Classroom recording at UVic: Challenges, opportunities and recommendations

University of Victoria

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University
of Victoria

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Executive summary

This report outlines the findings and recommendations of the UVic Working Group on Classroom Recording, which was tasked with evaluating perspectives on the use of recorded lectures in the classroom. The group's mandate was to assess the current state of classroom recording, identify challenges faced by faculty, and propose actionable solutions to both improve the technology and the policies surrounding this practice.

The *2025 Instructor Survey on Classroom Recording*, conducted as a part of this review, gathered feedback from faculty regarding their experiences with and concerns about classroom recording. The survey revealed that while instructors recognize the benefits of recordings—such as enhanced accessibility and flexibility for students—many face significant barriers, including unreliable technology, increased workload, privacy concerns, and a potential reduction in student engagement. A strong desire for greater control over their recordings and more support in managing the technology was also noted.

Key findings include:
- The importance of class recordings for supporting students who are unable to attend lectures, enhancing accessibility, and providing a way for students to review content at their own pace.
- Faculty concerns about the technology's reliability, additional workload, and privacy issues.
- The need for clearer policies and guidelines surrounding the use and management of classroom recordings.

Based on these findings, the report recognizes the importance of instructor choice in whether to record, and presents several recommendations:
- Improve classroom recording technology and ensure faculty are informed about available capabilities when assigned teaching spaces.
- Develop clear classroom recording policies, including guidelines for students on ethical usage and intellectual property considerations.
- Provide comprehensive faculty training and support, enhancing familiarity with the technology that may in turn help address some workload concerns.
- Introduce a pilot program to assess the effectiveness of automated classroom recording systems.

These recommendations aim to balance faculty concerns with the growing demand for accessible and flexible learning options. By addressing technological, workload, and privacy concerns, UVic can create an environment that supports both instructors and students in using classroom recordings effectively.

Introduction

The Classroom Recording Working Group was established as part of the 2022-2025 Collective Agreement between the University of Victoria (UVic) and the Faculty Association. This initiative, outlined in the Letter of Understanding (LOU) on the Classroom Recording Working Group (Appendix Q), reflects a shared commitment to exploring the opportunities and challenges associated with classroom lecture recording. The formation of this Working Group was driven by

the need to examine how classroom recording can support teaching and learning while addressing emerging accessibility requirements and evolving educational needs.

The increasing use of classroom recording technologies presents significant implications for pedagogy, student engagement, and academic integrity. While lecture recordings offer enhanced accessibility and flexibility for students, they also raise important considerations related to instructional design, privacy, and technological infrastructure. Given these complexities, the Working Group was tasked with conducting a thorough review of classroom recording practices at UVic, assessing their effectiveness and providing recommendations to guidelines for instructors who choose to record their classes. The recommendations developed by the Working Group, which will be outlined later in this report, aim to address these considerations and support a thoughtful approach to classroom recording at UVic.

The mandate of the Working Group was to undertake a comprehensive review of classroom recording practices at UVic, with a focus on both the benefits and challenges, to create a set of guidelines and recommendations for instructors who choose to record their classes. This review included an analysis of the *2022 Instructor Survey on Lecture Recording* results, which provided valuable insights into instructors' experiences and perspectives. However, recognizing the need for more current insights due to the constantly changing educational and technological landscape, the Working Group launched an updated version of the survey in 2025. The *2025 Instructor Survey on Classroom Recording* was designed to capture evolving instructional needs, accessibility considerations, and technological requirements to ensure that the recommendations reflect the most up-to-date perspectives and experiences at UVic.

In addition to analyzing these survey results, the Working Group examined best practices in classroom recording and explored the conditions under which recording may be most effective or appropriate. The group also assessed the university's existing infrastructure for classroom recording and identified areas for improvement, including technological requirements and necessary support systems. Another key objective was to consider the training and resources required for faculty and instructors to successfully integrate recording into their teaching while maintaining pedagogical effectiveness and academic integrity.

As a result of this review, the Working Group developed a set of recommendations that address these key areas. These recommendations, detailed later in this report, provide guidance on the appropriate use of classroom recording, necessary infrastructure investments, and the support mechanisms required to enhance the teaching and learning environment.

The establishment of the Working Group aligns with UVic's broader institutional commitment to accessibility, inclusivity, and innovation in teaching and learning. The introduction of legislative requirements for accessibility in post-secondary education further underscores the need for a well-defined approach to classroom recording that balances pedagogical effectiveness and equitable access to learning resources. This initiative also supports UVic's strategic objectives, as articulated in the [Accessibility Plan](#) and [Equity Action Plan](#), by ensuring that classroom recording practices enhance student learning while respecting instructor autonomy and academic freedom.

By engaging faculty, instructors, and other members of the campus community in this review, the Working Group aimed to develop informed and practical recommendations that will contribute to a positive and sustainable learning and teaching environment at UVic. The recommendations reflect

a careful consideration of the diverse instructional contexts across the university and the technological resources required to support effective implementation.

Survey overview

Purpose and goals of the survey

The *2025 Instructor Survey on Classroom Recording* was conducted to gather insights from faculty members regarding their experiences, perceptions, and concerns about the use of classroom recordings in higher education. The primary objectives of the survey were to:

- Assess the extent to which instructors currently use classroom recordings and the purposes for which they are used.

- Identify perceived benefits and challenges associated with classroom recordings.

- Explore faculty perspectives on policies related to recording, including whether recordings should be optional, required, or avoided.

- Understand faculty concerns regarding privacy, intellectual property, and pedagogical implications.

- Inform institutional policies and best practices by incorporating faculty feedback and recommendations.

With the growing role of technology in education, classroom recordings have become an increasingly relevant topic. However, faculty perspectives on their implementation remain diverse. By conducting this survey, the Working Group sought to gain a comprehensive understanding of instructor experiences to guide decision-making in a way that aligns with both faculty needs and student success.

Survey methodology

The survey was designed to capture a broad range of instructor perspectives across disciplines and teaching modalities. It was distributed to faculty members across various academic units, targeting instructors who teach in-person, hybrid, and online courses. The survey included both quantitative and qualitative questions to allow respondents to provide detailed feedback on their experiences and concerns.

The survey questions were organized into the following categories:

1. **Current usage of classroom recordings:** Examining how frequently and for what purposes instructors use recordings in their courses.

2. **Perceived benefits:** Identifying ways in which recordings support student learning, accessibility, and instructional effectiveness.

3. **Concerns and challenges:** Exploring potential drawbacks, including effects on student engagement, attendance, intellectual property, and classroom dynamics.

4. **Policy and institutional support:** Gathering faculty opinions on whether institutions should require, encourage, or leave recording decisions to instructor discretion, as well as what support would be needed to facilitate effective implementation.

The survey received a strong response rate, indicating that faculty members are highly engaged with this topic and eager to contribute their perspectives. The diversity of responses provided

valuable insights that reflect a wide range of teaching experiences, institutional contexts, and personal viewpoints.

Acknowledgement of faculty contributions

The Working Group acknowledges and appreciates the time and effort that faculty members invested in completing the survey. The candid feedback and thoughtful reflections provided in the survey responses offered crucial insights that will help shape institutional practices related to classroom recordings. The responses highlight not only the opportunities presented by recording technology but also the real concerns that must be addressed to ensure its effective and ethical use.

By incorporating instructor perspectives into decision-making, the Working Group aims to develop guidelines that respect faculty autonomy while enhancing accessibility and the student experience more generally.

Survey analysis

The results of the *2025 Instructor Survey on Classroom Recording* provide a valuable insight into how faculty engage with recording technology, the benefits they perceive, the challenges they face, and the support they need. While some instructors actively incorporate recordings into their teaching, others remain hesitant due to privacy concerns, technological limitations, and other pedagogical considerations. The responses paint a complex picture of the role that class recordings play at UVic and highlight opportunities for improving institutional support and guidelines to maximize their effectiveness.

Faculty use of class recording

Survey responses indicate that faculty usage of classroom recording varies significantly based on factors such as course format, subject matter, and personal teaching preferences. While some instructors use recordings regularly as part of their teaching strategy, others rarely or never record their lectures. Course formats emerged as a significant factor influencing these decisions. Instructors teaching online or hybrid courses were far more likely to record their classes than those teaching in traditional in-person settings, where recordings were often viewed as less essential.

Beyond course format, several other factors shaped faculty decisions regarding class recordings. Many instructors emphasized the importance of student needs, noting that recordings provide an invaluable resource for students who require accommodations or who benefit from reviewing the materials asynchronously. However, some faculty members expressed concerns about the potential drawbacks of recording, including its impact on student engagement. They worried that the availability of recorded lectures might discourage attendance or reduce in-class participation. Privacy concerns also played a role in shaping faculty perspectives. Some instructors were hesitant to record their lectures due to the risk that their recordings could be shared beyond their intended audience or used in ways they did not authorize. Additionally, technological limitations were a common deterrent, with several instructors citing unreliable software, poor-quality audio or video, and difficulties managing recordings as reasons for not incorporating them into their teaching.

Technological features and needs

Faculty responses highlighted a strong need for reliable and user-friendly classroom recording technology. Many instructors expressed frustration with existing tools, noting that the lack of stable and high-quality audio was a persistent challenge.

In addition to reliability, instructors emphasized the importance of specific technological features that would make recordings more effective for both teaching and learning. Survey responses indicate that some instructors may not be aware of the functionality of the recording software regarding automatic captioning/transcripts and video editing. The functionality of these tools (e.g. accuracy of automatic captioning and functionality of video editing) may be a barrier to ease of use.

Another common concern among instructors was how recordings are stored and shared. Many requested more flexibility in how they manage their recordings, including clearer options for restricting student access and preventing unauthorized distribution. Easy integration with UVic's existing digital platforms was also identified as an essential requirement, as instructors wanted recording tools that could easily sync with their courses. Instructors were not aware of the tools already available or training options.

Benefits of classroom recording

Despite the challenges associated with classroom recordings, many instructors recognized their significant benefits. One of the most widely cited advantages was the ability to support student learning by allowing students to review lectures at their own pace. Faculty members noted that students often find it helpful to revisit complex concepts, and recordings provide an additional tool for reinforcing course materials outside of scheduled class rime.

What factors influence your decision to record?

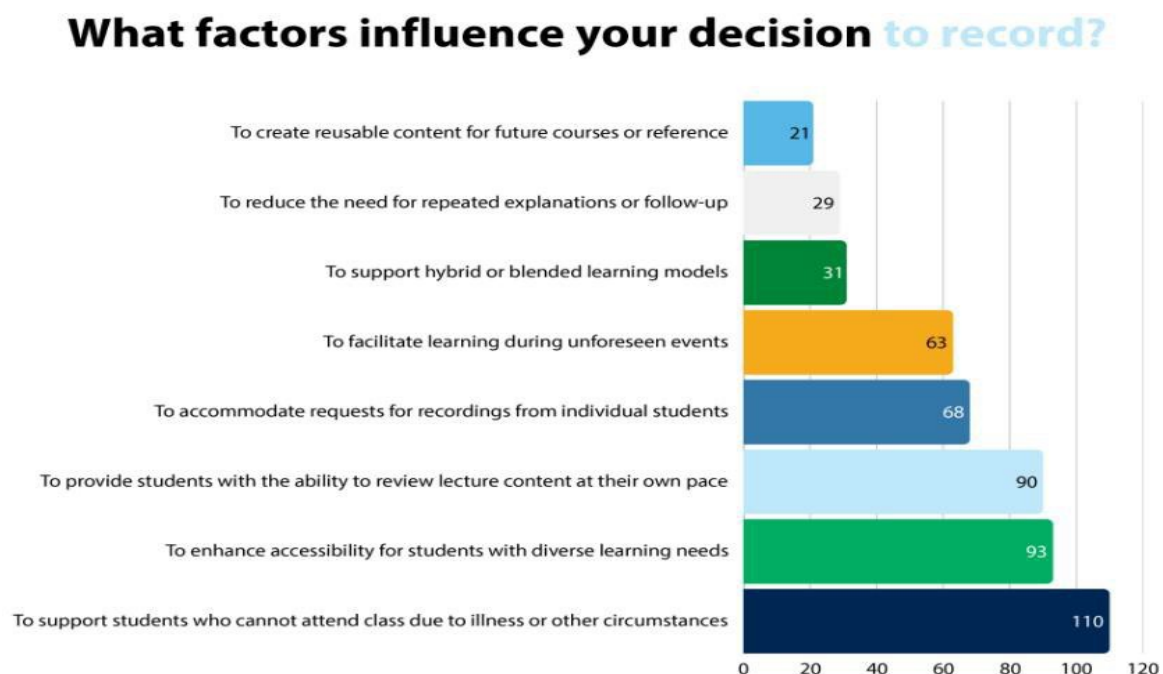| Factor	Value
To create reusable content for future courses or reference	21
To reduce the need for repeated explanations or follow-up	29
To support hybrid or blended learning models	31
To facilitate learning during unforeseen events	63
To accommodate requests for recordings from individual students	68
To provide students with the ability to review lecture content at their own pace	90
To enhance accessibility for students with diverse learning needs	93
To support students who cannot attend class due to illness or other circumstances	110

Figure 1. Survey results highlighting the key factors that influence faculty decisions to record their classes.

Class recordings were also seen as an important accessibility tool. Several instructors highlighted the ways in which recordings help students with disabilities, non-native English speakers, and those who may have missed class due to illness or other obligations. For these students, having the ability to rewatch lectures or access automatically generated captions could make a meaningful difference in their learning experience. In addition, recordings provide additional flexibility for students who learn at different paces or who require extra time to process information.

Beyond student support, some instructors appreciated how recordings could be used as reusable content. They noted that recorded lectures could serve as a resource for future courses, allowing them to focus more on interactive discussions or other active learning strategies rather than repeating foundational material.

Challenges and concerns

While many instructors acknowledged the benefits of recording their lectures, others reported challenges that prevented adoption of the practice. For example, the perception that recording technology is unreliable and difficult to use. Faculty members further suggested poor audio

What factors influence your decision not to record?

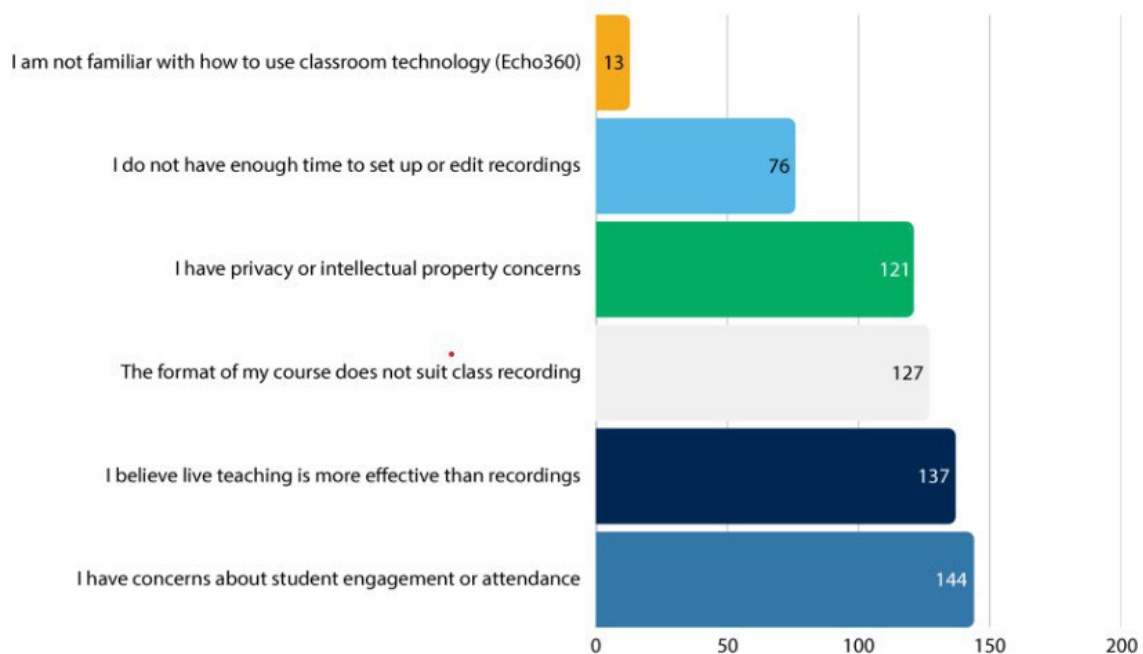| Factor	Count
I am not familiar with how to use classroom technology (Echo360)	13
I do not have enough time to set up or edit recordings	76
I have privacy or intellectual property concerns	121
The format of my course does not suit class recording	127
I believe live teaching is more effective than recordings	137
I have concerns about student engagement or attendance	144

Figure 2. Survey results highlighting the key factors that influence faculty choose not to record their classes.

quality, time-consuming set up, storage limitations, and difficulties with video playback discouraged them from using recordings in their teaching.

A shared concern amongst faculty members was the additional workload associated with managing recordings. The process of setting up recordings, troubleshooting technical issues,

editing recordings to correct mistakes or remove unnecessary sections to ensure that recordings were accessible to students added an extra burden to their already demanding responsibilities.

Privacy was another major issue raised by instructors. Several faculty members expressed concerns about the potential for their recorded lectures to be shared beyond their intended audience without their knowledge or consent. Some worried that recordings could be used in ways that they did not anticipate, such as being repurposed for future courses without their involvement. Others were concerned about student privacy particularly in courses that involve sensitive discussions or student participation.

Additionally, some instructors questioned the impact of class recordings on student engagement. They were concerned that making lectures available online could lead to lower attendance and reduced participation in class discussions. Several faculty members expressed a preference for more interactive teaching methods and worried that students might rely too heavily on recordings rather than actively engaging with course material in real time.

Resources and support

Given these challenges, many instructors emphasized the need for additional resources and support to help them effectively integrate classroom recordings into their teaching. One of the most frequently requested forms of support was technical training. Faculty members wanted workshops, tutorials, and direct assistance to help them navigate recording tools and troubleshoot common issues. They also requested more guidance on best practices for using recordings effectively, including recommendations on when and how to incorporate them into their courses.

Another key concern was the need for upgraded classroom equipment. Many faculty members noted that poor-quality microphones and outdated recording technology made it difficult to produce clear and reliable recordings. They called for improvements to classroom infrastructure, including better audio and video capabilities, to ensure that recordings meet the needs of both instructors and students.

Clear institutional policies were also a priority for faculty members. Instructors wanted reassurance that they would retain control over how their recorded lectures were used and that they would not be required to record classes if they did not want to. Several respondents also suggested the development of guidelines for students to ensure that recordings are used ethically and are not shared or misused in ways that could violate instructor privacy.

Additional feedback

In addition to the structured survey responses, faculty members provided open-ended feedback on their experiences with classroom recordings. A recurring theme in these responses was the importance of faculty autonomy. Many instructors emphasized that they should have the choice of whether to record their lectures, rather than being subject to institutional mandates. They also expressed a desire for more flexibility in how recordings are made available, with some preferring short, recorded summaries or transcripts rather than full lecture recordings.

Some faculty members also raised concerns about the long-term storage and ownership of recorded content. Clarity on whether recordings could be used without an instructor's

consent in future courses or by other instructors. Others suggested that the university explore alternative ways to support student learning beyond lecture recordings, such as providing detailed lecture notes, summaries, or other supplementary materials.

Overall, the survey responses underscore the complex relationship between faculty and classroom recordings. While many instructors see the value of recordings in enhancing student learning and accessibility, significant concerns remain about privacy, technology, and workload. By addressing these concerns through targeted support, improved technology, and clear policies, UVic can create an environment where class recordings are used effectively while respecting instructor preferences and needs.

Recommendations

Based on the results of the survey, several recommendations for improvement emerge suggesting how UVic can approach classroom recordings in a way that balances faculty concerns with student needs.

These recommendations focus on five key areas: classroom recording technology, classroom recording policies, communication with instructors, faculty training and support, and lecture recording guidelines. Additionally, a scheduled recording pilot program is proposed to assess the feasibility of automated lecture recordings.

By implementing these recommendations, UVic can support instructors in making informed choices about classroom recordings while ensuring that policies, infrastructure, and resources align with both faculty and student needs.

1. **Classroom recording technology**
   - When scheduling courses, classroom recording needs should be considered, where feasible. All centrally scheduled classrooms (~141) support basic classroom recording. As such, instructors should be informed of available recording capabilities when assigned a teaching space.
   - Multi-access classrooms should continue to prioritize capacity, with further data collection to assess instructor interest in multi-access teaching.

2. **Classroom Recording Policies**
   - Instructors should establish and communicate clear expectations regarding classroom recording at the start of each course. Appendix A provides guidance for instructors in the interim. The signing of a contract in each class would significantly increase workload on individual instructors.
   - If an instructor records their lectures, the course syllabus should outline these expectations using provided template language. Example: The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on Bright Space for student use and will normally be deleted at the end of

term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded. Misuse of class recordings should be considered an academic integrity violation.

- LTSI should explore incorporating classroom recording responsibilities into the *Integrity in Practice* module, which all students will eventually be required to complete. An example of an integrated approach at U Calgary (see below for link) incorporates guidance for instructors, students, and the respectful relationship to Indigenous knowledge. https://www.ucalgary.ca/provost/teaching-learning/recordings-learning-environments

- As UVic policies are reviewed, they should align with existing guidelines on rights, intellectual property, and impersonation.

3. Communication with Instructors

- Changes in classroom technology should be communicated clearly to affected instructors, and in a timely manner, making sure to give them time to adjust and familiarize themselves with the changes.

- Classroom support materials should be available in all learning spaces, outlining how to use the technology and whom to contact for support.

4. Faculty Training and Support

- LTSI and University Systems should collaborate to provide targeted resources and workshops to help minimize faculty workload concerns related to technology training.

- Faculty support should be flexible, needs-based, and responsive to feedback, offering a range of accessible options such as asynchronous guides, group training sessions, and consultation opportunities.

- A follow-up/feedback process should be established to ensure faculties are aware of the training and support structures.

5. Lecture Recording Guidelines

- LTSI should develop guidelines and best practices for classroom recording, which could inform future policies on appropriate use.

- Guidelines should be reviewed by LTSI every two years to ensure they remain relevant to evolving pedagogical and accessibility needs.

6. Scheduled recording pilot

- LTSI should coordinate a pilot program with volunteer instructors to assess usability, reliability, and effectiveness of automated classroom recording technology.

- Findings from this pilot should inform future recommendations regarding automated recording services at UVic.

Rationale for the recommendations

The recommendations outlined in this report are informed by extensive feedback from faculty and students, best practices in post-secondary institutions, and the Working Group's review of current policies and technological capabilities. The goal is to enhance the accessibility, usability, and clarity surrounding classroom recording while addressing instructor concerns and maintaining academic integrity.

Sources of input

The Working Group developed the recommendations based on three key sources:

1. **The 2025 Instructor Survey on Classroom Recording**, which provided direct insights into faculty experiences, challenges, and preferences regarding lecture recordings.

2. **The 2024 Student Learning Technological Needs Survey**, in which 62.75% of students identified recorded lectures as a critical learning resource, ranking second only to lecture materials (65.97%) and ahead of access to e-textbooks (60.71%).

3. **Consultations and best practices**, including feedback from committee members and reviews of institutional policies, to ensure recommendations align with evolving pedagogical and technological needs.

Importance of class recording

Survey data from both students and instructors highlights the significant tole of recorded lectures in supporting student learning. The top five reasons instructors choose to record lectures include:
- Assisting students who cannot attend class due to illness or unforeseen circumstances.
- Enhancing accessibility for students with diverse learning needs.
- Providing students with the ability to review lecture content at their own pace.
- Accommodating specific student requests for recordings.
- Supporting learning continuity during unexpected disruptions.

Concerns about class recording

Although many instructors recognize the benefits of class recording, survey responses indicate several concerns that influence their decision not to record. The key challenges identified include:
- Concerns about student engagement and attendance.
- Increased workload
- A belief that live teaching is more effective than recorded lectures.
- Course format not being conducive to recording.
- Privacy and intellectual property concerns.
- Limited time to set up and manage recordings.

Another key consideration is that a one-size-fits-all approach may not account for factors such as cultural protocols, course formats, subject matter, or classroom location. For this reason, instructors should have the flexibility to determine the feasibility of recording their classes while clearly communicating expectations to students.

Support for the recommendations

Classroom recording technology

To ensure instructors have access to recording capabilities, UVic's centrally scheduled classrooms (approximately 141) are already equipped with basic recording technology. However, the Working Group received feedback that room capacity remains the top priority when assigning teaching spaces. The recommendations aim to ensure instructors are made aware of available recording capabilities when they receive their classroom assignments.

Classroom recording policies

To address faculty concerns over control and misuse of class recordings, the recommendations emphasize the importance of clear expectations at the start of each course. A classroom agreement template (see Appendix A) has been developed for syllabi, to reduce workload and ensure students understand their responsibilities.

To further address intellectual property concerns, LTSI will integrate classroom recording policies into the *Integrity in Practice* module, which all students will be required to complete. This will help prevent the misuse of recordings and ensure students understand the ethical implications of sharing or altering recorded content.

Additionally, as UVic reviews its institutional policies, updates should align with the existing guidelines on intellectual property, privacy, and academic integrity.

Communication with instructors

The survey highlighted frustration among faculty when classroom technology changes without notice. Some instructors also expressed uncertainty about who to contact for support when using classroom recording tools. To address this, clear instructional materials and contact information for technical support will be made available in all centrally supported classrooms. University Systems has consulted with campus partners like LTSI to attach a placard containing support contacts for educational technology in each centrally scheduled classroom and is partnering with Facilities Management to publish information about each classroom to a UVic website. Departments with restricted classrooms are encouraged to develop similar materials for consistency.

Faculty training and support

Survey responses indicated that some instructors have never used classroom recording technology and are unfamiliar with its full capabilities. Others were unaware that existing recording platforms at UVic offer features such as automated transcripts and instructor-controlled video publishing.

To ensure faculty have access to the necessary knowledge and resources, LTSI and University Systems will collaborate on targeted training initiatives, including:

- Asynchronous guides for self-paced learning.
- Group training sessions for hands-on support.
- One-on-one consultations for individualized support.

Lecture recording guidelines

Some instructors raised concerns that lecture recording might create an expectation for highly edited and polished recordings, requiring significant time investment. To manage these expectations and provide clarity, LTSI will develop best practice guidelines for classroom recording. These guidelines will be reviewed every two years to ensure they align with evolving pedagogical and accessibility needs.

Notably, class recording practices were the most frequently mentioned topic in the open-ended responses of the Instructor Survey, reinforcing the importance of clear and practical guidelines.

Scheduled recording pilot

Survey results indicated that instructors would benefit from automated lecture recording, reducing the need for manual setup and troubleshooting. Currently, UVic's class recording technology allows for:

- Pre-set recording schedules.
- Configurable device settings.
- Automatic storage of recordings in the instructor's Echo360 library, where they can choose to publish or modify content before sharing.

To assess the usability and effectiveness of automated recording, LTSI and University Systems will coordinate a pilot program with volunteer instructors. The findings from this pilot will inform decisions regarding the scalability of automated class recording services at UVic.

Conclusion

The feedback gathered through the *2025 Instructor Survey on Classroom Recording* and through the Working Group underscores the critical role that classroom recordings play in supporting both teaching and learning at UVic. Faculty members recognize the value of recordings in improving accessibility, enabling review of course material, and accommodating students who may face unforeseen disruptions. However, concerns around privacy, workload, course structure, and technological challenges highlight the need for thoughtful, responsive policies and support systems to ensure the successful integration of these tools.

The recommendations outlined in this report are designed to address these challenges while recognizing student needs and respecting faculty autonomy around decision-making regarding recording. By providing improved training and resources, upgrading technology, and creating clear, flexible policies, UVic can create an environment that encourages the effective use of classroom recordings without overburdening instructors or compromising academic integrity.

As UVic moves forward with the implementation of these recommendations, it will be essential to continue gathering feedback from both faculty and students and to situate these findings within the scholarship of teaching and learning evidence. This ongoing dialogue will help to refine practices and ensure that classroom recordings contribute meaningfully to the university's educational goals.

By prioritizing faculty needs, student engagement, and effective use of technology, UVic can create an inclusive and supportive teaching environment where an informed use of classroom recordings serves as a valuable resource for all.

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Associate Vice President Academic Programs

Appendix A: Classroom recording contract template

Course code: _____

Course title: _____

Instructor: _____

Term: _____

Meeting time: _____

Classroom: _____

Student name: _____

V number: _____

Agreement to participate in classroom recording

By signing this agreement, you acknowledge and consent to the following terms and conditions regarding the recording of your class:

1. **Recording of classes**: You understand that classes for this course may be recorded by the instructor, as deemed necessary by the instructor, for educational purposes, such as review, assessment, and enhancement of course material.

2. **Access to recordings**: The recordings may be made available to students enrolled in this course through the course platform (e.g., Brightspace), exclusively for academic use related to the course.

3. **Restriction on sharing**: You agree not to distribute, share, or circulate the recordings outside of the class. Recordings should not be posted, shared, or otherwise transmitted through any form of media, including social media.

4. **Modification of recordings**: You agree not to edit, manipulate, sample, or otherwise alter the recordings in any way, either in full or in part, for any purpose, including distribution on any media platform.

5. **Academic integrity**: Misuse of classroom recordings, including unauthorized distribution or alteration, constitutes a violation of academic integrity policies and may result in disciplinary action.

6. **Intellectual property**: All classroom recordings are the intellectual property of the instructor, and by signing this agreement, you acknowledge that the instructor retains all rights to the recordings.

7. **Consent and withdrawal**: You may withdraw your consent for recordings at any time by notifying the instructor. However, any withdrawal of consent will not affect the use of any recordings made prior to the withdrawal of consent.

By signing below, you acknowledge that you have read, understood, and agree to the terms of this agreement.

Signature: _____

Date: _____