

Plain Language Statement

University of Melbourne/Anatomy and Physiology/Medicine, Dentistry and Health Science

Project: Understanding the value of Lecture Transcripts from a students' perspective

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Introduction

Thank you for your interest in participating in this research project. The following few pages will provide you with further information about the project, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about.

Your participation is voluntary. If you don't wish to take part, you don't have to. If you begin participating, you can also stop at any time.

What is this research about?

We're investigating how students perceive and utilize either lecturer provided or AI generated lecture transcripts in higher education. We're particularly interested in how the availability of transcripts affects student engagement, note-taking practices, and overall learning outcomes. We'll also explore how the transition from face-to-face to asynchronous content delivery influences the use and perceived value of transcripts.

What will I be asked to do?

Should you agree to participate...

You are a Bachelor of Biomedicine student in any of first, second or third year of your degree. Having volunteered to be part of this study, you will be participating in a focus group interview with other students in your year level enrolled in Bachelor of Biomedicine. The discussion during the interview will focus on your perceptions and use of both lecturer-provided and AI-generated lecture transcripts, including:

1. The perceived learning impacts of having access to lecturer-provided or AI-generated transcripts
2. Differences in the use of these types of transcripts across different years of study
3. How the transition to asynchronous content delivery affects the use of lecturer-provided and AI-generated transcripts
4. Your note-taking practices when lecturer-provided or AI-generated transcripts are available
5. Your perception of ideal lecture notes and their purpose in relation to these transcripts
6. The impact of lecturer-provided or AI-generated transcript availability on lecture attendance and engagement

The Focus Group interview is anticipated to take about one hour. The session will be audio recorded, and a transcript will be made of the audio recording. Comments from individual participants in the focus group interview will be anonymous. Comments will be analysed for themes.

Upon completion of the Focus group discussion, you will receive a **\$25 electronic gift card** to compensate the time you have dedicated to the project. To receive this gift card, you will need to provide the researchers your email address. Your email address will not be linked to any data being collected and analysed by the researchers.

What are the possible benefits?

Contribution to Research: Participants have the opportunity to contribute to valuable research aimed at understanding how students use and perceive lecturer-provided and AI-generated lecture transcripts in higher education. By sharing their experiences and perspectives on transcript use, note-taking practices, and the impact on their learning, they actively contribute to the generation of knowledge that can inform educational practices and policies. This research will help universities better understand the role of transcripts in both face-to-face and asynchronous learning environments, potentially leading to improved learning resources and strategies for students.

Voice and Representation: Participation in the focus group interview allows students to have their voices heard and their experiences recognized. This can foster a sense of empowerment and validation, knowing that their insights are valued and may influence educational practices.

Professional Development: Engagement in the focus group interview provides students with the opportunity to reflect on their own learning strategies and experiences. This self-reflection can promote personal growth and potentially lead to the development of more effective study habits.

Insight into Learning Strategies: By participating in discussions about online learning content and study strategies, students may gain insights into alternative approaches to

learning. They may discover new techniques or perspectives that could enhance their academic performance and overall learning experience.

Community Engagement: Participating in the focus group interview fosters a sense of community engagement and collaboration. Students have the opportunity to interact with peers and educators, contributing to a shared understanding of effective learning practices within the university community.

Feedback Loop: Through the focus group discussion, participants have the opportunity to provide feedback to teaching staff about student learning strategies. This feedback loop can potentially lead to improvements in educational delivery and support tailored to student needs.

Overall, participation in the focus group interview offers students a chance to actively engage in research, gain insights into their own learning processes, and contribute to the enhancement of educational practices within their academic community.

What are the possible risks?

It is possible during Focus Group Interview discussion that individual participants may reveal personal, sensitive, or confidential information during discussion. There is potential that this information will be shared by other participants in the focus group discussion outside the session. While we will encourage all participants to maintain confidentiality related to personal, sensitive or confidential information – the topic of these discussions are not related to personal, sensitive or confidential information. Our aim is for discussion related to study strategies, and we do not anticipate discussion leading to revelation about yourself that would be overly personal and cause you harm if confidentiality is breached.

All transcripts from the recording will be de-identified, and it will not be possible to re-identify the speaker after the session.

Researchers will use care to ensure that only information relevant to study strategies are included in any reports of the research. All confidential information will be securely stored in password protected file storage systems.

Do I have to take part?

No. Participation is completely voluntary.

Will I hear about the results of this project?

Upon request we can share any published manuscript with research participants.

What will happen to information about me?

All focus group responses will be anonymous. We are not collecting any personal or confidential information about you.

Where can I get further information?

If you would like more information about the project, please contact the researchers; Yossi Rathner , or Patrick Ryan at Phys-Ed-Research@unimelb.edu.au. Please include "Note taking during recorded lectures" in the subject line.

Who is Funding the Project?

This project is not funded from external sources. Support for this project is provided by the Department of Anatomy of Physiology

Who can I contact if I have any concerns about the project?

This project has human research ethics approval from The University of Melbourne 2025-32738-66725-6 . If you have any concerns or complaints about the conduct of this research project, which you do not wish to discuss with the research team, you should contact the Research Integrity Administrator, Office of Research Ethics and Integrity, University of Melbourne, VIC 3010. Tel: +61 3 8344 1376 or Email: research-integrity@unimelb.edu.au. All complaints will be treated confidentially. In any correspondence please provide the name of the research team and/or the name or ethics ID number of the research project.