Title
Comparing student and expert-based tagging of recorded lectures

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Abstract
In this paper we analyse the way students tag recorded lectures. We compare their tagging strategy and the tags that they create with tagging done by an expert. We look at the quality of the tags students add, and we introduce a method of measuring how similar the tags are, using vector space modelling and cosine similarity. We show that the quality of tagging by students is high enough to be useful. We also show that there is no generic vocabulary gap between the expert and the students. Our study shows no statistically significant correlation between the tag similarity and the indicated interest in the course, the perceived importance of the course, the number of lectures attended, the indicated difficulty of the course, the number of recorded lectures viewed, the indicated ease of finding the needed parts of a recorded lecture, or the number of tags used by the student.

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