Learning journeys with video .... and what it may mean for pedagogy

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Exercise

1. Have you ever created a Panopto recording to teach someone something?
2. Have you ever shared a recording with someone, with the aim they learn something?
3. Have you ever given your learner some instructions on how to access and review the recording?
4. Have you ever given your learner instructions on how to use the enhanced features of the Panopto recordings (i.e. search, VSP, discussion/notes)?
5. Have you ever given your learner some support or guidance on how to effectively learn with video?
Outline

• Explore student use of capture recordings
  • Existing research
  • Research conducted at Cardiff University
• Student partnerships
• Implications for teaching and learning
Background
Event Capture

- Remote Recorder deployment
- Timetable integration via Scheduling Tool GUI
- LTI via Blackboard VLE
- Available in ~380 teaching spaces
  - https://kuula.co/profile/PhysicalLearningSpaces
- School-level policies
- Over half our staff and students engaging with Panopto
Supporting Innovative Teaching

- Over 2000 (20%) Panopto recordings have been recorded to support teaching activities using Personal Capture
- Flipped learning, video feedback, field-based activities, screencasts, demonstrations
- Witton (2017)
Existing Reviews

Lecture Capture Literature Review
A review of the literature from 2012 to 2015

By Gabi Wittaus and Carol Robinson, 27/10/2015
Published by the Centre for Academic Practice, Loughborough University

STUDENT USE OF RECORDED LECTURES
A report reviewing recent research into the use of lecture capture technology in higher education, and its impact on teaching methods and attendance.

Studying with lecture captures

You might have considered how lecture capture can support your revision. But have you thought about the way you can use lecture capture to support your Independent study during term time?

**Before the lecture**

Thinking about before you attend a lecture, coming prepared allows you to focus your attention in class on the points that you need to learn and the ideas that mean the most to you.

> I would preview the slides and make a mind map of the whole structure of the lecture

If you look at the slides in advance, you might find you need to draw upon concepts from the previous lecture. If you’re notes are incomplete, popping back to the lecture capture before your next lecture or seminar can get you back on track.

**During the lecture**

During the lecture itself, you rarely need to copy word for word what the lecturer is saying, however the capture can act as a safety net in case you miss something important.

> When I am watching the lecturer in person, if there is something I have completely missed or there is nothing about it that I understand I will just make a mark on the printed lecture slide and how far we are into the lecture

As a result, you might find that you become more engaged with the lecture, following the development of ideas and arguments, perhaps even being inspired by what the lecturer is saying to look beyond the lecture content.
About CUSEIP

Cardiff University Education Innovation Projects (CUSEIP) is a pilot programme that enables students to work on learning and teaching enhancement projects that will help shape the student experience.

This is a great opportunity for staff to engage students in a learning and teaching project, gaining their input and vision into these areas of work. It will give students the opportunity to feed directly into and shape a project that they are passionate about, in addition to developing a range of key transferable skills.

Applications should come from a member of staff but proposals for projects could be developed by staff and students working together.

Professional services and all Schools are eligible to host CUSEIP placements and at the end of the summer, there will be a poster exhibition for students from both CUSEIP and CUROP placements to showcase their project and to share their experiences of the placement.

The placements will be up to eight weeks in length over the summer period and the funding will provide a student stipend (£235 per week) for the duration of the project.
Student Use of Capture Recordings
How helpful did you find Lecture Capture?

230 responses

- Very helpful: 90.9%
- Somewhat helpful: 9.1%
- Not helpful: 0%
Describe how you used Lecture Capture in your studies
Do you watch the same Lecture Capture multiple times?

230 responses

- Yes: 68.7%
- NO: 8.7%
- Maybe: 22.6%
Why you watch the same Lecture Capture multiple times?
Student Benefits

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.

After a lecture if I never had enough time to make my notes alongside the lecture or 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.
I have **numbness in my fingers** on my right hand. I **cannot write very fast or very legible** and having a recording helps me.

It was beneficial to use the lecture captures to catch up on what I had missed if I was **unable to attend** or had a **panic attack** half way through and couldn't focus.

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**.

**Sleep paralysis** if that counts so sometimes I'm tired and struggle in lectures to focus/cant attend because I'm falling asleep. I need to be **selective** as to where I expend energy during the day following an episode.
Activities you engage in while watching Lecture Capture?

make notes
Note-Taking >> Note-Making
Collaborative / Social Viewing

Do you watch Lecture Capture with a group/pair?

195 responses

- Yes: 9.7%
- No: 75.4%
- Maybe: 14.9%
What kind of collaborative activities do you engage in?
When do you use Lecture Captures the most?

230 responses

- Regularly throughout the term: 47.4%
- Early part of my studies: 40.9%
- Late part (for revision): 5.2%
- Just in time before exam: 1.8%
- If a lecture was missed it is nice to...: 0.7%
- Early if miss a lecture, then again m...: 0.4%
- When I do not understand something...: 0.4%
- When it is available, which it isn't m...: 0.1%

1/2 ▼
Closing the Knowledge Gap

Used most by the students with weaker A levels.

Know Thy Student! Combining Learning Analytics and Critical Reflections to Increase Understanding of Students’ Self-Regulated Learning in an Authentic Setting

Kay Colthorpe, Kirsten Zimbardi, Louise Ainscough, and Stephen Anderson
School of Biomedical Sciences, The University of Queensland, Australia
k.colthorpe@uq.edu.au
Study Practices
### Places of Study

#### Table 17. The location in which online learners most commonly study

<table>
<thead>
<tr>
<th>Places of study</th>
<th>% online learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>85.1%</td>
</tr>
<tr>
<td>At work</td>
<td>8.1%</td>
</tr>
<tr>
<td>In a library or learning centre</td>
<td>3.5%</td>
</tr>
<tr>
<td>In a café or social space</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
I had the printed notes from the lectures with me and some question sheets. I had other notes which, like in this book here, are my written notes. I had some old past papers as well...I’ve got a big desk ... I’ve got a nice office chair. And I also had my rulers and coloured pens and pencil and stuff like that which I just keep sort of on the desk so when, well you can see the notes here, that helps me remember things.
Multi-spatial practices and stability

- Participants negotiated study practices within the spatiality of familiar environments.
- This practice of note-taking can be viewed in terms of a complex arrangement involving hybrid spaces and many interacting artefacts.
Student Perspectives

https://www.cardiff.ac.uk/learning-hub/view/using-personal-capture-for-flipped-learning
Negotiating multi-spatial practices

• The **play/pause button** functions as a ‘valve’ and “**configures spaces for pedagogic purposes**” (Thompson 2012 p.101)

• Affords switching between different artefacts
  – i.e electronic documents, webpages, physical notebooks and handouts

• Prevents information overload / maintains attention
Negotiating multi-spatial practices

- Such practices would fall apart if the button itself was absent.
- However...the pause button serves conflicting qualities:
  - Not harmonious with study practices (i.e. social networking / checking mobile phone)
Negotiating multi-spatial practices
Suggested Enhancements [Students]

Have full screen with two views. Can watch visualiser and PowerPoint at the same time for example.

Would be good to have some sort of popout player which shows just the slide and the voice behind it, instead of having to have the page opened up in full as then I could have it on the side of the screen to watch while I type up my notes rather than having to flick back and forth from the lecture capture to my word doc.

Would like it to be easier to transfer the notes I make while watching to the actual powerpoint slide document. Currently have to copy and paste each individual note.

For me to be able to make private notes/timestamps in the corner for future reference for exam revision.
Learners and Digital Practices
“Digital Natives”

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

From learner responses it seems that course staff often assume that learners know how to use digital systems and tools or will quickly pick up those skills without explicit training. But many learners wanted help to use digital tools effectively.

“Don’t assume everyone understands the use of digital tools within learning, we all have different levels of access to digital tools and their uses.”

HE student

http://repository.jisc.ac.uk/6684/1/Jiscstudenttrackerbriefing17.pdf
(Mis)Understanding the Affordances

Do you use the notes/discussion features of the Panopto?

230 responses

- Yes: 41.7%
- No: 31.3%
- Maybe: 20.4%
- I don't know what that is: 6.6%

Do you use the search feature within Panopto recordings?

69 responses

- Yes: 84.1%
- No: 11.6%
- Maybe: 4.3%
Mapping Digital Practices

Visitors and Residents
https://www.jisc.ac.uk/guides/evaluating-digital-services/visitors-and-residents

Visitor's and residents continuum
©White and Le Cornu 2011
Student Partnerships
“Partnership is essentially a process of engagement, not a product. It is a way of doing things, rather than an outcome in itself.”

https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education
Student Partnerships

• Working together to a common agreed purpose, to achieve enhancements for all concerned.
• Change agents: working in partnership with students as a driver for change in implementing technology enhanced learning.

https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships
 NSS 2017 New Questions

Learning community [new section]
21. I feel part of a community of staff and students
22. I have had the right opportunities to work with other students as part of my course

Student voice [new section]
23. I have had the right opportunities to provide feedback on my course
24. Staff value students’ views and opinions about the course
25. It is clear how students’ feedback on the course has been acted on
26. The students’ union (association or guild) effectively represents students’ academic interests
Student Support Materials

Study skills

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.

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.

Applications

Learn Plus

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

Find out more - Help

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.
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.
Implications for Teaching and Learning
Implications for Learning Analytics

Collaborative / social viewing

High access to lecture recordings may be associated with poorer academic performance. Measures and strategies to support students that might be at negatively impacted because of the availability of lecture capture is advocated.

Digital capabilities / literacies
Implications for Learning

- Issues with multitasking?
- Efficient learning requires (momentary) stability and predictability (Thompson 2012)
Implications for ‘Hybrid’ Teaching

• ‘Designing for Learning’ (Goodyear & imitriadis 2013)
• How do we design, develop and implement effective learning activities with video capture?

Figure 2.1 An outline for a learning activity

Beetham (2013) p. 34
Summary

• Information-savvy **digital natives do not exist.**
• Educational design assuming these **myths hinders learning.**
• Learning practices with video involve **assemblages of materials/tools** and reveals the complexity of education.
• **Designing for learning** to help foster effective independent (and social) learning with capture technologies.
• **Student partnerships** can help develop supportive digital environments, promote effective learning and advance engaging learning experiences.
References


• Karnad, A., 2013. *Student use of recorded lectures: a report reviewing recent research into the use of lecture capture technology in higher education, and its impact on teaching methods and attendance*. London: LSE


Questions?