UNIVERSITYOF **BIRMINGHAM** University of Birmingham Research at Birmingham

Video lectures versus live lectures

Ranasinghe, Lasith; Wright, Lazarie

DOI:

10.1080/10872981.2019.1583970

Creative Commons: Attribution (CC BY)

Document Version Publisher's PDF, also known as Version of record

Citation for published version (Harvard): Ranasinghe, L & Wright, L 2019, 'Video lectures versus live lectures: competing or complementary?', Medical Education Online, vol. 24, no. 1, 1583970. https://doi.org/10.1080/10872981.2019.1583970

Link to publication on Research at Birmingham portal

General rights

Unless a licence is specified above, all rights (including copyright and moral rights) in this document are retained by the authors and/or the copyright holders. The express permission of the copyright holder must be obtained for any use of this material other than for purposes

- •Users may freely distribute the URL that is used to identify this publication.
- •Users may download and/or print one copy of the publication from the University of Birmingham research portal for the purpose of private study or non-commercial research.
 •User may use extracts from the document in line with the concept of 'fair dealing' under the Copyright, Designs and Patents Act 1988 (?)
- •Users may not further distribute the material nor use it for the purposes of commercial gain.

Where a licence is displayed above, please note the terms and conditions of the licence govern your use of this document.

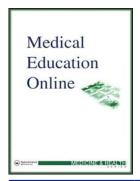
When citing, please reference the published version.

Take down policy

While the University of Birmingham exercises care and attention in making items available there are rare occasions when an item has been uploaded in error or has been deemed to be commercially or otherwise sensitive.

If you believe that this is the case for this document, please contact UBIRA@lists.bham.ac.uk providing details and we will remove access to the work immediately and investigate.

Download date: 11. May. 2024



Medical Education Online



ISSN: (Print) 1087-2981 (Online) Journal homepage: https://www.tandfonline.com/loi/zmeo20

Video lectures versus live lectures: competing or complementary?

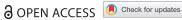
Lasith Ranasinghe & Lazarie Wright

To cite this article: Lasith Ranasinghe & Lazarie Wright (2019) Video lectures versus live lectures: competing or complementary?, Medical Education Online, 24:1, 1583970, DOI: 10.1080/10872981.2019.1583970

To link to this article: https://doi.org/10.1080/10872981.2019.1583970

9	© 2019 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.
	Published online: 27 Feb 2019.
	Submit your article to this journal 🗗
ılıl	Article views: 388
Q ^N	View related articles 🗷
CrossMark	View Crossmark data 🗹







Video lectures versus live lectures: competing or complementary?

Dear Editor.

We read, with great interest, the article by Brockfeld et al [1]. evaluating the use of video versus live lectures. Being medical students at the University of Birmingham and Imperial College London, we have personal experience of the advantages and disadvantages of the two approaches as our universities employ both. The tech-savvy nature of the current millennial generation of medical students coupled with improvements in telecommunication technology opens new avenues for more efficient and effective delivery of medical education. Nonetheless, such educational approaches should not be blindly embraced without careful consideration of potential consequences.

Davis et al. [2] explored students' perception of a lecture capture programme at the University of Leeds. The most popular uses were for revision or recap of difficult topics, and students appreciated being able to access material in their own time. This highlights the main benefits of video lectures, namely the flexibility and convenience that they provide. Brockfeld [1], however, used video lectures for the initial delivery of information and held the sessions in groups with time constraints. Whilst they demonstrated that both video and live lectures are equally effective at transfer of information, they appear to have neglected the main benefits of video lectures. Furthermore, the study appears to view video and live lectures as competing approaches when, in fact, their relationship could be symbiotic. Scheduled live lectures with video recordings available for revision would be a more efficient and student-friendly approach.

On the contrary, access to video lectures may breed complacency with regards to managing the academic workload. The availability of video lectures relies on the student's impetus to get through the material in their own time. A lack of motivation to work at a sufficient pace may result in the accumulation of an insurmountable workload before impending exams. Therefore, the benefit of video lectures is likely to be heavily influenced by the attitudes of the individual. This

was demonstrated by Howland and Moore [3] who explored student perceptions of internetbased courses and found that students reporting positive attitudes towards this approach were constructivist learners and demonstrated good selfdirection.

Live lectures may provide a more structured learning schedule and promote sustainable management of a student's workload as the rate of delivery of information is controlled by the medical school. The balance between the use of video and live lectures could be shifted according to the maturity of the students. It is, perhaps, likely that younger students would benefit more from live lectures due to inexperience with managing their workload independently. Older students, on the other hand, may prefer more independence and control of their workload as they must often juggle hospital placements and lectures. Furthermore, the type of information being delivered should also influence this balance. Some topics (e.g. biochemistry) are predominantly delivered via didactic lecture-based transfer of information, which is achieved effectively by video lectures [1]. On the other hand, discussion-based topics (e.g. ethics, clinical cases) and practical skills are conveyed less effectively by video lectures [4].

To conclude, live lectures promote a sustainable work rate and encourage engagement whilst video lectures are a convenient revision tool allowing students to work at their own pace. As such, video lectures should be viewed as a supplement to live lectures rather than a replacement. To optimise the benefit to students, medical schools should also shift the emphasis on either video or live lectures based on the maturity of the students and the type of information being delivered.

ORCID

Lasith Ranasinghe http://orcid.org/0000-0003-2281-2352 Lazarie Wright (b) http://orcid.org/0000-0001-7609-5403

References

[1] Brockfeld T, Müller B, Jan de Laffolie. Video versus live lecture courses: a comparative evaluation of lecture

- - types and results. Med Educ Online. 2018; 23(1):1555434. Web.
- [2] Davis S, Connolly A, Linfield E. Lecture capture: makingthe most of face-to-face learning. Eng Educ. 2009;4(2):4-13. Web.
- [3] Howland JL, Moore JL. Student perceptions as distance learners in internet-based courses. Distance Educ. 2002;23(2):183-195. Web.
- [4] Ramlogan S, Raman V, Sweet J. A comparison of two forms of teaching instruction: video vs. live lecture for education in clinical periodontology. Eur J Dent Educ. 2013;18(1):31-38. Web.

Lasith Ranasinghe Department of Medicine, Faculty of Medicine, Imperial College London http://orcid.org/0000-0003-2281-2352

Lazarie Wright Department of Medicine, College of Medical and Dental Sciences, University of Birmingham http://orcid.org/0000-0001-7609-5403