

# iLecture and Teaching

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**Abstract.** Students appear to want more control over their learning environment and technologies. An example of this is iLecture as it has the potential to provide students with choices about how and where they learn. This study focuses on effect of iLecture on student learning. The majority of students that used iLecture also attended face-to-face lectures. The results section also proved that iLecture is welcomed by students for better learning.

**Keywords:** Geotechnical, Teaching, iLecture

## 1. Introduction

According to Curtin university website “The iLecture service provides the university with audio-visual recording capabilities suitable for recording live lectures and for the preparation of pre-recorded teaching material.

The iLecture service is commonly used for providing students with recordings of lectures within the major teaching venues on campus. However there are also a number of small classrooms, case study rooms and other teaching spaces that also have audio-visual recording capabilities. There are more than 120 venues across all campuses that are iLecture-enabled.”

One way that academics have been attempting to address some of these tensions is by utilising online management software, such as WebCT or BlackBoard, that provide an online environment for academic staff to supply lecture notes, quizzes, discussion forums, assignment submission, student grades and related information for students to access twenty four hours a day, seven days a week. Another key development has been the recording of lectures which can be downloaded by students in formats such as MP3. The leading lecture capture system in Australia is iLecture (also known as Lectopia) (Williams & Fardon, 2005). We have little understanding of academics perceptions of ICT and how this changes the way they undertake their work (McShane, 2004) and this includes more recent innovations such as iLecture.

Understanding how students are using iLecture and the lecturers’ experience of using this technology could provide useful insights as to how academics can utilise ICT to provide a more fulfilling interaction with students. This understanding may enhance our understanding as to how lecturers’ roles are changing and how this technology could be used to create a more effective work environment for academics while providing enhanced learning opportunities for students. This paper explores the implementation of iLecture for a second year accounting unit at Macquarie University and addresses two research questions.

The first was to examine how user-friendly the students are finding iLecture by asking them about their perceptions when using the technology. The second was to explore the lecturers’ experience while using iLecture by using the lecturers’ reflective journals throughout the semester. Both perspectives are important when assessing the overall effectiveness of this technology and how it can be better integrated into teaching and learning strategies.

## 2. Teaching Method

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A multi-method approach was taken to investigate the different perspectives of teachers and students. Students were administered a questionnaire based on the usage and perceptions of learning experience with iLecture. The questionnaires were distributed in week 12 by the tutors in tutorials. Feedbacks were taken at end of the course.

### 3. Results

Feedbacks from students were taken finally. The results proved that using iLecture learning increased the satisfaction of student. Figure 1 shows the answers of student to the specific question related to method of teaching. Figure 1 shows that from 105 students in class, the majority enjoyed from the lessons and preferred other lecturers to do so compare to traditional method of teaching. As it can be found from figure 2, 62% of class strongly agree with using iLecture in class.

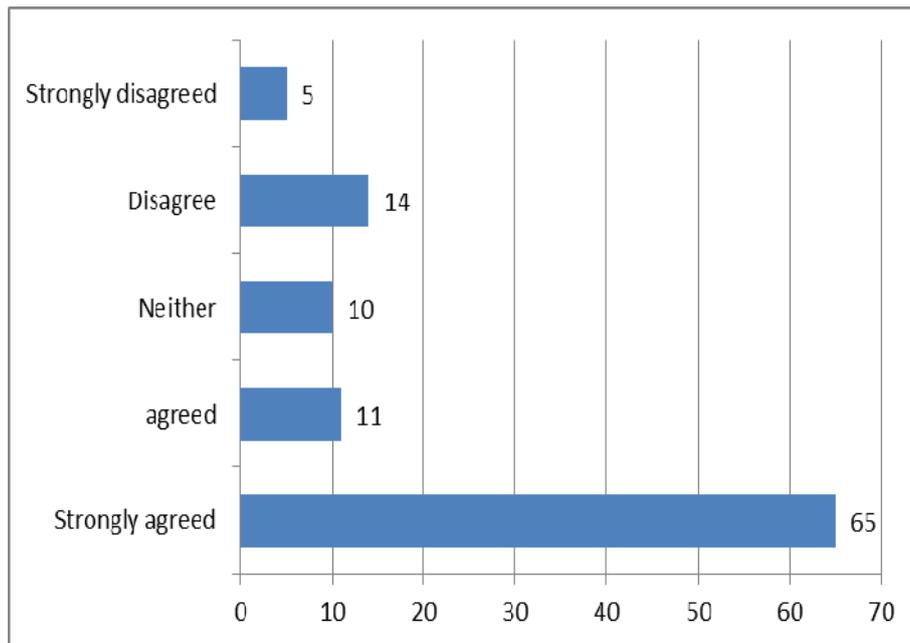


Figure 1 iLecture feedback

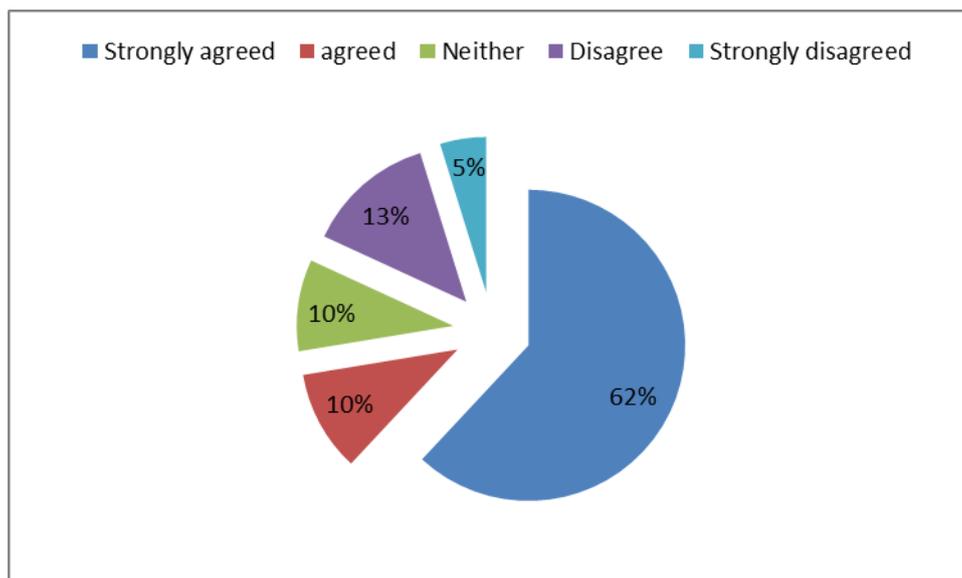


Figure2 iLecture acceptance

### 4. Conclusion

This paper focused on investigation on usage of iLecture method on teaching and learning of student. The paper reflects feedback from students of a geotechnical class regarding usage of iLecture method. The

results proved that majority of student were happy to use iLecture method as they could follow up the course easier than traditional and can concentrate more than traditional method..

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