17/18 Replay Student Study Survey

Context

Building on the rapid adoption of lecture recording by academic departments over recent years, the Replay service has continued to increase the quantity of material recorded, the provision of supported rooms and the rate of viewership.

At the start of Spring Term of 2018, 200 rooms were equipped to support timetabled lecture capture - an increase of over 100% on the 98 from the same period in 2017. In the preceding Autumn Term alone, the service captured an average of 533 recordings a week - an increase of 26% on the 395 of the previous year, whilst across the Autumn and Spring Terms combined, 12053 active users consumed over 177,877 hours of content - an increase of 22% on the accrued total across the entire academic year.

Whilst Panopto's reporting tools provide us with useful data on system usage (when recordings are being viewed, for how long etc.), the tools do not reveal how students are making use of the recordings to support their learning. The 2017-18 Replay Survey was designed to address this gap in our understanding of how the system is being used by students, with questions focusing on how students incorporate the use of Replay in their personal study routines.

As such, the questions covered:

- How students engage with lecture recordings
- Where students view lecture recordings
- How students are utilising the video player's inbuilt notation, search and discussion tools

438 students responded to the survey. Biology (the largest user of the service), which provided 23% of the responses. Psychology provided 16%, whilst and Chemistry and Computer Science provided 9% and 8% respectively, with the remainder being spread amongst the other departments (See Breakdown of Responses)
Summary

The weight of the combined response adds to previous work undertaken at The University of York, and broadens our understanding of how lecture capture is impacting on and informing student study practices.

From notation aid to transformative learning.

In particular, the feedback is overwhelmingly supportive of the value of lecture recordings as a means of significantly reducing student anxiety over in-class notation shortfalls.

"[I use Replay] to go over something I couldn't get all the notes down for in class; to spend more time on something that was a bit confusing in class; to make more thorough and detailed notes." Psychology Student

Building upon this, many responses pointed to Replay having had a transformative effect on their learning, in that the availability of a lecture recording encouraged them to participate more fully in the 'live' lecture, where they otherwise may have chiefly focused on note-taking.

"For most lectures, I prefer not writing notes but listening because otherwise I won't focus. Hence, I use lecture capture to go back over the lecture and make notes properly and neatly. I am also able to pause and rewind the lectures to help with my understanding." Politics Student

In terms of how this translates to viewership preferences, less than 41% of those responding to the survey reported that they regularly watch the whole recording, with the remainder claiming to either skip to the parts of the video where they want to focus, or watching back the recording at an increased speed.

Supporting rather than influencing notation mediums

Only a small proportion of participating students (6%) claimed to have utilised the digital ‘Notes’ tool within the Panopto playback engine, with nearly a third of those responding (31.5%) attributing this to a preference towards their own annotation methods.

“I use the replays on 2x speed to copy down notes if I miss a lecture. During revision I read & work through the handout making my own notes from the handout. If there is part of the handout I don't understand I then use the lecture capture to add more context to the handout notes to understand what the page is talking about.” - Chemistry Student

When invited to expand upon this answer, many reported to using the same annotation methods they used with the lecture - usually pen and paper, but also referencing word processing packages and notation software.
“I write physical note on paper and create electronic ones on one note, and sometimes create audio note for my own explanation of things” - Computer Science Student

This appears to demonstrate the prevalence of a continuum between in-class attendance and the reviewing of lecture recordings, with 36% of responding students reporting that they typically access recordings on the same day as the lecture or seminar and 21% to ‘prepare for the next lecture or seminar’. Moreover, as lectures are not broadcast live, the digital notation tool is only available to students after the lecture has taken place, by which time, notes in a pre-existing form may already exist. As such, students may not wish to re-create notations within the video playback window.

Conversely, the lack of support for the digital notation tool may also be one of digital capability and confidence with the platform - with over 42% of those who responded to the survey attesting that they were unaware of this functionality. The same also applied to the ‘Search’ and ‘Bookmarks’ tools within Panopto. As such, there were some calls for more embedded study guidance:

“Replay Lecture Captures are wonderful, but I can’t help but feel like we could all make better use of them if we had a brief description of how to make best use of it. The layout seems hectic at first but eventually becomes intuitive - a single session introducing us to the feature would be helpful to myself at least.” Maths Student

Nevertheless, some students clarified their position in their additional comments by outlining that a greater awareness of the tools may not have made an impact on their decision to overlook them:

‘In truth I didn't know a lot about the features because I never needed them in the first place’
- Environment Student

Lecture capture feeding into personal, rather than social study

Only 4% of those who responded to the survey reported having ever used the ‘Discussion’ tool within Panopto. When asked what would encourage more use of this tool, 59% reported that they didn’t want to be the first person to make a discussion post, but may use it more if their peers did. Additionally, 40% noted that if the discursive activity was instructor-led, this would encourage more engagement.

In terms of the physical location in which students viewed recordings, 96% of students reported to mostly watching lecture recordings in personal environments - either at home or in their student accommodation. 41% confirmed that they accessed recordings in the University Library or on Campus. There was also a strong preference towards desktop viewership, with only 13.7% claiming to have consumed recordings ‘on the go’ or in transit.
Suggested Areas for Service Improvement

Improving the naming convention for recordings
The responses demonstrated the need to improve the naming convention of lecture recordings to improve searchability.

"All videos are named the same thing so searching is useless." Electronics Student

“The lectures are not always usefully named (ie Acids & Bases is named CHE00015C...) and don't always turn up in the search box.” Natural Sciences Students

Calls for more Board Capture Support
There were also more calls for an increase in the provision of chalkboard capture. This is an area which we have grown in previous years, and will be expanding further in 2018-19

“I would prefer it if all Maths lectures were recorded as watching the lectures again really helps me with understanding, however, it can be difficult to follow a lecture if there is only audio and not visual recordings available.” - Maths Student

Next Steps
Immediately following this survey, participants were contacted to expand upon their responses in a focus group - the findings from which will be used to enrich the picture that has emerged in these results. The findings from the combined study will be discussed at the Summer 2018 Replay Steering Group meeting, as the Replay Service Team looks to review the academic year.

In response to the feedback, a range of considerations will be taken - including a change to the naming convention of recordings, the better embedding of student study guidance, and further expansion of chalkboard capture.

As Replay continues to grow, the E-Learning Development Team would like to hear your experiences of using the service and your suggestions for improving it going forward. You can contact the E-Learning Development Team at the following email address: vle-support@york.ac.uk

And finally, many thanks to all of you who took the time to feed-back your views on your experiences using Replay. Your feedback, comments and recommendations are greatly appreciated. We will keep you informed on how we are responding to your feedback in improving our e-learning support provision.
Appendix

Quotations by Theme

Encouraging More Active Use of Time in Lectures
"[I] spend the actual lecture listening and taking in the information, then [use] Replay to make notes where they speak fast, or it is a tricky concept"  - Biology Student

“For most lectures, I prefer not writing notes but listening because otherwise I won't focus. Hence, I use lecture capture to go back over the lecture and make notes properly and neatly. I am also able to pause and rewind the lectures to help with my understanding.”  – Politics Student

“Lecture capture lets you focus whilst you're in the lecture, as you can make notes later whilst watching the lecture recording.”  – Biology Student

“After a lecture is finished, I rewatch it to solidify my knowledge.”  – Chemistry Student

Supporting Non-Native English Speakers
“It's one of the best things school provided us on learning. I am an oversea student, English is not my first language. Therefore, its help me to improve by replaying my lectures.”  – Archaeology

“It's extremely useful because I can keep on replaying a section of the lecture which I didn't understand. Also, since English isn't my first language, I find it a lot easier to follow online in a relaxed environment in my room rather than in the lecture theatre.”  – Theatre, Film and Television

Supporting Disabilities
“I have dyspraxia so struggle to make notes during the lecture so rewatch the lecture to make notes and give myself a chance to understand”  – Politics, Economics and Philosophy

Reducing Anxiety over Note-taking
“I rely on lecture capture for understanding material. I don't think I would have done half as well in my exams without it.”  – Biology

“Relisten to get head around difficult concepts that don't understand first time. Assist with note taking as often can't take everything down during original lecture.”  – Biology
“To go over something I couldn't get all the notes down for in class; to spend more time on something that was a bit confusing in class; to make more thorough and detailed notes.” - Psychology

“It's useful for certain lectures when I find the pace too fast in the lecture itself to be able to watch them at my own speed. Specifically maths heavy lectures I find I need to watch them at my own pace in order to understand the material” - Politics, Economics and Philosophy

“I cannot imagine to prepare very well on the exams if I did not have recorded lectures. Also, people are different and often I feel pressure during a lecture, so at home is much more easier to understand the content” - Biology

“I like the playback speed options! Certain lecturers sometimes speak too fast, and others sometimes a bit slow, so it really helps.” - Biology

Supporting Schedule Conflicts and Illness

"Useful if you miss a lecture for any reason, e.g. internship interviews, illness" - English and Related Literature

“I don't use it much but I am glad it is there as an insurance policy in case I'm ill and miss a lecture or if I need to check things that I didn't understand or make notes on in time during lectures.” - Environment

“Replay is invaluable to me, and has been particularly useful when I've been ill and unable to attend lectures.” - History

“Incredibly useful when you are ill, you aren't unfairly punished as you can watch it later.” - Electronics

“Helps me catch up on clashes” - Politics, Economics and Philosophy

Screen Real-Estate Issues

“It would be really great if there was a way to only have one screen up on the dashboard. I don't use the smaller active box as I prefer to drag slides out of the larger box. As I work with replay and another window simultaneously I would like to be able to select just one box to view the slides in so that they can be bigger and more clear while using multiple different windows to do my work. Just my preference though!” - Biology

“Would be nice to swap the inputs or remove an input for the main view - sometimes this is just a black screen and the screen in the corner has the display on it” - Computer Science
## Departments Represented

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>15</td>
<td>3.5%</td>
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<tr>
<td>Biology</td>
<td>100</td>
<td>22.9%</td>
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<tr>
<td>Physics</td>
<td>26</td>
<td>6%</td>
</tr>
<tr>
<td>Social and Political Sciences</td>
<td>3</td>
<td>0.7%</td>
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<tr>
<td>Psychology</td>
<td>68</td>
<td>15.6%</td>
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<tr>
<td>The York Management School</td>
<td>10</td>
<td>2.3%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40</td>
<td>9.2%</td>
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<tr>
<td>English and Related Literature</td>
<td>11</td>
<td>2.6%</td>
</tr>
<tr>
<td>Economics</td>
<td>31</td>
<td>7.1%</td>
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<tr>
<td>History</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Law</td>
<td>10</td>
<td>2.3%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>11</td>
<td>2.6%</td>
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<tr>
<td>Subject</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Maths</td>
<td>11</td>
<td>2.6%</td>
</tr>
<tr>
<td>Archaeology</td>
<td>10</td>
<td>2.3%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>7</td>
<td>1.6%</td>
</tr>
<tr>
<td>Politics</td>
<td>6</td>
<td>1.4%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>35</td>
<td>8%</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>0.5%</td>
</tr>
<tr>
<td>Politics, Economics and Philosophy</td>
<td>16</td>
<td>3.7%</td>
</tr>
<tr>
<td>Language and Linguistics</td>
<td>6</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

I typically access Lecture Recordings

| Exclusively: On the same day of the lecturer/seminar | 29 |
| Combination of: To prepare for the next lecture/seminar, During revision periods | 10 |
| Combination of: On the same day of the lecturer/seminar, To prepare for the next lecture/seminar, During revision periods, To help with assignments | 22 |
| Combination of: On the same day of the lecturer/seminar, During revision periods | 47 |
| Exclusively to: During revision periods | 100 |
Combination of: On the same day of the lecturer/seminar, To help with assignments | 5
Combination of: During revision periods, To help with assignments | 117
Combination of: On the same day of the lecturer/seminar, To prepare for the next lecture/seminar, To help with assignments | 2
Combination of: To prepare for the next lecture/seminar, To help with assignments | 5
Exclusively to: To prepare for the next lecture/seminar | 17
Exclusively to: To help with assignments | 9
Combination of: On the same day of the lecturer/seminar, During revision periods, To help with assignments | 41
Combination of: To prepare for the next lecture/seminar, During revision periods, To help with assignments | 23
Combination of: On the same day of the lecturer/seminar, To prepare for the next lecture/seminar | 9
Combination of: On the same day of the lecturer/seminar, To prepare for the next lecture/seminar | 2

I watch Replay Lecture Recordings...

Exclusively: At home/In my Student Accommodation | 225
Combination of: At home/In my Student Accommodation, On-the-go/In-transit (On the bus, train etc) | 32
Combination of: In the University Library or a University Computer Lab, At home/In my Student Accommodation, On-the-go/In-transit (On the bus, train etc) | 28
Combination of: In the University Library or a University Computer Lab, At home/In my Student Accommodation | 137
Combination of: In the University Library or a University Computer Lab | 16

When I watch Replay Lecture Recordings.
When I watch Replay Lecture Recordings

438 responses

- I usually watch the whole recording: 178
- I usually watch at an increased speed: 177
- I usually only skip to the parts of the video where I want to focus: 83

Replay Features

To what extent have you made use of the ‘Notes’ tool within Replay?

438 responses

- I’ve used it regularly: 20.3%
- I’ve only used it once or twice: 31.5%
- I’ve never used it: 42.2%
- I prefer to make my notes elsewhere/Use a different annotation method: 4.0%
- I didn’t know that it existed: 1.7%
Please provide additional details about how you take notes/build upon your lecture notes using Replay Lecture Captures

Department

English and Related Literature

I have a notebook for each module which I use for both lectures and seminars.

Lecture capture allows me to stop and write better and more useful notes. I tend to write my notes on paper or I will use a word document.

Natural Sciences

Often lecturers go too quickly for me to completely follow through the processes they're describing - I use lecture capture to help me gain a better understanding in a more focused environment.

History

I use it if missed a lecture due to illness so take full notes as though at lecture.

Psychology

On notepad

Biology

Use notes made in the lecture along with replay to make neat copies of lectures.

Biology

I type my notes up in Google Docs so that they are able to be printed out.

English and Related Literature

Extremely helpful when you want to go over certain parts of the lecture that are relevant to assignments. However, it would be helpful if the capture was no cut off automatically, as it means the last parts of the
lecture are often missing, and in some cases the final slides are the most important.

**Computer Science**
Mainly annotate copies of the slides - if could annotate slides that would be useful

**Maths**
copy notes down on paper

**Natural Sciences**
I make notes for each lecture on my laptop. Lecture capture helps me make these notes more detailed, especially if I think I missed some info in the lecture.

**History**
I use a split screen with a word document on one side and the lecture on the other

**Biology**
I use Evernote to take complementary notes to the information on the slides.

**Physics**
I write my notes up separately in books for each topic to make it easier when it comes to revision

**Biology**
I don't go to recorded lectures - I rely entirely on the Replay Lecture Capture as this allows me to take detailed notes.

**Biology**
have half screen on word doc and other half on notes. or I physically write notes whilst watching.

**Computer Science**
Write paper notes, pausing lecture recording if lecture is going too fast

**Biology**
I first copy up my lecture notes into a google doc and then fill in any gaps as I rewatch the whole lecture on x2 speed

**Biology**
I write notes in lectures and mark places where I didn't get everything down or didn't quite understand something the first time. Then when writing up my notes I go back to the points I've noted and rewatch those sections to understand it properly.

**Physics**
I prefer to write a physical copy of my notes.

**Electronics**
I make handwritten notes

**Biology**
I just put them all in the notes section in PowerPoint

**Politics, Economics and Philosophy**
I take notes with pen and paper

**Psychology**
I take notes initially during the lecture/seminar, but it's always impossible to write down everything that I want to. I type my notes up and add images of graphs etc which were in the PowerPoint, and then listen to the capture to top up my notes and write about things that I may have missed or not understood the first time round.

**Biology**
In a lecture I make rough notes then use replay lecture captures to add to the notes and ensure they are in detail
<table>
<thead>
<tr>
<th>Subject</th>
<th>Notes Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Write stuff down</td>
</tr>
<tr>
<td>Theatre, Film and Television</td>
<td>using word alongside the lecture replay</td>
</tr>
<tr>
<td>Electronics</td>
<td>I make notes on paper.</td>
</tr>
<tr>
<td>Psychology</td>
<td>write notes on laptop as if in lecture</td>
</tr>
<tr>
<td>Chemistry</td>
<td>I have books, that I write in.</td>
</tr>
<tr>
<td>Psychology</td>
<td>If I miss bits out during the lecture, or didn't understand bits, I'll go back and make more notes on it.</td>
</tr>
<tr>
<td>Politics, Economics and Philosophy</td>
<td>I have a book open beside me. Every time i want to make notes, i pause the video and make my notes.</td>
</tr>
<tr>
<td>Physics</td>
<td>Write notes on paper the same as in a lecture</td>
</tr>
<tr>
<td>Maths</td>
<td>Video lecture replay is a very useful and important tool that i use throughout the terms and during revision. When only the audio is recorded and not a video, it become a useless tool because it is necessary to see the mathematical notation and not just hear it.</td>
</tr>
<tr>
<td>Electronics</td>
<td>Hand-written notes on the lecture slides (personal hard-copy), and my own notes on paper</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Watch examples sometimes if I’ve missed context of them whilst writing. Replay slides which I missed for there being too much information on the slide and I want to both copy the information down and listen to the relevant information.</td>
</tr>
<tr>
<td>Economics</td>
<td>I purely use lecture capture to be taught the content as I feel lectures can sometimes be slow and a waste of my time. Using lecture capture allows me to make my own, detailed notes the first time around, rather than sitting in a lecture, taking quick notes and not fully understanding the content. I really like using lecture capture to help me with taking notes and doing assessments/revision.</td>
</tr>
<tr>
<td>Physics</td>
<td>I use replay capture to annotate the notes I already have from the lectures as there might be bits I have missed to help with understanding and revision.</td>
</tr>
<tr>
<td>Psychology</td>
<td>On paper</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>I use Replay to rewatch lectures I haven't fully understood, to see if there was something the lecturer said that I misheard or didn't listen to because I was trying to take notes. During revision: to remind myself of the context of the notes I took, to rewrite the notes in a more concise but meaningful way, whilst still maintaining the original meaning.</td>
</tr>
</tbody>
</table>
I generally watch lectures at an increased speed once I've seen them already, and will (during revision especially) skip to the parts of the lecture content I am revising or having difficulty with.

**Computer Science**
- own paper

**Computer Science**
- On my notebook

**Electronics**
- I take notes by hand - so I don't have to load up Panopto to access my notes

**English and Related Literature**
- Firstly, Please make the recordings downloadable. Next, please make the recordings downloadable. Because Replay is not always available, can be slow to respond on 3G and 4G networks and requires all the steps of: opening the university page, going to the VLE, going to the module concerned, opening Replay and then searching for the content I am looking for, it makes it hard when trying to listen to it on the drive in. Which is a shame really as my drive in is normally just over an hour.
- Thirdly, Please make the recordings downloadable. If it is an English module concerning Ideology recorded on a specific date, why not name the file; 20171022-University of York-English Literature-Ideology-(lecturer's name here)? At least then we could find it on the Panopto app.
- And lastly, for now, Please make the recordings downloadable. And don't say it can't be done. The British military changed its file naming methodology to this system to enable it to locate documents and it works. The BBC’s Radio 4 programme, In Our Time has all its recordings available to download and listen to.

**Biology**
- I go to the lecture and just listen, then write all my notes from replay onto paper.

**Chemistry**
- Summarise lectures for an entire lecture course in a Microsoft Word document

**Biology**
- I write up each lecture by hand as soon as possible after it happens, using the lecture capture and the notes I made at the time.

**Environment**
- I like to use Replay as I can pause when there's a lot of information that I can't keep up with in the actual lecture, so I can complete my notes, or if a lecturer has an accent I struggle to understand. An added bonus as I sometimes struggle to make sense of graphs and data used in a presentation, so I can watch the lecture back without holding up my classmates' learning during contact hours. I also use Replay if I'm timetabled for 1 hour of contact on certain days instead of attending lectures as my commuting time is over 2 hours in
total, and so I study at home on those days.

Biology
It helps to go over complex ideas again to ensure you understand it - sometimes if you miss something in a lecture or just don't understand something, it is so great to be able to listen to it again.

Biology
I use it to take down points not mentioned in handouts/slides.

Psychology
I type my notes up while watching the capture.

Computer Science
Hand write.

Chemistry
Detailed notes on mechanisms and add more detail in general based on what the lecturer is saying/ details that I missed at the lectures.

Biology
During the lecture, I take notes on printouts of the slides. If there is something that I do not fully understand in the lecture, or I do not have time to note down all the points the lecturer makes, I mark that slide with an asterisk. When I go over my notes later on I see the asterisk and find that point in the recording to listen to that part again and fill in my notes.

Psychology
Make notes on paper or laptop.

Biology
I’ll usually make a note of when I miss something during a lecture, usually when so much is said by the lecturer that I can't note down all the important point. When I have the time, I'll go back to listen to that section so I can write it down.

Chemistry
It is often easier to watch the recording instead of attending the lecture as one can pause, fast forward and replay. This helps me pick out the finer details which may be missed when watching the lecture in 'real time'.

The York Management School
I use it to go over calculations done in a lecture, to help with practice questions.

Theatre, Film and Television
I note down what the lecturer says in the lecture and then use the replay content for missed information and also the information on the slides and note down quotes I can use elsewhere.

Politics
I prefer to hand write my notes on paper.

Psychology
I annotate the notes I took during the lecture, then listen to the lecture again on a higher speed while I write flashcards etc.

Psychology
You can pause the lecture as many times as you want so you can write down all the notes.

Physics
Either take notes from the board/what lecturer is saying. Especially if it went too quickly in the lecture/missed something in the lecture/didn't quite understand it in the lecture/made a mistake in notes.

Natural Sciences
I usually make extra notes on paper to read through later, on topics which I did not manage to make notes on while attending the actual lecture or on topics which I need clarification.
Politics, Economics and Philosophy

Physics
I only use the lecture capture when the lecturers notes are lacking or the lectures included a good explanation for something that in excess of what is in the notes

Computer Science
One note on laptop with a touchscreen pen to hand write

Chemistry
I use the replays on 2x speed to copy down notes if I miss a lecture. During revision I read & work through the handout making my own notes from the handout. If there is part of the handout I don't understand I then use the lecture capture to add more context to the handout notes to understand what the page is talking about.

Computer Science
I watch the video at an increased speed and take notes while using information available on the internet and books to enhance them.

Biology
Write notes on my laptop alongside the lecture

Psychology
I've found it very helpful when I was ill; it made the process of getting caught up a lot easier

Biology
I don't make notes in the lecture, instead I just listen. Then I watch the lecture back in order to make notes, which allows me to pause it when I need more time to finish what I'm writing.

Biology
I prefer to use lecture capture instead of attending lectures, where I often become distracted/disinterested/too tired to pay attention. Therefore the ability to pause and revisit areas of the lecture which were quite dense allows me to make better quality notes on the first viewing of the lecture without the need to waste time travelling between venues and sitting in overly-warm lecture theatres where I am usually on the brink of sleep by about halfway through.

Environment
I make rough notes during the lecture and then use replay lecture capture to fill in anything that I missed afterwards or didn't have time to jot down.

Have you used Replay Bookmarks as part of your studies?
Have you used Replay Bookmarks as part of your studies?
438 responses

How have you used Replay Search as part of your studies?
438 responses

Have you used Replay Discussion as part of your studies?
Which of the following would encourage you to make more use of the 'Discussion' tool within Replay?

- If my peers used it more - I don't want to be the first person to post. Count: 257
- If my lecturer/instructor asked me to use it. Count: 175
- I don't want to discuss with my peers or share my notes on Replay. Count: 81
- I will use it more often now that I know that it exists! Count: 50

According to the survey, 47.5% of respondents use the 'Discussion' tool regularly, while 48.4% use it once or twice. Only 4.1% never use it, and 2.0% didn't know it existed.
### Additional Comments

<table>
<thead>
<tr>
<th>Department</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td>In truth I didn't know a lot about the features because I never needed them in the first place, in the questionnaire if people put they didn't know about a thing then if they did would they use it. I personally get the lecture document and add notes to it as I go through the replay so if there is one thing I could suggest is that you make it so this document can sit within the webpage somehow so that you don't have to go back and forth between the web page and the document</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>Struggle to keep attention at early morning lectures so I watch them a few hours after the fact when I'm more awake</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>at high speed, rewind 10 seconds when didn't catch something</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>no</td>
</tr>
</tbody>
</table>
Biology  
Wish the recording system was more reliable, if I miss a lecture from illness and it hasn't recorded properly it can be very stressful to catch up.

Other  
It us quite good

Biology  
i just watch it for understanding concepts unclear in the slides

Biology  
So helpful for when you don't have time to write down all the notes in a lecture (majority of the time)

Law  
I use it to watch lectures that I have missed.

Biology  
Live more than 30 miles from university campus so it makes studying much easier as it is difficult/expensive to travel to campus 5 days a week.

Psychology  
If I don't understand something in a lecture I will use replay

Biology  
I just use it to review certain parts of lectures where they spoke too quickly or when I didn't understand them.

Economics  
Include it in more modules!

Philosophy  
No

Politics  
It helps me to take better notes. Being dyslexic I find it difficult to keep up. Using lecture capture, means I can pause, reply and clarify content which enhances my studies.

Economics  
Watch everything twice and make detailed notes

Biology  
It would be really great if there was a way to only have one screen up on the dashboard. I don't use the smaller active box as I prefer to drag slides out of the larger box. As I work with replay and another window simultaneously I would like to be able to select just one box to view the slides in so that they can be bigger and more clear while using multiple different windows to do my work. Just my preference though!

English and Related Literature  
Useful if you miss a lecture for any reason, e.g. internship interviews, illness

Computer Science  
Would be nice to swap the inputs or remove an input for the main view - sometimes this is just a black screen and the screen in the corner has the display on it

Psychology  
Lecture capture is really helpful for revision purposes and is so useful for going back over things you haven't fully understood in lectures. It can be very difficult in lectures to pay attention properly to what the lecturer is saying whilst also making notes so having lecture capture allows you to do both of these things. I honestly think I would struggle a lot without it!

Biology  
Really good job. Keep the hard work. Having the whiteboards recorded as well would be an improvement.

Biology  
I rely on lecture capture for understanding material. I don't think I would have done half as well in my exams without it.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>I use it to re-watch the lectures to write my notes as I find I can't keep up with the lecture slides when trying to write in the lecture. However, I will also use it when it comes to revision over Christmas for exams.</td>
</tr>
<tr>
<td>History</td>
<td>Sometimes have to slow down lecturers or pause at moments so that I don't miss what is being said. This is so useful, since when you're in a lecture there is lots you miss through lecturers talking too fast, name dropping in different languages and so forth.</td>
</tr>
<tr>
<td>Physics</td>
<td>The camera usually glitches out and the image is really grainy. Also, the pressure pads in P/L/001 are really bad and sometimes the camera doesn't zoom in on the board.</td>
</tr>
<tr>
<td>Biology</td>
<td>Spend the actual lecture listening and taking in the information, then on replay to make notes where they speak fast, or it is a tricky concept.</td>
</tr>
<tr>
<td>Biology</td>
<td>any notes missed during a lecture can be taken.</td>
</tr>
<tr>
<td>Archaeology</td>
<td>It's one of the best things school provided us on learning. I am an overseas student, English is not my first language. Therefore, its help me to improve by replaying my lectures.</td>
</tr>
<tr>
<td>Language and Linguistics</td>
<td>The video is always buffering no matter how fast my internet connection is, especially at home and even using the university wi-fi in the library.</td>
</tr>
<tr>
<td>Biology</td>
<td>I study to help clarify any concepts I didn't understand / missed in lectures.</td>
</tr>
<tr>
<td>Economics</td>
<td>Mostly used if I've missed a lecture.</td>
</tr>
<tr>
<td>Economics</td>
<td>I find it really useful. The lecturers are obviously very knowledgable and you know each sentence is valuable, so by using lecture capture you can make sure you have everything they have said written down.</td>
</tr>
<tr>
<td>Biology</td>
<td>I love lecture capture. I have found it essential in revision. Also, in particularly hard modules I tend to miss the lecture and just use the lecture capture so I can go through at my own pace and I really find this helps my understanding of the work and it doesn't just all go over my head.</td>
</tr>
<tr>
<td>Politics, Economics and Philosophy</td>
<td>n/a</td>
</tr>
<tr>
<td>Politics, Economics and Philosophy</td>
<td>I have dyspraxia so struggle to make notes during the lecture so rewatch the lecture to make notes and give myself a chance to understand.</td>
</tr>
<tr>
<td>Politics</td>
<td>for most lectures, I prefer not writing notes but listening because otherwise I won't focus. Hence, I use lecture capture to go back over the lecture and make notes properly and neatly. I am also able to pause and rewind the lectures to help with my understanding.</td>
</tr>
</tbody>
</table>
Theatre, Film and Television

It's extremely useful because I can keep on replaying a section of the lecture which I didn't understand. Also, since English isn't my first language, I find it a lot easier to follow online in a relaxed environment in my room rather than in the lecture theatre.

Biology

Relisten to get head around difficult concepts that don't understand first time. Assist with note taking as often can't take everything down during original lecture.

Economics

To catch up lectures that I did not attend

Politics, Economics and Philosophy

It's useful for certain lectures when I find the pace too fast in the lecture itself to be able to watch them at my own speed. Specifically maths heavy lectures I find I need to watch them at my own pace in order to understand the material

History

Replay is invaluable to me, and has been particularly useful when I've been ill and unable to attend lectures.

Theatre, Film and Television

using it to make more detailed revision notes for exams

Biology

If I've missed a lecture or the lecturer went too quickly I watch the lecture back.

Maths

I would prefer it if all Maths lectures were recorded as watching the lectures again really helps me with understanding, however, it can be difficult to follow a lecture if there is only audio and not visual recordings available.

Psychology

To go over something I couldn't get all the notes down for in class; to spend more time on something that was a bit confusing in class; to make more thorough and detailed notes.

Electronics

It's invaluable to be able to re watch a lecture when you have struggled to understand the content.

Environment

I don't use it much but I am glad it is there as an insurance policy in case I'm ill and miss a lecture or if I need to check things that I didn't understand or make notes on in time during lectures.

Theatre, Film and Television

It is especially useful in this first term to revisit past lectures, as earlier on I was making terrible notes. Even the notes I make by hand at lectures now are not always sufficient, so it is incredibly valuable to have the resources on Replay Content in order to allow me to make much more detailed notes.

Biology

I cannot imagine to prepare very well on the exams if I did not have recorded lectures. Also, people are different and often I feel pressure during a lecture, so at home is much more easier to understand the content

Environment

To go over stuff which I couldn't get down quick enough in the lecture.

Chemistry

After a lecture is finished, I rewatch it to solidify my knowledge.
Biology

I find lectures easier to follow if I just listen and don't make notes initially, then make notes after the lecture using replay.

Archaeology

Great tool that is underused. All lectures should have it.

Biology

I physically could not do my degree without the recordings. The lectures move so fast and are so difficult to follow that I can't keep up so don't attend any lectures as it is a waste of time. Lecturers force too much content in the lectures and make assumptions about what we know, therefore when we don't understand one thing, this then makes the entire lecture impossible to follow so I end up feeling disappointed and frustrated with myself and like I don't deserve to be studying, or I fall asleep. I listen to the lectures in my own time and a one hour lecture will take me on average two hours, some take less time other take longer.

Politics, Economics and Philosophy

I find it incredibly useful to go over topics I missed during the lecture when a lecturer talks quickly.

Biology

Lecture capture lets you focus whilst you're in the lecture, as you can make notes later whilst watching the lecture recording.

Politics, Economics and Philosophy

Use it to catch up on clashes

Biology

Frankly, some of the best lectures speak at their own pace and this makes them more engaging. However, this is generally far too fast to take detailed, or accurate, notes. I need lecture replay in order to make my notes, if we miss a sentence or in some cases a word/letter/number we then have the wrong information for revision. With it I can pause and replay in order to make my best notes at my own pace, with a schedule that works for me.

Biology

too much content is covered in lectures i have no chance of ever keeping up when i attend. i watch every single lecture at home and pause them all to take in the info and make notes that it usually takes me double the recording length. i would have failed without lecture capture.

Computer Science

sometimes happier to go over a lecture at home rather than go to the lecture itself as you can pause and write notes down, replay bits missed and properly listen to the lecturer

Biology

Life saver! Some of my lecturers do not speak clearly enough (and I'm bad at picking words up) or speak too fast so I like to listen to the lecture again to fill in my notes.

Psychology

To catch up on lectures I haven't attended

Natural Sciences

The lectures are not always usefully named (ie Acids & Bases is named CHE00015C...) and don't always turn up in the search box.
**Computer Science**
I turn the computer's volume way to high to hear the lecturer speak in a normal volume.

**Maths**
I mainly use it when I'm ill and can't get to the lecture. I think it's great, instead of sitting reading through notes to catch up (which I've always found difficult to do...I need concepts explained to me not just written) I still get to have the lecture so that I understand it better and also don't miss out on anything.

**Archaeology**
Replay Lecture Captures are excellent for revision and essays.

**Economics**
If the material is too fast in the lecture it is very useful to go through it at home at your own speed.

**Law**
I like to go to the lecture and then listen to it back at a later stage to check my understanding and catch up with anything I missed.

**Psychology**
I listen and make notes on content that will come up in the exams. I'll use it when I've missed a lecture to catch up, and to re-listen during revision.

**Biology**
Would prefer if the lecture capture could be live, at the time of lecture - as the lecture is happening.

**Electronics**
All videos are named the same thing so searching is useless. Lecture videos crash ALOT. Especially if watching at higher speeds and if skipping back and forth through video using tracking bar. Would the YouTube player not be better/cheaper?

**Biology**
It's really useful, in lectures I only take notes on the things the lecturers say that isn't covered in the powerpoint, and so I add it to my notes when I write up the full lecture later. This allows me to write up the content on the lecture if I miss it and still be confident I can fill it in with additional information at a later date, it also serves as a refresher.

**Economics**
I use Replay Lecture Capture to catch up on missed lectures; not as a revision tool.

**Chemistry**
make recordings downloadable so we can watch them offline, eg. when travelling

**History**
N/A

**English and Related Literature**
PLEASE MAKE THE RECORDINGS DOWNLOADABLE

**Physics**
I knew about the additional features, but I just use Replay to rewatch the lectures or to catch up on lectures I've missed, and make notes on paper

**Biology**
(If possible) it would be incredibly useful to be able to make notes on the actual slide rather than as 'side notes.' So we can visibly see the comments we have made about each slide.
Computer Science
I often download the replays. However I notice that some of the replays are not properly recorded. Some have a blank screen. Others have the main screen fixed without showing the slides projected. This makes downloaded version of the slides useless.

Psychology
life changing

Physics
If I didn't understand something, or the whole lecture. Watch the lecture, pausing and replaying back, listening to the lecturer then writing notes.

Natural Sciences
If I miss a lecture or are unsure on how to do something I will rewatch the lecture.

Psychology
I typically listen to the lectures sped up, but it would be very useful (as someone who struggles with attention deficits) to have transcripts or subtitles on the lecture recordings, especially for difficult subjects.

Electronics
I use Replay Capture to allow me to make the best notes as I can as I am unable to keep up with the speed of the lecturer in real time.

Chemistry
Every lecture should be recorded as a bare minimum.

Biology
The replay lecture capture is very helpful because sometimes I don't take in everything during the lecture. It is good to be able to go over the recording to make sure I understand.

Biology
As I struggle with dyslexia I struggle to make notes while in a lecture, by the time I've written down what I want to write the lecturer has said something and moved onto the next topic and I have missed it. With lecture capture I can pause and replay as many times as I like and allows me to fully concentrate in the actual lecture without missing anything.

Biology
I like the playback speed options! Certain lecturers sometimes speak too fast, and others sometimes a bit slow, so it really helps.

Language and Linguistics
Can improve audio quality.

Maths
Replay Lecture Captures are wonderful, but I can't help but feel like we could all make better use of them if we had a brief description of how to make best use of it. The layout seems hectic at first but eventually becomes intuitive - a single session introducing us to the feature would be helpful to myself at least.

Computer Science
To replace morning lectures.

Physics
I really like it and find it really useful when there is so much information in a lecture and I can't get it all down.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>I wish more lecturers would have their lectures recorded. Even though I make it to almost all lectures, it's pretty easy to miss important information while taking notes and listening at the same time so it would be much more helpful if I was able to go over it again with no distractions because it helps me to pay more attention.</td>
</tr>
<tr>
<td>Biology</td>
<td>I listen to the recordings all over again to make additional notes that I didn't do during lectures. It also refreshes my memory of the lesson. It's also very helpful if I missed a lecture so it's like I was there in the lecture room.</td>
</tr>
<tr>
<td>Psychology</td>
<td>Love it</td>
</tr>
<tr>
<td>Language and Linguistics</td>
<td>I find replay useful to go over when revising before exams to clear up any questions that I have.</td>
</tr>
<tr>
<td>Physics</td>
<td>The cameras very rarely work, making the majority of lecture captures totally useless as this is what I want to access them for. Most lecturers provide slides, so I do not need to see them and the audio is only so much use with being able to see what is being written on the blackboard.</td>
</tr>
<tr>
<td>Psychology</td>
<td>I'm so grateful that I'm able to watch the lectures again and again for revision, thank you!</td>
</tr>
<tr>
<td>Chemistry</td>
<td>catch up when ill unbelievably useful</td>
</tr>
<tr>
<td>Environment</td>
<td>Lecturers do not use this properly. So many are too quiet or not recorded. I've broken my leg and need to listen to these but can't. Not fair.</td>
</tr>
<tr>
<td>Politics, Economics and Philosophy</td>
<td>Recap</td>
</tr>
<tr>
<td>Computer Science</td>
<td>I use it to revise topics I'm unsure of and to have a second listen of lectures to make sure I understand every bit of detail.</td>
</tr>
<tr>
<td>Physics</td>
<td>I often use Replay to take notes on verbal parts of the lecture that I don't have time to write down around the written notes that are on the board. My handwritten lecture notes don't always match the PDFs uploaded to the VLE, so it is also extremely useful to see on video what slide the lecturer is talking about at the time. Replay Lecture Captures are integral to my revision because if I don't understand something at the time, I am unlikely to ask questions, but the recordings give me the chance to listen again to what was being explained.</td>
</tr>
<tr>
<td>Electronics</td>
<td>Incredibly useful when you are ill, you aren't unfairly punished as you can watch it later.</td>
</tr>
<tr>
<td>Economics</td>
<td>Had difficulty accessing on a mac book but not iPhone - is this common?</td>
</tr>
<tr>
<td>Discipline</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>Very helpful. I do not agree with the view that some lecturers have where they see replay lecture capture as a substitute. The overwhelming majority of students recognise that both are required to achieve well.</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td>Use a lot for going over a main topic I find challenging to revise.</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>Helps me if I haven't been able to fully make notes in lectures or if my notes were too vague.</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>I watch lectures online rather than showing up.</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>More constructive to my learning than actually attending lectures.</td>
</tr>
</tbody>
</table>