

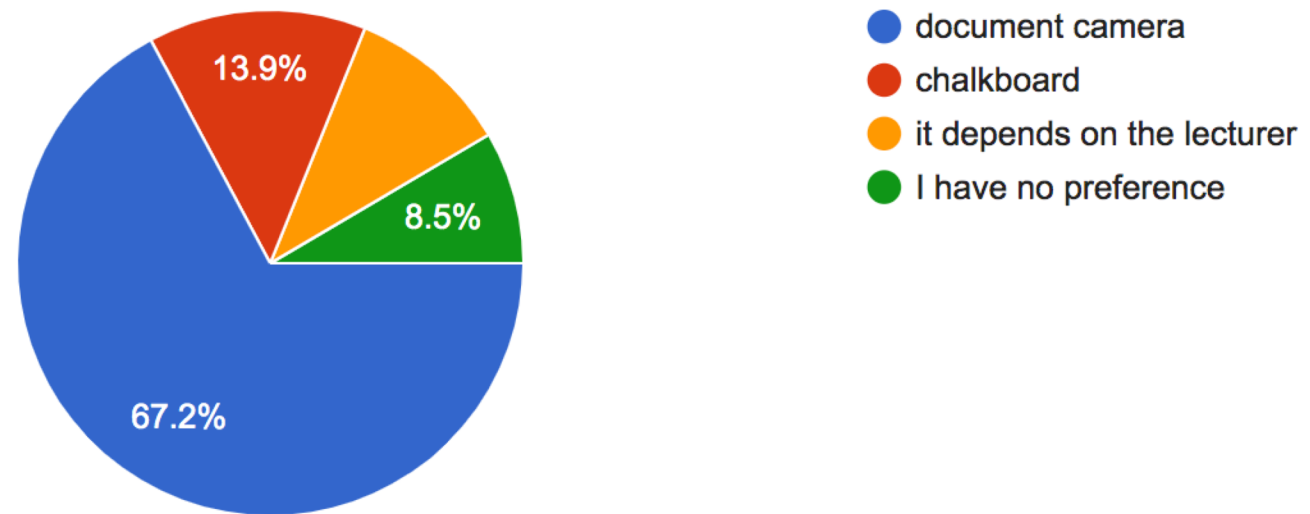
Chemistry 215 Lectures & Recordings

The following slides show data collected from 201 students enrolled in Chemistry 215 in the W2019 term (27% response rate of the 750 students who completed the course). The data was collected through April 7, 2019, and the students were told that the survey data would be shared with other instructors for the purpose of conveying their opinions about the utility of the various lecture formats and the use of scanned lecture notes and lecture recordings.

Preference for Display of Course Content

Considering your preferences for attending lecture, reviewing notes afterwards, and watching lecture recordings, which would you prefer that your instructor uses?

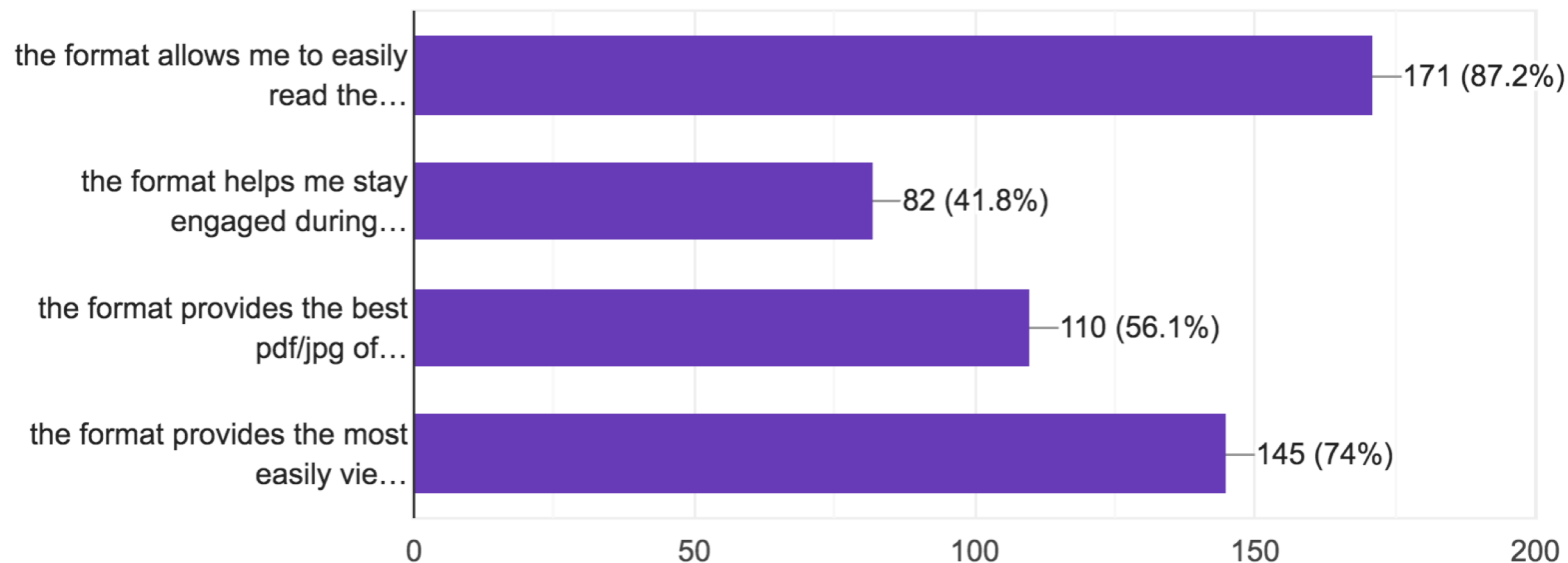
201 responses



Reasons for Preference

Which factors influence your opinion in the previous question about your preferred lecture format (check all that apply).

196 responses

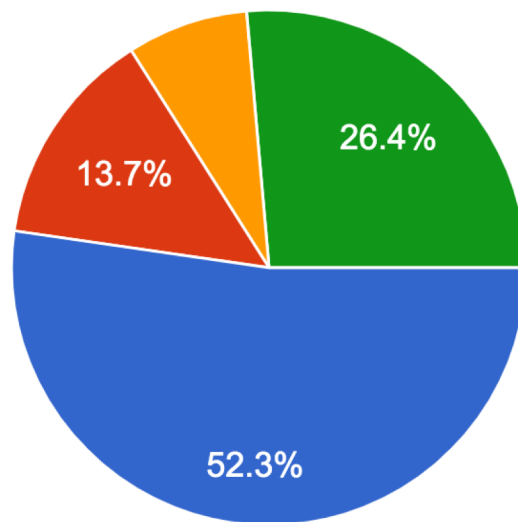


- the format allows me to easily read the material presented
- the format helps me stay engaged during lecture
- the format provides the best pdf/jpg of the lecture notes
- the format provides the most easily viewed lecture recordings to view later

Most Important Reason for Preference

Of these reasons, which is the single most important factor in your opinion on the preferred lecture format.

197 responses

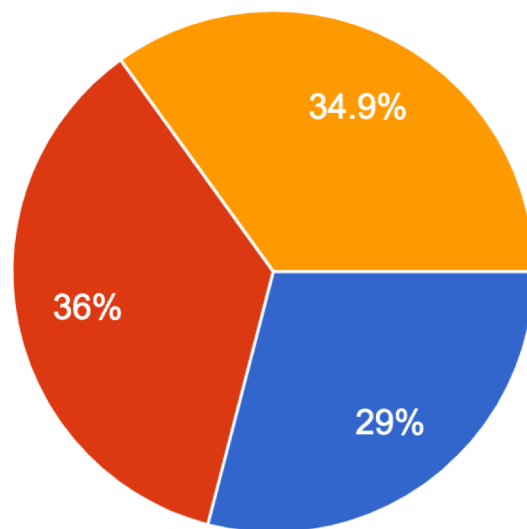


- the format allows me to easily read the material presented
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Recording of Office Hour Videos

Regarding video recording of professor open discussions on Monday evening, which option would you most prefer:

186 responses

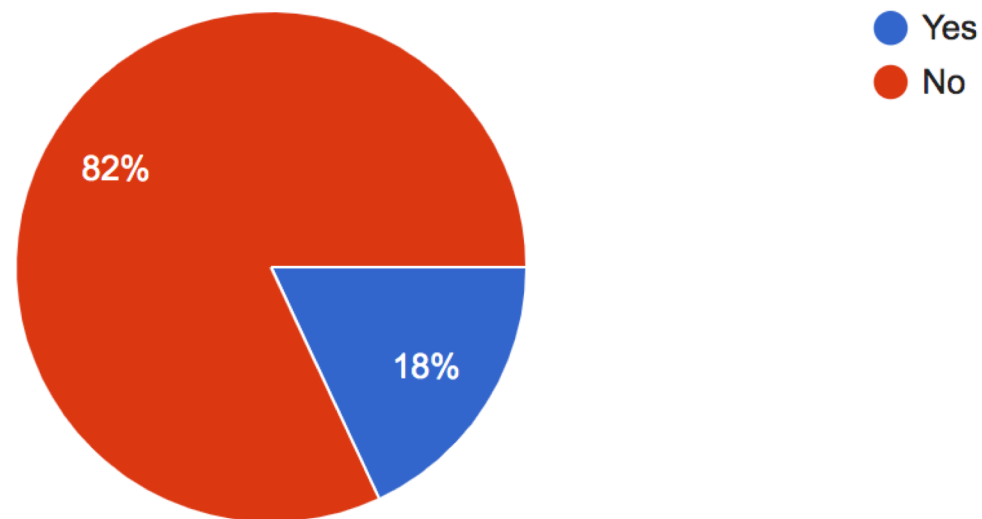


- I prefer video trimmed to the most informative content that the professor provides.
- I prefer video of the full 1.5 hour session.
- I do not use the open discussion video.

Concern with Office Hour Recording?

If you attend open discussions on Monday evening, would having your questions and responses recorded and available to the class make you feel less comfortable asking questions?

133 responses

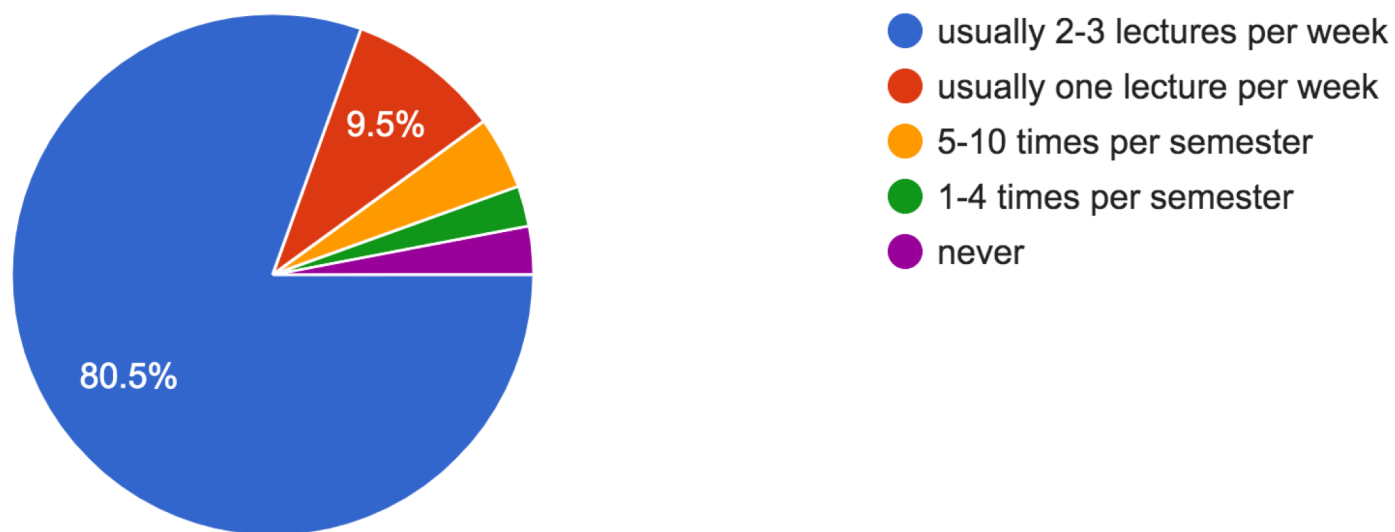


As a follow up, I announced in class that since many people use the recordings, I would like to provide it. I explained that my lapel microphone would not clearly pick up what they said, and that they would not be visible on camera if seated. I asked them to please contact me if they had concerns, and no one did.

Frequency of Attending Lecture

For the main MWF lectures, with what frequency do you attend the lectures in Chem 1800?

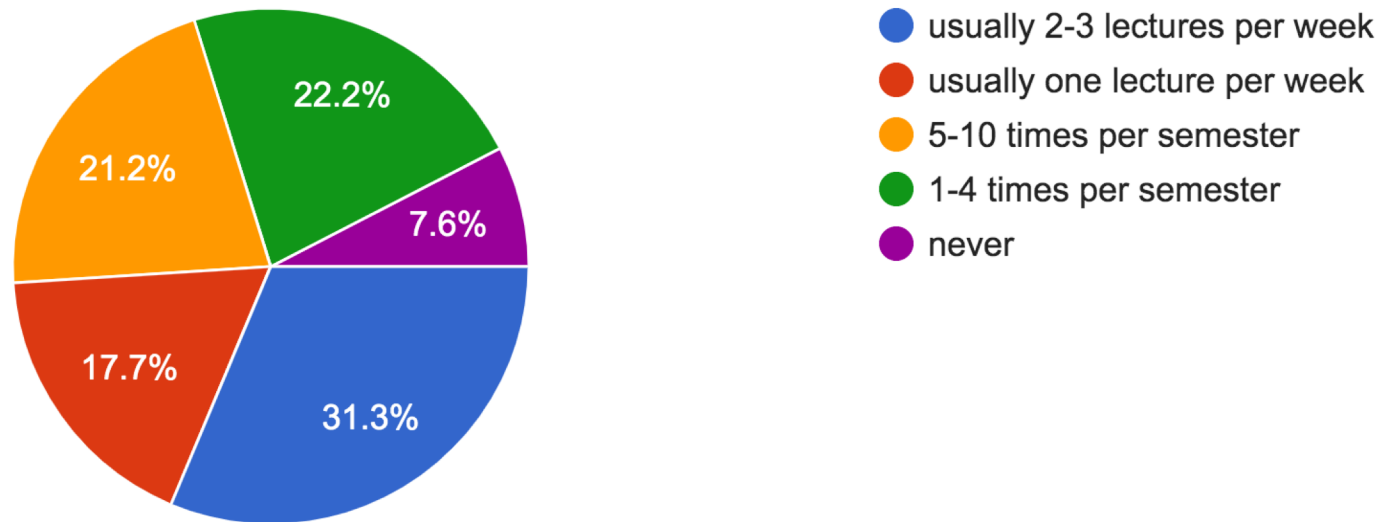
200 responses



Frequency of Using Lecture Recordings

For the main MWF lectures, with what frequency do you use the lecture recordings feature in Canvas?

198 responses



Notably, 92% of respondents indicated that they used the lecture recordings at least once, and nearly 1/3 of the respondents used them for 2-3 lectures per week.

How Much Are Recordings Really Used?

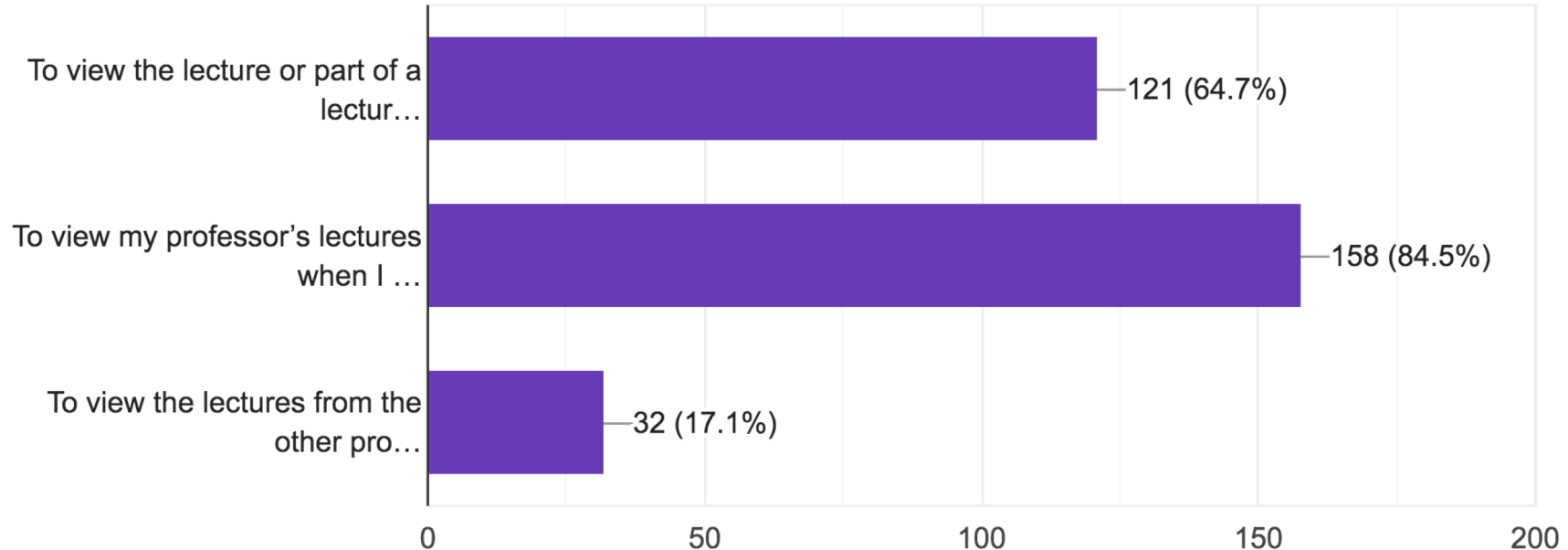
Statistical data from the Lecture Capture website for this class:

- In W19, Chem 215 had a total enrollment of 750 students who completed the course across the three course sections.
- For the main in-class lecture, the Montgomery lecture capture videos were typically viewed 700-1200 times (a student who views twice counts twice in the numbers).
- The average percentage watched by all viewers typically ranged from 20-50%, and the total hours watched per lecture video was typically 100-200 hours.
- For the open discussion (office hours), the Montgomery lecture capture videos were typically viewed 200-400 times, the average percentage watched by all viewers typically ranged from 10-20%, and the total hours watched per lecture video was typically 25-50 hours.

Why Students Use Lecture Recordings

If you use the MWF lecture recordings, for what purpose do you use them?
(check as many as apply):

187 responses

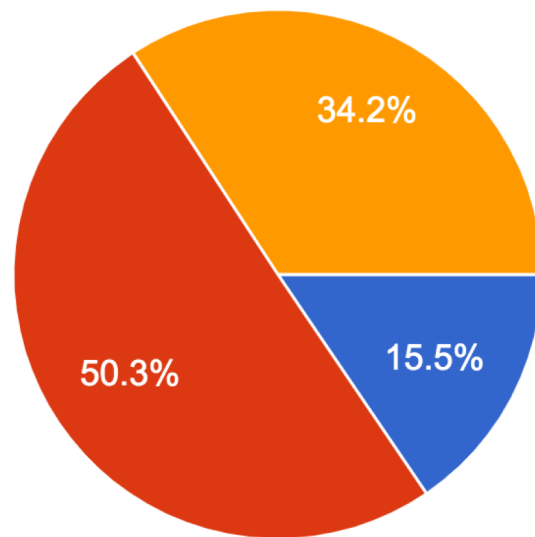


- To view the lecture or part of a lecture a second time
- To view my professor's lectures when I cannot or choose to not attend class
- To view the lectures from the other professor who is not my instructor

Most Important Reason for Lecture Recordings

If you use the main MWF lecture recordings, check the response that best describes the most important reason why you view them:

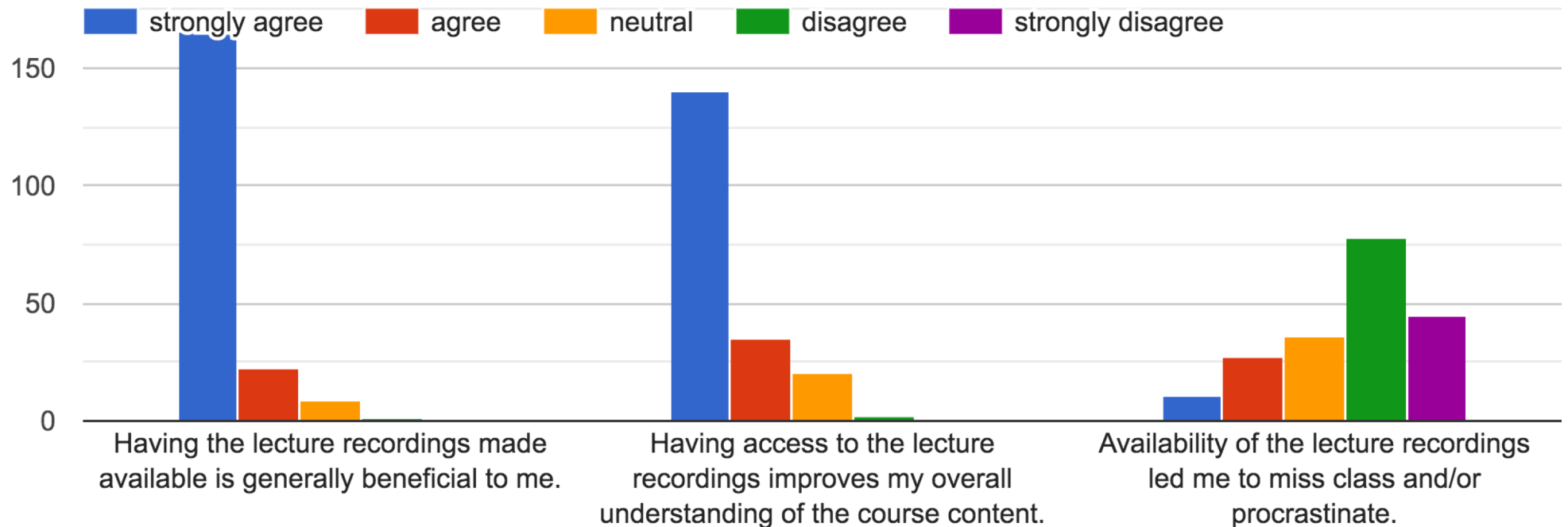
187 responses



- As my primary way to view the lecture material so that attending class is not necessary
- As a way to occasionally view lectures when I miss class.
- As a way to get a better understanding of selected material that I have already seen in class.

Benefits of Lecture Recordings

Please indicate your agreement with the following statements:



Advice from Students to Other Students

What advice would you give to future Chem 210/215 students about how to most effectively use the combination of lecture, pdf notes, and lecture recordings.

Representative responses:

- “Definitely do not use the pdfs and recordings as a crutch and a reason not to go to class. It is super beneficial to expose yourself to the material as many times as possible.”
- GO TO CLASS! Even if it is at 9am and you are not fully engaged writing the notes in class is beneficial. Then when you use the lecture recordings to review the material you have already seen it once.
- Don't treat the availability of the lecture recordings and pdf notes as an excuse to not ever go to class. Use them primarily to review material that you were confused on in class right before an exam or to see missed material if you have to occasionally miss class.
- Use lecture recordings as a supplement to lecture! Don't rely on them to skip class because it is too easy to fall behind.
- GO TO LECTURE. I repeat. GO TO LECTURE. Shut off your phone. Sit as close up as you can and be engaged.
- The best way to comprehend the material is a combination of lecture attendance and review of the lecture recordings. In lecture you gather the main components but review helps find the points you missed.

Access to and Utility of Course Resources

As outlined below, a number of specific situations provide especially compelling reasons to provide lecture records:

- Several students with disabilities indicated that the lecture recordings were an invaluable resource for them. Working at their own pace and re-watching portions of the lectures as necessary were identified as key strategies for their success.
- Student-athletes indicated that having access to lectures while involved in team travel was extremely valuable in keeping up with material and succeeding in the class.
- Students who experienced family emergencies and medical issues during the term indicated that lecture recordings allowed them to keep up with the course when they were not able to attend class. They indicated that their personal situations led them to experience poor performances in courses where lecture recordings were not offered.
- Regarding the recording of evening open discussions, students with childcare responsibilities and inflexible work schedules indicated that they greatly benefitted from having access to sessions held outside of normal class times. (See the blog discussion on this topic from Meghan Duffy, see: <https://t.co/VdzruK4rUn>).