Captured content – a short overview

This document provides a brief introduction to captured content and includes a variety of exemplars which illustrate some of the educational uses of audio-visual materials at Surrey along with comments from staff and students.

1. What is captured content

Captured content refers to:

- **Recording of live teaching events**, also known as lecture capture.
- **Audio-visual materials** often used as part of blended or flipped learning.

Creating audio-visual materials using Panopto

A variety of audio-visual materials can easily be created using Panopto such as mini-lectures, software tutorials, case studies, assignment briefings and even activities such as quizzes. Please see the following guides which summarise the current process for using Panopto in lecture capture enabled rooms (Panopto Classroom) and from your workstation (Panopto Desktop).

Creating audio-visual materials using other software

DTEL can provide guidance about other software available to create materials, such as *Explain Everything* or screen capture software such as *Captivate*. You can store these files on Panopto and share the link via SurreyLearn.

Repurposing audio-visual materials

There is a developing collection of educational videos and platforms available for you and your students. For example Box of Broadcasts offers a wealth of TV and radio programmes that can be used for education and the Khan Academy offer instructional videos for a variety of subjects. You can also watch Salman Kahn's TED talk, 'Let's use video to reinvent education' here.

Useful approaches to consider when making use of captured content

- Developing procedural knowledge – create content demonstrating processes that students would benefit from seeing often, e.g. software demo, assignment process;
- Consider threshold concepts – identify the areas of a programme that students struggle with and develop content to support this learning;
- Develop shared resources – programme teams collaborate to identify and develop content that all their students, particularly level 4, would benefit from.

2. From lecture capture to captured content

This video is a captured excerpt of the presentation at DLT Forum on 7 March 2018 where Rhona Sharpe, Head of DTEL, explains how research has informed our practice and the progression at Surrey from 'lecture capture' to 'captured content'. Rhona refers to Gemma Witton's research which concluded that the purposeful use of capture technologies 'adds value to student learning and increases engagement' (2017:1010). Witton's model highlights that, while students find live teaching recordings helpful, they highly value other uses of captured content. The diagram below shows a sample of captured content created at the University of Surrey mapped against this model.

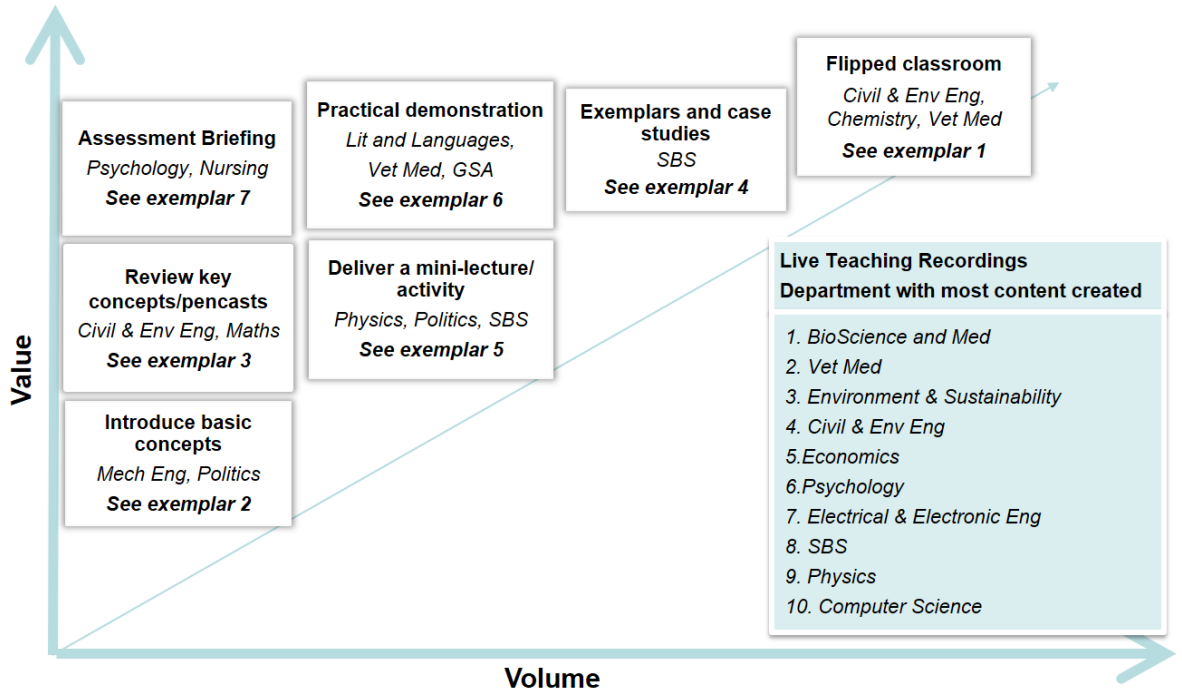


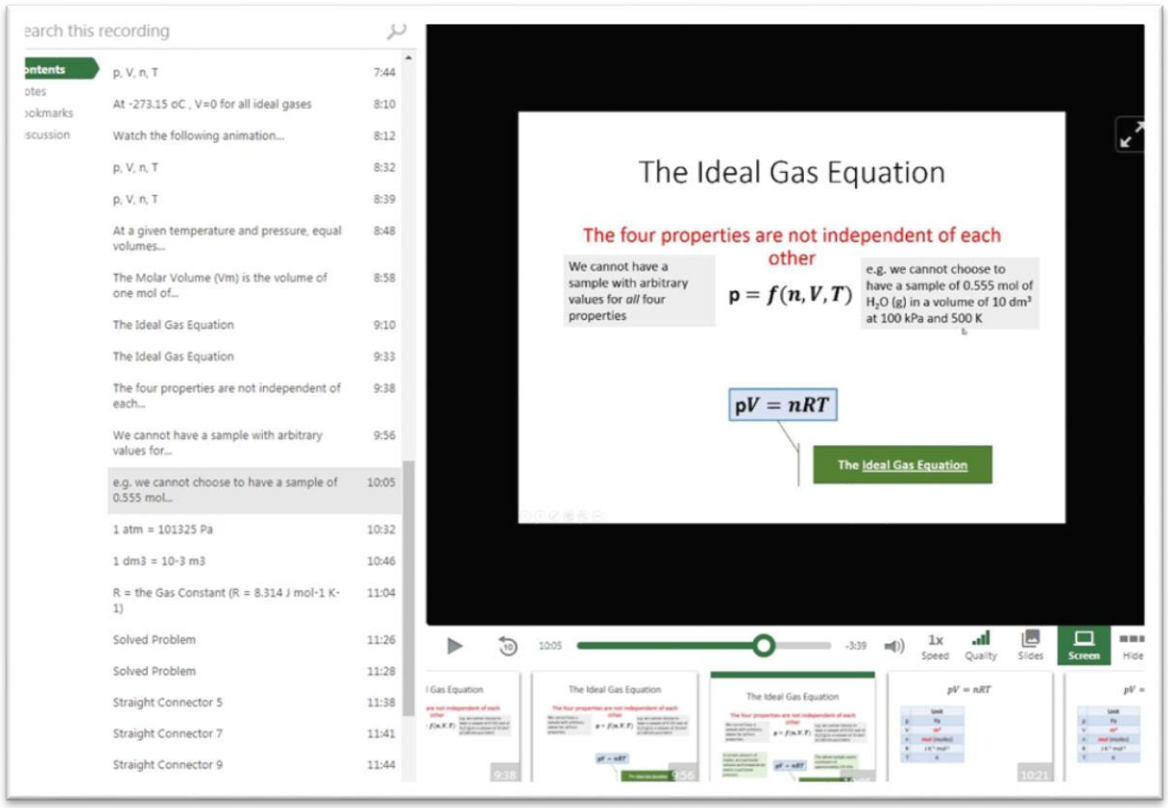
Figure 1. The capture value model: purposeful use of captured content at Surrey

Adapted from 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 Journal of Educational Technology*, 48(4), pp.1010-1019.

3. Exemplars from Surrey

1. **Pre-lecture videos and activities –** Katerina Ridge (Chemistry)
2. **Pre-tutorial videos** – Olaf Marxen (Mechanical Engineering)
3. **Demonstration of key concepts – pencasts:** interactive video with synchronised notes and audio – Saber Fallah (Mechanical Engineering)
4. **Case Studies** – Stephen Dale (Law)
5. **Software tutorials and reviewing key concepts** – Mary Nolan (SBS)
6. **Practical demonstrations** - Ilknur Aktan (Veterinary Medicine)
7. **Assignment briefings** – Jane Leng (Nursing)

1. Pre-lecture videos and activities – Katerina Ridge (Chemistry)



Aims

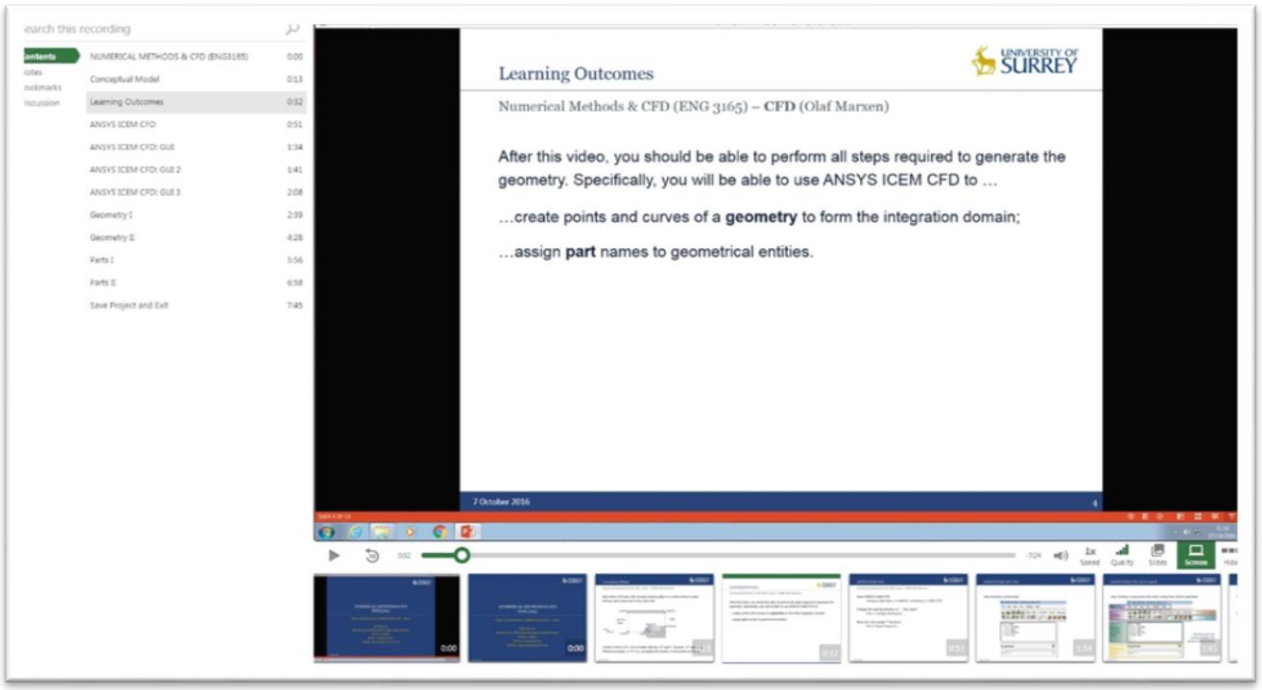
- to present a key concept, to prime students in readiness for a teaching session;
- to facilitate research around a topic of discussion in advance of a lecture or seminar;
- to maximise the value of contact time between lecturer and students and tackle questions/problems.

Comments

Katerina Ridge: 'This year, I am also aware of features in Panopto such as bookmarking and note taking which will be very useful to our students; also, of course, the ability to ask a question at any point in the video. This will facilitate group discussions and I am certain that it will increase learning and enjoyment of the module.'

Students: 97% of her students who have received a pre-lecture video expect video resources to help them develop their understanding and their problem solving skills

2. Pre-tutorial videos – Olaf Marxen (Mechanical Engineering)



Aims

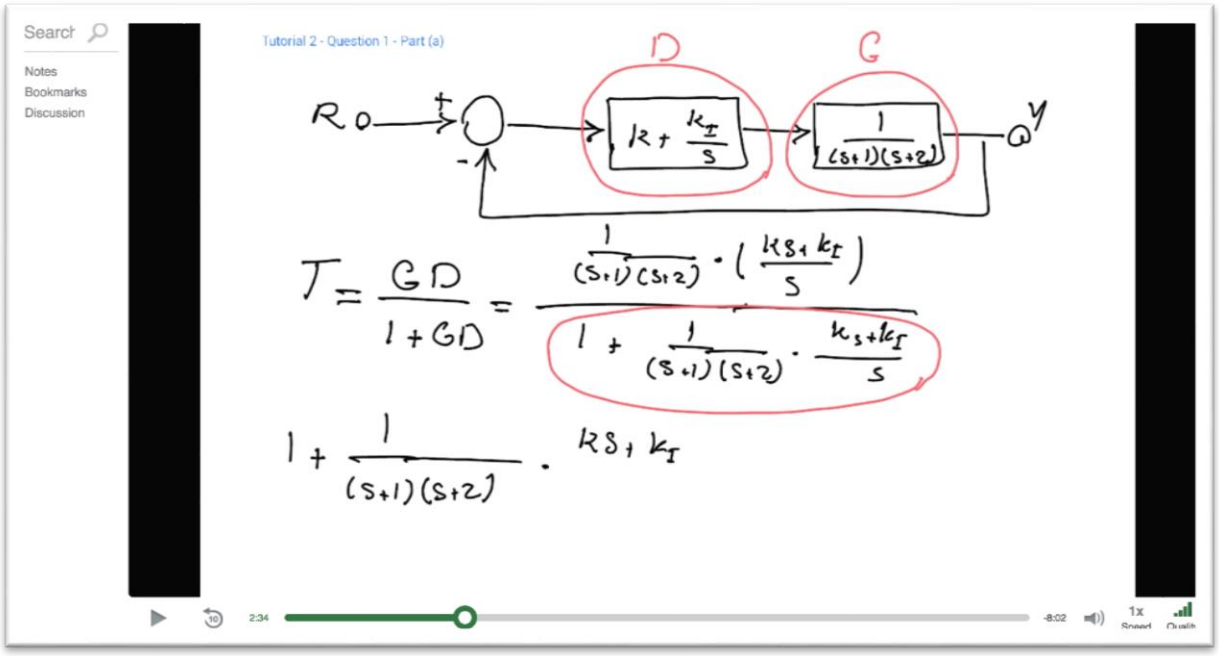
- to make the most out of contact time during tutorial or lab sessions;
- to scaffold independent learning;
- to demonstrate how to complete a procedure before students carry it out, eg. in a lab session.

Comments

Students: 'Recordings provided by Dr. Marxen were highly useful and were used as such valuable revision material which had a direct effect on the learning experience.'

'The recorded lectures in CFD are useful along with clear solutions to the tutorial problems (which are pre-tutorials for the following week). This made it easier to understand**.'**

3. Demonstration of key concepts - pencasts: interactive video with synchronised notes and audio – Saber Fallah (Mechanical Engineering)



Aims

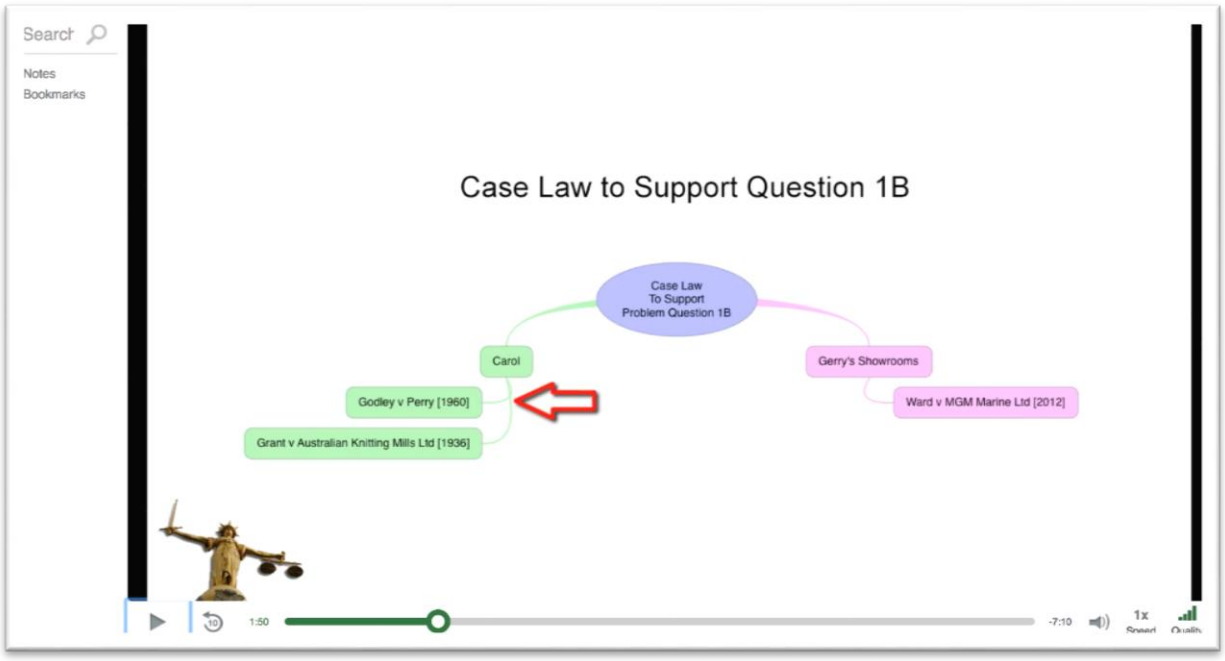
- to demonstrate step-by-step solutions with rich audio explanations;
- to provide scaffolding for different levels of understanding and self-directed learning.

Comments

Students: 'The videos uploaded by Dr Fallah were very helpful to understand how to approach problems.'

'Dr Fallah in particular goes above and beyond to make sure we have every advantage when revising as long as we put the work in. Just look at all the stuff Dr Fallah puts on SurreyLearn, recordings, selected tutorial worked examples, code, all sorts.'

4. Case Studies – Stephen Dale (Law)



Aims

- to facilitate thinking and problem solving;
- to present authentic activities which develop professional skills;
- to combine complex areas of knowledge.

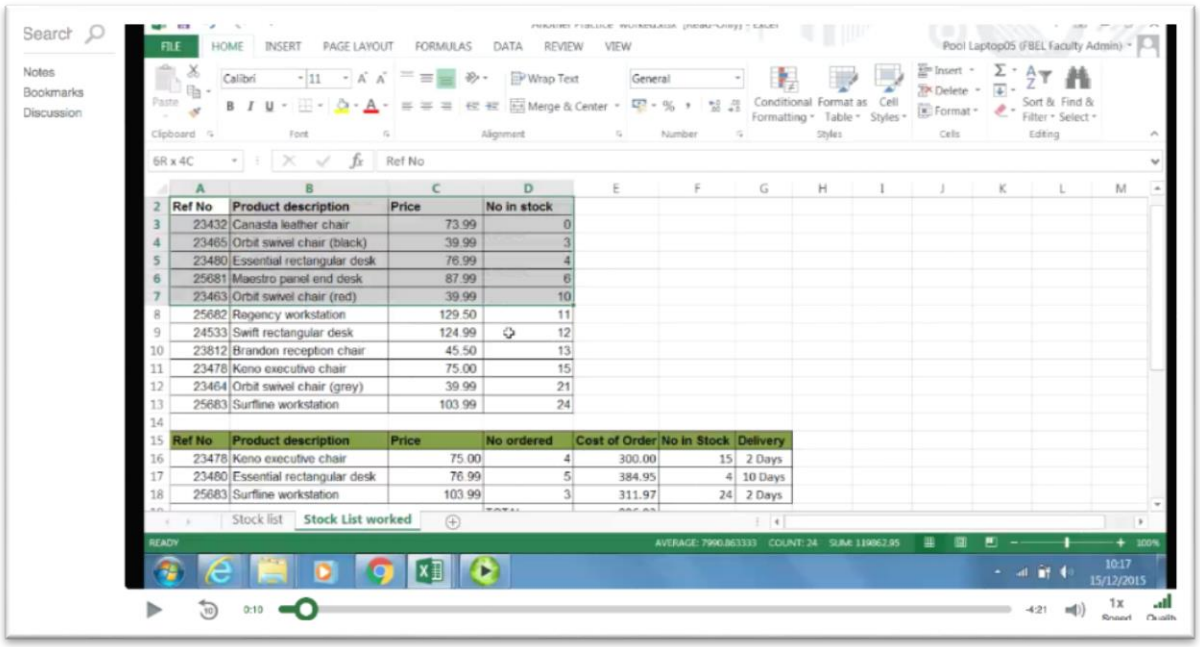
Comments

Stephen Dale: 'MEQ feedback and feedback by course student representatives overwhelmingly evidenced the enhancement to the modules by the use of external interactive video aids to support and underpin the student learning (…) and to enable students to achieve their aspirational academic targets.'

Students: 'The SurreyLearn resources were really great, especially the accompanying lecture notes and supportive videos.'

'Please more video support sessions! They are amazing.'

5. Software tutorials: reviewing key concepts – Mary Nolan (SBS)



Aims

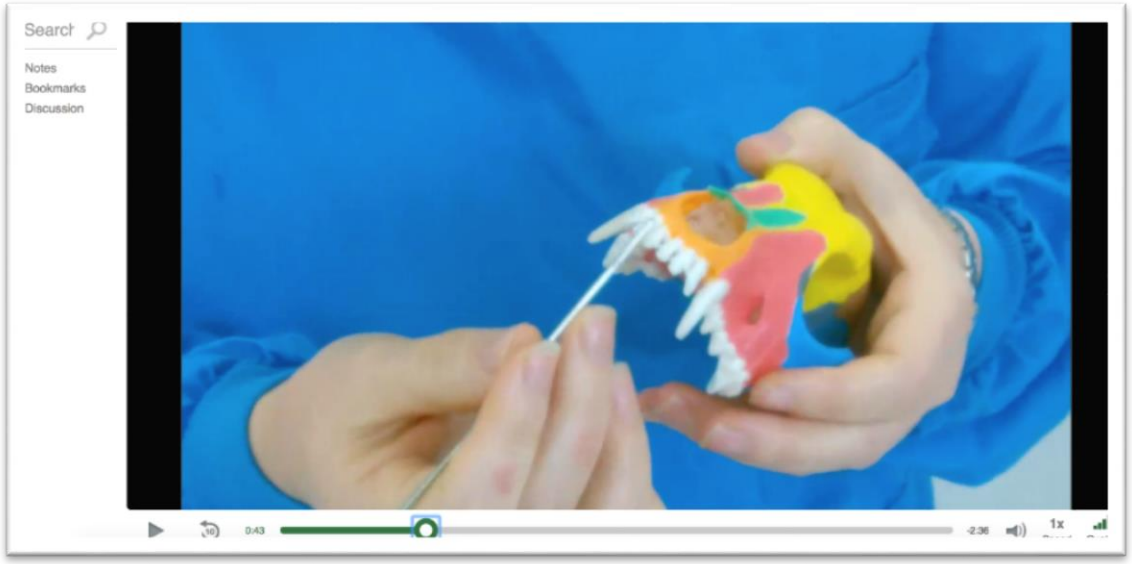
- to review and emphasise key skills and concepts;
- to work through exemplars/common mistakes;
- to offer group support.

Comments

Mary Nolan: ‘Preparation of the material does take time but saves time in the end. Topics work best for me when they are "byte size" pieces of information - less than 5 minutes.’

Students: ‘My students say the videos are helpful. The Excel exam results were very good this year, many of the students said they used Panopto as part of their review material.’

6. Practical demonstrations - Ilknur Aktan (Veterinary Medicine)



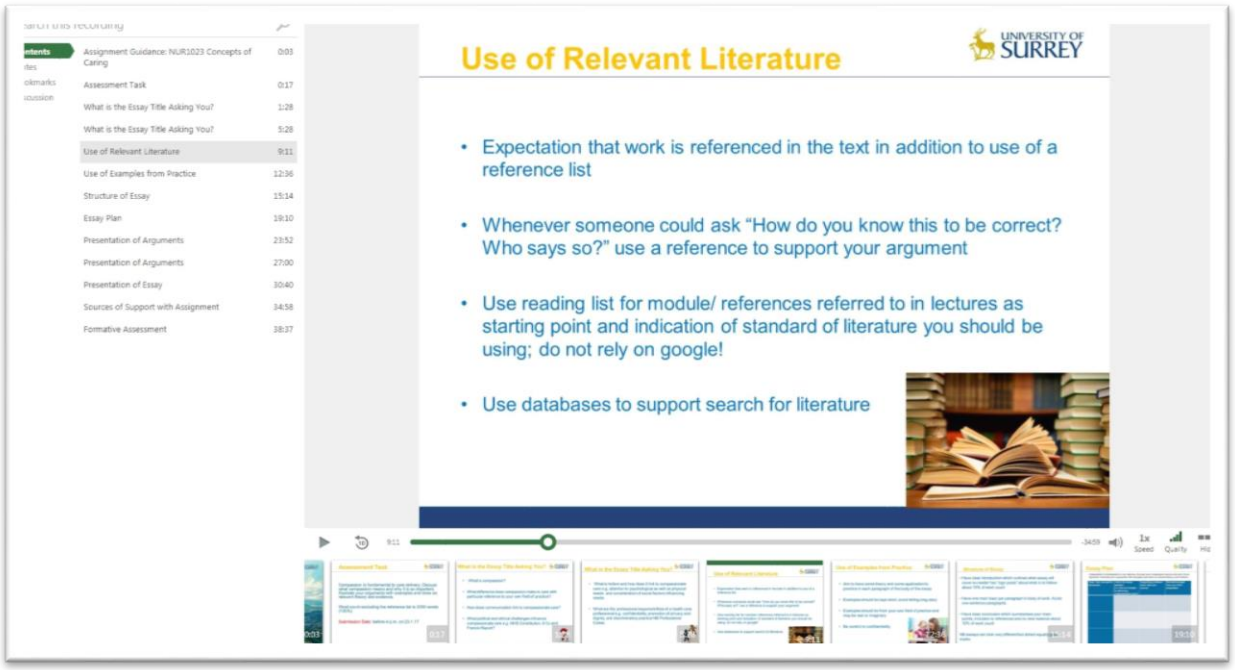
Aims

- to prepare students for practical sessions;
- to capture key concepts/methods in a video and avoid repeating the same basic knowledge during class;
- to enable in-depth/structured explanations which scaffold independent learning.

Comments

Ilknur Aktan: '98% of my students engage with the videos. There is definitely a noticeable difference when students watch the videos before coming to the practicals. They love it! Feedback is so positive that I am doing this for all my practicals from now on.'

7. Assignment briefings – Jane Leng (Nursing)



Aims

- to provide clarity on an area that students often struggle with;
- to save time reiterating points;
- to unpack important areas such as assessment criteria.

Comments

Jane Leng: 'I had never used this technology (Panopto) before and am at the extreme end of technophobia but found it relatively straightforward to use and soon needed no assistance.'

Students: 'The verbal feedback from students on their use of Panopto has been very positive and was reflected in the free text comments on MEQs. It has also been commended by colleagues. We are now planning to extend the use of Panopto to provide group feedback on assessment.'