



UNIVERSITY *of* CANTERBURY
**STUDENTS'
ASSOCIATION**
Ākonga tū, ākonga ora

ECHO360 lecture recordings

A case for universal lecture recordings at UC

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Background

1. Last year after extensive feedback from students the UCSA submitted papers to both the School of Law and to the UC LTC requesting that a policy be created around the use of lecture recordings – namely seeking to ensure uniform use of the technology across the university to ensure students have equitable access to learning resources.
2. Towards the end of last year we also saw the introduction of the UC Strategy Tangata Tu Tangata Ora: Engaged, Empowered, Making a Difference Strategic Vision 2020 – 2030 which signalled a new direction for UC, aiming to refocus the institution towards its core business – providing high quality opportunities for learning, teaching and research.
3. Since then we have seen major disruptions of learning due to COVID-19. Despite this being a challenging time for many students, one plea has been clear from the student body; to keep lecture recordings online alongside a return to on-campus delivery.
4. UC has now acquired capacity to record up to 95% of classes which covers 99% of students for lecture activities alongside increasing the availability of support and professional development for managing a mixture of teaching media.
5. This paper revisits the case for universal lecture recordings at UC and presents new student feedback that has arisen from students real and recent experiences with this learning resource. Further, it illustrates that the provision of lecture recordings is a positive step towards providing a flexible and equitable learning environment, and is therefore essential to delivering on the institutional vision as laid out in UC's Strategy.
6. Included are relevant student quotes (in italics) taken from the responses to a Law Clubs survey undertaken during the lockdown and the Two Cents for a Week's Rent online survey carried out in July. Please note that as these were given anonymously we are unable to attribute them to particular students.

Preamble

The UC Strategy Tangata Tu Tangata Ora: Engaged, Empowered, Making a Difference Strategic Vision 2020 – 2030 outlines the many ways in which UC is set against rapidly changing local and global contexts. It predicts that in response to these changing contexts *“the very nature of higher education, its delivery and impact...is expected to change dramatically.”* (p9)

COVID-19 highlighted and accelerated this potential transformation. It is essential that we learn from this experience and become future focused, preparing for events before they arise. Universities globally are in the process of transforming their teaching and learning towards more flexible offerings that are sustainable through distance/online offerings and experimentation with and use of various technologies to enable this. We can expect that this crisis will be causing many universities to accelerate the transformation that the UC Strategy alludes to.

Increasingly in the global context, students have the ability to shop around when it comes to higher education and it is now possible to conceive that UC can cater to students from the other side of the world through flexibility and autonomy over their learning.

This paper requests that UC makes the first, small step towards embracing technology to enhance the learning environment, wellbeing, community and flexibility for our student body and give them equal access to their lecture content online. This is absolutely imperative to ensuring student expectations are met within our changing local and global context. By embracing new methods and technologies, UC has the opportunity to be part of, if not lead, the transformation of the New Zealand sector in this space.

Cheryl de la Rey, Tumu Whakarae Vice-Chancellor of UC: "Now is the time to harness past experiences and current strengths to be creative and innovative." (UC Strategy, p7)

Enhancing the Learning experience – better outcomes for students.

Whilst students have previously raised concerns about equity in regards to lecture recording we have increasingly seen feedback from students that links the availability of lecture recording to their learning outcomes. This is backed up by a recent review by Noetel et al. (2020) on more than 100 best-practice studies considering learning when students have access to videos which found that students who got extra content learned more and that when face-to-face lectures are complemented by a video recording, students' learning benefits.

Access to lecture recordings enhances student learning by providing 24/7 access to the wisdom of the lecturer, allows students to take detailed notes from the recordings and link these notes with in depth research utilising academic texts and other resources, and provides a link for review and revision purposes.

Further, if such recordings are created effectively more time could be freed up for lecturers to engage in smaller group work to provide more advanced in depth knowledge facilitation and concept enhancement for students.

Stages of learning – Content delivery, confirmation, understanding, revision.

Being able to play back a lecture that has covered new terminology or has complicated material to reinforce and ensure full comprehension not only helps students, but benefits academics in that they avoid having to go over material again.

"The lectures and tutorials being recorded were very helpful as meant I could pause and replay parts of the material when I either missed something or did not

understand it the first time which moving forward I think lecture recordings should be made more available for students.”

Lecture recordings allow for mastery learning, where students control how fast they progress. The ability to master content without being overwhelmed contributes to learning outcomes (Noetel et al., 2020).

”Really enjoyed having my lectures recorded - not because I could put them off until later, but because it allowed me to make a lot of detailed notes and ensured that everything I heard was correct. It was really beneficial when I was able to go to a lecture, listen, take notes and then supplement these notes by watching the lecture back.”

Finally, lecture recordings to review in preparation for assessments and in particular exams are a valuable revision tool for students.

Different types of learners

Different students learn in different ways. By giving students one opportunity to receive content in a single lecture, we assume all students learn effectively this way. Not all students are able to receive, absorb and take effective notes in one hit. UC should be considering alternative methods of delivery in which it can accommodate differing learning styles, rather than forcing learners to adapt to the University format. As a university UC has the opportunity to empower students to choose how and where they learn best thereby recognising the diversity of its learners. Forcing students to consume content by depriving them of alternative resources neglects the student’s best interests and autonomy.

”Leaving the option for online learning available permanently (through Echo recordings of lectures) for all law courses would enable every student to study in the way they find most effective. It is an option we should have going forward, as we are all adults who should be able to determine how we learn best given how much we pay for our courses.”

Class time for deeper learning – “flipped learning”

Use of lecture recordings frees UC to consider how in- person teaching is utilised for deeper learning. The “flipped learning” model is where the content is available to students to be accessed whenever, while the allocated lecture time is used for student-centred discussion and deep teacher-assisted learning. This purposeful use of technology turns the lecturer into a change agent and activator and allows them to leverage their students’ learning (Fullan, 2014).

Analytics for Course Engagement (ACE)

The development of ACE means UC now has the ability to track student engagement. Arguably, student engagement with the lecture can now be measured better than with in-person scenarios. The risk that students may disengage because of the availability of lecture recordings is now mitigated by UC’s ability to intervene via the ACE system. The ACE initiative also enables UC to have potential early warning for student wellbeing.

Accessibility and Flexibility for students

A consistent use of lecture recordings across Colleges would align with UC's vision to attract and be accessible to a diverse range of students, ensuring all student cohorts can access all programmes. Availability of lecture recordings is essential in ensuring that UC is a truly **accessible, flexible and future-focused** learning environment for diverse students, many of whom can't always be physically present in a lecture. An increasing number of students must work in order to pay their bills or to gain necessary work experience for graduate roles. Likewise, many students have family responsibilities including providing support to unwell parents, or after-school care for siblings or dependent children. The current climate will see an increase in more mature students returning to study, alongside more distance students. The UCount2018: Echo360 Lecture Recording Usage report indicated higher Echo360 usage amongst part-time and distance students (p1) which reflects the needs of these student types.

"Online learning is good, particularly as it allows flexibility to learn between work/other courses/family etc. Courses should continue to be taught online/recorded (even if only available for a few days after the actual lecture) to accommodate students who genuinely cannot attend on campus lectures (eg sickness, field trips, weddings, funerals etc)"

Often, the onus is placed on the student to make friends and if they have to miss a class they will have to receive notes from these friends. This option is simply untenable for many students as their work or family commitments mean they do not have access to learning communities in the same way that many of our school leavers do.

"Not every student has the ability to attend lectures - adult students often have conflicting responsibilities, it would be good ifcould reflect that not every student is 18 and can attend class regularly. Nothing is lost by posting lectures online for students to watch."

Additionally, without lecture recordings, we penalise students whom are contributing to our community through clubs or other extracurricular activities that we should be recognising as important to students' personal development and to UC's wider role in the community, reflecting the graduate attribute of community engagement. Further, students often note that they see these activities as critical to the graduate attribute of employability by supplementing their degree and providing a point of difference in their C.V that will assist them in gaining employment on graduation.

Diversity and Equity

As well as creating greater access to UC for more diverse students, universal use of lecture recordings would help support equity in learning outcomes for students. In addition to the gains that can be achieved for all students' learning, the use of lecture recordings has the potential to significantly improve diversity and equity at UC. The UC Strategy outlines the role that technology should have in creating flexible, accessible learning environments which in turn will aid in diversifying the student body:

“Technology will provide opportunities to diversify the student body and to create better access to the curriculum.” (Tangata Tū Tangata Ora, page 25)

*“Online education is growing, and blending online with face-to-face delivery is becoming normalised. In 2019, UC has about 1400 students learning online at UC, **and this strategy outlines our commitment to increase this number.** UC will respond to this growing world-wide trend by improving and increasing our e-learning offerings.” (page 25)*

Statements from Equity Groups

Equity and Disability Support Service

Students with learning disabilities can be disadvantaged in lectures due to an inability to keep up with note-taking and difficulty in following the lecture. Whilst the Equity and Disability Support Service provides a range of assistance and support, facilitating access to content by way of lecture recordings would also be hugely beneficial and enabling to students with disabilities.

“The University of Canterbury aims to provide current and future students the opportunity to realise their full potential through full participation within the University. This will be achieved by creating an inclusive learning environment that maximises outcomes for all students by addressing barriers to access and participation. Providing Echo360 recordings for all lectures we believe is fundamental to this process.

Research has demonstrated that people learn in many ways, that there is no one-size-fits-all approach to successful learning outcomes. Universal Design Principles for Teaching and Learning (UDL) principles can be utilised here. UDL is achieved through multiple representation and means of expression which cater to diverse learning styles within the student population. Recording lectures is part of the suite of recognised worldwide UDL practices. Each Department/School/Faculty should encourage inclusive teaching practices whereby recording all their lectures and teaching material on Echo-360 as part of a best practice model. Studies have also shown that implementing UDL principles, not only benefit people with disabilities, they also support the wider community including international students who may speak English as a second language. Furthermore one could argue that UDL principles help all students and staff achieve success in their chosen field.”

Cam Scott, Manager

Te Ratonga Whaikaha | Equity & Disability Service

Te Akatoki

Support from tauira Māori for lecture recordings falls into four main areas: hauora, academic success, the ability to continue study and cultural safety.

Caring for Hauora – physical, mental, emotional and spiritual wellbeing – means that students may not always be able to attend class and would therefore benefit from full availability of lecture recordings.

Using ECHO360 lecture recordings as a revision tool or to revisit content to ensure full understanding would contribute to the academic success of taurira Māori.

A wide range of external factors also impact on taurira Māori and their ability to physically attend university at times. Lecture recordings would therefore accommodate these many and varied commitments.

Finally, lecture recording provides accountability, responsibility and equity for the kōrero of both lecturers and students and minimises the opportunity for casual racism. In a campus environment that is predominately westernised, this provides some cultural safety.

For a full summary of the Te Akatoki survey and results, please see Appendix A.

Pasifika Development Team

The Pasifika Development Team have provided a statement of support for universal lecture recordings (Appendix B) which covers the key issues of:

- Lecture recordings improving access to education for Pasifika students
- Lecture recordings should not replace class attendance
- Lecture recordings assist staff to shift towards a blended learning model
- Teaching staff and class facilities require resourcing
- Staff consent and buy-in is an important component of lecture recordings

International Students at UC

As the UC Strategy identifies Internationalisation as one of its key strategic drivers, including entering into partnerships which will see larger numbers of international students coming to UC, universal lecture recording will enhance UC as a study destination for these students.

International students are a cohort who genuinely require use of lecture recordings as a supplement to lecture attendance.

“As an international student, I sometimes need multiple time replaying the words the lecturer said in the lecture.”

In the July 2020 report from Hanover Research on Best Practices: Teaching Current International Students Aboard, the Recommendations for Best Practice Teaching Online (page 3), include the recommendation “to develop courses that allow simultaneous participation from in person and online students” so that students can participate regardless of their personal circumstances. This backs up the UC student demand for universal lecture recordings.

The report also states that "An initial review of results at institutions with HyFlex courses reveals that student performance is not affected when shifting between delivery modes." (page 6) which speaks to the value in allowing students to determine their own learning methods, and that mixing and matching with a "hybrid" model is not detrimental.

Supporting English as Second Language Students

Students where English is a second language (ESL) – who are predominantly International students and paying significantly higher tuition fees - face heightened challenges to absorbing content in the lecture format. The UCSA knows of students using Google Translate during lectures to fully comprehend what is being taught, and understandably this decreases their ability to comprehensively listen and note-take. Piolat (2008) says “students can be expected to experience more difficulty taking notes in a second language than in their native tongue” (p116). Being able to review lectures at their own pace with sufficient language comprehension assists in overcoming language and “speed of delivery” barriers (Centre for Innovation in Learning and Teaching, 2020), facilitates effective note-taking and ensures ESL students are genuinely able to learn content.

The challenge of comprehension and note-taking is compounded when the lecturer also has English as a second language. UC benefits from having a high number of international academic staff including many who are leaders in their respective field and this internationalisation is enhanced by visiting academics here on exchange programmes. However, this can lead to difficulties with language misunderstandings.

For ESL students, lecture recordings are a tool for clarification, reinforcement and revision. This is backed up by UCount2018: ECHO360 Lecture Recording Usage which supports UCSA’s assertion that students with ESL use lecture recordings for confirmation and understanding, rather than as a replacement for attending lectures, showing that it is an active learning tool for this diverse student cohort (Thompson, 2019, p1).

Support for the above points is given in a statement from Will Shannon, the College of Business and Law Internationalisation Manager in Appendix C.

Domestic ESL students

It is important to note that this applies to not just International Students, but also domestic students and in particular Pasifika and Te Reo first-language learners. To acknowledge this challenge, and mitigate it through the universal availability of lecture recordings would not only address this inequity but would meet UC’s Te Tiriti of Waitangi Treaty of Waitangi obligations.

“I think I specified well but I would also like to add that Aotahi needs ECHO to support Māori and Pasifika students learning!”

Cultural and Religious Commitments

In an increasingly diverse student body – reflected in the range of UCSA clubs - students with different cultures/faith/traditions will have celebrations and holidays that don’t fit the academic year, which is structured around the Christian calendar. Universal access to lecture recordings ensures that these students have the ability to keep on top of their studies whilst still respecting their personal beliefs.

“I always miss class in order to celebrate Eid” – Nuha Fathina, LLB/BCJ and UCSA General Executive member

Illness and Injury

In the UCSA survey, students frequently reported that lecture recordings are necessary for supporting learning when students are experiencing illness, including mental illness. This would provide students with the choice to stay at home when they feel unwell, knowing that they will have the ability to catch-up on lecture content at a later date. Students particularly noted that in the grips of a worldwide pandemic, UC should be supporting a culture where it is encouraged to stay at home when sick to limit the spread of contagious diseases.

“As someone afflicted with mental illness, sometimes the simple manner of getting to lectures on time can seem an insurmountable challenge. Recorded lectures therefore remove the guilt, stress, and anxiety induced by missing their physical counterparts.”

“I am less likely to impact my mental health if I am unable to make it to campus for any reason that may come up. Life isn’t predictable and there is no reason to disadvantage people for things out of their control when it can affect their health.”

“Feel more comfortable in lectures/ not stressing about catching an illness when attending uni. Also if already sick, being able to watch lectures from home eases stress.”

“I have chronic anxiety and while I do like to be on campus and interact with people in person, campus can get awfully busy and having to be part of a huge crowd all day is not something I can do every day. Especially since study spaces are not always adequate and it's very hard to find a quiet spot on campus to study in (the silent floors of the library are technically quiet but the fact that they're chock-full of people during the day do mean I personally feel uncomfortable studying there).”

Moreover injury is another, unavoidable, factor which can cause students to miss lectures and lecture recordings would support students through this.

“I've found them extremely helpful in not falling behind while not able to attend University due to injury even before covid.”

Inter-disciplinary degrees

As part of its drive to enquiry-based education where the curriculum is used to respond to problem-solving and global issues, UC is moving towards the introduction of more inter-disciplinary degrees. There is an aim to enhance the existing curriculum through a principle of supporting inter-disciplinary programmes. These, alongside the ability for students to tailor their own unique qualifications through the combination of majors and minors, will inevitably mean more lecture clashes for students. Universal use of lecture recordings

eliminates the challenge this poses for students.

“I would greatly appreciate if recorded lectures on Echo could become the norm (alongside physical lectures to attend). This would really help when there are class clashes”

“It helps to catch up on notes and information you missed whenever you have lecture clashes in your timetable.”

On-Campus Experience

Student feedback both during and post-lockdown has shown that students missed and value being on-campus for much more than lecture time. Students frequently commented on the value of the Library, communal study spaces and cafes. Further, on campus events particularly those lead by our clubs are a huge attraction for students on campus. We have learned that our UC campus is a space that nurtures the wellbeing and sense of community for students and this is achieved in ways that are often independent from in-person lectures. Therefore, the UCSA does not believe that the availability of lecture recordings will detract from this but perhaps even enhance the on campus experience by giving students more flexibility and time to participate actively in the campus community via clubs or other activities.

Supporting Data from UCSA Survey

The UCSA ran a short 48 hour “Two Cents for a Week’s Rent” campaign online to get student input to this issue. The campaign attracted 530 responses during this time period.

Appendix D includes the pie charts which show the high levels of support for making lectures available online in addition to in-person classes (98.1%), and how students believe this will support their learning (97.9%) and wellbeing (94.1%).



Comments alongside the Yes/No vote in support of universal lecture recordings can be grouped into the following themes:

Lecture clashes

Revision tool

Ability to pause/rewind and ensure understanding and comprehensive notes

Flexibility

Illness and high-risk/immune-compromised students, and Injury
Mental health issues
Dependants, Work and Extra-curricular commitments including volunteering
Progression of technology
Equity including for those who have to work, disabled students who have problems note-taking, students who live at a distance and English as a second language students
Different learning styles

Statements from UC academics

“The student data shows that there is a clear need for flexible content delivery options that is easily provided through video capture such as Echo 360. Many research studies have investigated students learning and student satisfaction comparing video and face to face producing a wide spectrum of results depending on how the video/lecture content is engaged with. Having the flexible option of both video content and face to face lectures may reduce attendance to face to face classes but this doesn’t necessarily result in reduced learning or engagement. If Echo 360 is used to its full capacity with interactive questions, polling, discussion boards that parallel the video content, video capture interfaces seamlessly and complementarily to face to face content maintaining student engagement online without affecting student outcomes and making content more inclusive and accessible. I thoroughly support the need for increasing and exploring the use of ECHO 360 for not only video capture but also for enhancing student engagement in and outside the classroom.”

Assoc. Prof Ben Kennedy UC Teaching and Learning medal winner, and winner of National Tertiary Teaching Award 2017

“I strongly support UCSA’s position to continue to make lecture recordings available online to scaffold students learning. This doesn’t negate the value of face to face teaching or learning. Rather through offering blended and flexible experiences we can better support students as they endeavour to balance the competing demands of work, life and learning. In addition to flexibility, the ability to review and watch lectures has many benefits including enabling equitable learning opportunities as it can assist students in overcoming language and/or "speed of delivery" barriers, reinforcing understanding, and supporting revision and preparation for assessment. In the post COVID-19 context we need to reflect on the successful aspects of blended learning and teaching which we can draw in to our on-campus pedagogies in the future.”

Cheryl Brown PhD

**Associate Professor of e-Learning & Director e-Learning Lab
School of Educational Studies and Leadership (EDSL),**

Appropriateness of Content

The UCSA do appreciate that there may be occasions where the lecture recording might be limited e.g. copyrighted material or sensitive content, and factoring this in to the process would be important.

Resources and Training

The UCSA notes that UC has recently invested in further resources ensuring that the university now has capacity to record up to 95% of classes which cover 99% of students for lecture activities. To support the increased capacity, there is commensurate professional development support on how to maximise the technology and on ways to make attendance at lectures hold value beyond their recorded substitute.

Conclusion

The UCSA believes that access to universal lecture recordings will not only enhance the learning experience of UC students through content delivery, confirmation, understanding and revision but will also accommodate different types of learners, and support different ways of teaching such as the “flipped classroom” model.

Lecture recordings will address accessibility and flexibility issues for today’s students who more than ever have busy and complex lives as well as accommodating practical issues such as illness and injury, lecture clashes, distance students or those with extra-curricular and family commitments.

They will encourage diversity and equity in the UC student population, especially for under-represented groups such as Māori and Pasifika students, International students, and students with disabilities.

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APPENDIX A

Letter of endorsement from Te Akatoki – Māori Students' Association 2020

Tukua te wairua kia rere ki ngā taumata Hai ārahi i ā tātou mahi Me tā tātou whai i ngā tikanga a rātou mā Kia mau kia ita Kia kore ai e ngaro Kia pupuri Kia whakamaua Kia tina! TINA! Hui e! TĀIKI E!

'He toki ngao pae kit e Ao Marama'

E mihi maioha ki a koutou katoa e kitea tēnei tuhinga.

Te Akatoki as a Students Association believes that ECHO360 should be accessible for all students and that lecture recordings will awahi all students, including Māori and Pasifika students with their studies. These recordings can assist with four main factors that influence the success of students – Hauora, academic success, extra-curricular and family commitments, and cultural safety.

1. Hauora

Many students are affected by their hauora - physical, mental, emotional, or spiritual - in ways that may prevent them from coming to class physically. Having lectures recorded for all courses allows students to take days off when they need them and go seek professional help – which tend to be open during the hour's university lectures are – therefore improving their overall wellbeing. For many tauira Māori it's not only themselves they are looking after but the hauora of extended whanau as detailed in our survey/forum questions attached below. Tauira Māori would benefit from lecture recordings also so that when students need to attend tangihanga they can access the recordings without the added stress for them during this hard time.

2. Academic success

From discussion, many of our students have highlighted the importance of ECHO360 as a study tool for exams, revision or trying to fully understand the content they may have already seen. Academic success is the whainga for our university and a major thing to consider in this. These recordings are a resource and also direct connection to the specific content the students are learning and makes the most sense to be able to give students the ability to take in, understand and learn, in turn improving success.

3. Extra-curricular and family commitments

As indicated below there are many external factors that influence a student and can prevent them from coming to campus in person. Whether it be part-time or full-time work, other extra-curricular activities or family commitments, students at the end of the day are not just purely students. Therefore, to benefit all students of all walks of life, having lecture recordings will allow the option of university to still be a viable one.

4. Cultural Safety

For some Tauira Māori, studying in a predominately westernised campus can be difficult and even a place where they can face adversity. Many examples of casual racism occurring during lectures have been discussed by Māori students, however at times when they have had no proof it may be difficult to see these concerns being taken to higher levels. Lecture recording ensures the teaching of the lecturers and kōrero of the students is kept accountable, responsible and equitable.

Forum discussion answers from Māori and Pasifika students

What external factors prevent you from coming to class?

“Diabetes. Family illnesses, work commitments.”

“Sickness, vacation, sporting, event”

“Petrol and Parking”

“Sickness (my child, or myself)

Full time work, Te Akatoki Kaupapa, whānau responsibilities

Being sick

Returning back home or family coming up

Work

- class clashes - other mahi

sick tamariki, deaths

Full time work and single parent to two teenagers

Wifi not connecting, laptop going flat (not likely to happen though haha!)

Health (physical and mental), family commitments, lecture clashes

Distance from home- too far.

Sick

Sickness, sick kids, faalavelave

Sickness, other kaupapa, mahi.

Sick

Health issues, Family commitments, work, clash with other classes

Clashes

Lectures being cancelled or traffic slowing you down

Sickness, away from chch

Family issues/health reasons

Weather and transport because of the distance

Class of timetable with alternative education

I suffer from mental health problems which prevent me at times from doing every day necessities

Work and other sport activities and commitments

What difficulties would you face if Echo 365 was taken away?

I would not be able to keep up with class work. I would have to quit my job and starve or drop out of uni

Wouldn't be able to complete classes I missed

Wouldn't be able to catch up on missed lectures

Not being able to get much from a lecture if I have missed it! Learning as much as you can from a lecture is a crucial part for assignments and exams!

My classes this sem aren't on echo but the ones from sem 1 were, if I didn't have it last sem I would've fallen behind or would have had to sacrifice work or supporting my family to go to class, this would have had much larger fall outs for my health and general living

It would prevent me going back to check something I missed or didn't understand

Won't be able to access lectures if I'm away or sick or revisit vital information the lecture said that I may have missed

I wouldn't be able to re-watch lectures that I could not make because of mahi

- inability to rewatch lectures for revision or clarity purposes

Due to a clash, I listen to the missed lecture every week.

Completing course requirements

If I was sick and missed a lecture I'd have to rely on my classmates to help me catch up. I like listening to lectures and find that I learn better when I can hear my lecturer speak. So that would be difficult to not learn auditory

I can't access at least 3 lectures a week that clash with other not to mention lectures that are when I have *regular family commitments I can't change

Keeping up with the work

Wouldn't be able to access lectures I miss

Behind on studies/lectures

Behind on lectures

Missing classes and lack of information.

I like going over notes and going over material again.

Won't be able to catch up if missed a lecture due to unforeseen circumstances and when you have a clash.

I have lectures I can't make due to clashes so would miss them completely, also wouldn't be able to rewatch lectures for revision

Would prefer more to do it online than in class

Would miss out on education when it's out of my control to attend

Would struggle a lot especially not having the choice to come home and care for my whanau when needed.

Would have to attend lectures even if it's for one class on the day and spend 2 or 3 hours bussing to uni and back home

Missing a lecture each week because it clashes with my time table at other institution

I wouldn't be able to catch up on the classes I've missed due to my mental as well as I wouldn't be able to (when I attend the lectures) fix my notes up where there is gaps and key information I know I've missed

Not be able to catch up in my own time and get behind in work

Based off your answer above, can you explain why you believe it is helpful/ isn't helpful

I can re listen to things. I can catch up if I gave health appt. If I have to look after family or have an emergency at work. If I am sick I can listen at home and still participate in my course so I don't fall behind

Helps when you miss something in class

Able to watch lec again when unsure about something missed when I was there.

It's helpful for me if I miss lectures for reasons out of my control - revisiting lectures is also helpful for exam preparation

I cant always be in class because of work so its good to be able to stay up to date. I was also very sick in sem 1 but i could listen to my lecture live from home

Enables me to go back and re-listen to lecture material

I believe it's helpful because it means if I have a busy schedule or something happens where I am unable to attend I know that the lecture recordings are available to access whenever suits me best

It's is a great tool for studying, and rewatching lectures!!

My courses are very content heavy and so the ability go over content multiple times increases understanding

After attending a lecture I will listen to it again. I also listen to a lecture I cannot attend due to a clash

Can't attend classes this semester and need two papers to complete my major requirements only 1 provides Echo

It helps me recap what I've learnt already. I'm doing an essay at the moment and find that going back to lectures helps me support my writing and ideas.

It allows me to access information I otherwise cannot unless I'm in class which isn't always helpful

I might miss some things in class but with echo 360 I can go back and see what I may of missed

Helpful in the sense that it saves lectures which I can access after

It's helpful when you can't make it to class physically but also if you wanted to go over your lecture again in your own time to understand it more thoroughly

I can go back and watch lectures if didn't understand in class or if people talk over top of lecturer

My classes aren't recorded therefore I don't get to use echo.

Sometimes I miss information, or don't quite understand concepts going on, so for me, having echo enables me to go over what I've missed and to help me understand the material more.

It's hard to understand some lectures even after attending a class so echo helps referring back to when you need some more clarifications on some contents. When you miss a lecture, you can easily catch up via echo also if you're a distant student (studying from overseas or outside of campus)

Means i can watch lectures I can't physically attend and rewatch lectures later on

It's helpful because classes that can be at like 8 am on a Monday morning can sometimes be hard to wake up for or your full attention might not be there due to tiredness so having echo and watching it later that day at a time where you are more awake and focused is better

Gives a sense of comfort that i'll still be able to learn if something were to happen

It's helpful not only because I can't make it to every class, but when studying as well. It's so useful being able to go back and revise over lectures

Allows me to go over my lecture at my own pace, let's me watch lectures I would miss due to external factors

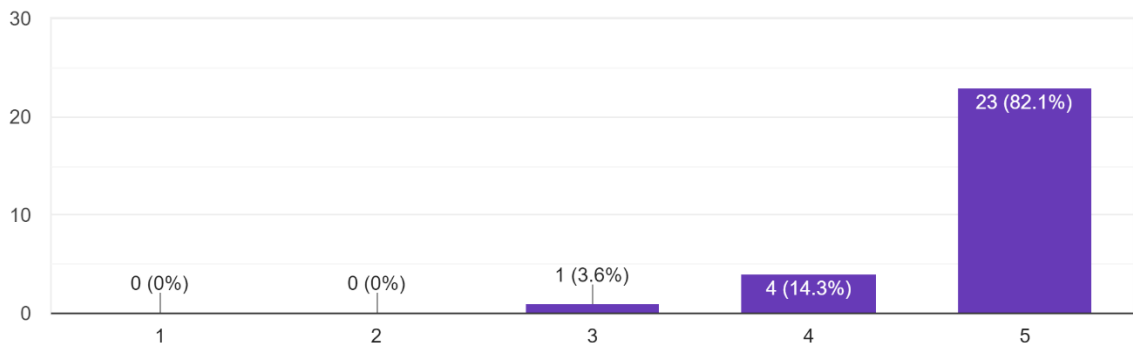
It's extremely helpful at the moment as I'm having a really bad down period with my mental health and I'm unable to attend my lectures. It's enable me to keep on top of things by me being able to watch the lectures wherever I am and actually be up to date about the new content each day being taught in class.

It is very helpful and it gives people the opportunity to be able to listen to lectures at there own pace without having to play catch up or go back if something was misunderstood in a lecture. :)

Below are the survey statistics

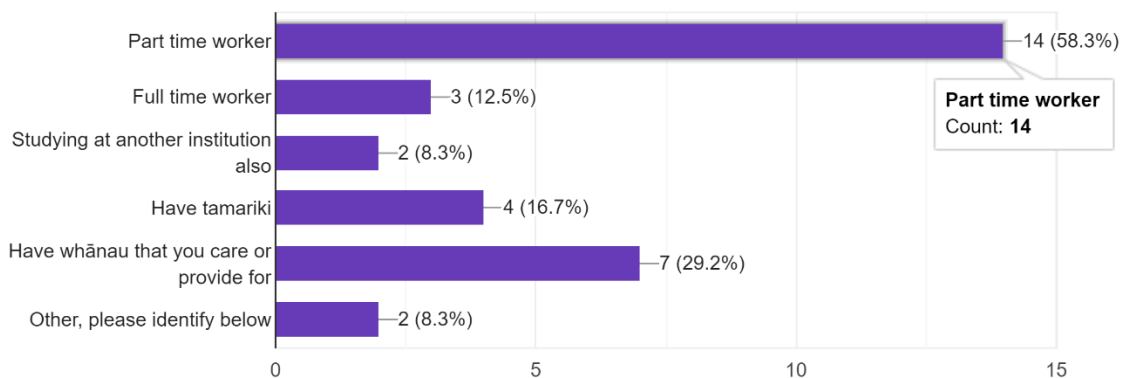
How helpful do you find having lectures recorded on Echo 365?

28 responses



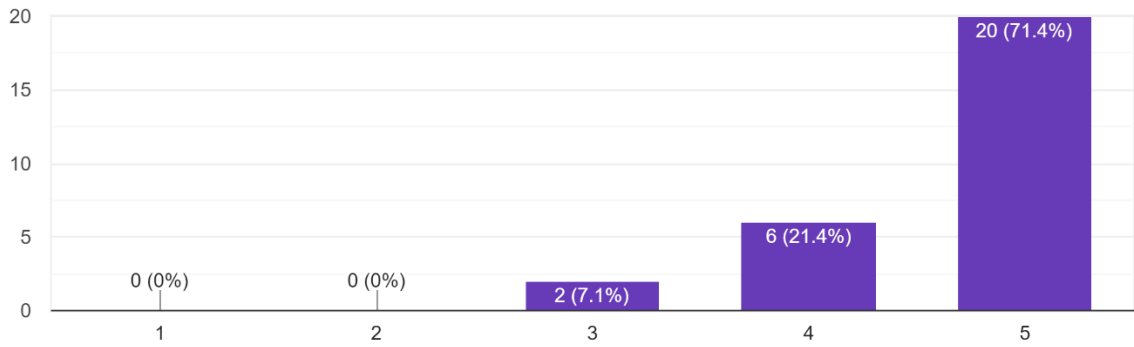
Please check the following that apply to you

24 responses



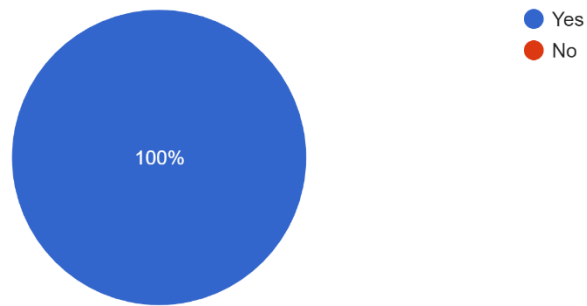
How helpful is Echo 365 in regards to your learning currently?

28 responses



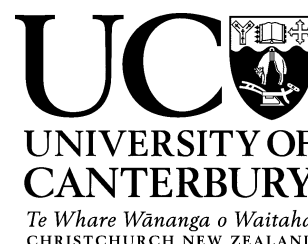
Do you think lecture recordings would support your wellbeing?

28 responses



APPENDIX B

Pacific Development Team Te Waka Pākākano | Office of AVC Māori, Pacific & Equity



Location: 37 Creyke Road
Extension: +64 3 369 3554
Email: pasifika@canterbury.ac.nz

To Ki:	Katie Mills, UCSA Vice-President (Academic); Sarah Davidson, UCSA Academic Coordinator
From Nā:	Ashalyna Noa, Pacific Academic Lead, on behalf of the Pacific Development Team
Date Rā:	Tuesday 28 July 2020
Subject Kaupapa:	UCSA position on ECHO360 lecture recordings across UC

Kia orana and warmest Pacific greetings

The Pacific Development Team (PDT) supports the UCSA's position on ECHO360 lecture recordings across UC. As a team we have had discussions – in pre and post Covid-19 contexts – on this matter. Themes raised within the UCSA proposal align with the experiences and anecdotal feedback that our team have received from the Pacific student cohort.

Below are key issues that we wish to acknowledge and reiterate.

1. Lecture recordings improve access to education for Pasifika students

Universal lecture recordings provide a means to improve access to education for all students, including Pasifika students. The provision of lecture recording has been sporadic across Departments, Schools and Colleges at UC which contributes to inequities for student success. Access to lecture recordings would 'even up the playing field' across UC and allow for increased flexibility in learning - supporting students who are juggling multiple priorities, students with diverse learning needs and to assist with revision.

Based on anecdotal and UCount survey data, we are aware that a proportionally high number of Pasifika students are likely to miss class and struggle to 'catch up' once they have fallen behind. Furthermore, anecdotal feedback received by the Team suggests that students are more likely to disengage from a course when they are feeling 'behind', overwhelmed with external pressures or if they do not feel a sense of belonging based on previous experiences in class. Part of the UCount 2019 survey explored 'study behaviours' of students at UC. This data found that:

- 80% of Pasifika respondents missed a class within the last two weeks, compared to Māori (73%), NZ European/Pākehā (70%), Asian (63%) and 'Other' (71%)ⁱ
- 27% of Pasifika respondents were fully 'caught up' on missed classes, compared to 35% of Māori, 34% of NZ European/Pākehā, 30% Asian and 29% 'Other'
- 38% of Pasifika respondents considered leaving UC, compared to 33% of Māori, 32% of NZ European/ Pākehā, 29% Asian and 35% 'Other'.

While education remains a high priority for many Pasifika students (and their families), for some students, challenges continue to impact on class attendance and keeping up with workload. Some of these factors include: family, community and/or church obligations; personal health; fear of failure; lack of a sense of belonging in class; and financial difficulties - impacting on travel costs to university or prioritising work.ⁱⁱ It is important to note that for many Pasifika students, although studies remain a high priority, at times it does not come at the expense of their family needs. Pasifika students have often said that 'success' is about graduating with their values and culture still intact and ensuring that their relationships [with their family] are good.ⁱⁱⁱ From a student wellbeing perspective, lecture recordings across all departments at UC would provide a supplementary tool for students to access in times of need.

2. Lecture recordings should not replace class attendance

We do not believe that lecture recordings should replace class attendance – unless the course is a distance offering. A key concern raised by various academic staff members include the perception that lecture recordings will have a negative impact on class attendance.

- Post-Covid lockdown, anecdotal feedback from one of our Pacific Advisors suggests that a common theme from Pasifika students was that they missed the routine of coming on to campus to attend class; particularly for peer-to-peer connection and learning. With online learning it was much more difficult to unpack ideas with other students.
- Lecturers should continue to emphasise at the beginning of (and throughout) the course that while lecture recordings are provided, there is value in attending classes in person. Some lecturers have been able to successfully encourage class attendance in various ways.
- Positive and meaningful engagement by lecturers with students will encourage a student to attend class in person even if recordings are available online.
- Exemplars of best practice in each department and college should be promoted to staff.

3. Lecture recordings assist staff to shift towards a blended learning model

The Covid-19 environment has provided unprecedented times in teaching and learning. During lockdown lecturers have risen to the challenge of utilising technology to deliver classes. From anecdotal evidence, some students benefitted from online learning, such as some of our Pasifika students, whereas others struggled. Following lockdown having the flexibility of a mixed teaching/blended learning approach would continue to benefit those who preferred this approach.

A universal shift towards lecture recordings would also assist the university to move with changes occurring in the compulsory school sector. The increased use of technology and blended learning model in secondary schools should be front footed to support the transition of future students into the UC learning environment. In our December 2019 Pacific Peoples Advisory Committee meeting, one member noted the changes at hand in the compulsory school sector and the need for teaching staff to adjust to these changes. There needs to be an ongoing analysis of these approaches – as well as a gradual shift in staff teaching pedagogies – to help mitigate some of these challenges but also to benefit from the opportunities too.

4. Teaching staff and class facilities require resourcing

As noted in the UCSA proposal, teaching rooms will need to ensure that there is adequate technology and support accessible to staff. As part of our most recent Ako Aotearoa project, interviewed staff often spoke about ‘time, workload and structure’ impacting on ability to transfer required changes into their teaching pedagogy. One interviewee stated, “Everybody is really busy, there are a lot of layers of things that they [staff] have to do; the easier we make it the more likely it is to be incorporated into their teaching”.^{iv} Often working in a time poor environment hinders staff buy-in; ensuring adequate resourcing for teaching staff in need of support in this space is important too.

5. Staff consent and buy-in is an important component of lecture recordings

Issues surrounding privacy and the removal of staff consent for universal lecture recordings have been raised at various committee meetings. There needs to be clear guidelines, policy and trust in ensuring that lecture recordings are only to be used by students for the course, and not to be utilised for any other purpose unless stipulated by the IP owner of the recording.

- Staff and students need to be well aware of recordings taking place in lecture rooms and the parameters of use – it should be evident at the beginning of the recording itself, on the learn page and reiterated by the lecturer within the course.
- Where lectures are automatically recorded, provisions should be in place to remove any sensitive discussions before and after the lecture takes place. It is often perceived that the responsibility of this falls on the teaching staff which adds to their workload.

We hope that an inclusive and workable solution to enable universal lecture recordings will occur – providing greater access to classes for all students.

Please feel free to get in contact if you have any queries.

Best wishes
Pacific Development Team

APPENDIX C

Memorandum

College of Business and Law

Office: Level 5, Meremere

Extension: 93753

Email: will.shannon@canterbury.ac.nz



To:	Katie Mills, UCSA Vice President
From:	Will Shannon, College of Business and Law Internationalisation Manager
Date:	02/09/2020
Subject:	ECHO360 lecture recordings

Kia ora Katie,

I am writing to support the case to make ECHO360 lecture recordings universally available at UC. My support for this is based on my extensive experience working with international students. For international students, especially those for whom English is not their first language, lecture recordings provide an invaluable resource for reinforcing their learning in the classroom. They allow students to review lectures and any points that they may have missed in real-time. This is not a matter of students language ability being insufficient, rather it recognises the inevitable challenges that students face when studying in a second language, negotiating different accents, and terminology that can be technical and niche.

In my research, I have also interviewed students from New Zealand and Australia who went on an overseas exchange, and they have observed the same issues, regardless of their proficiency in the host language. It is not surprising that the 2016 U-Count Survey found that compared to domestic students, “international students less frequently indicated using Echo 360 to catch up on lectures, and more frequently indicated using this tool to reinforce content already learned in class.” Indeed, 27 percent of international student respondents answered that they used ECHO360 to reinforce content, bearing in mind that this proportion would likely be higher if ECHO360 recordings were more widely available.

My team and I have recently undertaken a call out to all College of Business and Law international students to see how they are doing this semester. One consistent theme is that the learning experience is now far superior for students doing subjects where ECHO360 recordings were not previously available, but now are available in light of the COVID-19 pandemic. While recognising that there may be necessary exceptions, making this a permanent solution is, in my opinion, the single most effective thing that UC could do in the short-term to improve the international student learning experience.

Will Shannon

Internationalisation Manager, College of Business and Law

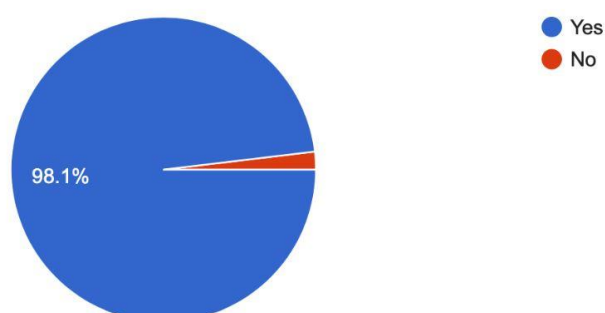
APPENDIX D

Results from Two Cents for a Week's Rent online survey

Question 1:

Do you think the University should continue to make lectures available online? (ie in addition to in person classes)

530 responses



Eight respondents of the 520 said No with their comments being:

Additional work for lecturers, they should not be required to answer to student's every needs. They already provide plenty of opportunity for people to engage with their course and each requires a large amount of work. They should not be required to review their whole course because students can't get out of their flat to go to uni.

Some material cannot be taught effectively online

This encourages not going to lectures and cramming the information just before tests/ exams.

Most lecturers do something to ruin the recording. Whether they are using a whiteboard in lecture that only records what is on screen. Or not wearing a microphone and so walking out of range of the fixed one.

If each department made a decision on this that would be better and consistent through (most) degrees.

I think they should be recorded and only be made available online to individuals who cannot make it to the lecture with a reasonable explanation. Automatically having the lectures online will defeat the purpose of learning on campus and it also makes people rely on it too much.

Its sooo much more interesting and engaging in person. So in person lectures with extra online stuff is fine, but this whole blended learning thing where we watch the lecture online or just read the slides and come to a tutorial is really sucky. You are paying big money to learn and be taught in an engaging way.

It is harder to get motivated and harder to get in touch with lecturers

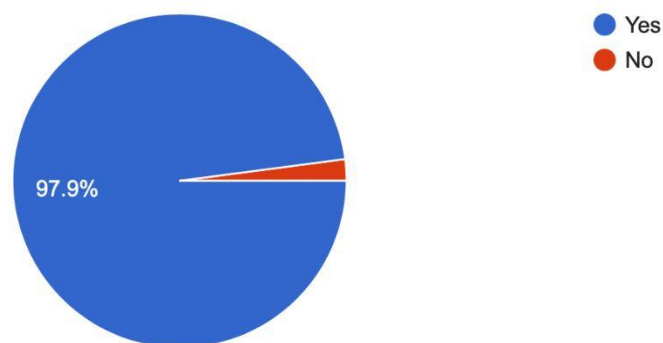
It will only encourage students to not take advantage of face to face opportunities. It will also end up costing us more

Looking at the above, it can be noted that several of these comments are based around lecture recordings being a substitute, whereas the UCSA views these as complementary to the in person lecture experience where possible. Moreover, the UCSA acknowledges that in some cases the recording of a lecture might not be appropriate. Further, we have also highlighted the need for more professional development for academics on maximising the use of the technology.

Question 2:

Do you think lecture recordings would support your learning?

530 responses



From the 11 students of the 530 that replied No, the following reasons were included:

Not at this current point (postgrad) but they definitely did (when available/working) in undergrad!!

Yes they support learning but not in substitution for in person lectures - they allow you to go back if you miss something in class which is incredibly useful or revise using lectures at exam times but I did not like not having in person classes as an option

Because it is easy to slack off and not pay attention during recordings and you don't have the same engagement

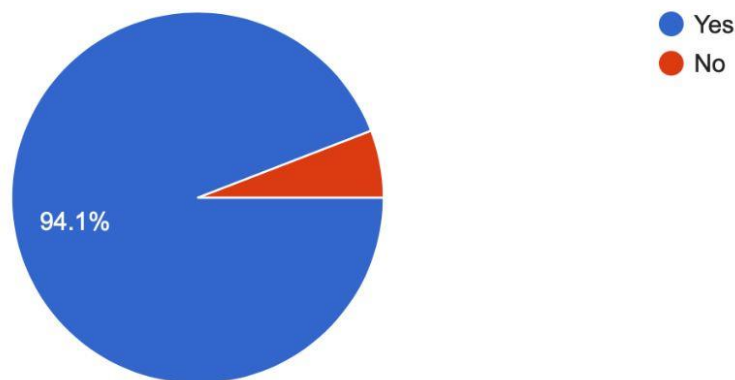
Personally I prefer face to face contact in my learning. It keeps me on schedule, rather than having the option to attend virtual class at any time. However, I can appreciate different learning styles and how this may differ for other students

These comments illustrate that the objection comes to lecture recordings being a replacement to face to face lectures, which the UCSA is clearly not supporting.

Question 3:

Do you think lecture recordings would support your wellbeing?

528 responses



Of the 528 responses, 33 said No they did not feel the availability of lecture recordings impacted on their wellbeing. The general reason given here was the importance of the on-campus experience for not just the academic experience but social and engagement factors, and this is not in question. Examples of comments aligned with the No response were:

I don't think it would improve or decrease wellbeing but it does give reassurance to students.

Do not think this would affect my wellbeing, besides being more happy if they were online, but I personally prefer in person lectures.

I personally really struggle with doing Uni online, though I do believe the option should be available for others

ⁱ UCount 2019 Final Report, p. 19.

ⁱⁱ P. Luafutu-Simpson et al., *Change Strategies to Enhance Pasifika Student Success at Canterbury Tertiary Institutions*. Ako Aotearoa (Wellington, 2015), p. 27; UCount 2019, p. 16; Anecdotal feedback from the PDT.

ⁱⁱⁱ "Definition of 'success' through Pasifika student perspectives," *YouTube* video, 2.54 mins, posted by "UCPacificDevelopmentTeam" as part of Ako Aotearoa Project, March 30, 2017, <https://youtu.be/CfUE4X0GeI8>.

^{iv} A. Noa et al., *Implementing and evaluating the efficacy of a Pasifika Resource Kit within three Canterbury tertiary institutions*. Ako Aotearoa (Wellington, 2017), p. 27.