

Understanding student engagement in the digital age: lessons for transferable skills and curriculum development

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Study funded by PTAS grant “How to use lecture recordings in everyday study practice?”

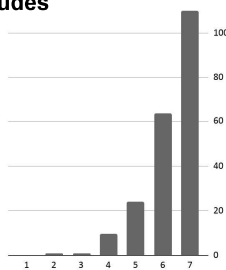
University of Edinburgh recently adopted an opt-out lecture recording policy, in recognition of the fact that most students are enthusiastic about using lecture recordings in their learning. We conducted this study to explore how students intended to use lecture recordings, and how they took advantage of this additional resource.

We analysed learning analytics data (attendance and lecture recording use) from a first-year psychology course ($n = 327$). We also recruited 263 of those students (around 80% of the class) to complete our online survey, and 206 of them agreed for their questionnaire data to be linked to attendance and grades. The survey included questionnaires that measured group identity and group norm beliefs, self-efficacy, deep and surface learning in addition to various demographic measures. It also prompted the students to say whether they found lecture recordings useful, and how they planned to use them.

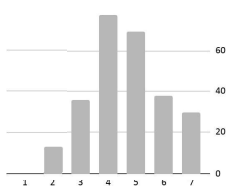
Quantitative data

What are the student attitudes and norms?

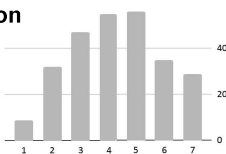
Attending live lectures is perceived by students as good, beneficial, wise and necessary



Using recordings as a substitute for live lectures is perceived as neutral – there are only a few students with a strong positive or negative attitude

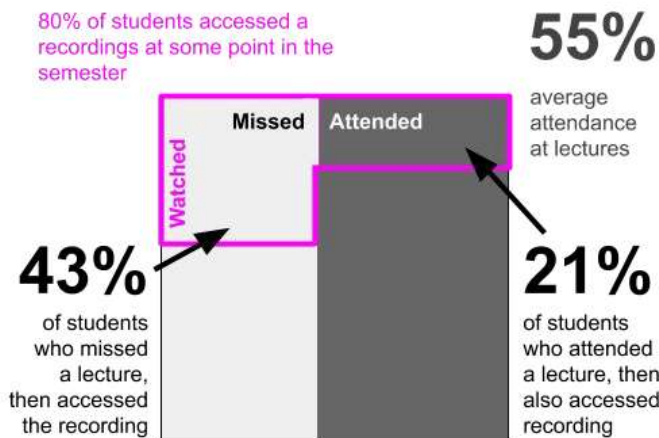


Students have mixed views about the lecturers' opinion on substitution, with a roughly even split between those who thought that lecturers would approve, and those who thought they would disapprove



What predicted better student marks?

Attending lectures and/or watching recordings was associated with better marks. Lower marks were associated with the number of lectures that were neither attended nor watched ($r = -.25$).



Conclusions

Engagement in any lecture modality is the key to student success - there is no distinct advantage to attending live classes

Students see recordings as a way improve their understanding and to catch up on missed lectures, but are not planning to intentionally miss lectures

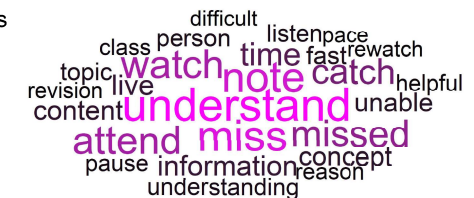
There is a need to clearly communicate what lecturers expect in terms of lecture attendance and the use of lecture recordings – this was the intended focus of an online intervention

Hear more about this study at <https://edin.ac/2V1ahzh>

Qualitative data

Most students planned to use lecture recordings to enhance their notes and catch up on missed lectures.

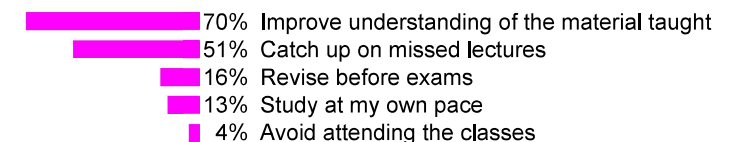
We categorised their ideas about lecture recording into distinct themes, and counted how many students expressed these themes in their responses.



I feel that the lecturers go way too fast for me, so the ability to re-watch the recordings, pause and rewind really helps me to understand the more advanced concepts.

Lecture recordings provide the opportunity to skip over contents that you already know and focus on the difficult concepts which may need multiple replays.

“Do you think lecture recordings are useful? Why?”



“How do you plan to use lecture recordings?”

