Studying learning journeys with lecture capture through Staff-Student partnerships

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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

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

- **LECTURE**
  - During lecture:
    - Brief notes on important points, the general direction of the lecture and any bits I found difficult.

- **Watch lecture recordings and read textbooks**

- **Practice with example questions**

- **Compile notes into flashcards**

- **Review using flashcards**

- **ASSESSMENT**
  - **Assessment type:** Examination

Undergraduate/Postgraduate

- **LECTURE**
  - During lecture:
    - Copy up powerpoints and add notes as lecturer speaks
  - Some practice means I understand how to apply the knowledge.

- **ASSESSMENT**
  - Between lecture and seminar:
    - If time, watch recorded lectures and make additional notes missed during lecture
    - Do set readings and if time additional readings, making notes as I go

- **Assignment**
  - Essay:
    - Cover back to lectures, make notes. Review assignments
    - Make case law flash cards
    - Practice exam questions
    - Research online
  - Coursework:
    - Reread lecture notes
    - Use textbooks/ recommended additional reading/listening

Ethnographic research
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)
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: 91%
- Somewhat helpful: 9%

Student questionnaire (N=230)

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

- Not at all helpful: 1%
- Quite helpful: 17%
- Very helpful: 42%
- Essential: 40%

Student questionnaire (N=118)
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
“

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 2-hour 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.

”
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**

- Modules where recordings are available to just ALN students
- Modules where recordings are available to all students

The graph shows that the average number of viewings per student for modules available to all students is higher than for modules available only to ALN students.
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)
Collaborative / Social Viewing

Do you watch lecture capture with a group/pair?

- **Yes**: 25%
- **No**: 75%

*Source: Internal survey. N=195*
Collaborative / Social Viewing

Source: Internal survey. N=195
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)
I watch small sections of the recordings to clarify or recap what was said in lectures.

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

Student questionnaire (N=118)
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)
Implications for learning

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

Source: Internal survey. N=230

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

- 84% Not aware
- 12% Aware and have used
- 4% Sort of aware, but not used
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
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, broadcast, manage, search and analyse video content.

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

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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
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 .................................................................................... 3
  2.4 Other Inputs ................................................................................................... 4
  3 LearnPlus access and usage ............................................................................. 4
    3.1 Availability of Recordings ........................................................................... 4
    3.2 Student ‘take up’ of LearnPlus .................................................................... 4
    3.3 How many recordings do students view? .................................................. 4
  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
    4.3 Study Habits ............................................................................................... 11
      4.3.1 What do students use to view LearnPlus? ........................................... 12
      4.3.2 From where do students watch? ......................................................... 12
  5 The Value of LearnPlus ..................................................................................... 14
    5.1 How helpful do students find LearnPlus? ................................................ 14
    5.1.1 Reducing Anxiety .................................................................................. 15
    5.2 LearnPlus and module grades? ................................................................... 16
    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
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
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?


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 School of Economics and Political Science, London: UK. Available at: http://eprints.lse.ac.uk/50929/1/Karnad_Student_use_recorded_2013_author.pdf


Nordmann, E., Calder, C., Bishop, P., Irwin, A. and Comber, D. 2017. Turn up, tune in, don’t drop out: The relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study. Available at: https://psyarxiv.com/fd3yj?file=5a05d07f594d9002627be954
