Eduhub+



A GUIDE FOR THE SWISS COMMUNITY

Lecture capture

Recording teaching in Swiss higher education: evidence, practice and policy

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WHY THIS GUIDE

Most Swiss institutions now record some of their teaching. Few have said clearly why, for whom, for how long, and what AI may do with the recordings. This guide gathers the evidence, Swiss examples and practical tools to help each institution decide, and to help the community learn together.

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Basis. This guide develops the Eduhub+ position paper Lecture capture in Swiss higher education (November 2026).

Status. Proposed to the Eduhub+ community for discussion. It does not engage Eduhub+, its bureau, the Switch Foundation or any institution cited. Nothing in it is legal advice.

Sources. Swiss institutional pages were consulted in November 2026. Practices change; check the current version of each source. Entries marked † in the references could not be confirmed online.

Use of AI. Prepared with Claude (Anthropic). See the statement before the references.

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At a glance

> **Recording lectures helps students who attend and use recordings to review. It harms those who use them to replace attendance. Swiss institutions should keep recording, decide openly why and for whom, and govern recordings as sensitive data now that AI can process them.**

71
studies in the most recent systematic review, mostly from the US, UK and Australia

0
shared Swiss framework or national evaluation of lecture capture

4
policy models in use in Swiss institutions, from opt-in to universal

Sept. 2023
UNIGE moves to recording by default; revised FADP in force

Five messages

1. **Use matters more than access.** Targeted, regular review of specific segments works. Watching whole lectures again before an exam works least.
2. **Accessibility is the strongest case.** Students with disabilities, students who work or care for others and non-native speakers benefit most, and several Swiss policies say so.
3. **The default is the real policy.** Whether teachers must opt in or opt out shapes coverage more than any guideline.
4. **AI changes the stakes.** A recording is now also a searchable text that can be summarised, fed to a chatbot or reused. Few policies say what is allowed.
5. **Switzerland lacks its own evidence.** Shared templates and a coordinated study would serve the whole community.

How to use this guide

Decision-makers can read chapters 1 to 4 and 10. **Pedagogical and IT services** will find the policy toolkit in chapters 4 to 6 and 9. **Teachers** can go straight to chapter 7, and chapter 8 can be shared with **students** as it stands. Templates ready to adapt are in chapter 11, and a self-assessment grid in chapter 12.

CHAPTER 1

Why lecture capture is back on the agenda

> **Lecture capture is no longer an emergency measure. It has become a standing expectation of students and a piece of routine infrastructure, and institutions now have to decide what it is for.**

Lecture capture means recording a live teaching session, usually the audio, the projected screen and sometimes the speaker or the board, and making it available to students afterwards. It differs from purpose-made video, such as MOOCs or flipped-classroom clips, because it records what happens in the room as it happens. It also differs from live streaming, although most Swiss systems now do both.

Swiss universities have recorded lectures for more than a decade. The University of Neuchâtel equipped 23 rooms in 2017 and recorded 3,000 hours in its first four months (UbiCast, 2018). What changed is scale. At Unil, a 2019 pilot that streamed first-year medicine lectures to an overflow audience grew into a campus-wide service when a first series of rooms was equipped in July 2020 (Unil, n.d.). Equipment installed for crisis teaching is still there, and it now needs a pedagogical rationale.

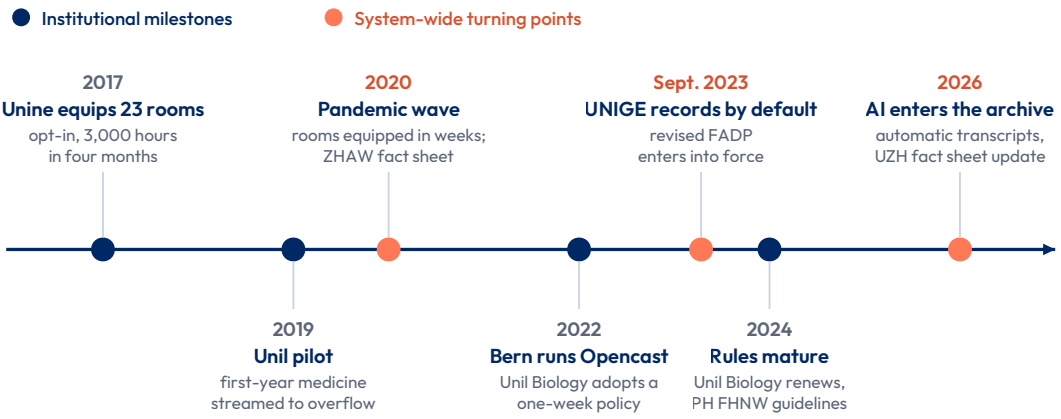


Figure 1. Selected milestones of lecture capture in Swiss higher education, not to scale. The list is illustrative and not exhaustive. Author, from the institutional sources cited in this guide.

Three forces behind the question

- **A more diverse student body.** Students who work, care for relatives, commute long distances, study in a second language or live with a disability rely on recordings to keep up. They are a growing share of Swiss cohorts, especially in universities of applied sciences and part-time programmes.
- **Room capacity and timetables.** Large first-year cohorts exceed the largest halls, and minors and joint programmes create timetable conflicts. Streaming and recording have become a quiet answer to these logistical limits.
- **Generative AI.** Automatic transcription and subtitles are becoming standard features of capture platforms. ETH Zurich already publishes recordings with automatic subtitles and searchable transcripts (ETH Zurich, n.d.). A recording is now also a text that can be summarised, turned into flashcards or fed to a chatbot.

The question for the Swiss community is therefore how to frame recording so that it supports learning, protects people and remains sustainable. The rest of this guide offers evidence, Swiss examples and practical tools to answer it.

CHAPTER 2

What the evidence says

> **Recordings help students who attend and use them to revise. They harm students who use them to replace attendance. Two decades of research converge on this conditional finding, even though causal studies remain scarce.**

The research base is large but uneven. A systematic review of 71 studies found mostly descriptive work from the United States, the United Kingdom and Australia, with limited causal evidence (Banerjee, 2021). An earlier review reached similar conclusions on the diversity of uses and outcomes (O'Callaghan et al., 2017). Swiss data are almost absent from this literature, which is a gap in itself.

Question	What studies report	Key sources
Does attendance drop?	Often, but unevenly. In one matched-cohort study at King's College London, the share of students attending no lectures doubled once recordings were available.	Edwards & Clinton, 2019; Drouin, 2014; Traphagan et al., 2010
Does performance change?	Students who attend and use recordings as a supplement tend to do better. Using recordings as a substitute is associated with lower results.	Nordmann et al., 2019; Williams et al., 2012; Aldamen et al., 2015
Is a recording as good as a live lecture?	Learning outcomes can be similar, yet students still prefer the live format when they can attend.	Jensen, 2011; Elliott & Neal, 2016
Who benefits most?	Students with disabilities, non-native speakers and students with work or care duties. Students also report lower anxiety.	Dommett et al., 2019; Franklin et al., 2011
How are recordings used?	Mostly for revision before exams and to clarify specific passages, rarely to follow the course week by week.	Cilesiz, 2015; Edwards & Clinton, 2019

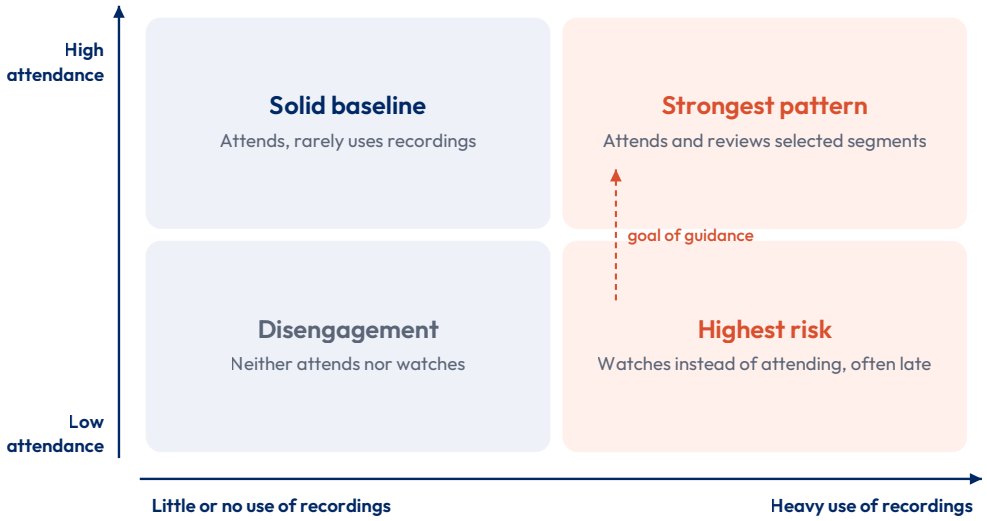


Figure 2. Attendance and use of recordings: a conceptual reading of the studies cited in this chapter. The quadrants describe patterns; they do not represent measured groups. Guidance aims to move students towards the upper right. Author, after Nordmann et al. (2019) and Edwards & Clinton (2019).

Attendance itself remains a strong predictor of success. In a meta-analysis of 69 studies and more than 21,000 students, class attendance predicted grades better than any other known factor, including prior attainment, although the link is correlational. The same author who calls lecture recordings a form of Universal Design for Learning also notes that generative AI makes presence more important, since much of what students produce outside class can now be generated by AI without being learned (Nordmann, 2026).

Three lessons for policy

1. **Use matters more than access.** Targeted, spaced and regular review is the most effective pattern. Watching a whole lecture again before an exam is the least effective (Nordmann et al., 2022).
2. **Self-regulation is the hidden variable.** Recordings shift responsibility for pacing onto students. Those with weaker self-regulation skills are the most exposed, as research on online learning also shows (Broadbent & Poon, 2015).
3. **Staff and students do not see the same object.** Students tend to assume recordings help learning, while staff tend to assume they empty lecture halls (Banerjee, 2021). Lecturers also report holding back anecdotes and humour when recorded (Dommett et al., 2019).

> *Before asking whether recordings reduce attendance, ask why students miss lectures and how they use recordings when they do.*
>
> Paraphrase of a recommendation by Nordmann et al. (2022)

What the evidence does not tell us

- How Swiss students, in Swiss programmes and languages, actually use recordings.
- Whether effects differ between universities, universities of applied sciences and universities of teacher education.
- How AI-generated summaries of recordings change study behaviour. Research has barely started.

CHAPTER 3

The Swiss landscape

Swiss institutions have moved in very different directions, from near-universal capture to strictly limited, time-bound access. There is no national framework, and practices often differ between faculties of the same institution.

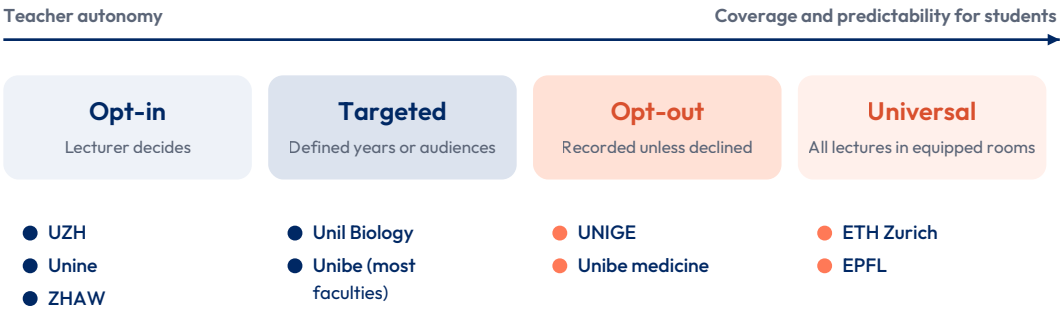


Figure 3. Where selected Swiss institutions stand on the spectrum of capture models, based on public documents consulted in November 2026. Several institutions combine models across faculties. Author, from the sources in the table below.

Institution	Default	Main features
ETH Zurich	Rooms record automatically	Almost all lecture halls and many seminar rooms record. Publication by the next morning, with automatic subtitles and searchable slides and transcripts.
EPFL	Record all lectures	Stated aim to record all lectures, justified by accessibility (LEX 2.6.5). Exceptions for unsuitable formats, copyright risks and confidential content. Prior notice and a right to object; open publication encouraged.
University of Geneva	Opt-out since Sept. 2023	Equipped rooms record by default. Teachers may opt out per semester or session and must tell students why. Retention set each semester. Framed as a backup tool.
University of Zurich	Lecturer decides	Rights stay with the lecturer, who sets conditions of use. Rear rows off camera. Rarely viewed recordings deleted after the third year, for cost reasons.
University of Bern	Opt-out in medicine	Own Opencast since August 2022, replacing SWITCHcast. Over 50 halls equipped. Audio and slides captured; the speaker only in some rooms.

Institution	Default	Main features
Unil	Set by faculty or school	Grew from a 2019 medicine pilot. The School of Biology streams first- and second-year lectures, available for one week, and strongly recommends attending.
University of Neuchâtel	Lecturer decides	23 rooms equipped in 2017. Unine also translated the Nordmann et al. student guide into French.
ZHAW	Lecturer decides, with programme head	Prior notice, off-camera seats, no sensitive personal data. Students may not record themselves. Deletion at the end of the course run unless reuse was announced.
UniDistance Suisse	Video at the core	Access limited to the module's teaching team and students. Unauthorised recording by students can lead to disciplinary sanctions.

Four patterns

- **Accessibility is the strongest public justification.** EPFL and the Unil School of Biology both cite students with disabilities, non-native speakers or timetable conflicts.
- **Attendance remains the explicit norm.** UNIGE, Unil Biology and UZH all state that recordings complement attendance and that course materials prevail over recordings.
- **Retention is becoming a policy lever.** Choices range from one week to several years, each sending a different pedagogical message (chapter 5).
- **Infrastructure is fragmenting.** Some institutions run their own Opencast, others use Switch Cast or commercial platforms such as UbiCast. This limits shared tools, shared data and shared evaluation.

Spotlight: UNIGE's opt-out with explanations

Since September 2023, lectures in equipped rooms at the University of Geneva are recorded by default and published on Mediaserver. Teachers may switch recording off for a semester, a year or a single session, but they must tell students why. The university presents recording as a backup tool for students and lists cases where it is not desirable: unsuitable rooms, group work, external speakers and sensitive content such as medical cases (UNIGE, 2024).

The model shows how a default can be strong without being absolute. The obligation to explain an exception turns a technical setting into a pedagogical conversation.

Spotlight: Unil School of Biology's one-week window

The School of Biology adopted its policy in June 2022 and renewed it in June 2024. It streams and records first- and second-year lectures in biology and pharmacy, and keeps recordings for one week only, so that students do not fall behind. Practical sessions, optional courses, third-year and Master's courses are not recorded (Unil School of Biology, n.d.).

The model ties capture to precise problems: room capacity, students with disabilities, non-French speakers and timetable conflicts. The short window sends a clear message about keeping up.

CHAPTER 4

Choosing a policy model

> **The choice of default shapes behaviour more than any guideline. Institutions should start from the problem they want to solve and let that purpose set the default, the scope and the retention period.**

Model	Default	Strength	Risk	Swiss examples
Universal	Everything recorded in equipped rooms	Equity of access, predictability for students	Weak pedagogical framing, resistance from staff	ETH Zurich, EPFL
Opt-out	Recorded unless the teacher declines	High coverage with room for justified exceptions	Exceptions become stigmatised or unexplained	UNIGE, Unibe medicine
Targeted	Defined years, courses or audiences	Aligned with a clear purpose such as capacity or accessibility	Uneven experience across programmes	Unil School of Biology
Opt-in	Teacher decides	Respects academic freedom	Low and uneven coverage, gaps in accessibility	UZH, Unine, ZHAW

Many UK universities have formalised this choice in institution-wide lecture capture policies, often with an opt-out default (see for example the policies of the Universities of Liverpool and Greenwich in the references). Swiss institutions have more often left the decision to faculties or teachers. Both routes can work if the purpose is stated and exceptions are explained.

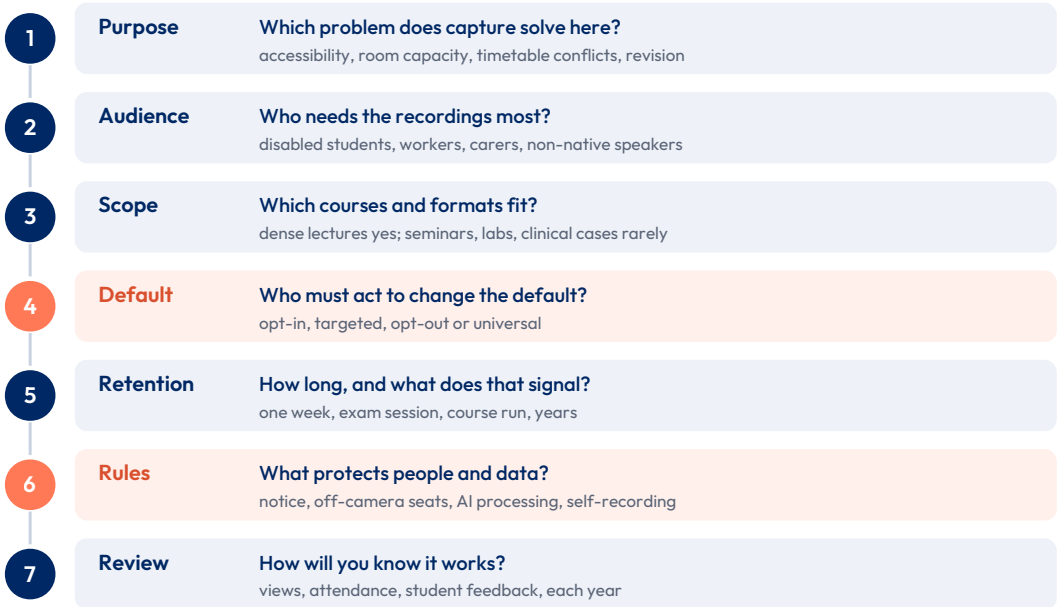


Figure 4. Seven decisions for a lecture capture policy. Decisions 4 and 6 are those most often left implicit in Swiss documents. Author.

Our recommendation

For most institutions, an **opt-out model with documented exceptions** offers the best balance between equity for students and the professional judgement of teachers. Recording becomes the predictable norm in large lectures, while seminars, labs, sensitive sessions and courses with strong reasons not to record remain outside it. Teachers who opt out tell students why, as UNIGE requires.

Where resources or rooms are limited, a **targeted model** focused on first-year lectures and on students with documented needs is a sound first step.

CHAPTER 5

Retention, access and publication

> **How long recordings stay online, and who can see them, is a pedagogical message as much as a technical setting. A short window says "keep up". A long one says "this is a resource for revision".**

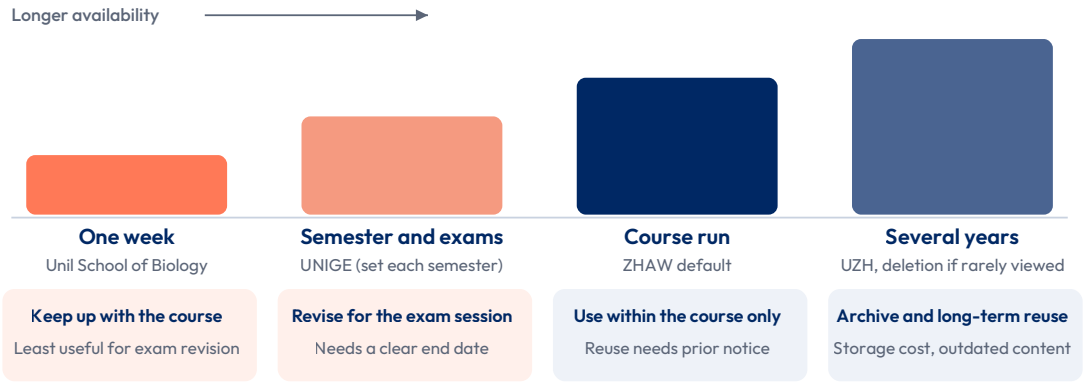


Figure 5. Four retention choices observed in Swiss institutions, with the message each sends and its main risk. Author, from Unil School of Biology, UNIGE, ZHAW and UZH documents.

Questions to settle

- [ ] Is retention aligned with the exam calendar, so that students can revise for the session that follows?
- [ ] Are recordings deleted after a defined period, and who is responsible for deletion?
- [ ] Who can access them: enrolled students only, the whole institution, or the public?
- [ ] Can students download files, or only stream them? Downloading eases offline study but weakens control over redistribution.
- [ ] Do course notes and slides prevail over recordings in case of contradiction? UZH recommends they do.
- [ ] When recordings are reused in a later year, were students and teachers told in advance? ZHAW requires it.

Open publication

EPFL encourages teachers to publish recordings as open educational resources, with attribution, a licence and the permissions of any presenters or students who appear (EPFL, n.d.). Open publication raises the bar on copyright and on the consent of anyone visible or audible. A recorded lecture can rarely be published as it stands. Edited, purpose-made video is usually a better candidate for open release.

Costs that are rarely budgeted

Storage is not free. UZH has deleted lecture series with fewer than 100 views a year from the third year after recording since 2018, for cost reasons. Captioning, editing, support and legal review add workload. AI features such as automatic subtitles, search and summaries raise questions of data location, vendor dependency and price.

CHAPTER 6

Legal and ethical checklist

Lecture capture touches four bodies of law at once, and the applicable data protection regime depends on who runs the institution. This chapter maps the questions. It does not replace the advice of your legal service.

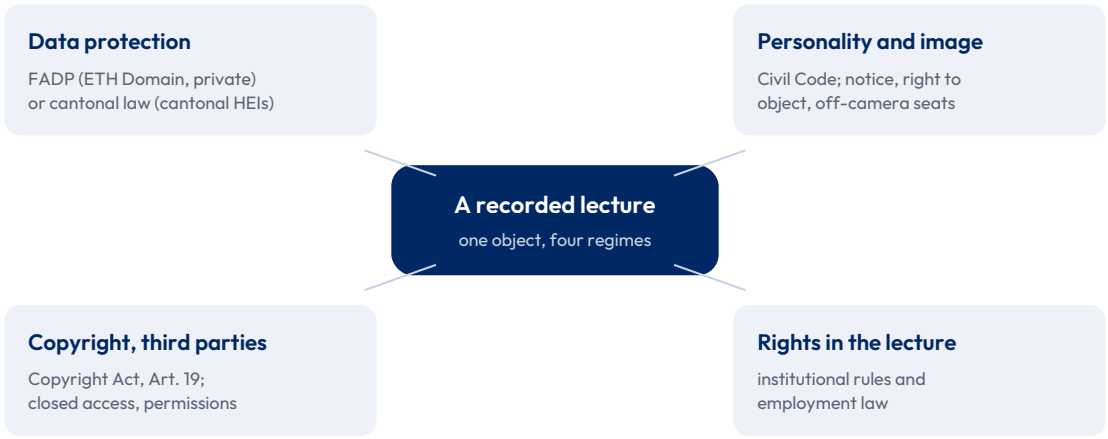


Figure 6. Four legal regimes that meet in a recorded lecture. Which data protection law applies depends on the institution: federal for the ETH Domain and private institutions, cantonal for most others. Author. Not legal advice.

Issue	What applies	What Swiss institutions do
Data protection	Federal Act on Data Protection (revised, in force since September 2023) or cantonal law (for example Vaud, Geneva or Zurich)	EPFL relies on its public-interest mission, with prior notice and a right to object. ZHAW and UZH keep seats off camera. Basel medicine requires written consent when students or patients are identifiable (University of Basel, 2024).

Issue	What applies	What Swiss institutions do
Personality and image	Swiss Civil Code protection of personality, for teachers and students alike	Focus on slides and voice (Bern), notice at the start of term (UZH, UNIGE), consent forms for presenters and student-led sessions (EPFL, PH FHNW).
Copyright of third parties	Federal Copyright Act, including the teaching exception (Art. 19), whose scope narrows once content leaves the closed classroom	Password-protected access (Basel, ETH), separate copyright guidance (ZHAW), exclusion of courses with high copyright risk (EPFL).
Rights in the lecture	Institutional regulations and employment law; practice varies	UZH leaves rights and conditions of use with the lecturer; ZHAW holds usage rights at institutional level.

Minimum checklist for a recorded course

- [ ] Students and guests are told before recording starts, in the course description and at the first session.
- [ ] People who do not want to be recorded have a way to stay out of frame and out of the audio.
- [ ] Sensitive personal data (health, religion, political opinions, clinical cases) are not recorded, or only with prior written consent.
- [ ] Third-party material shown on screen is covered for the audience that will see the recording.
- [ ] Access, download rights and retention are defined and communicated.
- [ ] Students know whether they may record themselves, and what happens if they do.
- [ ] The platform's hosting location and AI processing are known and approved.

Three open questions

- **Student self-recording.** ZHAW and UniDistance prohibit it explicitly (UniDistance, 2022). Many institutions are silent, while AI note-taking apps make covert recording trivial. An official recording is often the best way to reduce private ones.
- **AI processing.** Few policies say whether recordings may be sent to external AI services, used for course assistants or reused to train models (chapter 9).
- **The chilling effect.** A recorded classroom changes what people dare to say. Policies should protect the classroom as a place where it is safe to be wrong.

CHAPTER 7

For teachers: preparing a recorded course

> **A recording adds value when the live session offers something the video cannot, and when students are taught how to learn from it. Without these two conditions, capture mostly digitises the lecture.**

The phrase comes from a review of lecture capture in an AI-enabled world, which argues that recording has improved access without changing teaching itself (Turner & Speirs, 2023). The tools below aim at the opposite: using capture as an occasion to rethink what the live hour is for.

Capture fits well	Capture fits poorly
Dense lecture courses with large cohorts	Seminars and small-group discussion
Content-heavy first-year courses	Workshops, labs and practical sessions
Courses with many non-native speakers or students in employment	Sessions with clinical cases or personal testimony
Guest lectures of lasting value, with consent	Active learning formats whose value lies in the interaction

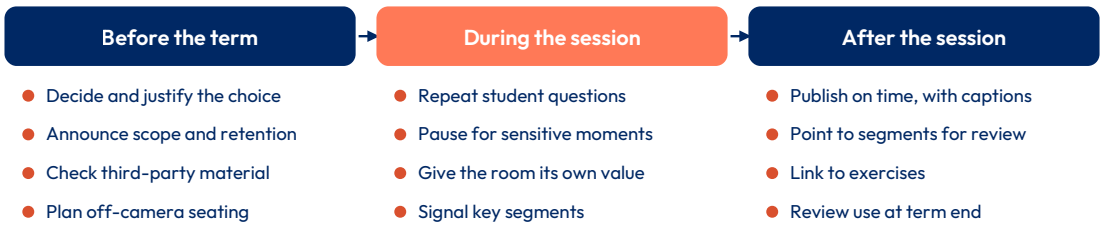


Figure 7. A teacher's checklist before, during and after a recorded session. Author, drawing on UNIGE, UZH and ZHAW guidance and on Nordmann et al. (2022).

Give the live session its own value

Students come when the room offers something they cannot get later. Short questions to the audience, polls, problems solved in pairs, examples taken from student questions and moments of discussion all lose much of their value on video. They are also the parts of teaching that research associates with deeper learning.

Talk about attendance without blaming the recording

When attendance drops, ask why before turning recording off. Timetable conflicts, paid work, long commutes and anxiety are frequent reasons. Turning recording off rarely brings these students back. It mostly removes their only access to the course.

Support attendance without banning recordings

Emily Nordmann's *Ten simple rules for inclusively supporting attendance and engagement* start from a simple idea: low attendance is usually a symptom of something else, such as course

design, belonging, study skills or students' lives outside university. Monitoring is a way of noticing and supporting students, distinct from compulsion, and banning recordings or imposing mandatory attendance removes flexibility that disabled and neurodivergent students rely on (Nordmann, 2026). The aim is to raise the floor for students who face the most barriers.

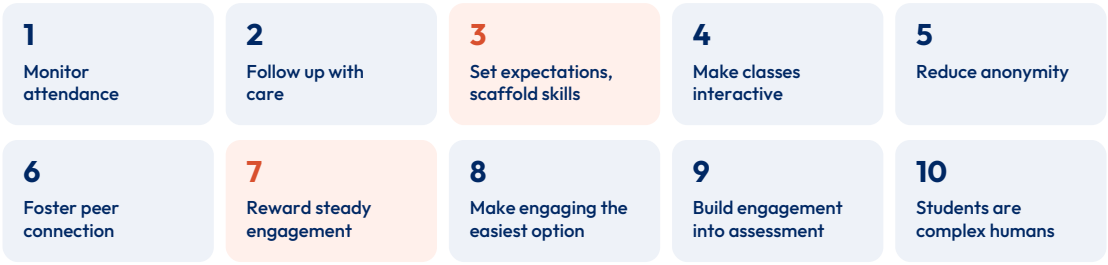


Figure 8. Ten simple rules for inclusively supporting attendance and engagement. Rules 3 and 7 connect most directly with recordings: teach students to use them as a supplement, and use weekly low-stakes quizzes to see who keeps up through the recording. Nordmann (2026), preprint, titles shortened.

Three low-cost moves from the ten rules

- **Say why presence matters.** A short statement in the course handbook on what the room adds beyond the recording. If you cannot write it, that is a useful point of reflection.
- **Follow up with care.** A short message that opens with concern after a missed week, prepared in advance as a template, naming a person and a source of support.
- **Add a weekly quiz.** Open after each session for a week, with immediate feedback. It supports retrieval practice and shows who is engaged through the recording, even when absent.

Make recordings easier to use well

- Announce clearly what is recorded and for how long.
- Use chapters or timestamps, and point students to specific segments for review.
- Link recordings to exercises, quizzes or reading so they are part of a study routine.
- Check that captions are correct for key terms, names and formulas.
- Repeat student questions so that the recording makes sense and voices need not be captured.

CHAPTER 8

For students: learning with recordings

> **Recordings are a safety net and a revision tool. They work best when you attend, take your own notes and come back to precise passages. This chapter can be shared with students as it stands.**

The six rules below summarise a guide for students written by Emily Nordmann and colleagues and translated into French by the University of Neuchâtel (Nordmann et al., 2022). A student infographic is available under an open licence.

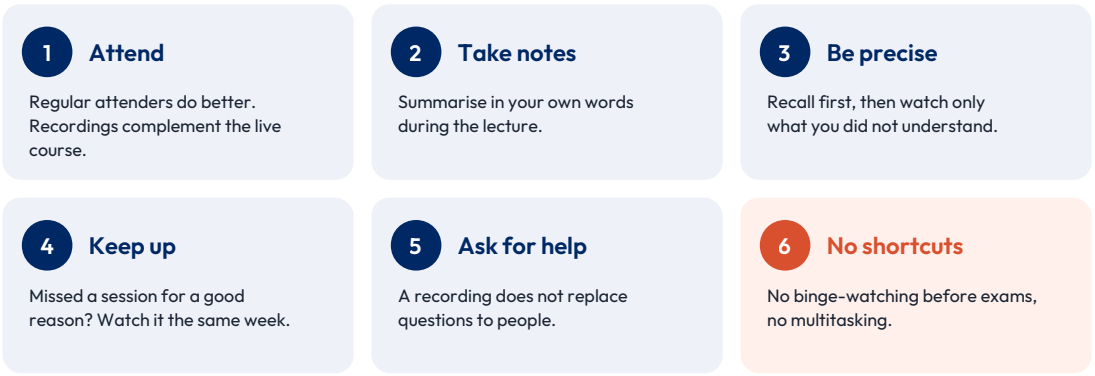


Figure 9. Six rules for learning with lecture recordings. Adapted from Nordmann et al. (2022), CC BY 4.0.

A study routine that works

1. **During the lecture,** write short notes in your own words. Mark what you did not understand with a symbol.
2. **Two or three days later,** try to recall the key points without looking. Then open the recording only at the passages you marked.
3. **Each week,** test yourself on the content of the week, alone or with classmates, and use the recording to check your answers.
4. **Before the exam,** revise from your notes and exercises. Use recordings for specific gaps, and avoid watching the course again from start to finish.

If you cannot attend

Work, care, illness or a timetable clash can make attendance impossible. Recordings exist for you. Watch each session within the same week, at normal speed, and take notes as if you were in the room. Ask the teacher or teaching assistants your questions, and join a study group so that you do not learn alone.

Recordings and AI tools

Before you upload a recording or a transcript to an AI tool, check your institution's rules. Recordings contain the voices of teachers and fellow students, and many services store and reuse what you upload. An AI summary can help you find your way, but it does not replace the work of understanding, which is what the course is designed to develop.

CHAPTER 9

Recordings in the age of AI

> **Once a recording is transcribed, it becomes a text that AI can summarise, translate, search and reuse. This raises the value of recordings and the stakes of governing them.**

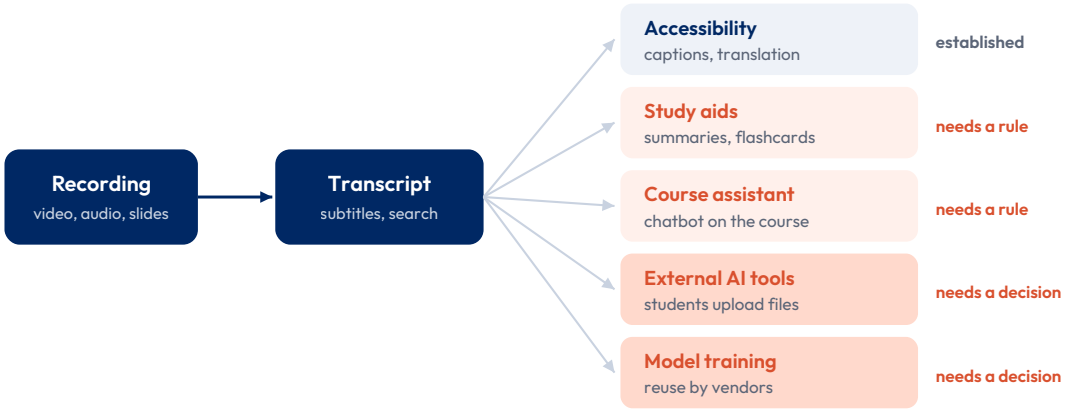


Figure 10. What can happen to a recording once AI is involved. The further right, the more a use needs an explicit institutional rule. Author.

Automatic captions and translation are clear gains for accessibility, and should become the norm. Summaries, flashcards and course assistants built on lecture transcripts can support study, but they raise questions of accuracy, of what students delegate to the tool, and of who owns the derived material. Uploading recordings to external services, or letting vendors reuse them to train models, raises questions of data protection and sovereignty that most current policies do not address.

Five rules to write down

1. Where recordings and transcripts are hosted, and under which jurisdiction.
2. Which AI processing the institution performs itself, such as captions, search or summaries, and on which platform.
3. Whether recordings may feed course assistants, and on what conditions for teachers and students.

4. Whether students may upload recordings or transcripts to external AI tools.
5. That vendors may not reuse recordings to train models without an explicit institutional agreement.

A shared Swiss interest

Recordings contain personal data, unpublished research and the voices of staff and students. Where they are hosted and who may process them with AI is a strategic choice for the Swiss community, beyond procurement. Shared requirements on data location, open formats and AI processing would strengthen institutions' negotiating position with vendors.

CHAPTER 10

Recommendations

> **Lecture capture should be a framed public service of Swiss higher education: available by default where it serves access and learning, explained to students, governed for privacy and AI, and evaluated with Swiss data.**

For institutions

1. **State the purpose first.** Name the problem capture solves and let it set scope and retention.
2. **Choose a default deliberately.** Prefer an opt-out model with documented exceptions, explained to students.
3. **Set retention as a pedagogical signal.** Align it with the exam calendar.
4. **Write rules for AI.** Hosting, internal processing, course assistants, external tools, model training.
5. **Clarify student self-recording.** Prohibit covert recording and offer an official alternative to students who need one.

For teachers

6. **Give the live session its own value.** Interaction, questions and practice are what a recording cannot replace.

7 **Teach students how to use recordings.** Share chapter 8 or the Nordmann et al. guide in the first session, and pair recordings with weekly low-stakes quizzes.

8 **Protect the classroom.** Pause recording for sensitive discussions and repeat student questions.

For the Swiss community

9 **Share practice and templates.** Eduhub+ can host a repository of policies, communication templates and student guides in the national languages and English.

10 **Generate Swiss evidence.** A coordinated study of viewing data, attendance and student surveys across several institutions would fill the gap left by foreign research.

11 **Coordinate infrastructure choices.** Shared requirements on hosting, open formats and AI would serve all institutions.

Questions for discussion in the community

- Should recordings remain available after the exam session, and for whom?
- Which AI uses of recordings are acceptable without explicit consent?
- How should teachers' rights in their recorded teaching be recognised when recordings are reused?

CHAPTER 11

Templates to adapt

These texts can be copied and adapted. Words in colour are to be replaced. They are offered under the same CC BY-NC-SA 4.0 licence as this guide.

TEMPLATE 1 · COURSE DESCRIPTION

Lectures in this course are recorded / not recorded. Recordings show the slides and the teacher's voice and are available on platform to enrolled students until date. They complement attendance and do not replace it. Students who do not wish to appear may sit in the marked rows. Recording the course with your own devices is not permitted.

TEMPLATE 2 · FIRST-SESSION ANNOUNCEMENT

This course is recorded so that everyone can review difficult passages and so that students who cannot attend for a valid reason can keep up. The recordings are a safety net. This room offers what they cannot: here you can ask questions, practise and discuss. Research shows that students who attend and use recordings to review specific points do best. Please do not upload recordings or transcripts to external AI tools unless the course rules allow it.

TEMPLATE 3 · EXPLAINING WHY A COURSE IS NOT RECORDED

This course is not recorded because it relies on discussion in small groups / it includes sensitive cases / it uses material that cannot be shared outside the room. To support students who cannot attend, slides, notes and a summary of each session are available on platform. If you need an accommodation, please contact name or service.

TEMPLATE 4 · ANNUAL REVIEW OF A CAPTURE POLICY

- Share of eligible lectures recorded: %; number of opt-outs and main reasons.
- Views per student and per recording; share of views in the week of the lecture and before exams.
- Attendance trends in recorded and unrecorded courses.
- Student and teacher feedback, including students with accommodations.
- Incidents: data protection, copyright, unauthorised redistribution, AI uses.
- Costs: storage, captioning, support. Decisions for next year.

CHAPTER 12

Self-assessment: where does your institution stand?

> **Use this grid with a small group (pedagogical service, IT, legal service, teachers and students) to locate your institution and choose two or three priorities for the coming year.**

Dimension	Emerging	Developing	Established
Purpose	No stated purpose; recording happens where rooms allow	Purpose stated for some faculties or programmes	Purpose stated institution-wide and reviewed
Default and scope	Left to each teacher, no overview	Default set by faculty, exceptions informal	Institutional default, exceptions documented and explained to students
Retention and access	Unclear, recordings accumulate	Defined per course or faculty	Aligned with exam calendar, deletion owned by a named service
Information to students	Ad hoc mentions	Standard text in course descriptions	Standard text, first-session announcement and student guide
Data protection and image	No specific rules	Notice and off-camera seats	Full checklist, consent for sensitive content, regular legal review
AI processing	Not addressed	Captions and search governed	Rules for course assistants, external tools and model training
Support for teachers	Technical help only	Pedagogical guidance available	Guidance, templates and examples of good practice shared
Evaluation	No data used	Viewing data looked at occasionally	Annual review of use, attendance and feedback, shared with peers

How to use the grid

1. Each participant places the institution on each dimension, alone, in ten minutes.
2. Compare the results and discuss the largest differences: they often reveal practices that are invisible from one service to another.
3. Choose two or three dimensions to move up by one level in the coming year, with a named owner for each.
4. Share the result with the Eduhub+ community, so that institutions at different stages can learn from one another.

ABOUT THIS GUIDE

Statement on the use of AI

> **This guide was prepared with generative AI, and its author remains responsible for its content.**

The tool used was Claude (Anthropic), in November 2026, working from a dossier provided by the author (a synthesis sheet on lecture recording, the French translation of the Nordmann et al. student guide and Nordmann's preprint on attendance) and from public web sources.

Task	What the AI did	What the author did
Orientation	Proposed the structure, the policy models and the recommendations	Chose the topic, the audience, the language, the format and the sources to include
Sources	Searched the web, opened Swiss institutional pages and extracted facts	Is responsible for final checks of sources and their interpretation
Writing	Drafted the full text in English from the author's position paper	Reviews, corrects and adopts the text before circulation
Figures and layout	Designed the figures and produced this PDF	Validates what the figures claim

AI output can contain errors that sound convincing, so this statement describes a process and offers no guarantee. No personal data of students or confidential documents were used. No AI system is credited as an author.

ABOUT THIS GUIDE

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Sources were consulted on 3 November 2026. Entries marked † could not be confirmed online at the time of writing. Market and vendor sources from the original dossier are listed for completeness; they reflect commercial perspectives.

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