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## Supplemental Materials

for

### **Video Lecture Capture Technology Helps Students Study without Affecting Attendance in Large Microbiology Lecture Courses**

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Appendix 1: Student questionnaires.

Non-English Speaking Background students were emailed the following questions:

1. What is your primary language?
2. What percentage of the lecture capture videos did you watch?
3. If you used the lecture capture videos, did you find them helpful? Please briefly explain your answer.
4. Did you use the lecture capture videos to study?
5. If you missed something that was said during class due to a language barrier, did you use the lecture capture video outside of class to help you understand what you missed?
6. Do you think the lecture capture videos helped you get a better grade?
7. Would you like to see lecture capture videos in all of your classes?
8. Would you have preferred to watch the lecture capture videos BEFORE class?
9. Please tell us anything else you'd like us to know about your experience with lecture capture videos.
10. What is your overall opinion of the lecture capture videos in MIP 300?

Nontraditional students were emailed the following questions:

1. What percentage of the lecture capture videos did you watch?
2. If you used the lecture capture videos, did you find them helpful? Please briefly explain your answer.
3. Were there times that you couldn't make it to class and the lecture capture videos allowed you to stay caught up in the course? (Please note: you will not be judged for missing class!)
4. Did you use the lecture capture videos to study? If yes, how so?
5. If you missed something that was said during class, did you use the lecture capture video outside of class to help you understand what you missed?
6. Do you think the lecture capture videos helped you get a better grade?
7. Would you like to see lecture capture videos in all of your classes?
8. Would you have preferred to watch the lecture capture videos BEFORE class?
9. What is your overall opinion of the lecture capture videos in MIP 300?

Appendix 2: Table 2.

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**Table 2. Comments from nontraditional students and students from Non-English Speaking Backgrounds (NESB) in a general microbiology course (n=10).**

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**Comments regarding attendance:**

- “I missed class at the beginning of the semester due to weather and road conditions. If it were not for the lecture captures I would have fallen behind.” (nontraditional)

**Comments from NESB students:**

- “Lecture capture is really a good tool for the international students.”
- “The majority of international students would like to see video lecture capture in all courses within the microbiology major.”
- “As Chinese is my native language, it is difficult for me to follow the instructor during class. The video lectures allow me to listen to a lecture over and over again until I understand everything that was said.”

**Comments from students regarding reviewing and clarifying material:**

- “The lecture videos were very helpful--I watched most of them when I reviewed for tests.” (nontraditional)
- “I think they're a good way to review lessons, and they help remove the 'lecture pressure' of many science courses. It's comforting knowing that you can go back and review the lecture at a confusing point, instead of obsessively taking dictation.” (nontraditional)
- “I often used them to reinforce my understanding of difficult topics.” (nontraditional)
- “I used them if I was confused about the material in lecture, or if the lecture had been particularly complicated.” (nontraditional)

**Comments from students about perceptions of academic performance:**

- “I think being able to review the lectures with more difficult concepts did help me improve my grade.” (nontraditional)
  - “I definitely think the lecture captures helped me to get a better grade in this class.” (nontraditional)
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