Studying learning journeys with video - and what it may mean for pedagogy

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Outline

- Background
- Student engagement and study networks
- Digital practices and digital literacies
- Student partnerships
“It's not student friendly enough.”
<table>
<thead>
<tr>
<th>Layout and navigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Confusing layout.”</td>
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<td>“Too many different pathways to follow.”</td>
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<td>“Very poor interface on mobile.”</td>
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<td>“Learning Central feels very cluttered and disorganised, making it tricky to navigate.”</td>
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<td>“Learning central needs a search tool. Sometimes it is difficult to find a plenary.”</td>
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<table>
<thead>
<tr>
<th>Information overload</th>
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<tbody>
<tr>
<td>“There are lots of updated information. I can’t receive important ones. I don’t know how to close the unimportant information.”</td>
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<td>“I find that there is too much information in one place. It’s hard to know what information is needed.”</td>
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<table>
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<th>Study practices</th>
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<tr>
<td>“I don’t understand why we need three apps (blackboard, onenote and outlook) to access uni materials. It is far much easier if they all in one place or app for example canvas app.”</td>
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<tr>
<td>“It would be good to be able to right click on links and open them in new tabs rather than having to go back and forth all the time to see what is in folders.”</td>
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<tr>
<td>“Email is a far superior method for communication than LC, especially for timetable changes.”</td>
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Background

Lecture capture as a lens
Background
Lecture capture at Cardiff University

- 71% of UK universities have institutionally supported lecture capture systems (UCISA 2016)
- Automated ‘event capture’ service via Panopto
- Timetable (S+) integration via a scheduling tool GUI
- LTI via Blackboard (Learn 9.1)
- Available in ~380 teaching spaces
- ‘Opt Out’ policy change from 18/19 academic year
Blackboard – Panopto integration
Student engagement

Using qualitative and quantitative approaches
Student engagement with lecture capture
Student engagement

How helpful did you find lecture capture?

- Very helpful: 91%
- Somewhat helpful: 9%

Source: Internal survey. N=230
Why Lecture Capture is used by students
Activities students engage with whilst watching Lecture Capture

make
notes

making lecture sources online reading textbooks

books sometimes slides extra they

taking search they make

searching they make

music look list

understand listen

read informate

making lecture sources online reading textbooks
Note-taking
Student engagement

Do you watch lecture capture with a group/pair?

- No: 75%
- Yes: 25%

Source: Internal survey. N=195
Collaborative activities
Views by Week

Views
Unique Users
Minutes Delivered
Student interaction and engagement with VLE resources

- Recent findings from Anglia Ruskin University using Talis Elevate (East 2018)
  - Little repeat business with content inside VLE modules and poor engagement with core materials (i.e. handbooks)
  - Cramming (before lecture / before assessment) is a common trend
  - Increased engagement at exam / assessment periods
Problems with analytics

• Collaborative / social viewing

• High access to lecture recordings may be associated with poorer academic performance (Colthorpe et al 2015, Nordmann et al 2017)

• Digital capabilities / literacies

• Not all study practices directly captured (i.e. interaction with physical artefacts)
  – “Learning central is quite confusing, I have had to print out and keep in a file what I need but this is probably my own preference. It is partly my age!”
Study networks
Exploring assemblages
Sociomateriality and Actor-Network Theory (ANT)
ANT 101

• Actors are “entities that do things” (Latour 2005)
• ‘Generalised symmetry’ between humans and non-humans
  – e.g. people, tools, programmes, documents, objects, machinery, texts, artefacts and technologies
• Relationality / Associations
  – Actors exist within a sociomaterial assemblage (or network) of materials linked to perform a particular function
Visual mapping
VLE as an ‘obligatory point of passage’
Negotiating multi-spatial practices

- The lecture recording ‘play/pause’ button afforded switching between different ‘actors’ 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)
(Re)Constructed study routines

- The practice of note-taking can be viewed in terms of a complex arrangement involving hybrid spaces and many interacting artefacts
- Fluid engagement with ‘digital’ and embodied inscription practice (physical note-taking)
- Pedagogic relationships with analogue technologies (Gourlay & Oliver 2018)
- Participants negotiated study practices within the spatiality of familiar environments
(Re)Constructed study routines

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>
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<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>1.1%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
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</table>
Implications for learning

- Efficient learning requires (momentary) stability and predictability?
- Issues with multitasking?
- What can we do to support such activities?
Learners and digital practices
Exploring literacies in the digital age
“Learning Central is a complete nightmare.... they should have taken the time to explain how it works a bit before sending us off to find materials on it without thinking that we might have a bit of trouble with it.”

“After emailing a member of staff asking how to access a test through learning central I received a patronising email stating "No student has ever had a problem using learning central" followed by a helpful email from a member of IT staff.”

“Could have done with a session on how to use learning central. The attitude taken towards learning central was simply, "you will find this on learning central", no pointers were given. We were expected to just use trial and error to find things.”

“Learning Central was extremely difficult for me to figure out, especially as a person who is bad with technology.”
Exploring literacies

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

Student digital experience tracker 2017
How do further and higher education students feel about using technology for learning, and how are institutions finding out?

http://repository.jisc.ac.uk/6684/1/Jiscstudenttrackerbriefing17.pdf
Student engagement

Do you use the notes/discussions feature in Panopto?
- Yes: 42%
- No: 32%
- I don't know what that is: 26%

Do you use the search feature in Panopto?
- Yes: 84%
- No: 12%
- Maybe: 4%

Source: Internal survey. N=230
Digital literacies

• Digital literacy changes over time
  – People learn/forget
  – Technologies develop, settings adapt
  – ‘Visitors and residents’ continuum (White & Le Cornu 2011)

• Cannot be understood just in terms of individuals and skills, needs to take into account who is doing what and where (Gourlay & Oliver 2018)
Student partnerships
Empowering the student voice in change
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
Simple and easy to use, capture audio, video and desktop applications. Record, upload, manage, search and share video content.

Tutorial

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

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.
Student support materials

https://xerte.cardiff.ac.uk/play_6284
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 designing, developing and implementing technology enhanced learning.

  – https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships
Summary

“Messy Realities”
“It's not student friendly enough.”
Discussion: Gourlay & Oliver (2018)

Control
Students often opt out of technologies controlled by the institution i.e. Whatsapp instead of the VLE for communication

Individual strategies
Many students found that the vast array of resources on and around the VLE resulted in ‘information overload’

Fluid practices
Students use a wide array of technologies, including many not institutionally supported

Developing literacies
Requirement to understand digital literacies holistically; rather than isolated elements
Summary

- If used pragmatically, ANT can provide nuanced insights for the development of learning technologies and learning spaces (Johri 2011)

- “Matter matters”
  - Entangled nature of practice: Unfolding, fluid, divergent, emerging, messy, contingent
  - Diversity of engagement
  - Complexities of study practices, combining digital and analogue elements

- Information-savvy digital natives do not exist
  - Educational design assuming these myths hinders learning

- Student partnerships may help develop supportive digital environments, promote effective learning and advance engaging learning experiences


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 a: https://psyarxiv.com/fd3yj?file=5a05d07f594d90026b7be954

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