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E-Lectures

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E-Lectures: Introduction

- What has been done?
- Why?
- Examples
- How?
- Feedback
- The Future
- Questions / Discussion

What has been done?

- Postgraduates:
 - Record all campus lectures (full programme) over a two year period, 2003/04 and 2004/05.
 - Prepare “e-lectures” and issue on CD to distance learning students.
- Undergraduates:
 - Record lectures from two modules during 2004/05.
 - Prepare “e-lectures” (audio only) and issue on CD to students for revision prior to exams.

Why?

Postgraduates:

- Development of online distance learning mode of programme.
- Isolation of distance learners from what happens in class on campus.
- Difficulty and time involved for lecturers to prepare suitable materials to mitigate this effect.
- Attempt to take the lecture experience out of the classroom.
- Readily available technology.

Why?

Undergraduates:

- Capture the lecture experience, beyond that contained in written materials.
- Provide richer revision materials.
- Test the effect on the exam results.
- (Not primarily to provide lectures for non-attenders.)

Example

- Integrated video / PowerPoint lecture presentation.

[Example with video](#)

[Example with audio only](#)

How?

- **Record** lecture
- **Capture** (transfer) video file to computer
- **Compress** and **store** video file
- **Save** PowerPoint slides
- **Synchronise** video and PowerPoint slides
- **Complete menu** of slides
- **Publish** complete integrated presentation
- **Distribute** presentation(s)

Feedback (postgrads)

- “This is truly virtual classroom learning experience. I felt for the first time that I am part of the on-campus core of students, it really eliminated the geographical boundary for online students.”
- “It creates a better contact, removes the feeling of isolation and brings clarity to the topics under discussion.”
- “Often, presentation notes can be too brief, with ambiguous bullet points/keywords; the CD lectures ensure that the student understands the content of the notes within the context of the topic.”

Feedback (postgrads)

- “Allows the student to make ‘lecture notes’ which can be used for assignments.”
- “An innovative and valuable addition to the distance learning experience.”
- “It can be somewhat daunting as to the content that you should be following and the lectures enable you to ensure that you are going along the right tracks.”

Feedback (postgrads)

- “Time lag between the lectures actually taking place and physically receiving them. A solution may be to download them onto Blackboard in some compressed format for downloading. This will take some time to download but the students who really want to study the lectures will take the time and the others won't.”
- “If the materials could be distributed within days of presenting the lectures on campus it will certainly have a greater positive impact on the learning experiences of online based students.”
- “Distance learning students should be given similar opportunity to view lectures on line with the use of common media streaming software such as windows media player. The lag in date of receiving the CDs minimizes its benefit.”

Use of video (postgrads)

- “The video presentation lends to the ‘interactive’ feel of the course/lectures as it provides students with a more realistic university learning experience. Also, it provides a point of focus throughout the lectures, without which the viewer/student may find it more difficult to concentrate on the content of the lecture.”
- “The pictures are helpful to visualise the lecture - seeing someone talking about the slides allows you to visualise what they mean - especially when they are pointing to slides and are using examples within the room. It also helps to make the lecture interesting.”
- “I think audio CD's alone, would be difficult to comprehend on their own - I would probably find them much less useful.”

Feedback (u/grads)

	SA	A	N	D	SD
1. The e-lectures on disk were easy to use.	9	3			
2. I think I will do better in the exams.	7	5			
3. What benefits (if any) have you found?					
Listening to missed lectures	7	2	1		
Listening to lectures again.	10	2			
Explanations not covered in handouts/slides	9	2	1		
Control over pace of study	9		2		
4. Is audio sufficient, or would you have preferred video as well?	Audio suffcnt	11	Video also	1	
5. I would like more use of similar e-learning materials (and less face to face classes)	2	3	4	3	

Exam results (u/grads)

Difference in average exam marks from 04 to 05					
	With revision CD			No revision CD	
Cohort	Module 1	Module 2		Module 3	Module 4
FT2	+8	-4		+13	-4
PT3	+4	+1		na	na

E-Lectures: Questions?

Over to you.

File Edit View Tools Clip Play Help

Media Table of Contents Preview Presentation

Project files

- IE933 wk10
 - Video
 - WK10 Ian Smith
 - Audio
 - Images
 - Slides
 - Multi_Cultural_Teams
 - HTML
 - Presentation Templates
 - Video Transitions
 - Video Effects

Audio HTML Images Slides Video

Timeline: Cultural Diversity in Project Teams

Cultural Diversity in Project Teams

Ian Smith BSc (Hons) FRCS MAPM MCIOB NORTHUMBRIA UNIVERSITY

Timeline: Cultural Diversity in Project Teams 00:00:00

00:00 00:06:40.00 00:13:20.00 00:20:00.00 00:26:40.00 00:33:20.00 00:40:00.00 00:46:40.00 00:53:20.00 01:00:00.00 01:06:40.00

Video WK10 Ian Smith WK10 Ian Smith

Transition

Audio WK10 Ian Smith WK10 Ian Smith

Slide

Audio 2

HTML

Template

Slide Timeline