INTRODUCTION

- Multiple technologies are currently used to assist teaching and introduce active learning in the classroom.
- Lecture capture has a variety of benefits (e.g. students choose the location, pace and frequency of studying).
- Video lecture capture was introduced at our institution nearly a decade ago.

AIM OF THE STUDY

- Evaluate lecture capture viewings for professional undergraduate pharmacy courses in the Fall and Spring semesters over three consecutive academic years.
- Analyze longitudinally the data for one cohort (class of 2020) for six consecutive academic semesters.

METHODS

1. Viewing figures downloaded and analyzed for courses in three consecutive academic years (16AY, 17AY, 18AY).
2. Inclusion criteria: Courses delivered in series between the Fall and Spring semesters and had at least two years of data available.
3. Exclusion criteria: Standalone courses that did not occur as a series, those that did not have enough data, or those in which the nature of the course rendered it unsuitable for recording (e.g. lab-based courses).

RESULTS and DISCUSSION

- A higher number of views was observed throughout the Fall semester in professional year 1 (black bars) and across different professional years; however, a decrease in number of views was evident for the consecutive courses during the Spring semester (grey bars).

CONCLUSION AND FUTURE DIRECTIONS

- Our findings suggest that the lecture capture system within our College is primarily utilized by junior pharmacy students. Further studies must be conducted to fully understand why.
- Additional quantitative and qualitative studies must be conducted to fully grasp the motivations for use, attitudes and perceptions towards the system.
- A mixed methods study (questionnaire and focus group) with both students and faculty may help us in devising a bespoke action plan to tackle the identified barriers for a wider use of this technology.