Widening Participation with Lecture Recording

Future directions for the Higher Education Sector

The Collaborative Cluster identified a number of priorities to identify within the data collected in institutions across Scotland. The priorities were identified through the three open cluster meetings in December 2019, April 2020 and May 2020.

What evidence will the sector need to focus on in the next five years?

- There is a need to maintain the progress made within mainstreaming accessibility for widening participation students, looking beyond 'simply' lecture recording, particularly with the changes to delivery expected post COVID19.
- Continuing to support students learning in blended environments, with particular attention on ensuring that data is collected from widening participation students.
- Debates on the effect on attendance should be based on robust evidence, and if attendance is a concern, it must be recorded within the course of interest, and not based on perception. Reasons for changes to attendance should be considered.
- In an increasingly hybridised learning environment, we must also pay attention to the impact and reach of digital poverty, and the barriers that presents to engaging with higher education to students from widening participation backgrounds. We have to ensure we are monitoring known 'cracks' in the system, e.g. young carers.

Where are there current gaps in the evidence that the sector should seek to minimise?

- What is the long-term impact of the transition to hybridised teaching on Widening Participation students? E.g. lower transition rates into university in 2022-2024.
- How will a sense of community be impacted for incoming students, particularly those who come through a school leavers transition programme?
- Much of the existing literature regarding online learners, particularly surrounding widening participation students, reflects students who chose some form of distance learning over face to face teaching. How will existing good practice translate for students who may not ordinarily have chosen distance learning, and what practice must be developed for this specific cohort in mind?

These areas of interest were identified by the Widening Participation with Lecture Recording Collaborative Cluster

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