Introduction

Building on substantial growth in the previous academic year, the Replay service has continued to evolve in terms of the quantity of material recorded, the provision of supported rooms and the rate of viewership.

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.

Survey design

The survey sought to explore how the electronic study tools within the Panopto video player were being incorporated into student routines.

As such, the questions covered:

- How students consume lecture recordings
- Where students consume lecture recordings
- How the students utilise the video player’s inbuilt notation, search and discussion tools

Response rate

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.

Context

- 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

Key Findings

- The feedback broadens our understanding of how lecture capture is impacting on and informing student study practices at the University of York.
- The findings add weight to the value of the resource as a means of reducing anxiety over in-class notation shortfalls.
- Building upon this, many students remarked on a transformative effect on their learning – feeling that the supplement of a lecture recording encouraged them to undertake a more participatory role during the live lecture, as opposed to over-notating.
- Only a small proportion of students (6%) claimed to having utilised the digital ‘Notes’ tool within Panopto, with 31.5% attributing this to a preference towards their in-class notation methods. This demonstrates the continuum between in-class attendance and the reviewing of a lecture recordings, with 36% of 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’.
- The results also augment our understanding of study space selection for consuming recordings. The response signified a strong preference towards desktop
viewership, with only 13.7% claiming to consume recordings 'on the go' or in-transit. Conversely, 96% of students reported to watching recordings either at home or in their student accommodation, with 41% reporting to access recordings in the University Library or on campus.

**Suggested areas for service improvement**

- 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 and don't always turn up in the search box."
  (Natural Sciences Student)

- There were also some calls for more embedded guidance for studying with lecture captures.

  "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)

- As with previous surveys, there were calls for expansion of the chalkboard capture facility to additional rooms.

  "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)

**Encouraging In-Class Engagement**

"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)

- 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.

  "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)

**Lecture Capture Feeding Into Personal, Rather than Social Study**

- Only 4% of those responding to the survey reported having ever used the 'Discussion' tool within Panopto. When asked what would encourage more use of the tool, 59% reported that they didn’t want to be the first person to make a discussion post, but may use it more of their peers did, with 40% noting that if the use of tool was instructor-led, this would encourage more usage.
And finally...

Many thanks to all of you who took the time to feedback 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.