



# APT 2021

19<sup>th</sup> Academic Practice and Technology Conference (APT2021)  
Co-hosted online by the London School of Economics & Political Science,  
Imperial College London and University College London.  
Friday 2<sup>nd</sup> July 2021

<b>Session Start Time</b>	14:20
<b>Breakout Room</b>	2
<b>Title of Abstract:</b>	Evolving Perceptions of Content Capture
<b>Presenters (lead &amp; co-presenters)</b>	Shaun Searle Dr Stephen Webb, Dr Harriet Dunbar-Morris
<b>Institution</b>	University of Portsmouth
<b>Format</b>	Case study
<b>Abstract</b>	<p>In the academic year prior to the pandemic, the University of Portsmouth undertook an institution-wide consultation exercise to gather staff and student perceptions on content capture. In broad terms, the consultation showed that students were in favour of capturing as much content as possible; academic staff expressed more ambivalent attitudes to the use of content capture technology. The institution's pandemic response, which directed a "blended and connected" approach to teaching and learning, called for the rapid procurement, implementation, and roll-out of a content capture system. In this case study we examine in qualitative terms how perceptions of this technology have evolved during a period of unprecedented disruption, and present quantitative data on the changing use of the technology. We also discuss the challenges involved on building on success and influencing future teaching practice at our institution.</p>
<b>Session Description</b>	<p>Organisational and historical context</p> <p>A clear message from the Digital Experience Survey (DES), an annual poll of students run since 2016, was that our learners demanded broader and more consistent use of content capture. In response, the University of Portsmouth (UoP) and the Students' Union embarked on a staff-student consultation via an online survey, structured town hall meetings, and feedback from a dedicated website. Our aim was to co-</p>

create a content capture policy rooted in pedagogy, and to identify ways of increasing the availability of captured materials.

The consultation, unsurprisingly, found students to be more enthusiastic about the technology than staff. For example, when asked whether lectures should be captured, 98% of students responded positively against 56% of staff; when asked the same about seminars, 78% of students were in favour against 27% of staff. Students noted numerous benefits of content capture for learning, in line with published studies (e.g. [1–3]). Many staff, however, could not clearly articulate the benefits for teaching. In particular, staff felt uninformed about the legalities, ethics, and workload implications of the technology. A commonly expressed fear (about which the evidence is disputed [4, 5]) was that content capture would lead to a reduction in physical attendance. One third of staff who had not used content capture considered the technology inappropriate for their context. Some staff expressed disquiet at being recorded.

The university's subsequent content capture policy aimed to address staff concerns, and promoted a pedagogical approach based on the capture of focused taught content rather than wholesale recording of lectures. Operationally, however, UoP began 2020 with two systems at end-of-life.

Technical specifications of the project and its implementation

Outputs from the consultation fed into the requirements phase of a procurement exercise. Following demonstrations from six vendors UoP chose Panopto, a market leader in the HE sector. Our intention was to take 6–12 months to test the platform, create support materials, and roll out the software for use in a primarily campus-based environment. Then the UK government announced the first national lockdown. The changed circumstances demanded the rapid deployment of Panopto to a now geographically dispersed staff base. In 3 weeks, we moved from user acceptance testing to general distribution via a Moodle integration. A “how to” website provided technical support and guidance. More important was the emphasis placed on the pedagogical rationale behind the use of the technology.

Discussion of pedagogy

In the pre-pandemic environment, staff suspicion of content capture sat alongside a reluctance to standardise the use of Moodle. The urgent requirement to adopt an unfamiliar “blended and connected” method meant not only did lecturers embrace Panopto but they also welcomed a template-based approach to Moodle module creation. Enforced consistency, perhaps paradoxically, freed teachers to experiment with new teaching styles. We supported a “pedagogy first” approach through a website “Preparing for Teaching in a Blended Context” and the hosting of a virtual “Blended and Connected Learning” festival.

We cannot dismiss the suggestion that a shift of teaching environment, from timetabled lecture theatre to ad-hoc home office, drove changing pedagogies. Nevertheless, staff feedback suggests a heightened

awareness of available technologies played a key role in developing new teaching approaches. An analysis of the volume and type of content produced on Panopto supports this contention. The reluctance to capture content has evaporated: 8 months after Panopto's institutional release, UoP staff had created 1.5 times as many videos as in the 8 previous years combined. An analysis of video length suggests a flexibility in teaching approach: short recordings form part of a mix of asynchronous content on Moodle, while use is still made of synchronous approaches. The distrust of recording physical lectures has been replaced by a desire to record online lectures (a process simplified by a Zoom–Panopto integration for sharing via Moodle). An analysis of hours delivered suggests students were correct in their understanding of use patterns: content is re-viewed rather than simply viewed.

#### Evaluation

Few staff now believe content capture is inappropriate for their context: during term time more than 2500 sessions, spread across all discipline areas, are being created every week. The concern that, even if staff found time to capture content, they lacked the technical skills to do so has proved unfounded: analysis of the tickets raised to the central support team show that most came at times of sector-wide Panopto outages, suggesting these were not local issues. The concern that content capture would negatively affect attendance is difficult to address, given that students have for the most part been remote; nevertheless, Moodle analytics suggest students are engaging well. The student voice rings clear from usage statistics: 1.74 million views/downloads in 8 months. Furthermore, student responses in our DES have changed tone. Initial analysis of the 2021 survey suggests students take the existence of Panopto for granted. The few negative comments relate to the learning context: either videos are not contextualised (a learning design issue) or are too long (in cases where lecturers failed to fully adopt UoP's "blended and connected" approach).

#### Next steps

The future of post-pandemic pedagogy is uncertain. Whilst there is a desire to retain positive elements of our blended and connected approach post campus return, we recognise that this poses questions. Will staff attitudes to content capture revert to pre-pandemic patterns? Will the nature of lectures, finally, change? Will physical teaching spaces and learning infrastructure need to evolve to support a blended and connected approach? Perhaps most importantly, how can we best induct students into blended and connected learning, so they can work effectively and reflectively in that space, when social media contains memes such as: "Netflix: £50; Disney+: £60; University degree: £9000".



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<b>Session Start Time</b>	14:20
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<b>Title of Abstract:</b>	Teaching the teachers to teach online: The experiences of clinical educators delivering a 'Micro-teach' via Zoom
<b>Presenters (lead &amp; co-presenters)</b>	Dr Lucy Spowart Dr Tristan Price Mohammed Ibrar Perwaiz
<b>Institution</b>	The University of Plymouth
<b>Format</b>	Case study
<b>Abstract</b>	<p>Drawing on data collected via semi-structured online interviews (n=10) with clinical educators (doctors, nurses, dentists, psychiatrists etc.) enrolled on the Postgraduate Certificate in Clinical Education we explore the importance of interactive teaching in the online environment. We specifically focus on students' experiences of delivering a 'microteach'. A 'micro-teach' is a mini teaching episode (15 minutes), designed to assess the learners' practical teaching skills and understanding of underpinning pedagogical principles. It is a core component of the course, and one that has traditionally been delivered in the classroom. Great emphasis is placed upon the students' ability to engage a small group of learners that is appropriately pitched and inclusive.</p> <p>Planning for the assessed microteach was well underway in 2020 when lockdown was announced. This impacted the cohort in a number of ways, not least the disruption to their work schedules as key workers. Here we discuss the opportunities and barriers experienced by both students and staff in the move to online delivery.</p>
<b>Session Description</b>	<p><b>Context:</b></p> <p>It is common practice on postgraduate teaching courses for students to be encouraged to engage in interactive teaching practices 'oriented to and focused on students and their learning' (Devlin &amp; Samarawickrema, 2010:112). Plymouth University's postgraduate certificate in Clinical</p>

Education is no exception. Fifty percent of the assessment for the 'Contemporary Issues' module is dedicated to students' planning, facilitating and critically reflecting on their 'micro-teach' with the goal of developing teacher expertise (King, 2019). A 'micro-teach' is a mini teaching episode (15 minutes), designed to assess the learners' practical teaching skills and understanding of underpinning pedagogical principles. The module is accredited by Advance HE at Descriptor 2 and aligned to the UK Professional Standards Framework. Great emphasis is placed upon the students' ability to engage a small group of learners in a classroom teaching session that is appropriately pitched and inclusive. Whilst recent research has explored the experiences of pre-service teachers moving their learning to an online environment (e.g. Moorhouse, 2020; Ogbonnaya, Awoniyi & Matabane, 2020; Quezada, Talbot & Quezada-Parker, 2020), these do not explicitly focus on experiential learning via the practical delivery of teaching episodes.

#### The Case Study:

In this session we employ a case study approach, with the aim of capturing the lived experiences of frontline workers (doctors, nurses, dentists, psychiatrists etc.) enrolled on the programme during 2019/20. Planning for the assessed micro-teach was well underway when lockdown was announced. This impacted the cohort in a number of ways, not least the disruption to their work schedules as key workers. In consultation with students, it was decided that rather than replace the micro-teach with an alternative assessment, it would instead be delivered online.

#### Methods:

We draw on data collected via semi-structured online interviews, email correspondence with students and academic staff, and an anonymous online module evaluation. Ethical approval was obtained via the Education Faculty's Research Ethics Committee. We will also show a video example of a part of a student micro-teach session.

#### Findings:

Students generally performed very well, with the move to online assessment appearing to enhance their critical approach, stimulate innovation and encourage risk taking. By capturing their experiences we outline the factors that contributed to a successful approach, the barriers encountered, and how the online practical assessment can be constructed to optimise students' learning in the future.

4 Key themes were identified throughout the transcripts:

1) Student reactions to migrating online – Reactions were 'mixed' and related to students' previous experiences with technology. Participants tended to make direct comparisons with classroom based teaching, which they saw as the 'norm', rather than considering the potential possibilities derived from online teaching. Many held a narrow view of online teaching which they regarded as being far more teacher-directed. That said, only 4 participants stated that they would rather have conducted the assessment in the classroom.

2) The environment and socio-emotional engagement – The environment featured heavily in participants' dialogue. Those fortunate enough to have quiet space, good broadband connection and two display monitors found that conducting the micro-teach online reduced the stress of the assessment, when compared to the classroom assessment. Others felt isolated and lacked the emotional support from peer socialisation that the classroom provided them with.

3) Interactivity and the development of learner-centred teaching – The challenge of delivering an engaging and interactive teaching session in the online environment was a theme in all of the interviews. This was frequently based on a limited understanding of the capabilities of the technologies. Students reverted to more didactic approaches which they felt more 'control' over. The importance of being able to read visual cues such as body language also featured heavily. Some participants felt that they could not assess whether their learners understood or were engaged in the task.

4) A catalyst for change and innovation – Many participants noted the future potential for online teaching in the context of a busy healthcare environment.

Further Discussion:

Shifting the micro-teach assessment online created an opportunity for our healthcare educators to consider their own assumptions about how interactivity can be achieved in the online environment. Engaging and supporting student teachers in an online space requires us to also interrogate our practices as teacher-educators to ensure that we maintain emotional connections between students and develop positive student-teacher relationships. Moving forwards, in order to maintain a supportive educational environment, ensuring that student-teachers are given the tools to develop and progress in the face of adversity and exceptional challenge, there are two key learning points for us and our online micro-teach assessment. Firstly, we feel we need to normalise the delivery of online teaching from the start of the course, encouraging students to apply their understanding of pedagogy to the planning of BOTH online and face-to-face teaching activities. We would be interested in the perspectives of others on this.

Secondly, one of the challenges we face is that for us, and no doubt many of you, this mode of teaching is still relatively new, and our own assumptions may also have been shaped by the way in which the online format was a response to the adversity created by the pandemic. We need to work collaboratively with our learners to develop the best strategies to maximise the potential of online teaching. We would be interested in how others are doing this.