

# The Value of Lecture Recording at the University of Edinburgh

Interim Evaluation Report

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## Appendix A – Qualitative Data Collection

### Staff Interviews

Between January and May, 2018, a series of unstructured interviews were held with thirteen staff members across all three colleges, including academics (n = 11), visiting lecturers (n = 1) and professional services staff (n = 1). The majority of participants were male (n = 10) and had made use of the lecture recording system (n = 10). Prior to the interviews, information from the Academic User Group and policy consultations were used to establish some of the concerns likely to be raised or discussed within the interviews, taking an 'all is data' approach<sup>1</sup> to inform these interviews. Three interviewees elected to follow up on points they had raised via email to clarify or re-define their statements. An initial open coding of the data<sup>2</sup> revealed data saturation was reached very quickly (within five interviews), and selective coding<sup>3</sup> was used to define two main themes with regards to the data in a grounded-theory-like approach.

Across the academic user group, the feedback from the policy consultation, and the communications work of the lecture recording evaluation group, it is clear that lecture recording is an emotive issue. The range of concerns have been clearly outlined within the policy consultation, and so the focus of this work was to explore how these concerns were processed and/or resolved by participants.

An attempt was made to use the same defined themes within the policy consultation for comparison across the two datasets, however this was of limited use given the focus of the interviews was about resolving teaching concerns. Therefore a definitive codebook was not used in the production of the June report.

### Student Focus Group

Student representatives were contacted through EUSA and invited to participate in a focus group in the 27<sup>th</sup> May, 2018. Participants were rewarded with a £10 Blackwells voucher which was, at the participants' request for non paper-based vouchers changed to a £10 Amazon e-voucher.

The focus group was broadly coded in conjunction with free text comments from the survey using the same grounded theory-like approach.

## References

1. Ralph, N., Birks, M. & Chapman, Y. Contextual positioning: Using documents as extant data in grounded theory research. *SAGE Open* 4, (2014).
2. Silverman, D. *Interpreting qualitative data*. (SAGE Publications, 2014).
3. Charmaz, K. Constructionism and the Grounded Theory Method. in *Handbook of Constructionist Research* (eds. Holstein, A. & Gubrium, J. F.) 397–412 (The Guilford Press, 2008).