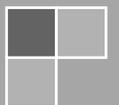


2014

Live Lecture versus Video Lecture

This document contains a summary of survey data collected from 127 teachers (elementary through college), illustrating the efficiency of video lectures as compared to live lectures.

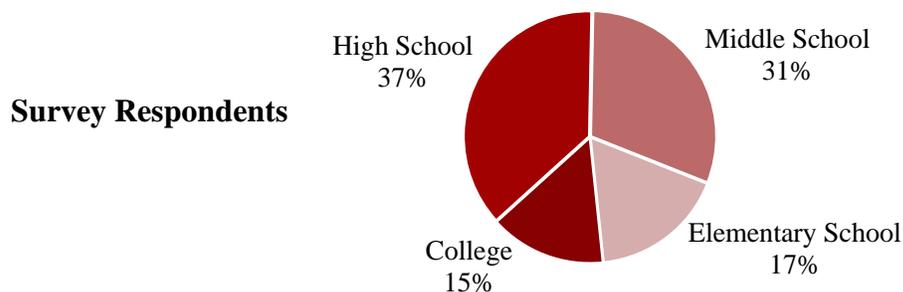
Dr. Lodge McCammon
Dr. Brandy Parker
May 2014



Live Lecture versus Video Lecture

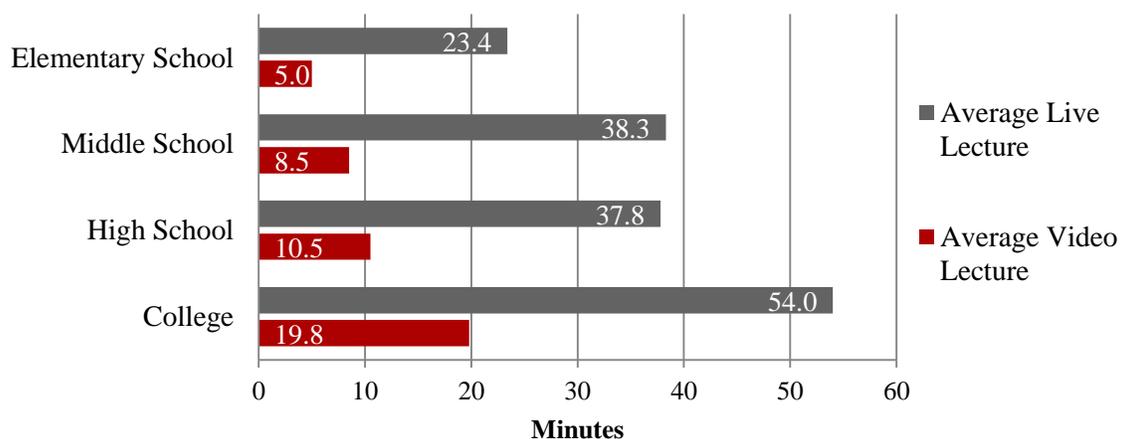
Dr. Lodge McCammon promotes the idea that video lectures are a more efficient way of delivering content, compared to live lectures. Though many of the teachers who have completed his Flipped Classroom Training Program agree, we wanted to find out just how much more efficient video lectures can be when it comes to delivering content.

In May 2014 a survey was sent to teachers who completed the training program, those who attended workshops or presentations, and those connected to Dr. McCammon via social media. A total of 127 teachers, from different school levels and with varying years of teaching experience, completed the survey and shared their experience with video lectures.



Teachers were asked to compare how much time they spent delivering content via live lecture versus the time it takes to deliver the same content via video lecture. *Live lecture* (or direct instruction) is defined as explaining the topic in person during class time. *Video lecture* is defined as a recorded version of the explanation of the topic captured outside of class time.

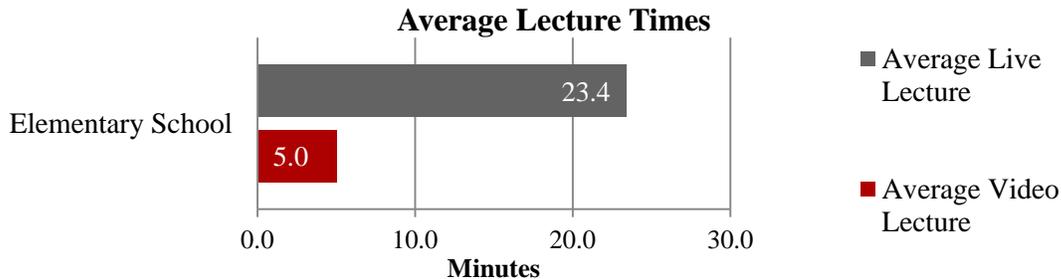
Average Lecture Times by School Level



As shown in the chart above, it is considerably more efficient to deliver content via video lecture as compared to live lecture. However, efficiency isn't the only benefit that video lectures offer - <http://lodgemccammon.com/flip/>

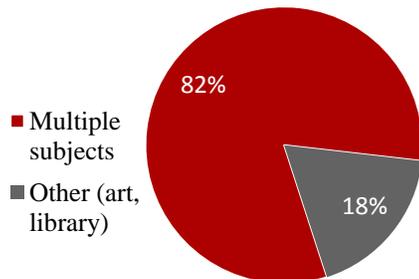
Live Lecture versus Video Lecture

Elementary School

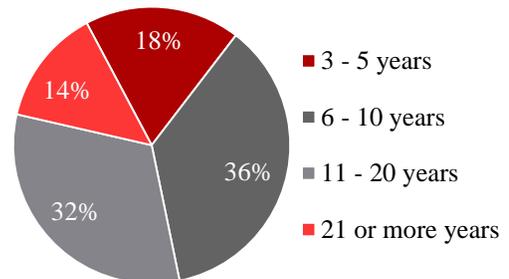


Of the 127 teachers who completed the survey, 22 were elementary school teachers (mostly 3rd – 5th grade).

Subject Taught

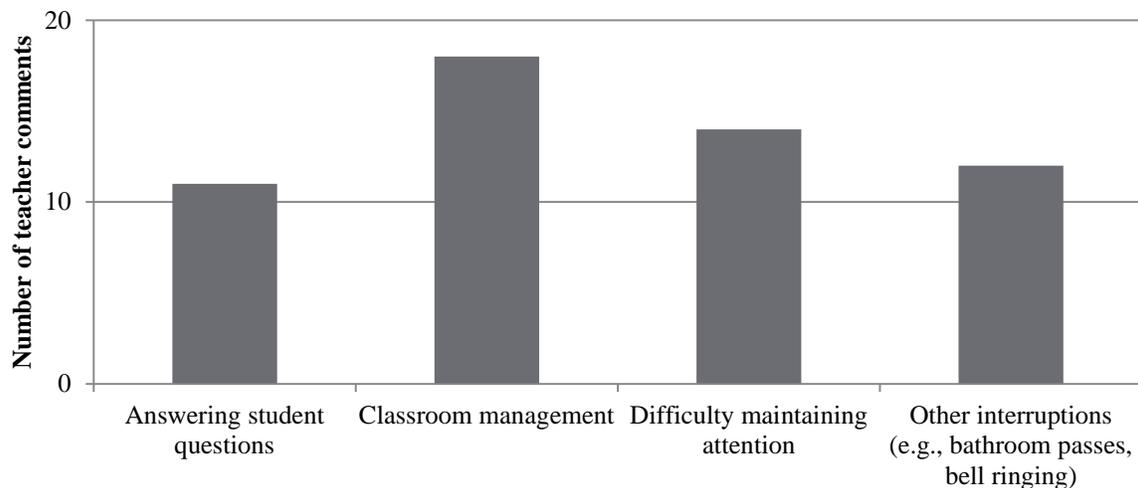


Teaching Experience



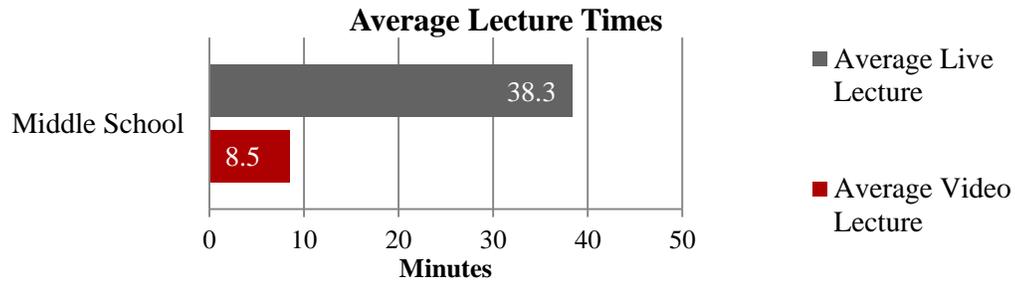
Elementary school teachers were asked why they think the live lectures take longer to deliver than the video lectures of the exact same content. One teacher remarked “Kids have a difficult time sitting and listening for more than just a few minutes. After that, they start squirming around and classroom management becomes difficult, and trying to tell kids the information while managing behavior is slow.”

Most Common Reasons for Live Lecture Inefficiency

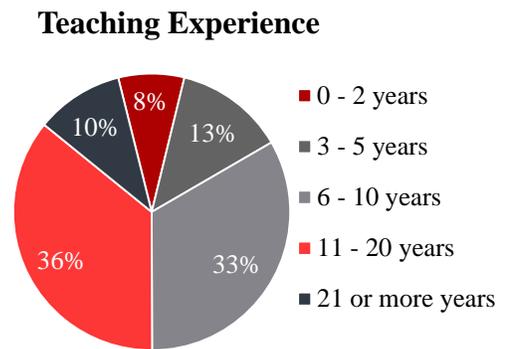
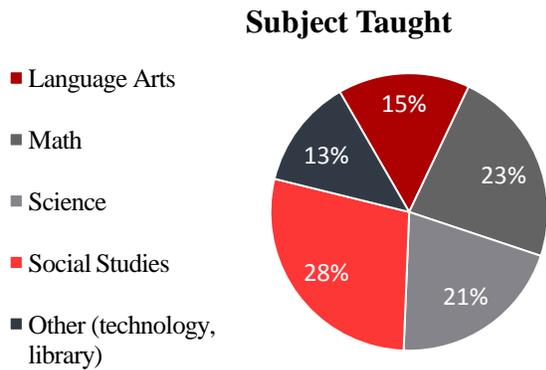


Live Lecture versus Video Lecture

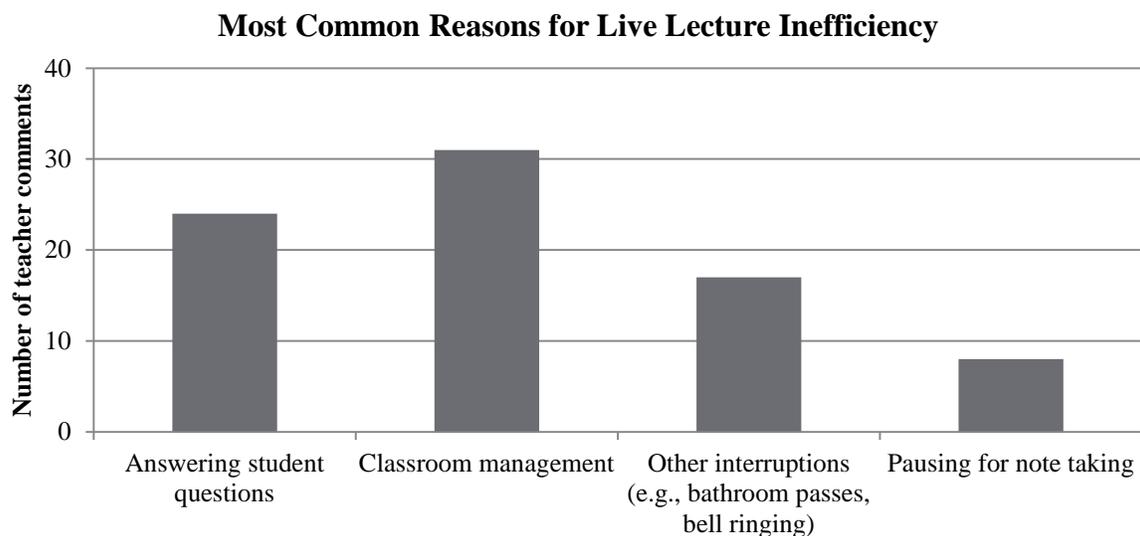
Middle School



Of the 127 teachers who completed the survey, 39 were middle school teachers.

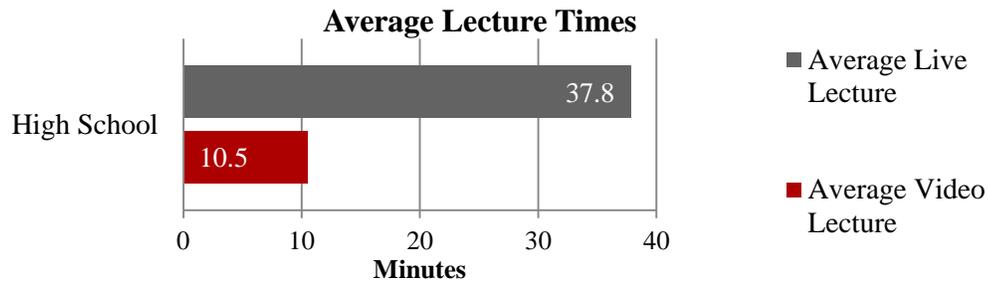


Middle school teachers were asked why they think the live lectures take longer to deliver than the video lectures of the exact same content. One teacher remarked “There are often off-task questions from students that derail the conversation and flow of information, and even tangents that I may go off on because of my distractions from students.”

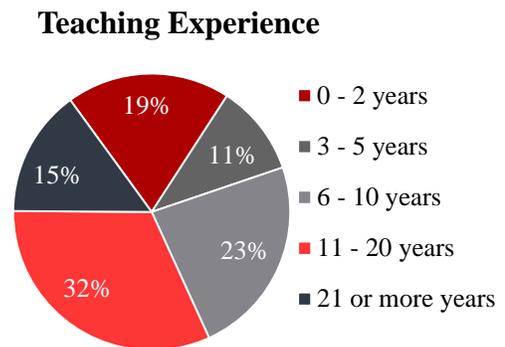
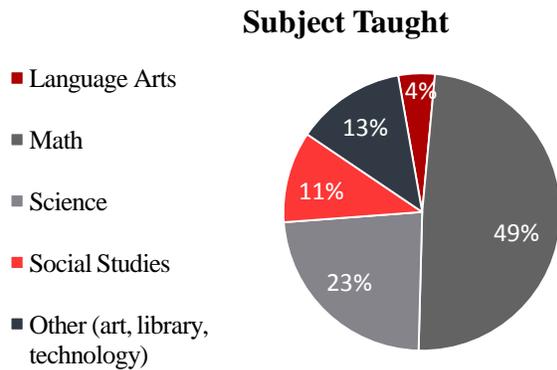


Live Lecture versus Video Lecture

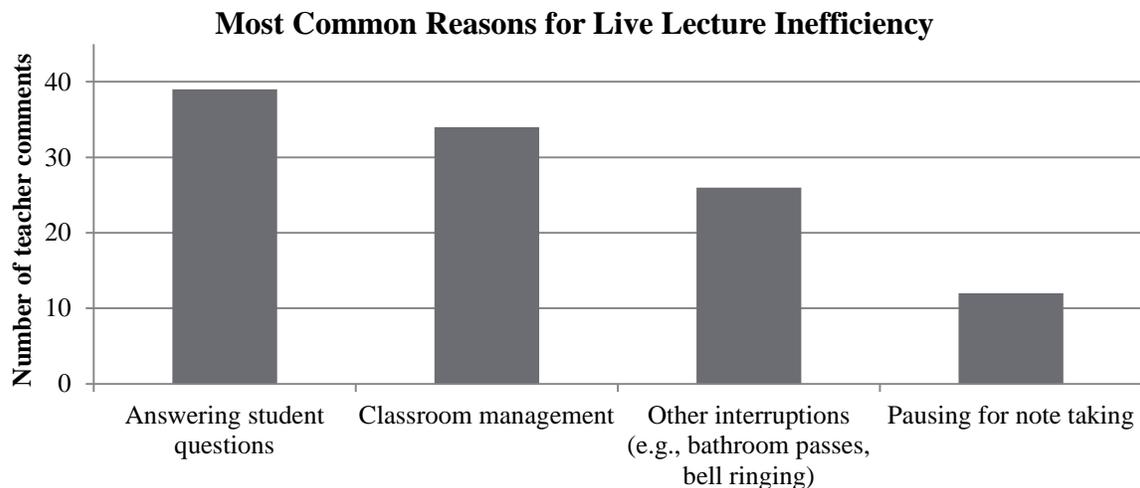
High School



Of the 127 teachers who completed the survey, 47 were high school teachers.

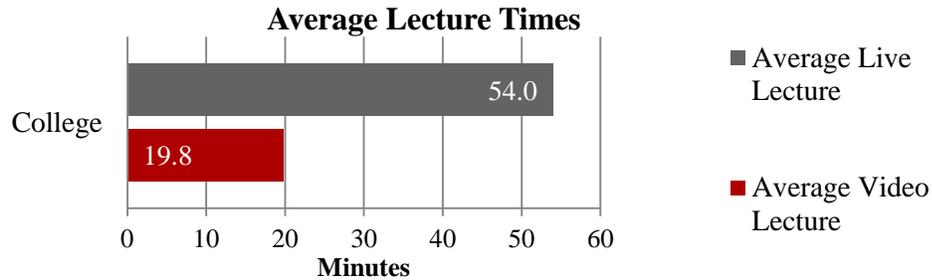


High school teachers were asked why they think the live lectures take longer to deliver than the video lectures of the exact same content. One teacher remarked “Live lectures are longer because the teacher constantly stops lecture to deal with behavior problems or spends way too much time giving examples. There are also interruptions from announcements, people coming into the room, etc. so the teacher gets off track and has to find the way back to where they were.”



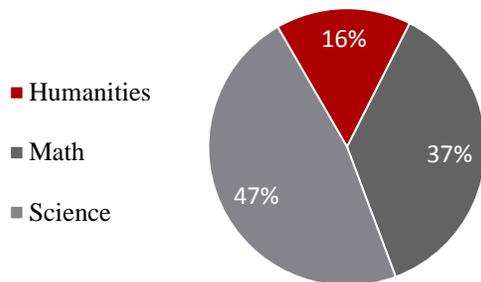
Live Lecture versus Video Lecture

College

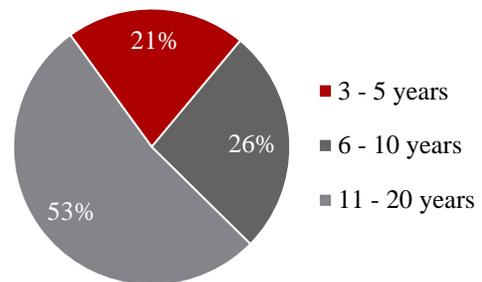


Of the 127 teachers who completed the survey, 19 were college professors.

Subject Taught

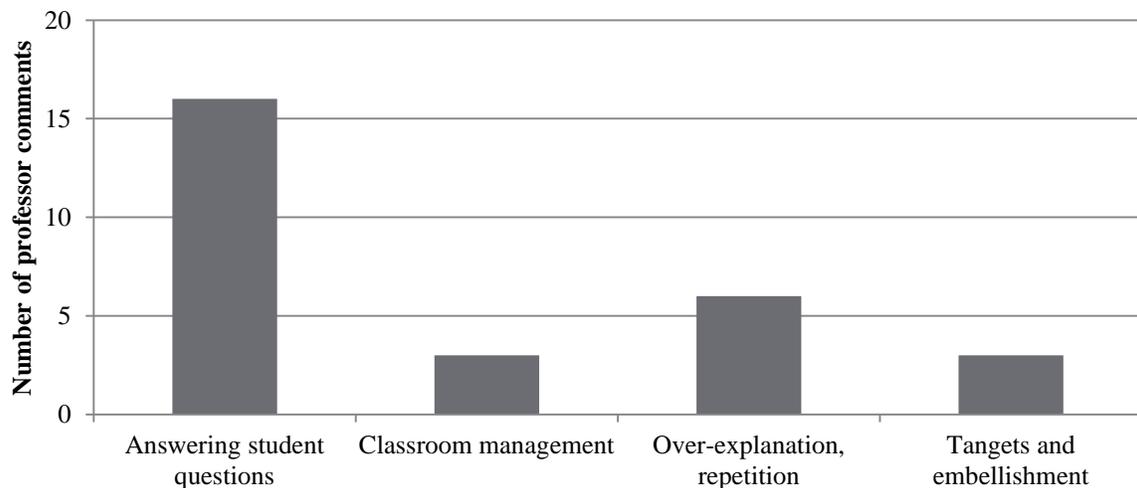


Teaching Experience



Professors were asked why they think the live lectures take longer to deliver than the video lectures of the exact same content. One professor remarked “Fielding student questions while staying on task slows down the lecture. Also, I feel like I tend to over-explain concepts because I don't have a feel for whether or not students are grasping the information.”

Most Common Reasons for Live Lecture Inefficiency





<http://lodgemccammon.com/about>

Designed & Prepared by Dr. Brandy Parker
<http://linkedin.com/in/bnparker>