

## **Lecture capture – enhancing the International student experience: Can recording lectures really enhance the quality of life for an International student?**

This presentation seeks to disseminate preliminary findings of research into how practical and applicable the use of lecture capture is for improving and/or enhancing the International student experience. Our international students have increased three fold in the last six years they now make up over 20% of our institution's student population. The enculturation process for a number of these students is often a stressful as not only do they have to learn in a different language they also are taught in a different way. These issues can often have a detrimental effect on the experience of students. To address these and other issues the University's strategic plan includes the measurement of key performance indicators related to ensuring our international students have an inspiring world class student experience. The research will use a mixed methods approach probably employing design-based research to evaluate the effectiveness of lecture capture. Arguably this practical method of research proficiently links the areas of research and educational practice. The cornerstone of the research is the applicability of the testing and design to real world classroom intervention (Brown, 1992). This is achieved through a partnership between researcher, practitioner and participants, often including an iterative process of continuing development. The study will develop survey instruments that will be modified to the specific needs of this research. Other methods that will be considered include case studies; grounded theory in which the research is directed by the data (Glaser & Strauss, 1967); action research; dialogic interviewing (Knight & Saunders, 1999); or cognitive mapping and retrospective process interviewing. It is anticipated that the findings from the research will aid Education providers by furnishing them with the knowledge that will improve their training, teaching & learning, whilst International students will benefit from the inclusive nature of multimodal teaching & learning.

Brown, A. L. (1992). 'Design Experiments: Theoretical and Methodological Challenges Creating Complex Interventions in Classroom Settings.' *The Journal of the Learning Sciences*, 2(2), 141-178. Glaser, B. G., & Strauss, A. L. (1967). 'The Discovery of Grounded Theory: Strategies for Qualitative Research.' New York: Aldine Publishing Company. Knight, P., & Saunders, M. (1999). 'Understanding teachers' professional cultures through interview: a constructivist approach.' *Evaluation & Research in Education*, 13(3), 144-156.

### **Richard Dockery**

Student Guidance and Support Officer (International)  
Huddersfield University

### **Dr James McDowell**

Director of Learning and Teaching  
Huddersfield University