Introduction

In Summer 2016, the University of York transitioned from Echo360 to Panopto as its chosen lecture recording platform. Over the course of the 2016-17 academic year, take-up of the service increased, with 70 teaching rooms used for lecture recording.

In the Spring Term, the ELDT issued both staff and student-facing surveys to gauge how well the service was meeting the needs of its various stakeholders.

Survey design

Staff and students were invited to complete separate surveys. The format and scope was consistent to allow the pooled results to feed into a holistic view.

The questions spanned the workflow, covering:

- The requesting of recordings, creation and editing of content (staff)
- The robustness of facilities (staff and students)
- How recordings are published (staff and students)
- How recordings are consumed (students)

Response rate

37 members of staff and 135 students completed to the survey. The largest response came from Biology (Replay’s biggest user), accounting for 21%. Computer Science provided 16%, whilst Psychology and Chemistry provided 13% and 11% respectively. The remainder was spread amongst the other departments.

Context

- The Replay service has grown substantially. At the end of the Summer Term, 119 rooms were equipped to support timetabled lecture capture - an increase of almost 200% on the 42 from the same period in 2016.
- In the Autumn and Spring terms, the service captured an average of 450 recordings a week - almost double that of the previous year, whilst across the whole year, 9622 active users consumed over 140,000 hours of content.

Key Positives

- The results demonstrate that the service is meeting the majority of the demands upon it, demonstrating its resilience and reliability in supporting a significant upscale in system usage.
- 92% of students agreed that Replay was an important part of their studies,
- 90% of students agreed that they believe that the service has helped them to supplement the notes that they take in class.
- 88% of students agreed that recordings were published to the VLE in a timely manner
- 89% of staff agreed that requesting a capture was a “straightforward and painless process”.

Key areas for improvement

- The response suggests that the service is only falling short significantly in its capacity to capture chalkboards and whiteboards - an area which is being addressed in preparation for the next academic year.
- ‘Poor Audio’ in recordings was cited as being of concern to students, with most recognising that often this is not a technical failing per se, but that members of academic staff forget to use the radio or lapel microphones provided. This continues to demonstrate the importance of raising staff awareness of the
facilities, and the need for the ELDT to continue to encourage buy-in.

An overwhelming call for more Board Capture

"I wish there was a way to record video of the maths lectures so we could see the notes on the board”
(Computer Science Student)

37.8% of staff reported to use the chalkboards and whiteboards in the lecture theatres, but the facility to automatically capture the modality was not present in rooms other than P/L/001 and P/L/002.

"Replay records audio and projected content, but not what I write on the blackboard, which is essential.”
(Member of Academic Staff)

As such, both staff and students highlighted that 'chalk-and-talk' or whiteboard-driven lectures were not sufficiently captured, and that an 'audio-only' capture is not as useful as a more comprehensive video recording.

"Obviously, one needs video to capture the important parts of a "chalk and talk" lecture. The facilities in Physics for video capture are a good step in the right direction, but there is plenty of room for improvement.”
(Member of Academic Staff)

Two rooms which were frequently cited for as lacking this facility were V/045 and P/X/001 - two rooms amongst five which we will be equipping with board capture cameras in time for the Autumn term (2017-18).

Usage Trends and Preferences

"There are limitations to it that I don't think students realise; it's not a substitute for attending a lecture as attending a lecture provides additional information”
(Psychology Student)

• 50% of students felt that downloading a copy of a lecture capture was important to them. This highlights the importance of a stable cloud-based platform for the service.
• 31% students claimed to use their mobile/handheld devices to view content.
• 22% claimed to use Replay on a daily basis, with 55% claiming to use the service weekly, 17% monthly, and 6% less than once a month
• 91.9% of students claimed to mainly access lecture captures during revision periods, with 34.3% claiming to regularly access recordings on the same day that a lecture took place.

Looking beyond core playback functionality, students were asked to report on the tools offered by the Panopto platform that they made use of over the academic year.

• Notes: 15%
• Bookmarks 10%
• Table of Contents 43%
• Discussion 2%
• Downloads 28% *
• None of the above 39%

Not all students are able to download captures, with some departments disabling this as a matter of policy. Individual lecturers may also disable downloads. 77% of responders claimed that they access recordings at home and 69% claimed to typically access them from their Halls of Residence or Student Digs, whilst 53% reported to have accessed recordings on campus. No student who reported to having accessed captures exclusively on campus noted that the service was slow to load or function. This suggests that in such cases where access issues have occurred, that the speed of non-University internet connections was the likely cause.

"Discussion is only useful if people use it, start first years using it more.”
(Computer Science Student)
Whilst these features are advertised in both the student guidance and in-short tutorial videos on the front-page of the Panopto gateway, the low level of engagement demonstrates a need to promote these study aids more strongly.

Conversely, this may also suggest that students may be comfortable with using their own annotation methods outside of the system, and do not feel the need centralise their notation around Panopto.

**In their own words: how are UoY Students using Lecture Capture?**

**Reviewing & Supplementing Notes; Augmenting Lecture Slides**

“When preparing for essays, I sometimes return to my notes and find they’re confusing or oversimplify things, so I listen to the recordings to get some much-needed context. I also use it to clarify things my lecturers have said, since listening to them again can help the points they make sink in.”

(Philosophy Student)

“I use Replay to get key details that aren’t on slides.”

(Biology Student)

“*To clarify things not written on powerpoints or notes.*”

(Language and Linguistics Student)

“To make lecture note write-ups more detailed.”

(Biology Student)

“I often make mistakes in my notes trying to get all the relevant information down, which means I often miss bits if the lecture as I’m still writing, so I tend to use Replay to consolidate my notes. I then use Replay after that during revision periods mostly”

(English and Related Literature Student)

“It is an essential part of my study as I often struggle with keeping up with the pace of the lectures”

(Biology Student)

**‘Skim-watching’ and Critical Consumption of Content**

“I often watch back lectures at 1.5x or 2x speed to recap information being told.”

(Computer Science Student)

“I usually just go to the fragments of lectures I did not understand or where my notes seem unclear.”

(Chemistry Student)

“I listen again to parts/whole lectures that I didn’t understand when attending it in real time”

(History Student)

**Enabling and Empowering Inclusive Learning**

“As a student with social anxiety disorder, Replay is particularly helpful for me. Emailing or meeting a lecturer to ask for clarification on something simple is really daunting, so it’s really nice to have a place I can access to find the answer myself”

(Philosophy Student)

“Lecture Captures help me with disabilities such as dyslexia, otherwise I would struggle to capture the information if I just went to the lecture”

(Chemistry Student)

“I have a disability/medical issue which sometimes prevents me from attending classes. I find Replay Lecture Captures an invaluable resource for this reason.”

(Psychology Student)
What happens next?
The results from this survey have been discussed at the Summer 2017 Replay steering group meeting, reviewing service delivery over the past academic year. In response to the feedback, a range of actions will be taken including further expansion of service to more teaching rooms and increase in number of rooms supporting chalkboard capture.

Get involved
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.