

THETA

The Higher Education Technology Agenda

Is There Any Point in Live-streaming Large First-Year Lectures?

In 2013, Lincoln University conducted a reform of its undergraduate programmes. This resulted in the introduction of two new courses that all undergraduate students, irrespective of programme of study. Decision to pilot live-streaming for the first offering of these courses in 2014 was made for several reasons: Lincoln University uses a blended approach to teaching and, in LINC101, the link between lectures and tutorials was particularly important to maintain due to topic complexity.

There was uncertainty about availability of lecture rooms with sufficient physical capacity depending on the numbers of students who enrolled. Some evidence pointed to greater engagement by and retention of students if they participate in a live stream when not able to attend their lecture due to illness or some other event (Recently we've experienced earthquakes here in Canterbury)

In this session we will briefly share Lincoln University results, demonstrate the methods used, and engage in an active discussion with analysis of the pedagogical benefits and issues for lecturers and learners of live-streaming lectures. We can link students (and presenters too) to teaching spaces near and far.

Is there proof in the pudding? Did it work and will we keep doing it?


What else has Lync done for us?

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