected levels (where the impact of the lecture recording is shown).

Lecture recording will be promoted to students as a supplementary learning support tool and not as a replacement for attendance. To support our students, a short video has also been created to help guide them on the appropriate use of lecture recordings.

7. Lecturers are not expected to change their teaching practice for lecture capture purposes.

- Staff will not be expected to re-record lectures in the event of technical failure.
- No additional editing is expected post lecture, but tools are available to support staff if needed for whatever reason.
- Staff should inform students when lecture recording is happening and point out locations within the room where they may be seen in the recording (if video is used), such as near the podium or picked up by the microphone (normally within a few metres of the mic).

8. Where recording is taking place students may not (without prior consent and as outlined within their learning support plan) make or publish their own recordings of the lecture on personal devices. Doing so will be treated as copyright infringement and students may be asked to remove recording equipment and/or delete any files created. By default, recorded lectures will not be downloadable onto a student's personal device, but staff may be requested to provide a downloadable version if required by a disabled student as part of their Student Support Plan. This is for their sole use and cannot be redistributed without prior authorisation, as doing so would be in breach of the Student Conduct and Disciplinary Regulations (Part C of the University General Regulations) and potentially open them to disciplinary proceedings

9. To assist yearly housekeeping and avoid inadvertent erasure, all lecture recordings will be deleted on academic request at the end of each academic year

(normally Sept). Requests should be submitted to the Digital Education Team at [digitaleducation@lincoln.ac.uk](mailto:digitaleducation@lincoln.ac.uk).

10. Audio/slides enabled spaces (over 140 across campus) are lecturer initiated and access to recordings is controlled from accessing Panopto directly within Blackboard. To assist in recording in the 9 video enabled rooms (large lecture theatres), staff can request to be added to timetable-driven recording schedule by contacting the Digital Education Team at [digitaleducation@lincoln.ac.uk](mailto:digitaleducation@lincoln.ac.uk).

11. The IPR of the video recording (the digital file) is retained by the University but any resources and content (created by the lecturer as part of their normal duties) used within the video recording is retained by the lecturer.

12. Lectures may include material whose copyright is owned by third parties, such as images in slides. An educational exception has been granted under UK copyright law (CDPA 1988)1:

- The material is being used for quotation
- Any illustrations are being used for the purpose of instruction
- The material is being included for the purpose of criticism or review
- The material is being included for the purpose of parody or pastiche
- For one of the above exceptions to be used the use must be fair:
- The work must have been made legitimately available to the public
- The use must genuinely be for that purpose e.g. an illustration should not be included simply to make a presentation be more appealing
- The extent of the copying is no more than is required by the specific purpose for which it is used
- The use must not interfere with the commercial interests of the rights holder
- The copied extract must be accompanied by a sufficient acknowledgement
- Copying must be done by the person giving or receiving instruction
- Copying and use must be for a non-commercial purpose only

## **Module Evaluations**

Module Evaluations is now underway and open until May 12<sup>th</sup>! This year, the University and Students' Union has provided further incentives for students to complete the survey, including cash prizes, money for societies, academic societies and sports club and also a free breakfast roll for EVERY student that completes their module evaluation survey. They are incredibly important and provide staff with invaluable feedback on how to continuously improve. For this round, I have worked alongside the DVC for Student engagement to ensure that staff are aware how vital it is to let students know what it is that will be done with your feedback. To complete your Module Evaluations, go to [lincolnsu.com/modules](http://lincolnsu.com/modules).

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