


# Studying learning journeys with lecture capture through Staff-Student partnerships



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# Acknowledgement



# Outline

- Explore the topic of student partnerships
- Discuss initiatives at Cardiff University, which were designed to explore student use of lecture recordings
- Disseminate findings which supporting existing lecture capture literature and advances perspectives
- Offer practical advice about how partnerships can support the implementation of learning technologies, such as lecture capture



## Student partnerships

# Student partners

- Student engagement has become a core aim in HE and linked to ideas surrounding students' roles as 'partners' in education
- Current research suggests that engagement through partnership can lead to significant improvements in student learning and success (Healey, Flint, and Harrington 2014)
- Opportunities to work in partnership with staff to shape their education (ie. co-creators of curricula, partners in the implementation/evaluation phases)
- Working together to a common agreed purpose, to achieve enhancements for all concerned
  - Values include: authenticity, inclusivity, trust, empowerment, reciprocity, collective responsibility, challenge

Home > Advice > Guides > Developing successful student-staff partnerships

Guide

## Developing successful student-staff partnerships

Supporting you to work with students to develop your institution's digital environment and create engaging learning experiences

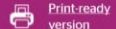
About this guide

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Print-ready  
version

Contents

Developing successful student-staff partnerships

The change agents' network

Benefits of student-staff partnerships

Quick start

<https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships>





**Starting the journey at Cardiff**

# Cardiff University Student Education Innovation Projects (CUSEIP)

- Funded by the Centre for Education Support & Innovation
  - Student stipend of £262.50 per week for up to 8 weeks, based on a 30 hour week
- Enable students to:
  - “work directly with academic and professional services staff on learning and teaching enhancement projects that will help to shape student experience.”

# Learn Plus CUSEIP #1

## Project

- Centrally support placement
- 1st year Chemistry undergraduate student
- 8 week placement

## Aims

- Research how Cardiff University students utilise lecture recordings
- Develop a framework to support students' effective use of lecture recordings

## Methodology

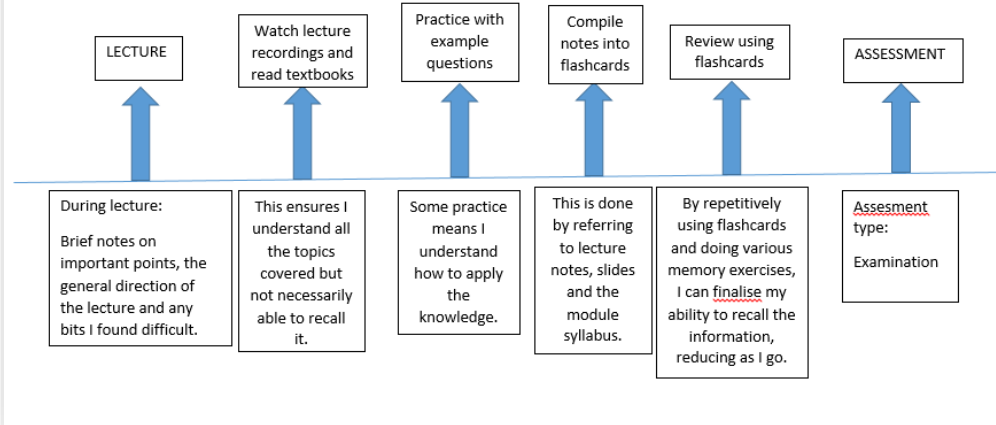
- Exploratory investigation and qualitative research
  - Literature Review
  - Questionnaire (N=230)
  - Interviews (N=12)
  - “Fill the Timeline” (N=30)
  - Ethnographic analysis of student recordings



# “Fill in the timeline”

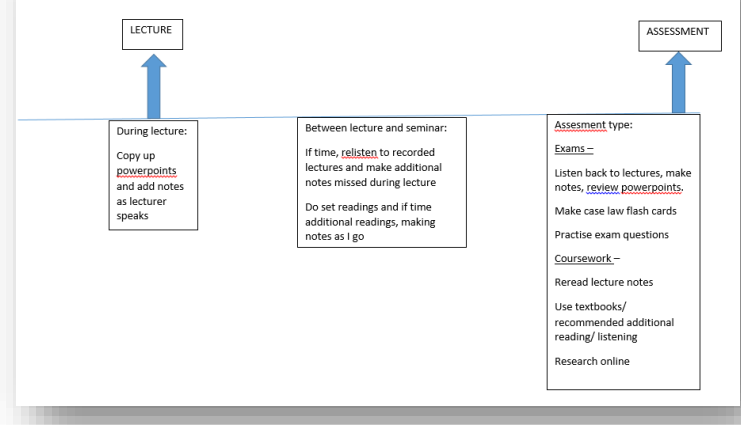
Department: Physics and Astronomy

Undergraduate

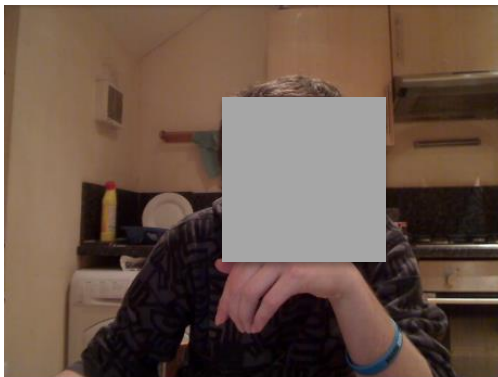


Department:

Undergraduate/Postgraduate



# Ethnographic research



Search this recording 

**Notes** Your notes (lukek1@cardiff.ac.uk) [Make public](#) [Help](#)

Bookmarks  
Discussion

Notes are synchronized to what you're watching when you type them. Type and hit Enter to add one.

Google dissociation constant when no dissociation occurs

About 10,300,000 results (0.59 seconds)

**Dissociation (chemistry) - Wikipedia**  
[https://en.wikipedia.org/wiki/Dissociation\\_\(chemistry\)](https://en.wikipedia.org/wiki/Dissociation_(chemistry))  
 Dissociation in chemistry and biochemistry is a general process in which molecules separate or ... the dissociation constant  $K_a$  is the ratio of dissociated to undissociated ... Most of the solute does not dissociate in a weak electrolyte whereas in a ... Fragmentation of a molecule can take place by a process of heterolysis or

**Acid dissociation constant - Wikipedia**  
[https://en.wikipedia.org/wiki/Acid\\_dissociation\\_constant](https://en.wikipedia.org/wiki/Acid_dissociation_constant)  
 An acid dissociation constant,  $K_a$  (also known as acidity constant, or acid-ionization constant) is a quantitative measure of the strength of an acid in solution. It is the equilibrium constant for a chemical reaction known as dissociation in the context of acid-base reactions.

**Acid Dissociation Constant (Ka) - Boundless**  
<https://www.boundless.com> ... Acids and Bases > Acids and Bases  
 The acid dissociation constant ( $K_a$ ) is the measure of the strength of an acid in solution ... often associated with weak acids, or acids that do not completely dissociate ... concentration. Appears in those related concepts: Calculating Equilibrium

**Chemistry Tutorial : Acid Dissociation Constants (Ka) - AUS-e-TUTE**  
[www.ausetute.com.au/ka.html](http://www.ausetute.com.au/ka.html)  
 Acid dissociation constant calculations, a tutorial suitable for chemistry students let  $x$  = moles of  $\text{HA}(\text{aq})$  that dissociates in the reaction  $\text{HA}(\text{aq}) \rightleftharpoons \text{H}^+(\text{aq}) + \text{A}^-(\text{aq})$

12:00 03/12/2016

# Learn Plus CUSEIP #2

## Project

- School supported placement
- 1st year Social Science student
- 8 week placement

## Aims

- Explore student usage and attitudes to lecture recording within a specific School
- Explore the impact of recordings on the student experience, additional learning needs and attendance

## Methodology

- Quantitative and qualitative research
  - Literature review
  - Policy review
  - Panopto viewing and access data
  - Student questionnaire (N=118)
  - Student interviews (N=10)

A person is seen from the side, sitting at a wooden desk in a bright, modern office. They are using a silver laptop. On the desk, there is a vase with white flowers, a small potted plant, and a pen holder. The background shows a large window with a view of the outdoors. The text "Collating findings" is overlaid in white on the bottom left of the image.

Collating findings

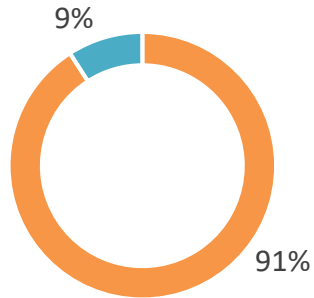
# Collating findings

- Supporting existing literature (Karnad 2013, Nordmann & McGeorge 2018, Witthaus & Robinson 2015)
- Lecture capture is highly desired amongst learners and provides an enhanced learning experience for many students



# Collating findings

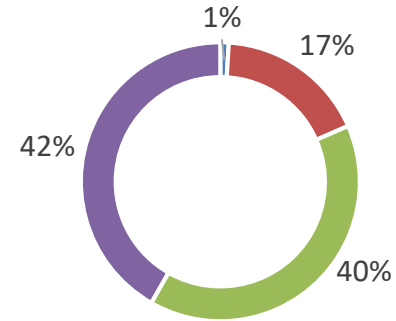
How helpful did you find lecture capture?



Very helpful Somewhat helpful

Student questionnaire (N=230)

How Helpful Do You Find Lecture Capture As An Aid To Your Studies?



Not at all helpful Quite helpful Very helpful Essential

Student questionnaire (N=118)

# Student quotes

“

As a **vital learning tool**, incredibly important during revision. Allows harder content to be learned via re-watching parts of lectures multiple times.

Sometimes lecturers go through a **lot of content quite fast** and it can be easy to fall behind. Watching the lecture capture you have the option to slow it down, and pause it so I can make sure I understand one concept before moving onto the next.

If I missed out some things I could go back and watch them to **help complete my notes**. Also during **exam** season if I needed a **recap** and didn't understand my notes properly I could re-watch the lectures which I found helpful.

”

# Inclusivity & student wellbeing

- Make the lecture format more inclusive for a broad range of learners (ie. English as a second language, dyslexia, carers)
- Reduced anxiety of having to keep pace with the lecturer
- Health can be improved; unwell students have a ‘safety net’
- ALN students found it affecting them positively and allowed them to not feel at a disadvantage

# Student quotes

“


I have **numbness in my fingers** on my right hand. I **cannot write very fast** or very legible and having a recording helps me.

I suffer from **anxiety and depression** and as such sometimes cannot maintain focus throughout 2hour lectures so benefit from being able to go back to look at the material in small chunks.

I have **epilepsy**, often my seizures are absent seizures and this affects me in everyday situations. If I have an absent seizure in a lecture, Lecture Plus gives me the opportunity to go back to the topic that I missed.”

Due to my **dyslexia**, I have difficulties keeping up with the lecturer, Learn Plus gives me the opportunity to listen over the lectures and write out my notes at my own pace.

”

A young woman with blonde hair tied back, wearing large orange headphones, is focused on her work. She is wearing a light blue long-sleeved top and a patterned scarf. She is sitting at a desk in a library, with bookshelves filled with books visible in the background. A laptop is open in front of her, and she has her hands on the keyboard. The lighting is warm and focused on her.

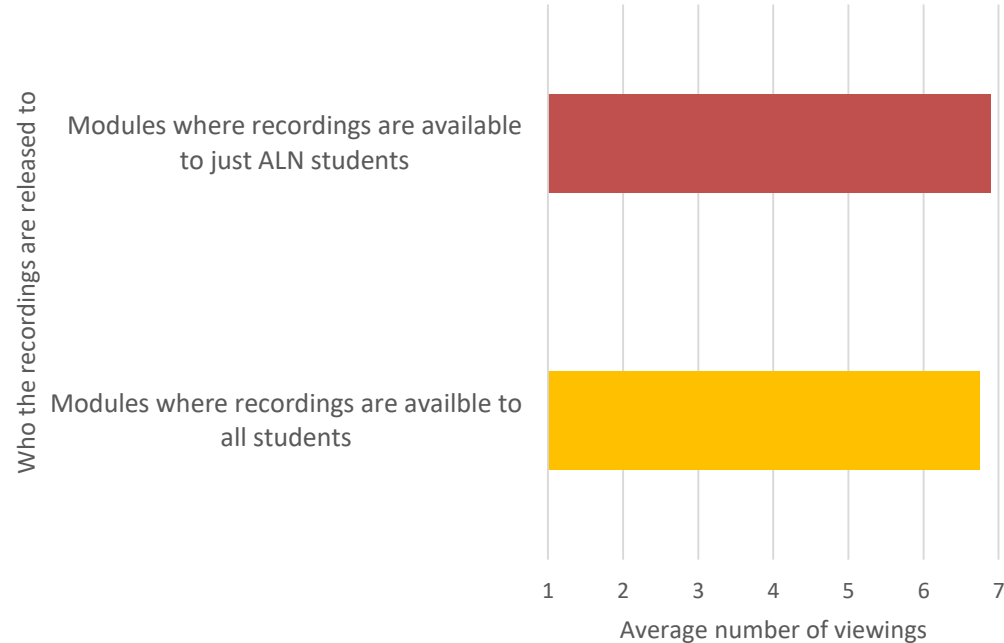
**Advancing perspectives**



# How differently do ISAN students engage with the system?

- Data showed modules where recordings are just available to ALN students and modules available to **all** students have very similar average viewings per student
- Suggestion that both groups engage the same amount

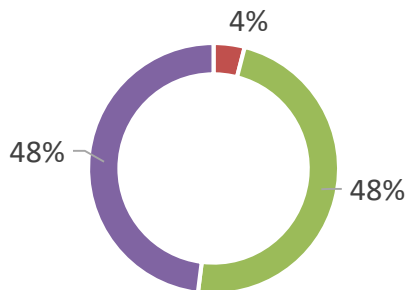
## Average amount of viewings per student



# How differently do ALN students engage with the system?

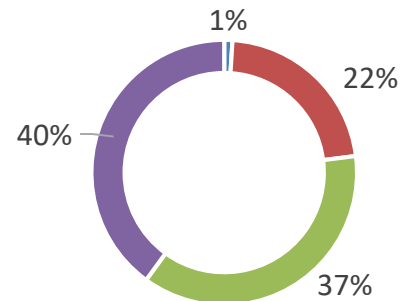
- ALN students and students without ALN value the system a similar amount, though ALN students are more emphatic about how helpful it is (96% essential or very helpful as opposed to 77% non ALN students)

ALN students



■ Not at all helpful ■ Quite helpful ■ Very helpful ■ Essential

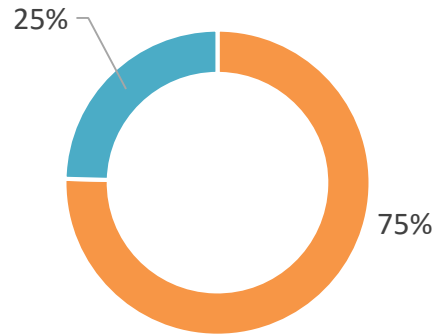
Students without ALN



■ Not at all helpful ■ Quite helpful ■ Very helpful ■ Essential

# Collaborative / Social Viewing

Do you watch lecture capture with a group/pair?



Source: Internal survey. N=195

■ No ■ Yes



# Do students watch the recordings instead of attending lectures?

- Missing lectures was not related to lecture recording and would happen regardless of recording availability

“[Students who miss lectures] are likely to do this regardless because of their issues with the teaching style or lectures rather than access to lecture recordings” Undergraduate student interview response

- Recognised it was the minority that did this and the majority of students should not be disadvantaged by not having access

“Although some may [miss lectures] it is the minority and as adults we are responsible for ourselves so it is their problem. However, the majority should not be disadvantaged for this.” Undergraduate student interview response

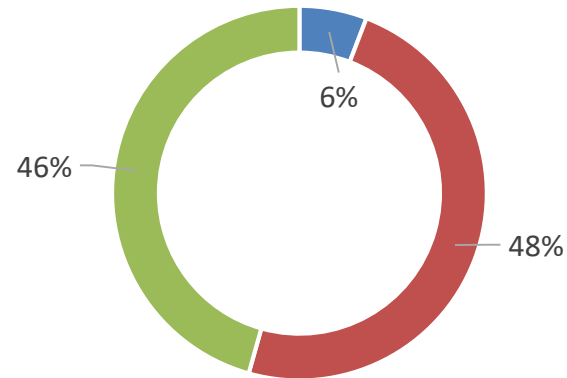
- Picture varies across year cohorts
  - Year 3 cohort declaring a slight preference to recordings over attending lectures, to help manage other commitments
  - Emerging recent research (Nordmann et al 2017)



# Supporting independent learning

Average (mean and median) of minutes watched suggest clips rather than whole lectures are the predominant way students engage

I watch small sections of the recordings to clarify or recap what was said in lectures



■ Never ■ Often ■ Sometimes

# Negotiating multi-spatial practices

- The lecture recording 'play/pause' button afforded switching between different artefacts and spaces
  - e.g. electronic documents, VLE, webpages, physical notebooks and handouts
- However...the pause button serves conflicting qualities
  - Not harmonious with study practices (i.e. social networking / checking mobile phone)

The screenshot shows a web browser displaying the Wikipedia article for "Dissociation (chemistry)". The page title is "Dissociation (chemistry)" and it includes a warning box stating: "This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unourced material may be challenged and removed. (June 2014)". Below the warning, the article text begins: "Dissociation in chemistry and biochemistry is a general process in which molecules (or ionic compounds such as salts, or complexes) separate or split into smaller particles such as atoms, ions or radicals, usually in a reversible manner. For instance, when an acid dissolves in water, a covalent bond between an electronegative atom and a hydrogen atom is broken by heterolytic fission, which gives a proton (H<sup>+</sup>) and a negative ion. Dissociation is the opposite of recombination." A table of contents is visible on the left side of the article, listing sections from "Dissociation constant" to "References". The "Dissociation constant" section is partially visible, with the text "Main article: Dissociation constant" and "For reversible dissociations in a chemical equilibrium AB ⇌ A + B".

# Implications for learning

- Issues with multitasking ?
- What can be done do to support such activities ?



Teaching and Teacher Education

Volume 67, October 2017, Pages 135-142



## The myths of the digital native and the multitasker

Paul A. Kirschner <sup>a, b</sup>, Pedro De Bruyckere <sup>c</sup>

[Show more](#)

<https://doi.org/10.1016/j.tate.2017.06.001>

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### Highlights

- Information-savvy digital natives do not exist.
- Learners cannot multitask; they task switch which negatively impacts learning.
- Educational design assuming these myths hinders rather than helps learning.

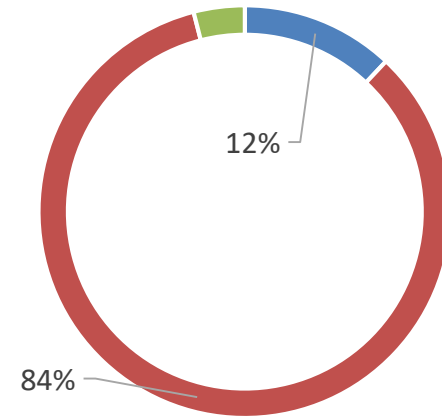
### Abstract

Current discussions about educational policy and practice are often embedded in a mind-set that considers students who were born in an age of omnipresent digital media to be fundamentally different from previous generations of students. These students have been

# Additional functionality

- 100% of responses said the system was easy to use yet they don't know about all the features
- Most had not even heard of additional features (ie. search or notes)
- Only 12% had used additional functionality

## ARE YOU AWARE OF THE ADDITIONAL FUNCTIONS (SEARCH, NOTES, DISCUSSION)



# Exploring literacies

- Digital literacy changes over time
  - People learn/forget
  - Technologies develop, settings adapt (Gourlay & Oliver 2018)



**Learners need to be advised and supported on how best to use digital tools and systems in their studies**



A person in a red shirt is shown in profile, focused on a task at a table. The table is covered with various items including papers, sticky notes (yellow and blue), and a pen. In the background, another person's hands are visible, also working with sticky notes. The scene suggests a collaborative workspace or a meeting.

# Outputs

## Study skills

Study skills

Academic skills classes

Critical analysis

English language support

Information search and discovery

Listening and note-making skills

Manage, cite and reference  
information

Managing your online presence

Maths Support Service

Research related skills modules

Using recorded events for  
learning >

Writing and presenting

## Using recorded events for learning

Some of your learning events may be recorded for you to watch online. This is known as Event Capture or Lecture Capture.



You may wish to confirm with your academic whether or not your lecture is being recorded prior to the session.



## Learning with Panopto

This is an interactive model designed to aid your learning at Cardiff University using various resources like Panopto (Lecture Capture), Learning Central and Student intranet.

[Click here](#)

## Applications

### Learn Plus

Simultaneously capture audio, video and desktop applications. Record, webcast, manage, search and analyse video content.

[Find out more](#) [Help](#)

## Tutorial

You can use your Event Capture in various ways in your study once it's uploaded by your teacher.

Panopto tutorial for students  
Learn Plus

FEATURES OF PANOPTO

- Ameen  
Undergrad CHEMY

Powered by Panopto

Based on the usage of captured content by Cardiff University students, we have designed an 'Event Capture Learning Model', which gives you a step-by-step guide on all the ways you could utilise the captured content.

[https://xerte.cardiff.ac.uk/play\\_6284](https://xerte.cardiff.ac.uk/play_6284)

Recap

### Using Lecture Capture to review and enhance your notes

“ I find I can make much more detailed notes whilst using lecture captures, as sometimes lecturers go over things too quickly but with lecture captures I can easily go back and listen to it again ”  
- Psychology student

During this phase, review the notes you took in lecture and use them to make detailed notes. *Note making* may help you to understand and organize your ideas. You may find these notes useful throughout the rest of your study.

Use the Lecture Capture to complete and enhance the notes you have taken during the lecture and annotate the important points in the Panopto for future reference.

You can re-watch specific sections of the recording at your preferred speed. To get to even more specific sections, you may use the search engine in Panopto. Re-listening to the specific sections can help you improve your understanding. You may even mark the timestamps in your notes, so that you can revisit them during your revision period. [Click here to watch a video tutorial explaining all the above features of Panopto.](#)

Students also use online sources, textbooks and recommended reading materials to enhance their understanding. Clarifying the online sources, summarising and linking them together may help you attain a general overview. For more on critical thinking and analysis visit the [academics skills page](#).

1. Prepare  
2. Attend lecture  
3. Recap  
4. Review  
5. Reflect

6 / 9

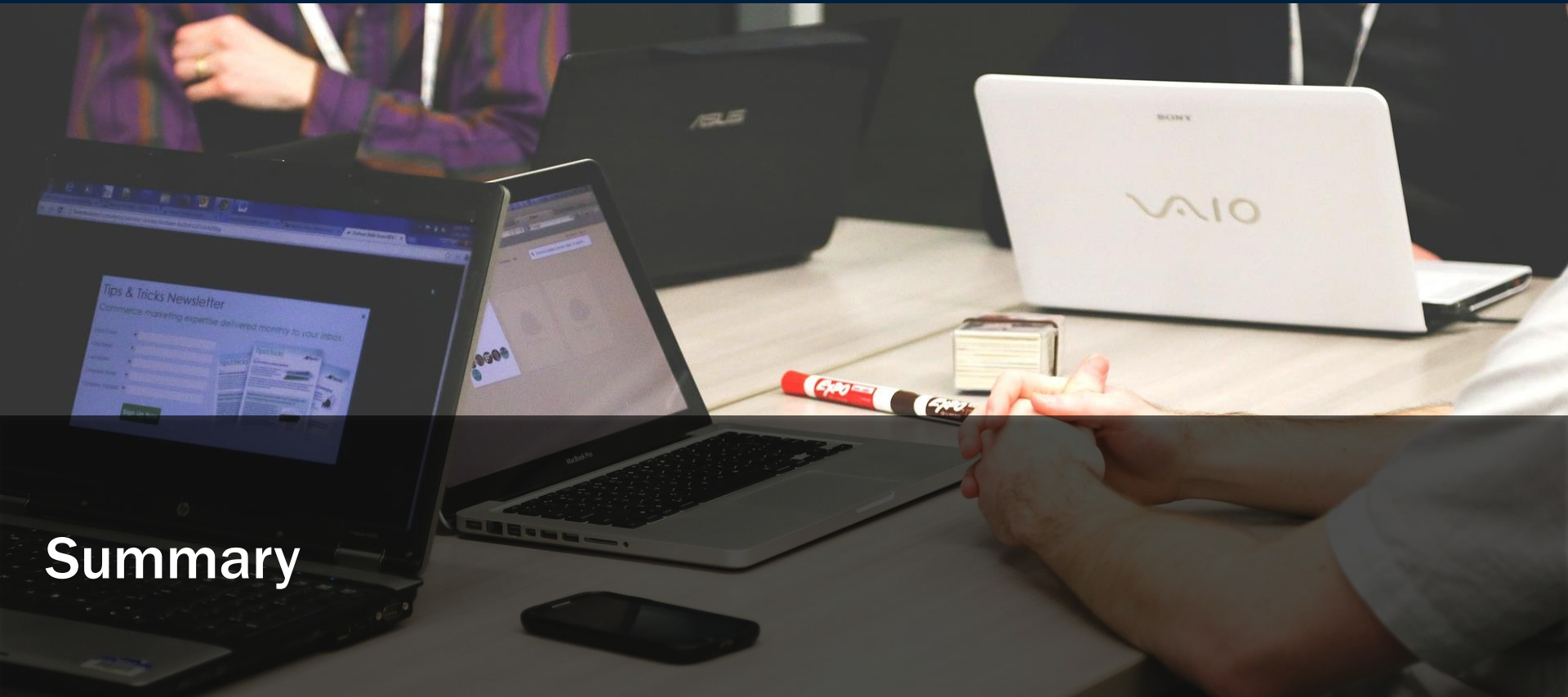
## The student experience of LearnPlus in the School of

### CUSEIP Project 2018 - Report and Findings

#### 1 CONTENTS

2	Introduction .....	3
2.1	About the Project .....	3
2.2	Methodology .....	3
2.3	The Three Strands .....	3
2.3.1	Student Survey .....	3
2.3.2	Student Interviews .....	3
2.3.3	LearnPlus Data .....	4
2.4	Other Inputs .....	4
3	LearnPlus access and usage .....	4
3.1	Availability of Recordings .....	4
3.2	Student 'take-up' of LearnPlus .....	6
3.3	How many recordings do students view? .....	6
4	How do students use LearnPlus? .....	7
4.1	Clips or full recordings? .....	7
4.2	Is LearnPlus used for revision or after lectures? .....	9
4.2.1	Revision .....	9
4.2.2	Immediately after lectures .....	10
4.2.3	Summary .....	11
4.3	Study Habits .....	12
4.3.1	What do students use to view LearnPlus? .....	12
4.3.2	From where do students watch? .....	12

4.3.3	Do students watch alone or with others? .....	12
4.3.4	What Features of LearnPlus do Students use? .....	13
5	The Value of LearnPlus .....	14
5.1	How helpful do students find LearnPlus? .....	14
5.1.1	Reducing Anxiety .....	15
5.1.2	LearnPlus versus slides .....	16
5.1.3	Lecture Capture versus a live lecture? .....	16
5.2	LearnPlus and module grades? .....	17
5.3	LearnPlus and module choice .....	17
6	Additional Learning Needs .....	18
6.1	How many students have Additional Learning Needs? .....	18
6.2	Do students with an ALN value LearnPlus more than others? .....	19
6.3	Do ALN students have access to all recordings? .....	20
6.4	Do ALN students engage with LearnPlus differently? .....	20
7	LearnPlus and Attendance .....	21
7.1	Do students Use LearnPlus instead of attending lectures? .....	21
8	Challenges and Room for Improvement .....	23
8.1	Access to recordings .....	23
8.2	Technical Issues and Disruption? .....	25
9	Summary and Conclusions .....	25
9.1	What have we Learned? .....	25
9.2	Outstanding Questions .....	26
9.3	Next Steps? .....	27



# Summary

# Process of engagement

“

Partnership is essentially a process of engagement, not a product. It is a way of doing things, rather than an outcome in itself.

”

# CUSEIP #2 Supervisor

“

Carrying out this project has reinforced the importance of 'student voice', something which has at times felt a slightly vague concept. I feel I now have a much clearer insight into how students use Learn Plus, and feel more strongly in favour of lecture capture as a result.

”



# CUSEIP Students

“

To me this placement was important assess my own learning methods and my relationship with technology.

”

“

It has not only allowed me to gain a deeper insight to how Learn Plus is valued by students but it has also given me ideas of how I could use the technology to benefit my studies in future years.

”



# Reflection

- Authentic staff-student partnerships can support change and innovation
  - Partnerships can act as a driver for change in implementing technology enhanced learning
- Can you bring students into the work you are doing?



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