

Lecture Capture

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Abstract- Lecture capture involves the recording of classroom activities or special events using specific software and making that recording available electronically. The audio or video recording is normally stored digitally on the Internet or in iTunes U for downloading and playing back on computers and portable media players, such as MP3 players and iPods. The recording is sometimes referred to as a podcast or a screen cast, and may be audio-only or include video of the lecture. Some software synchronizes lecture slides for viewing alongside the relevant sections of audio and/or video recordings of the instructor. Depending on the software used for recording, students may be able to speed up or slow down lectures, pause the playback, and move forward or backward in the presentation. Survey results indicate that the majority of college students prefer courses that offer podcasts over those that do not. Students cite convenience, flexibility, and positive impact on learning as the main reasons to have recorded lectures. As is the case with any new technology, lecture capture has the potential to benefit students and faculty.

I. INTRODUCTION

Digital classrooms are becoming the latest methods being adopted in educational institutions. The aim is disseminating the lecture content to the students irrespective of their location and providing the students with effective learning by providing the recorded lectures anytime for self-paced learning. We develop the solution to capture the lecture sessions in the classroom and then these videos should be accessible to the students to view anytime anywhere. The recorded sessions shall be editable by the faculty before publishing. The students can search and view the any corresponding session anytime and anywhere. The recorded videos should be compressed and optimized for easy and quick download.



II. LITERATURE SURVEY

1. Problem Description

This paper will help students to study anywhere by seeing the videos uploaded by the lectures. Students can easily clarify their doubts by seeing the videos. The aim is disseminating the lecture content to the students irrespective of their location and providing the students with effective learning by providing the recorded lectures anytime for self-paced learning.

2. Existing System

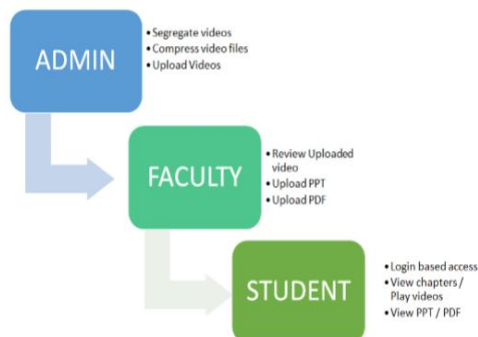
The existing system proposed the problem faced during the developing the project. In existing situation students meet lectures when they get doubts in relative subjects. This leads to waste of time and energy of the students because students come to college to meet lectures. Most of the students start learning during the exam time so they get doubts in relative subjects. If students lost their notes or if they may be absent to the class they will ask for his/her friends for notes.

3. Proposed System

To avoid the problem in existing system we are proposing this web application in which admin has right to control the system. The main objective of the proposed system is to decrease the paper work and save time and energy. The proposed system is internet base system. So students can easily download the videos and p.d.f and p.p.t notes uploaded by the lectures. By this proposed system

students can solve their doubts easily by seeing the videos. This will save the students time and energy.

4. Description of the Modules



4.1 Admin:

Admin is nothing but principles and h.o.d of the department of college and institutions. Admin can also upload the videos to the website by using their login id and password. Admin will also check the videos uploaded by the faculties. If the video was good and contains lot of information then that videos will be shared to students. Admin will have only right to share the videos to the students. Admin will have the list of faculties and students come under particular department of the college. Admin can change their password after login to the website.

Responsibility:

1. Add videos.
2. View videos uploaded by faculties.
3. Share the good videos to students

4.2 Faculty:

In this faculty model lectures will login by using their login id and password. Lectures also upload the video to the website but it was showed to admin first. Admin will check that video uploaded by the lectures. If the video quality is good and it contains more information and helpful to students then that video will be shared by admin to the students. Lectures have no rights to share their videos to the students directly. Lectures will upload the videos by chapter, topic wise for particular subjects. Lectures are also upload the pdf and ppt notes to website. Lectures can change their password after login for security and safety purpose.

4.3 Students:

Students first login to website to access the videos to download by using their login id and password. Once student

login to the website they can update their profile picture and password. Student will see the video which is uploaded by the faculty. Student can watch the videos and preview the p.d.f and p.p.t before download. Students will search the videos by subject wise and topic wise. Student can add the videos to the favorite list and they can find out those videos easily during the time of exams. Students will download the videos easily and clarify their doubts in particular topic at anywhere and anytime.

Requirements

Hardware Requirements:-

Processor	: Dual core
RAM	: 2 GB RAM minimum
Hard Disk	: 500GB

Software Requirements:

Type	: Web Application.
Operating System	: Windows 7/8.1/10
Server	: Apache.
Data Base	: MySQL.
Supporting Tools	: PHP , Notepad++ , Dreamweaver.

Advantages

- Create a large Digital Repository
- In case Lecturer is absent or unavailable in emergency, the previously recorded lectures can be played
- Easy and efficient Sharing of recorded lectures with students
- Students can revisit the lectures for doubt solving
- Students can access the missed lectures anytime
- Does not need to depend on friends for missed lectures
- Autonomous Education by allowing a student to replay missed lectures or simply as a studying tool virtually anytime – anywhere.
- Allows students to learn at their own pace
- Productive use of free time
- Management gets to evaluate lectures teaching approach and can improvise for effective teaching.

Recommendations for Using Lecture Capture Effectively

Beginning with address catch can be very straightforward, particularly when workforce approach the computerized frameworks portrayed before. Notwithstanding this potential convenience, it is vital for educators to ponder the substance and style of their addresses and any conceivable

ramifications the innovation may have for understudy learning. The following is a rundown of suggestions worth considering before embracing address catch innovation for your classes.

Before you begin, ensure that

you have clear objectives for podcasting addresses and an opportunity to set them up reliably all through the whole semester;

you have satisfactory and proceeding with innovation bolster and podcast facilitating on the off chance that you don't instruct in a stay with a mechanized address catch framework/benefit; you take care of the pertinent copyright arrangements in regards to podcasts (e.g., procuring copyright leeway for materials and discharge shapes from understudies if their inquiries and answers will be recorded and the podcasts will be shared past the present semester's classroom).

- When you choose to podcast, set aside a few minutes to try different things with recording quality. Poor sound quality may keep understudies from utilizing the asset.
- Make podcasts accessible at the earliest opportunity after an address, since most understudies download podcasts inside a couple of days of a given address, and just before an exam.
- On the off chance that you expect understudies to tune in to podcasts before address, furnish them with content-related inquiries or other learning exercises.
- At the point when podcasts are appointed ahead of time of a class meeting, utilize class time for intuitive dialog, understudy focused learning exercises, or exhibits to supplement and expand on podcast content.
- Before making podcasts accessible, make sure that the greater part of your understudies approach and are open to utilizing gadgets to download and play podcasts.
- Whenever proper, make reference to podcasts amid addresses or when reacting to understudies' inquiries with the goal that understudies will probably utilize them.
- Make getting to and utilizing podcasts simple and quick by giving point by point directions to downloading and guaranteeing that the record design is good with normal media-playing gadgets (e.g., MP3 players and iPods).
- Give understudies an unmistakable clarification of instructional objectives and specialized prerequisites

if podcasts are utilized for understudy tasks or assignments.

- Draft an assessment anticipate your address catch task to research what did and didn't work for you and your understudies.

III. CONCLUSION

Lecture Capture creates a large digital storage place. In case lecture is absent or unavailable in emergency the previously recorded videos can be played. Easy and efficient sharing of recorded lectures with students. Students can watch the lectures video to solve their doubts easily. Students can access the missed lectures class by watching videos. Students can learn easily by seeing the videos uploaded by lectures anywhere and anytime. Management gets to evaluate lectures teaching approach and can improvise for effective teaching. While building up the application a conscious effort has been made to make and build up product bundle, making use accessible tools method and resources that would create an appropriate application.

REFERENCE

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