

# 7 Best Practices for Deploying Lecture Capture Campuswide

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By Leila Meyer 08/03/16

21st Century Classroom

Technology leaders from universities with large lecture capture implementations share their advice for rolling out the technology at scale.

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Today's



students increasingly expect ubiquitous lecture capture so they can review lectures to improve their understanding of the material or catch up on a class they missed. "Lecture capture in general is becoming very quickly an expectation of students," said Chris Edwards, assistant vice president at the [University of Cincinnati](#) in Ohio.

To meet this demand, colleges and universities are scaling up their lecture capture deployments to more classrooms and providing faculty the option of recording lectures outside of the classroom. "We are seeing an uptick in both use of lecture capture, need for lecture capture, and also video content creation by faculty outside the lecture hall," said John Harford, manager of Collaboration Technology and Digital Education at [Yale University](#).

*Campus Technology* spoke with administrators and technology leadership at numerous universities with large-scale lecture capture implementations to identify best practices for campuswide deployments.

## 1) Automate the Recording Process to Make It Effortless

The [University of Massachusetts Lowell](#) has an opt-in policy for lecture capture. Faculty log in to a website and select which of their courses they want to record. The Department of Instructional Technology then schedules the lecture capture appliance to record the lectures for that course automatically, and creates a link in Blackboard or on

a website where students can go to retrieve the lectures for viewing. "Faculty don't have to remember to hit the play button; they don't have to do any post publishing after the fact; and it just makes it much easier for a larger scale deployment," said Mike Lucas, senior director of Instructional Technology at UMass Lowell.

The university uses [Echo360](#) lecture capture appliances and some [Sonic Foundry Mediasite](#) appliances. While lecture capture appliances are "not cheap," according to Lucas, they reduce the complexity for faculty and staff. "We're weighing it against going into a room to fix a computer issue because of drivers not working and it's not seeing a camera and it's not seeing a document camera," said Lucas. "With the appliance, it basically runs 24/7, and for the most part it's pretty rock solid."

The [University of California, San Francisco](#) uses Sonic Foundry Mediasite appliances with [CollegeNET 25Live](#) scheduling software to automate the lecture capture process. "For us the best practice is to not have the instructor physically involved in the process," said John DeAngelo, assistant vice chancellor for educational technology services at the university.

## **2) Focus on Implementation in Large-Capacity Classrooms**

Campuses with large-scale deployments generally focus on lecture halls first and gradually expand to smaller classrooms. For those that have a mix of appliance-based and software-based systems, they tend to place the appliances in the large lecture halls, where they can get a bigger bang for their buck, and use the lower-cost lecture capture software in smaller rooms.

"You have to think about which rooms are really good candidates for lecture capture, and those are typically middle and large classrooms. We focused our efforts on the classrooms that are what we consider the large gateway classrooms," said Edwards. At the University of Cincinnati, those are classes such as chemistry, physics and calculus, which typically take place in lecture halls, have large enrollments and tend to have a higher DFW (drop, fail, withdrawal) rate. "If students don't make their way through these particular courses then it could result in a change in their career direction," said Edwards. "We saw Echo360 as part of a holistic strategy to address DFW rates, so that's where we targeted."