‘Captured content’ policy consultation

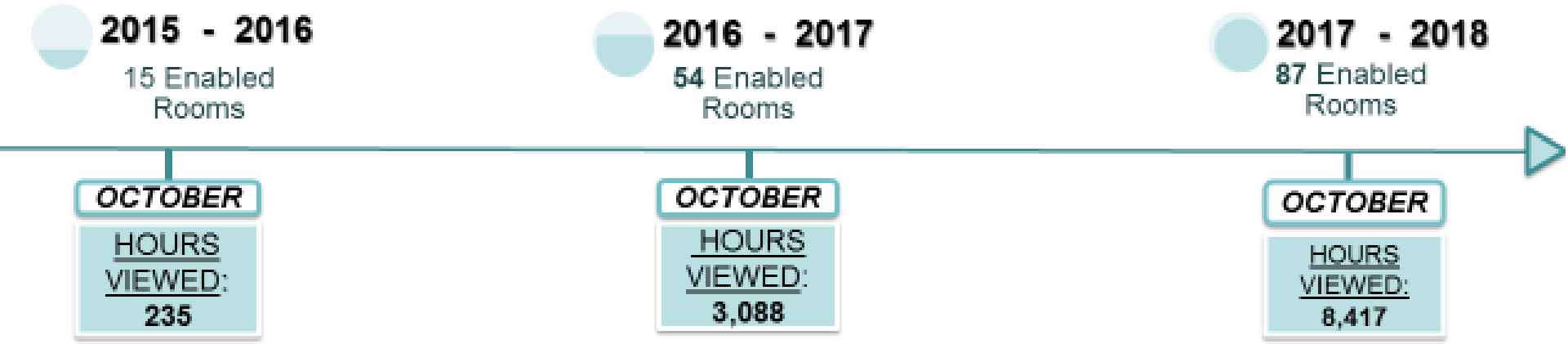
Town Hall Meeting

1st May 2018

www.surrey.ac.uk

UNIVERSITY OF SURREY

Introduction
Alex Harden
Jane Powell



UNIVERSITY OF SURREY

2015 - 2016
15 Enabled Rooms

OCTOBER
HOURS VIEWED: 235

2016 - 2017
54 Enabled Rooms

OCTOBER
HOURS VIEWED: 3,088

2017 - 2018
87 Enabled Rooms

OCTOBER
HOURS VIEWED: 8,417

Academic Year

Content Created by staff: 2,892 HOURS

Viewed by students: 23,309 HOURS

Semester 1

Created: 3,265 HOURS

Viewed: 58,718 HOURS

UNIVERSITY OF SURREY

Lecture capture is evolving . . .

www.surrey.ac.uk

What do we know about lecture capture?

- Surrey students value lecture capture for revision, absence, revisiting lectures that are difficult to understand (NSS, 2017).
- Viewing recordings mitigates the effects of non-attendance on grades (Traphagan et al, 2010; Wieling & Hofman, 2010) and benefits students with low GPA who do attend (Nordmann et al, in print).
- Reduces the cognitive load of lectures, improves notetaking (Hall & Ivaldi, 2017), reduces anxiety about recall and improves classroom discussion (Holland, 2013).

And . . .

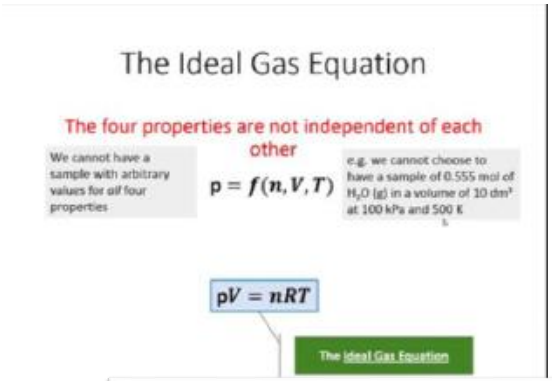
- The evidence of whether capturing live content improves outcomes is mixed (Witthaus & Robinson, 2015), even for those students it is supposed to benefit most e.g. international students (Nordmann et al, in print)
- Students do not watch the whole lecture e.g. average 28 mins (Elliot & Neal, 2016)
- There are concerns about the impact on attendance
- Supplementary materials e.g. demos of labs, assessment unpacking, group feedback, were viewed much more than passive lecture capture (Whitton, 2017)

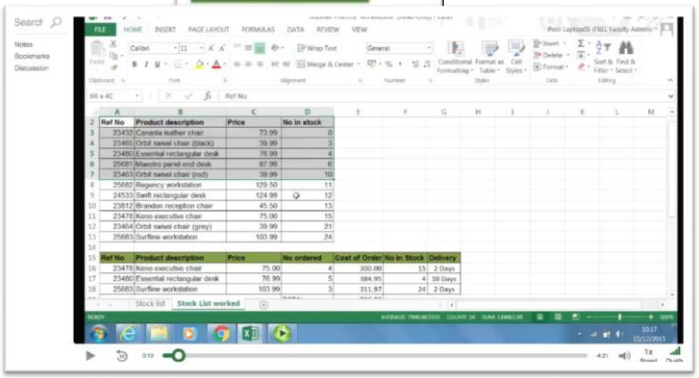
From lecture capture to ‘captured content’

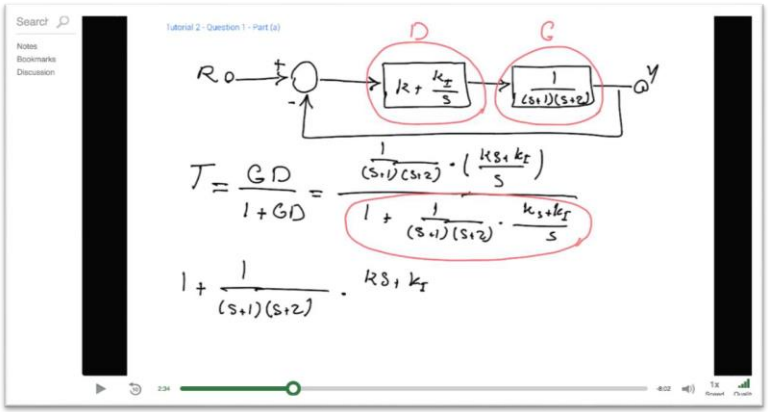
Reinforce threshold concepts: identify areas that students struggle with and develop content to support this learning

Develop procedural knowledge: create content demonstrating processes that are difficult to teach in class

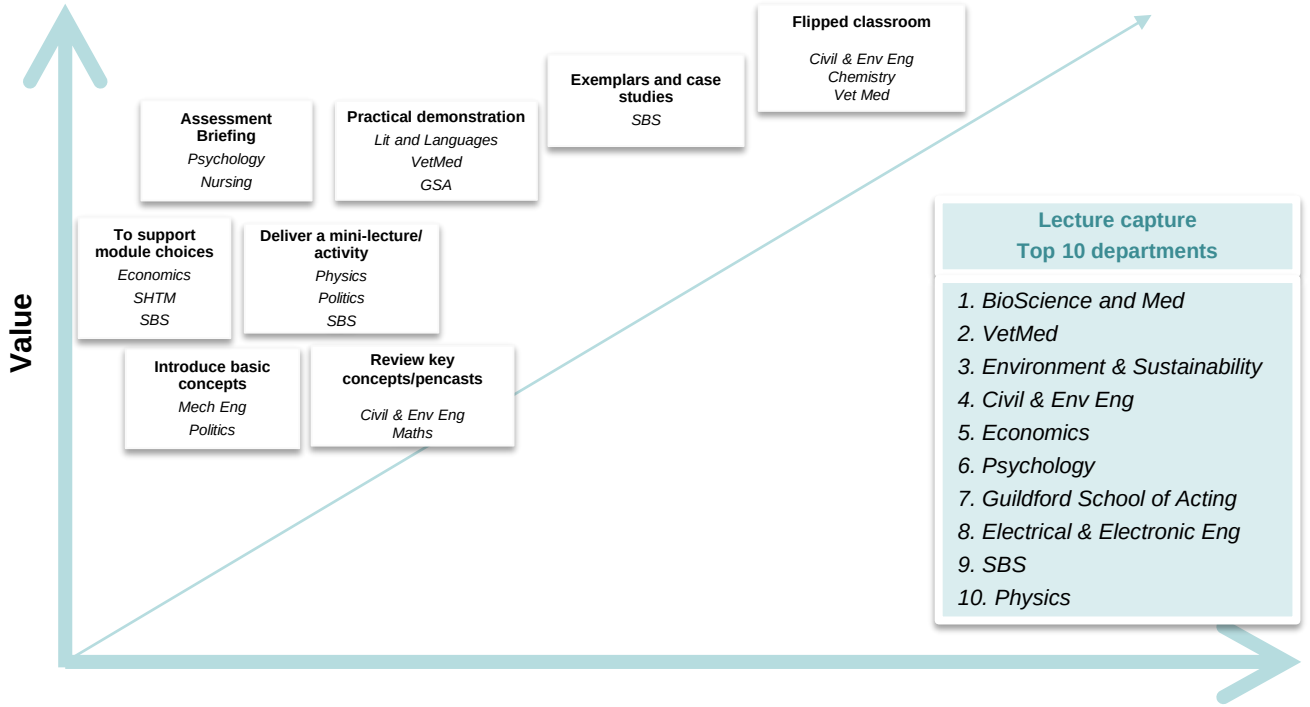
Develop shared resources: collaborate to identify and develop content that all students would benefit from







The value-capture model
(Witton, 2017)



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), 1010-1019.

What is the policy trying to achieve?

Clarity on legal and ethical issues of recordings

Preparing staff and students for aims of Education Strategy for more flexible modes of delivery

Encouraging discussion between academic colleagues, and between staff and students

Taking forward recommendations of the Inclusive Practices working group

Issues raised during the consultation so far

- **Meaning / purpose / evidence**
- **Consent / privacy / misuse**
  - What protection / appeals
- **Impact**
  - Workloads, attendance, engagement

Why ‘all students and all modules’?

- Positive student experience
- Ambitious Corporate, Digital and Education Strategies
- Setting a strong expectation to develop a digital capabilities for staff and students
- Lots of flexibility to decide how to do this within your department and module

Does this policy mean that lecture capture is going to be compulsory?

- No, not all teaching is suitable for recording
- Work in partnership with students to explore a range of ways of captured content
- Choose forms that suit your discipline and identify suitable facilities or tools.

How will a new policy impact my workload?

- Depends on your starting point and what type of captured content you choose
- Technical developments to improve ease of use
- Initial impact on module conveners
- Training in using Panopto in the classroom
- TEL offering workshops, demos, new guidance, departmental discussions.

Will students be able to use captured content in appeals?

- Regulations for Academic Appeals will be amended to add captured content to list of exclusions
- Proposals will be approved by ULTC

Why can students opt-out of recordings of live teaching? How about staff consent?

- Under GDPR students and staff have the right to remove personal data such as voice and image
- Staff consent by triggering a recording, but can still withdraw this.
- We are collecting good ideas of how to operate this.

Why a departmental consultation/statement?

- It promotes a discipline based approach to captured content
- Could reduce the mismatch in expectations around lecture capture
- Facilitates sharing of resources and identifying common themes across modules
- Module level agreement would be time consuming and difficult to operate

What's the timeline?

- ULTC in June and on to EB
- If approved, operational from Semester 1 2018/19
- Expectation that all modules have some captured content embedded next year
- Departmental approaches to be developed, with students, during the year.
- Review points to be decided by ULTC.

Support available during the consultation
http://blogs.surrey.ac.uk/panopto-policy-consultation/

- **Workshops**
  - FASS – 30th April or 8th May –
  - FEPS – 3rd May or 9th May
  - FHMS – 1st May or 8th May

- **Ongoing support**
  - email tel@surrey.ac.uk

References

Elliot, C. & Neal, D. (2016) Evaluating the use of lecture capture using a revealed preference approach, *Active Learning in Higher Education, 17*(2), 153-167

Hall, G. & Ivaldi, A (2017) A qualitative approach to understanding the role of lecture capture in student learning experiences, Technology, Pedagogy and Education, 26 (4), 383-394.

Holland, J. (2013) Video use and the student learning experience in politics and international relations, *Politics, 34* (3), 263-274.

Nordmann, E., Calder, C. & Bishop, P. , Irwin, A., & Comber, D. (in press) Turn up, tune in, don't drop out: the relationship between lecture attendance, use of lecture recordings and achievement at different levels of study, Psyarxiv Preprints.

Traphagan, T., Kucsera, J. V & Kishi, K. (2009) Impact of class lecture webcasting on attendance and learning. *Educational Technology Research & Development*, *58*(1), 19–37.

Wieling M. & Hofman W. (2010) The impact of online video lecture recordings and automated feedback on student performance. *Computers and Education, 54(4*), 992-998.

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), 1010-1019.

Witthaus G. & Robinson, C. (2015) Lecture capture literature review: a review of the literature from 2012-2015.