



## **UW-MADISON ONLINE-LEARNING STUDY**

# Insights regarding undergraduate preference for lecture capture

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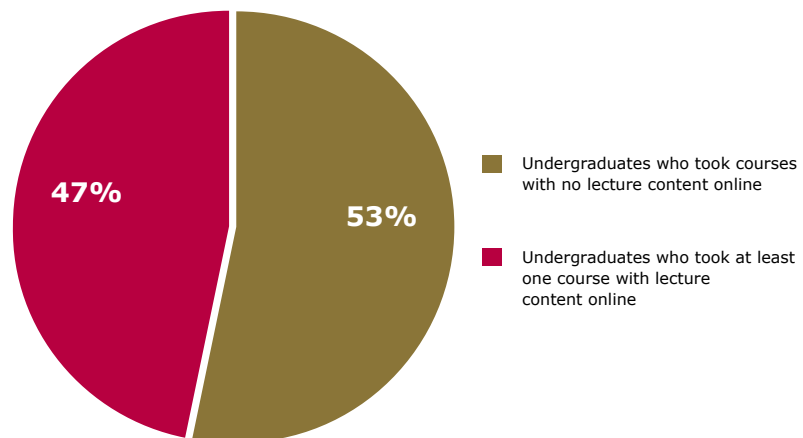
## Overview

This research study set out to understand student attitudes toward the value of adding lecture capture to existing courses and to assess preferences for classes with a streaming option.

A survey was sent to 29,078 undergraduate and graduate students at the University of Wisconsin-Madison in April 2008. Average response rate exceeded 25%. Of the survey participants, a significant number of undergraduates (47%) have taken a class in which lectures were recorded and made available online.

Respondents answered 10 multiple-choice questions related to their perspective regarding streaming lectures and preference for streaming content.

### Undergraduate experience with online lecture content

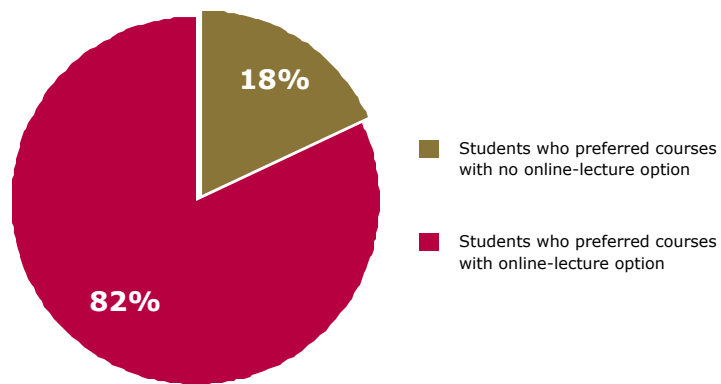


## Key findings

### Undergraduate students have a clear preference for classes with lecture capture.

When asked which course they would prefer, one that offered lecture capture versus one that didn't, an overwhelming 82% of the undergraduates in the survey sample said they would prefer one that recorded and streamed lecture content as a complement to classroom delivery.

#### Student preference for courses with online lecture content



#### Student quotables

"I would use online lectures as a tool to complement the notes and other material I obtain during a live lecture."

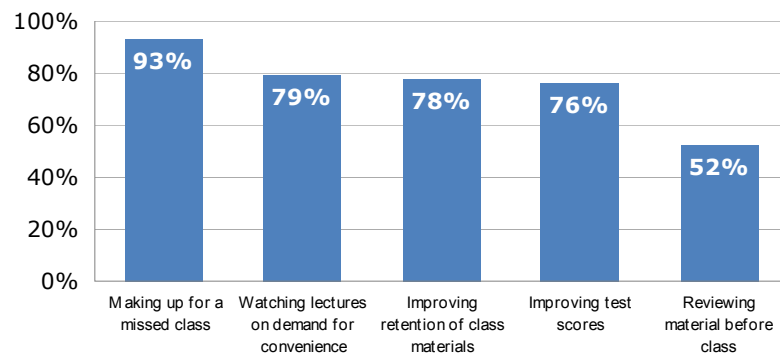
## Key findings

### Undergraduate students perceive multiple benefits of having lectures webcasted.

Students were asked to rank perceived benefits of having lectures streamed online. Here are leading reasons they ranked lecture capture as very or somewhat important:

- Making up for a missed class (93%)
- Watching lectures on demand for convenience (79%)
- Improving retention of class materials (78%)
- Improving test scores (76%)
- Reviewing material before class (52%)

#### Benefits of online lecture content as perceived by students



#### Student quotables

"I would love to have online lectures in addition to normal lectures. Focusing on listening and comprehension during class is very important to me and extremely difficult if I am also simultaneously scribbling notes."

**Key findings**

**Undergraduate students value having course material available after course completion.**

More than 50% of undergraduate respondents indicated that, even after course completion, having course material available online would be important. They expressed interest in accessing online material in their professional lives, after their coursework is complete.

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*Student quotables*

“I like the idea of being able to access lectures online after taking the class. A lot of times there is material that you lose over the course of time that would be valuable to have access to — course notes in binders and computer files.”

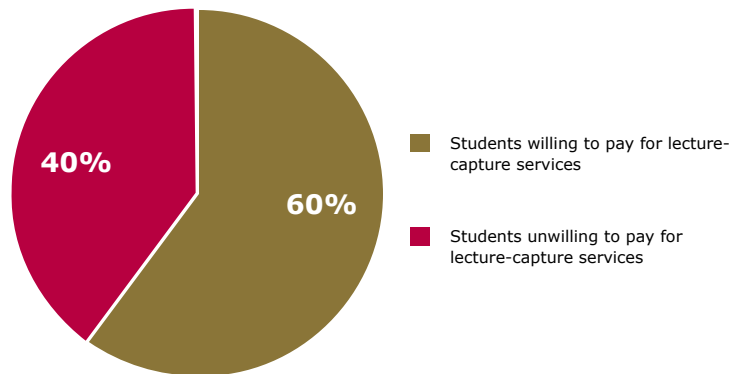
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“It would be helpful in professional life as a ready reference.”  
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## Key findings

### Students expressed a willingness to pay for lecture capture and a preference for paying on a course-by-course basis.

Over 60% of the survey respondents were willing to pay for lecture capture services. Of those willing to pay, the majority of undergraduates (69%) expressed a preference to pay on a course-by-course basis rather than having fees bundled with existing technology fees.

#### Student willingness to pay for lecture-capture services



#### Student quotables

"This is a really interesting idea. If there is a way to do it with little or no additional cost, I think it would be great!"

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## **Conclusion**

It is clear from the survey results that undergraduate students would value the webcasting of lectures and that, given the choice, would prefer a course in which lecture content is recorded and streamed over one that is not.

Benefits of making up for a missed class, watching lectures on demand for convenience, improving retention of class materials, improving test scores, and reviewing material before class indicate the perceived value of streaming services as a complement to in-class interactions.

Results showing interest in having course material available online after course completion indicate potential benefits for alumni interaction and continuing professional development.

## Survey questions

1. Select your year in school.
2. Have you ever taken a class where the lectures were recorded and available online?
3. How would you rank the immediate benefits of having access to online lectures of your class instruction?
4. If you were considering two courses identical in every respect except that in addition to your in-class instruction one course recorded and streamed those lectures and the other didn't, which course would you prefer?
5. Consider that your school is offering webcasts of course lectures and needs to collect fees from students to help cover the additional costs incurred for streaming the lectures. Assuming there is no difference in cost between the following two payment options (on a course-by-course basis or as part of an annual technology fee), which do you prefer?
6. What is the maximum you are willing to pay, in addition to your tuition, to ensure that the school is able to provide you online access to the lectures for one course?
7. Please tell us in a few words why you would not be willing to pay for online access to lectures
8. Would you value having access to the lectures after the course ends?
9. What is the maximum you would be willing to pay as an ongoing annual fee to ensure that you have access to all your previous course lectures online?

**About the  
UW E-Business  
Institute**

The UW E-Business Institute (UWEBI) is a campus-wide initiative conducting multi-disciplinary research on e-business strategies, emerging information technologies and innovative business practices to help enhance the competitiveness of Wisconsin industry. The UWEBI is currently engaged in research projects funded by The National Science Foundation and The National Institutes of Health focused on driving innovation in the packaging, printing and health-care industries. Find out more at [www.uwebi.org](http://www.uwebi.org).

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