

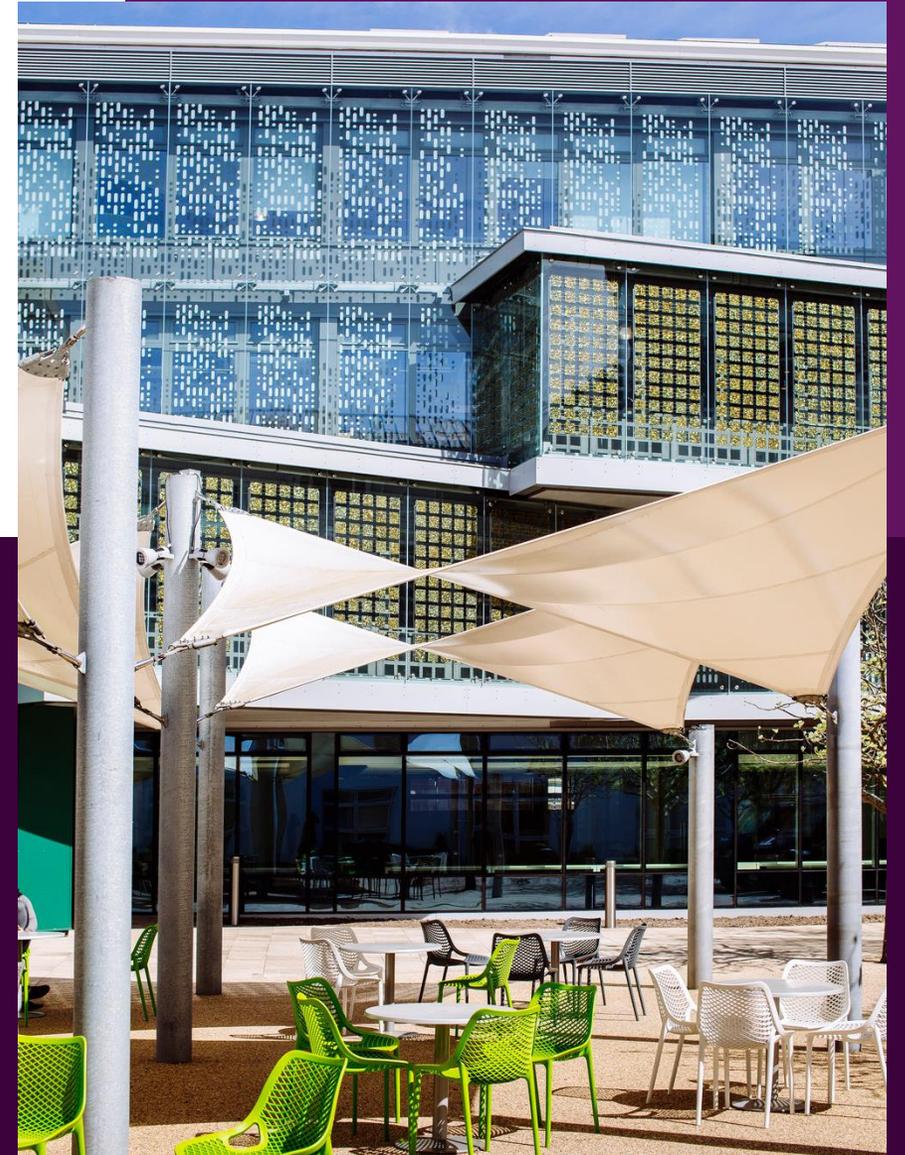


UNIVERSITY OF  
PORTSMOUTH

# Evolving perceptions of content capture

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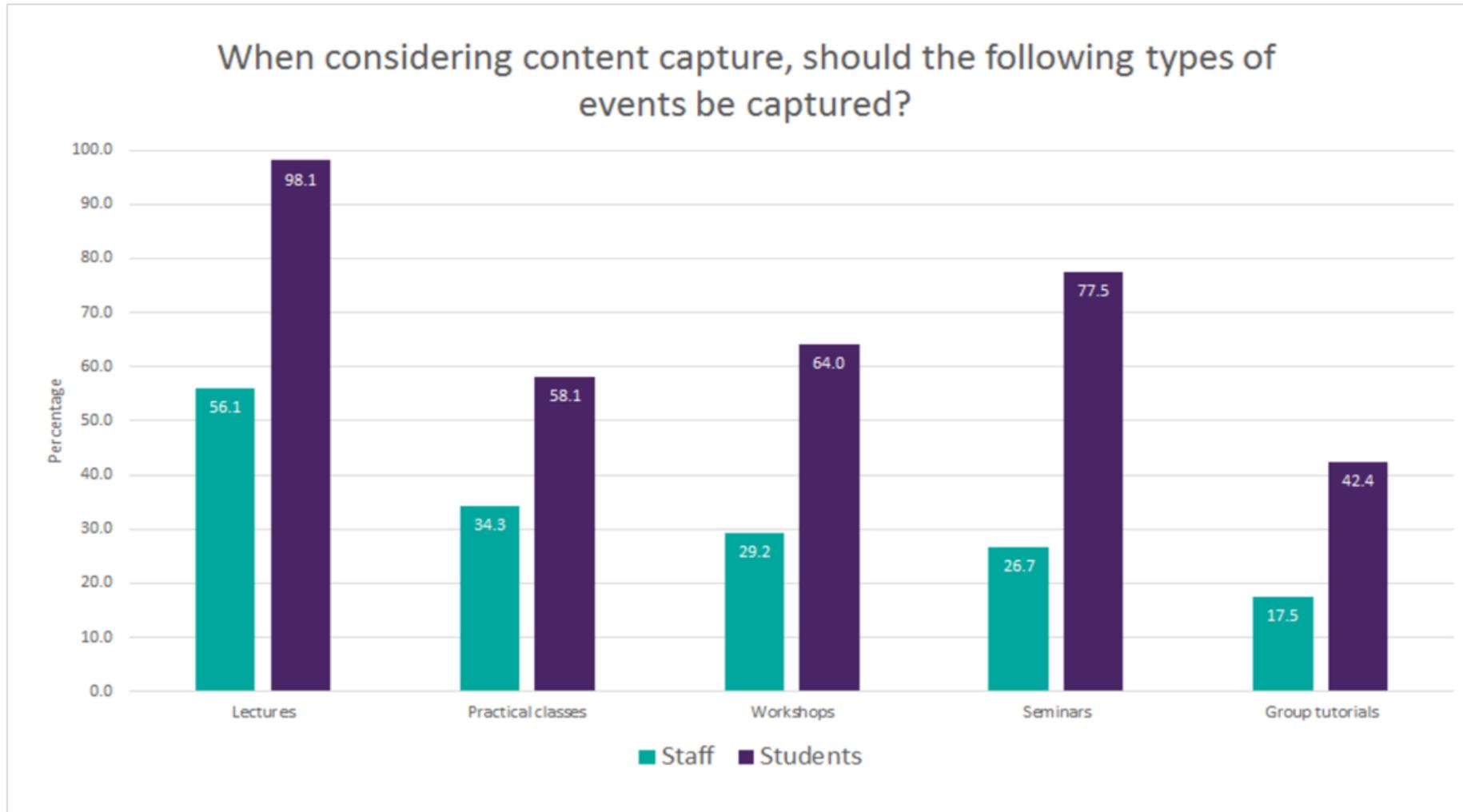
# Organisational and historical context

“What ONE thing should we do to improve the digital learning environment?”

A thematic analysis of responses...

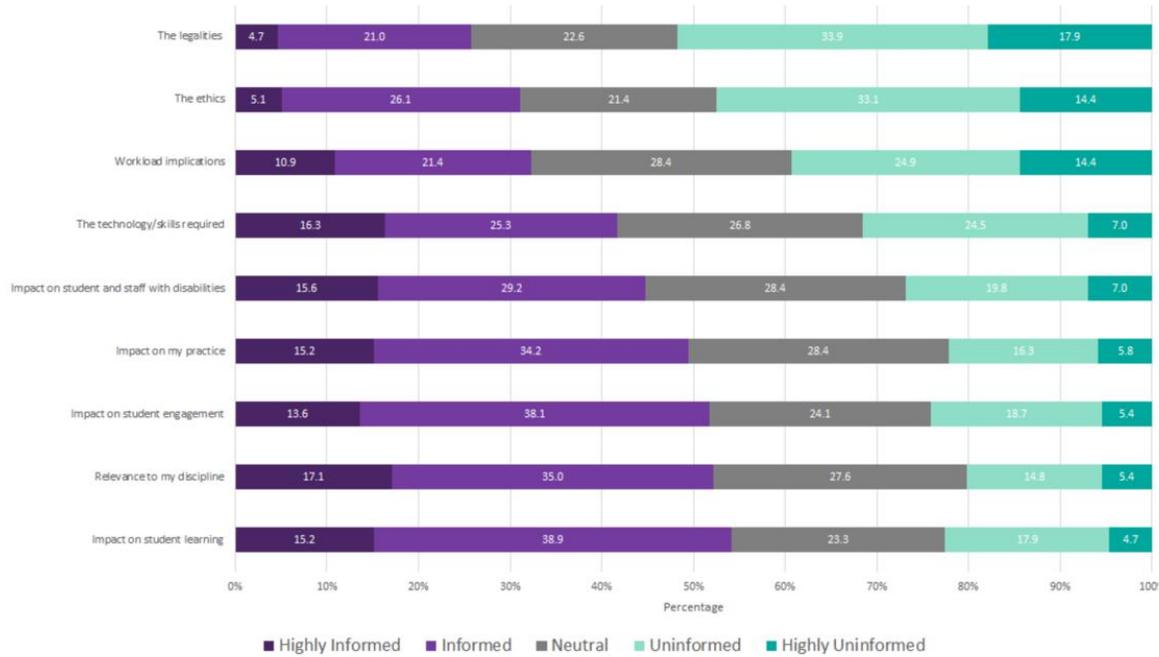
Improve AppsAnywhere  
Use more digital technology  
Apple & Adobe support Better WiFi  
Use less technology Develop our digital skills  
Free printing Upload lecture notes to Moodle  
Privacy More workshops More IT support  
YouTube Online submission  
Less G-Suite Free printing Moodle app Feedback  
Less video **Record content**  
Staff digital competence  
Content quality Linux support Increased interactivity  
Communication Improve accessibility  
Moodle design & consistency  
More/better hardware availability  
Library/ebooks/resources  
Better system integration  
Ambiguous/not actionable

# Organisational and historical context

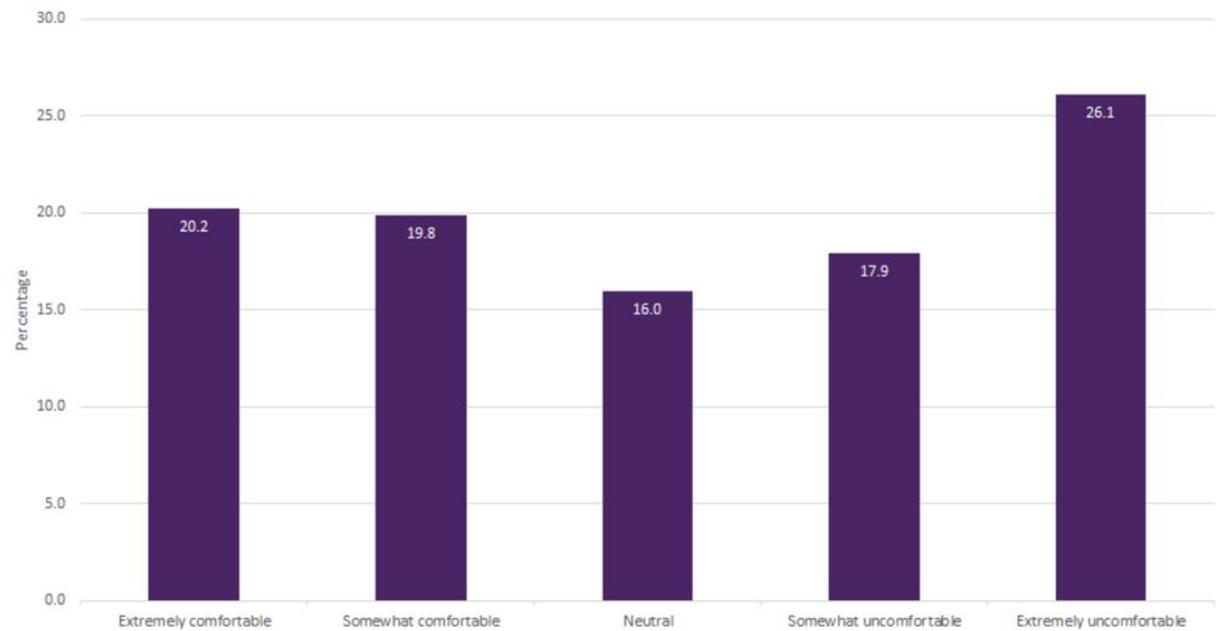


# Organisational and historical context

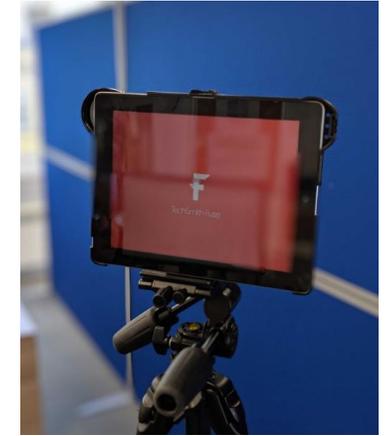
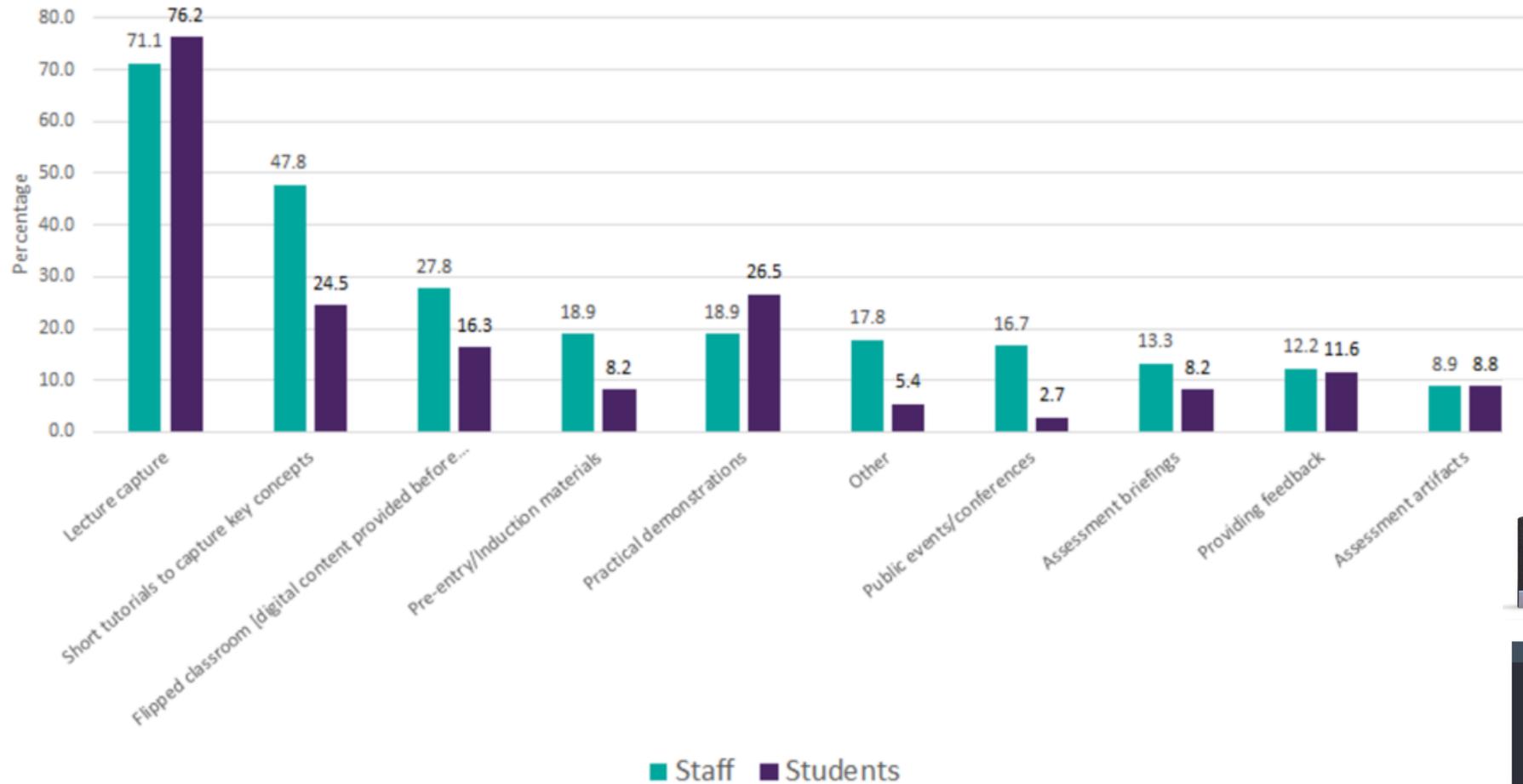
How informed do you feel about the following areas in relation to content capture?



How comfortable would you feel having your teaching captured?



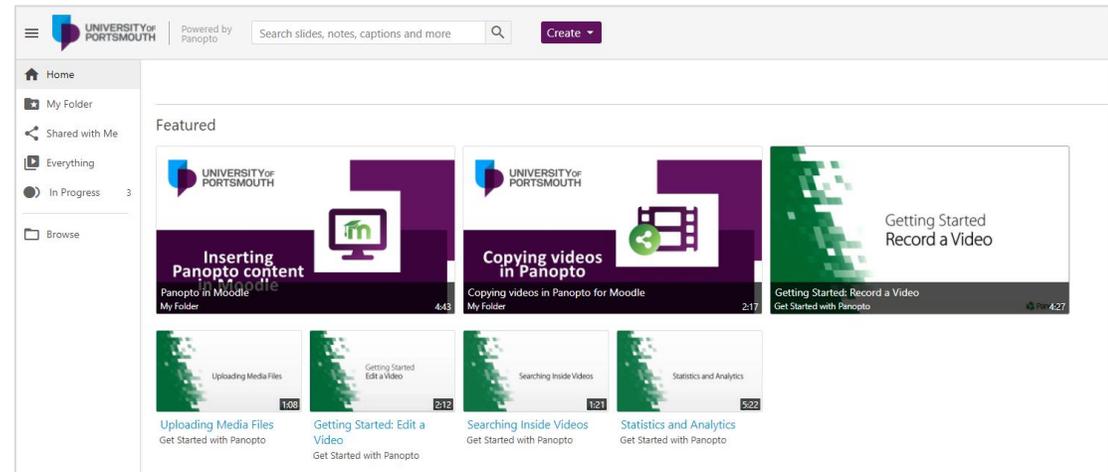
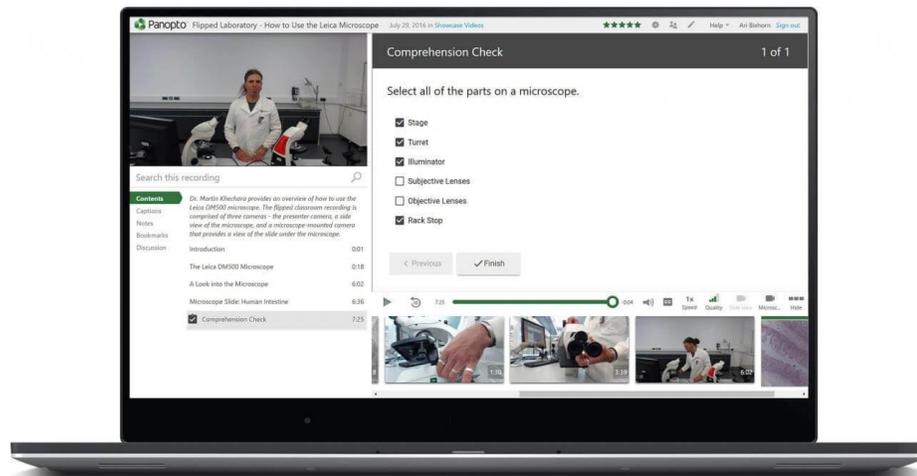
## Staff vs. student responses on how content capture is currently used/ provided



# Technical specifications of the project and its implementation



# Panopto™



# Content Capture

## What is Content Capture?

The University's recently adopted Content Capture policy has a core underlying principle: all students should have access to learning from all formal teaching sessions regardless of whether they are able to physically attend. Our new blended and connected approach to teaching makes this core principle even more important.

The policy provides staff with the scope to generate a range of content that meets the core principle. For example, this might mean creating support materials such as enhanced notes for lecture slides or written summaries of sessions. Content capture can also mean the recording of slides on your computer with audio and/or video - for which the University has purchased a new system: Panopto.

UoP Content Capture Policy

## Using Panopto

Panopto is an all-in-one video solution that works seamlessly with Moodle and on any device (Windows, Mac, browser, in-Moodle, mobile app). With a single click you can capture the contents of your computer screen, along with your audio commentary and, if you wish, a video of yourself; your content is then automatically uploaded to the platform and is available online, on-demand.

The platform has a built-in search facility so students can search your content by keyword. Captions, which can be edited, are applied automatically.



Getting started in using Panopto



How to Copy and Move Sessions



Additional features and functionality of Panopto



How to access, share and analyse recordings



## Principles and Guidance for Blended Learning and Teaching



[Principles of Blended Learning](#)

[Guidance for Blended Teaching](#)

[Transition and Induction Good Practice Guide for Staff](#)

<https://sites.google.com/port.ac.uk/preparingforteachingonline/content-capture>

# Discussion of pedagogy

## Principles of Blended Learning



### Pedagogy-Led, Flexible and Responsive

Delivery is focused around blended learning to require student engagement, collaboration and reciprocity. It is underpinned by coherent weekly patterns of activity that are based on practical and realistic expectations of engagement.



### Inclusive and Supportive

Learning and teaching delivery is inclusive and participatory. It reflects the diversity of student strengths and needs, and actively supports student mental health and wellbeing.



### Staff and Student Partnership-centred

Staff-student partnerships are central. Learning and teaching is negotiated, co-constructed, and supported by reciprocal dialogue between staff and students.



### Aspirational

Our world-leading education challenges and inspires all students to develop a passion for their discipline and future careers, along with the characteristics outlined in the Hallmarks of a Portsmouth Graduate. We value our staff and their skills to innovate and inspire students in a blended learning context.

TEL TALES

Home & Festival Programme Join the Discussion

# TEL Tales Blended Learning Festival

13th July 2020 - 17th July 2020

Thank you to everybody that attended the Festival and made it such a great success. Recordings and resources are now available to access.

View the Festival Programme

Monday 13th July

Tuesday 14th July

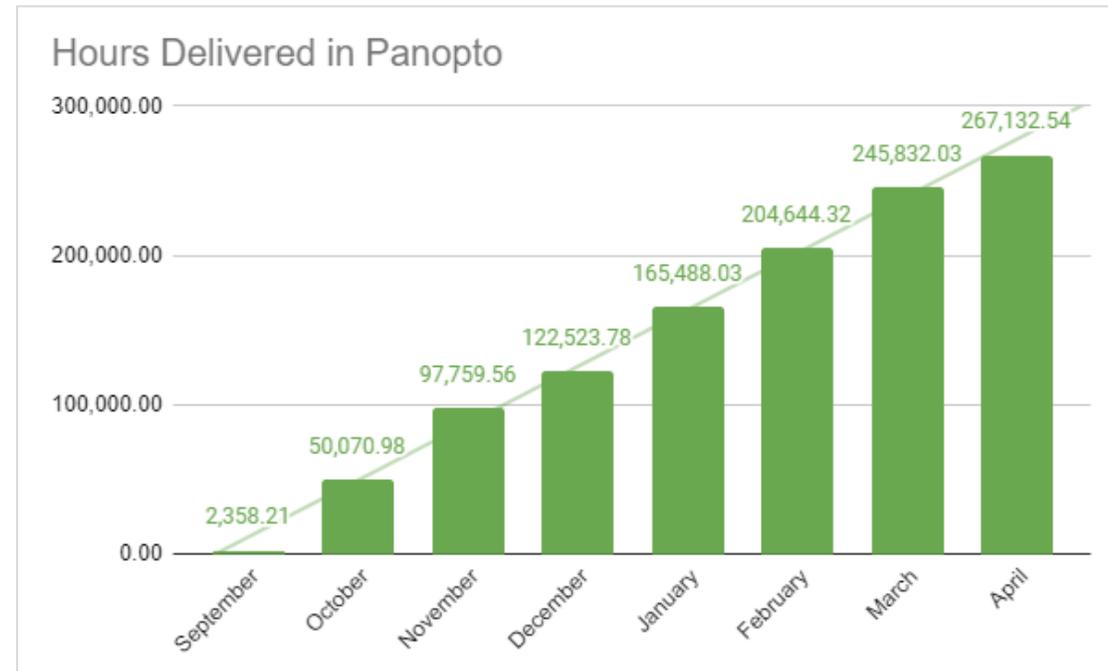
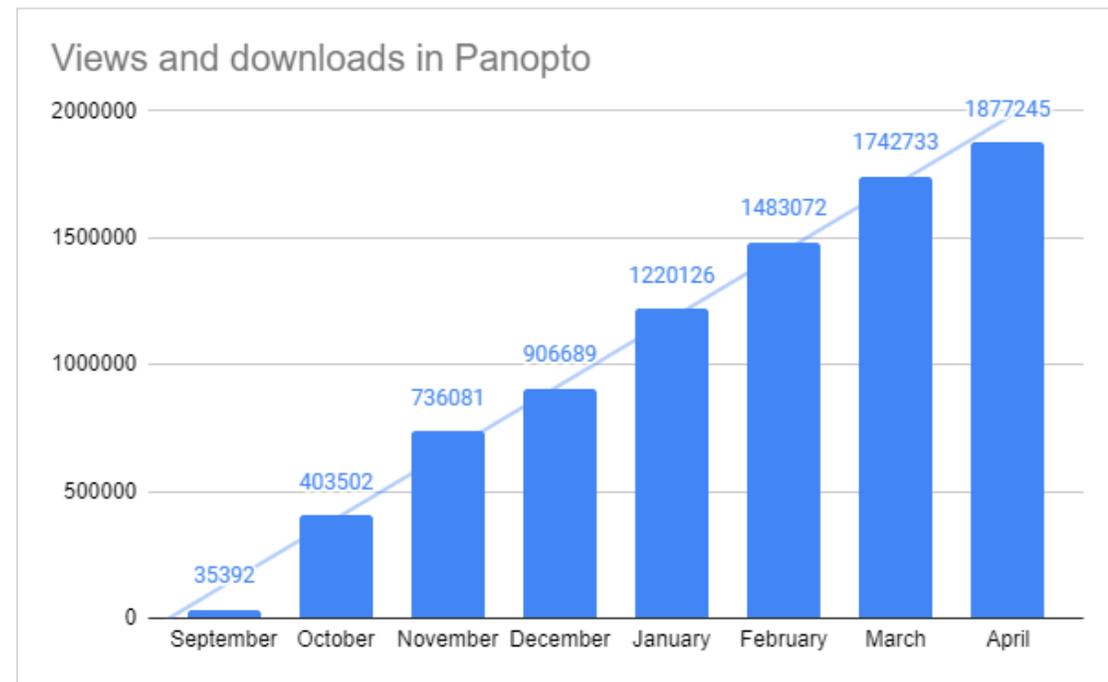
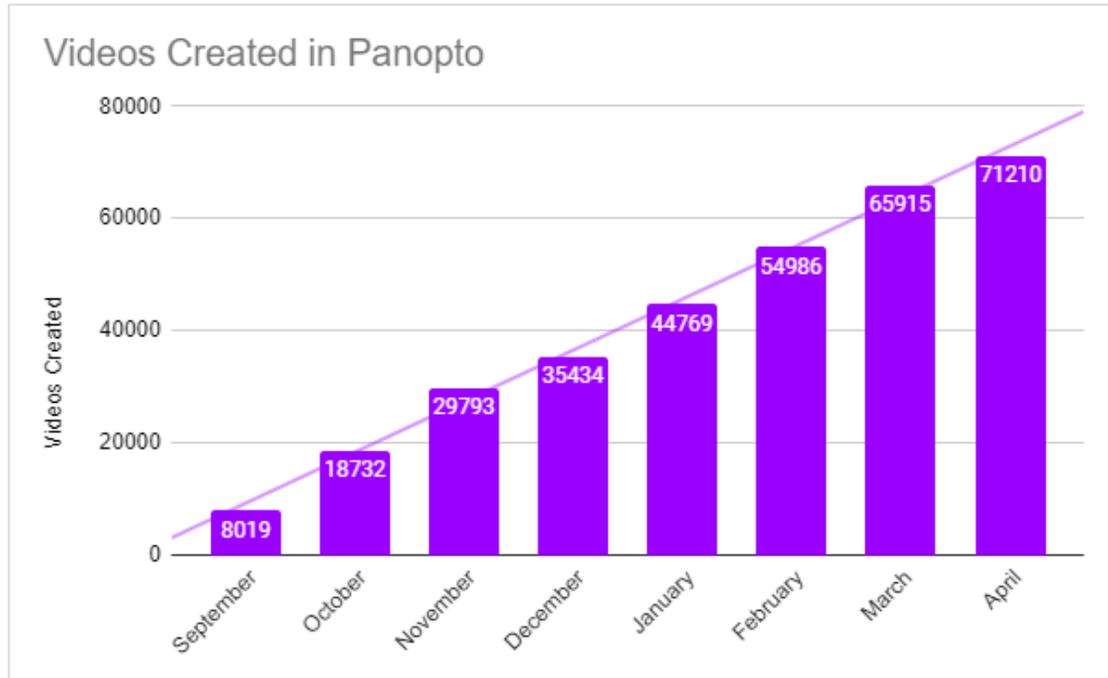
Wednesday 15th July

Thursday 16th July

<https://bit.ly/prepforteachblendlearn>

<https://bit.ly/teltalefestprog>

# Discussion of pedagogy



# Evaluation

**Stats Dashboard**  
 This dashboard brings together a selection of statistics about your Moodle modules. Set the **Reporting Range** and **Group** to see the statistics of your choice.

Social & Developmental Psychology (20/21) Select Module: Choose a module

[Module Overview](#) [Panopto](#) [Student Engagement](#)

### Panopto

**[developmental] cognitive development - part 2** Sort Video List

Cognitive Development  
 Part 2: Vygotsky & Theory of Mind  
 Kim A. Bard, Psychology, University of Portsmouth  
 00:45:55

Average view percentage: **83%**  
 Viewed by 92/260

**[developmental] Intro to Theories**

Developmental Psychology (part of the Social & Developmental Studies)  
 Brief overview of developmental theories  
 Kim A. Bard, Ph.D., Professor of Comparative Developmental Psychology, Module Coordinator  
 00:00:32

Average view percentage: **100%**  
 Viewed by 172/60

**[developmental] Perinatal Development**

Developmental Psychology  
 Perinatal Development  
 Kim A. Bard, PhD

Average view percentage: **85%**  
 Viewed by 92/260

### Panopto Statistics Summary

This is a summary of the panopto statistics for this module, along with some advice for improving any problem areas.

Total videos: **50** | Videos viewed: **98%**

**Insight**  
 The percentage of your videos which have been viewed can be a useful metric to help establish whether they are performing as well as you expect.

Average view percentage: **83%**

**Stats Dashboard**  
 This dashboard brings together a selection of statistics about your Moodle modules. Set the **Reporting Range** and **Group** to see the statistics of your choice.

Social & Developmental Psychology (20/21) Select Module: Choose a module

[Module Overview](#) [Panopto](#) [Student Engagement](#)

### Student Engagement

**Individual Report**  
 Report for an individual enrolled on this Module.

Reporting Range: Since module began | Group: All students | [Set Range](#) | View student: CHARLOTTE EMILY Booker (up925311) | [Submit](#)

Last accessed this module: 2 hours ago (9:41 am, 24th Jun 2021)

#### Activity over time

#### Activities viewed per week

| Week                                   | Activities Viewed |
|--|-------------------|
| 08 Feb 14 Feb                          | 13/14             |
| 15 Feb 21 Feb                          | 12/19             |
| 22 Feb 28 Feb                          | 17/20             |
| 01 Mar 07 Mar                          | 11/14             |
| 08 Mar 14 Mar                          | 17/18             |
| 15 March - 21 March                    | 13/16             |
| 22 Mar 28 Mar                          | 15/17             |
| 29 March - 4 April: Consolidation Week | 3/4               |

# Evaluation

2021 DEI student survey – "What ONE thing should we do to improve digital learning?"

- Students no longer feel the need to ask for recordings
- Emphasis on practicalities such as improving captioning, better quality microphones for lecturers, requirement for all lecturers to use a webcam.

A debate over pre-recorded material versus live sessions is developing with a genuine split with regards to preference.

"Make all lectures pre-recorded so we can watch them prior and the sessions about asking questions"

"Have more live interactive lectures as everything is pre-recorded and we want to meet fellow students"

# Next steps



# References

- [1] Leadbeater W., Shuttleworth T., Couperthwaite J., Karl P. & Nightingale K.P (2013) Evaluating the use and impact of lecture recording in undergraduates: Evidence for distinct approaches by different groups of students. *Computers & Education* 61, 185–192.
- [2] Nordmann E., Calder C., Bishop P., Irwin A. & Comber, D. (2019) Turn up, tune in, don't drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study. *Higher Education* 77, 1065–1084.
- [3] Witton G. (2017) The value of capture: Taking an alternative approach to using lecture capture technologies for increased impact on student learning and engagement. *British J. of Educational Technology* 48, 1010–1019.
- [4] Edwards M.R. & Clinton M.E. (2019) A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment. *Higher Education* 77, 403–421.
- [5] Mcgowan A. & Hanna P. (2015) How video lecture capture affects student engagement in a higher education computer programming course: a study of attendance, video viewing behaviours and student attitude. In *eChallenges e-2015 Conference* (IEEE, Vilnius, Lithuania, 25–27 Nov. 2015) pp 1–8.

# Any Questions



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