

## Learning Capture Research and Sector Best Practice.

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Whilst there are clear software solutions to numerous learning capture requirements, for successful implementation and uptake of the practice of learning capture, we need to ensure a pedagogical, rather than technological focus. No single software purchase or capture practice will drive meaningful change for staff and students, instead, a rounded adoption of a suite of technologies needs to be conducted, enabling both continuation of existing practice, development of new approaches and opportunities, enhanced widening participation, and increasing student engagement and reach.

With this in mind, please find links and summaries below to examples of tools to assist us with this, studies backing up the importance of strategic implementation, and examples of Learning Capture implementation projects in other institutions.

### JISC Student Experience Benchmarking tool

NB: Whilst the project is focused on Learning Capture, it is important to remember that from a student perspective, this will not have such defined boundaries; it should blend easily into their overall experience.

This benchmarking tool provides a useful framework for such integration of technology into teaching, outlining First Steps, Developing, Developed and Outstanding approaches to digital engagement. Could be useful in establishing current state of learning capture from a student perspective on a chosen level (programme, School, Faculty etc) and creating a timescale of progression. Gives a

useful list of student-focused considerations for institutional support of digital technology.

[http://repository.jisc.ac.uk/6140/1/Jisc\\_NUS\\_student\\_experience\\_benchmarking\\_tool.pdf](http://repository.jisc.ac.uk/6140/1/Jisc_NUS_student_experience_benchmarking_tool.pdf)

### Case study: Audio Capture

Investigating the effectiveness of audio capture and integration with other resources to support student revision and review of classroom activities - Stewart / McKee paper – HEA / JISC study

This paper not only provides useful evidence regarding said effectiveness, but provides a thorough account of the wide variety of potential views and issues, as well as outcomes, regarding implementing even a single method of learning capture. It further evidences for the need for a flexible approach – again, a core element of Learning Capture over Lecture Capture.

Some of the issues identified might not be relevant with the adoption of specific software solutions – e.g. those with sophisticated automatic subtitling, or with the rise in app-based recording, allowing lecturers to use own devices if comfortable, however, again, when identifying our requirements, it is useful to keep these considerations in mind.

<https://www.heacademy.ac.uk/system/files/investigating-effectiveness-audio-capture.pdf>

### Case Study: requisites for the successful Flipped Classroom

It is important to consider technology as a factor in learning capture, rather than its entirety. In critiquing the effectiveness of the flipped classroom, a key benefactor of successful learning capture implementation, Comber and Brady-Van den Bos identify the primary requisites for effective flipped classroom learning as “...practical factors including opportunities for engagement, opportunities for peer learning, staff moderation, staff creating the right atmosphere, sufficient time, scheduling FC classes and the availability of technology”. Again, this evidences the need for a planned support system for staff and students alike, with a solid understanding of policy and practice from the get-go, so we can enable enthusiastic take-up as quickly as possible, without then having to rein back.

Darren P. M. Comber & Mirjam Brady-Van den Bos (2018) Too much, too soon? A critical investigation into factors that make Flipped Classrooms effective, Higher Education Research & Development, 37:4, 683-697, DOI: [10.1080/07294360.2018.1455642](https://doi.org/10.1080/07294360.2018.1455642)

## JISC Report on Generation Y Research Students' attitude to and take-up of technology

Evidences the need to demonstrate to older students the pedagogical application of new technology, for said technology to be “easily understood and absorbed into existing work practices” as well as the discipline-specific variation in technologies taken up.

<https://www.jisc.ac.uk/reports/researchers-of-tomorrow>

## Student Guidance

Considered guidance and support for best use of captured content and capturing one's own content is vital to the success of the implementation of Learning Capture. Many of our software solutions have a component allowing students to use an app to create their own instances of learning capture (so-termed “Personal Capture”) – York University have created excellent resources for students explaining how to do this, and, further, how to get the most out of the content once captured. This suite of documents is a good example of pedagogically-centred implementation for students.

<https://www.york.ac.uk/staff/teaching/support/recording-lectures/student-advice/>

## Durham University's Lecture Capture site

Durham have recently adopted Panopto, and appear to be running a phased implementation, beginning with audio/screen capture in several rooms and gradually rolling this through the university. This looks like Lecture Capture, on a ‘first step’ scale (e.g. it doesn't tie in to other forms of blended learning or offer extended pedagogical possibilities), which may provide a useful contrast to the wider Learning Capture approach.

<https://www.dur.ac.uk/encore/>

## University of Greenwich's Panopto site

A good contrast to Durham's approach is the University of Greenwich's comprehensive Panopto-centric Learning Capture site, which includes audio/video assignments, student recordings, flipped classroom advice, tips for delivering effective audio/video feedback and more.

<https://www.gre.ac.uk/it-and-library/panopto/guidance-for-lecturers/audio-visual-assignments>

## Canterbury Christ Church University's Digital Learning Capture Pilot Report

An interesting summary of the university's Panopto trial which aimed "to focus on the higher concepts around implementing a DLC solution, such as pedagogic approaches, academic & student opinions, nonsystem-specific technical considerations, and university policy".

<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/learning-platform-suite/dlc/DLC-Pilot-Report.pdf>

## Lecture Capture – summarising the conversation

Digested version of Emily Nordmann's findings during her review of lecture capture (full paper from Iain Cross circulated by Catherine to working group 19/12/18)

<https://wonkhe.com/blogs/capturing-the-lecture/>

## Policy documentation

Legal considerations are a common concern for lecturers: many institutions have set precedent for navigating this issue. Selections follow:

Kings' College (as visited by Duncan and Catherine for research purposes).

<https://www.kcl.ac.uk/governancezone/Assets/Teaching/Lecture-Capture-Policy.pdf>

St. Andrews – clearly outlines scope and exceptions to policy.

<https://www.st-andrews.ac.uk/media/proctor/documents/lecture-capture-policy.pdf>

University of Kent – starts with an excellent summary of the position on lecture recording as a supportive, rather than replacement resource:

<https://www.kent.ac.uk/uelt/strategies/Policy%20for%20the%20Recording%20of%20Lectures%20-%20University%20of%20Kent%202017%20.pdf>

Further, the JISC report on the current legal aspects of recording content in higher education makes for essential reading:

<https://www.jisc.ac.uk/guides/recording-lectures-legal-considerations>

## Predictions for the future of Learning Capture:

(A quick consideration! Again, I'd be happy to consider this at further length if required.) As Lecture Capture has expanded into Learning Capture, so I envisage Learning Capture expanding into Learning Experience – a complete appreciation of the entire student journey, no longer restricted to the course itself, but taking in the full experience of being at university, including socialising, careers, workplace learning, the development of soft skills, identification and pursuit of passion projects, and community participation.

I also believe this will increasingly take in, as we learn more about learning, the neurodiversity of students: enabling learning in the most appropriate form for every student, taking in individual situation and requirements. Good use of technology can break down a huge variety of physical, mental and logistical barriers to learning, and I predict significant growth in the value of demonstrating learning and assessment in a more inclusive and varied fashion (the written assignment becoming one method in a suite of many, rather than the default).

On an institutional level, Learning Capture empowers staff and students alike in the best practice of existing and emerging technology, and should allow us to, once such practice is embedded, start to shape and define ourselves still more clearly, allowing us to state what sets a degree or course at St. Mary's aside from one elsewhere. It's easy to see this project running parallel to, and eventually merging with, conversations around Blended Learning, the Curriculum Framework, Careers Portfolios and more to provide a thorough map of the student journey for any defined type of student.

This suggestion is complemented the rise in popularity the use of Learning Analytics\* to measure and evidence the most effective forms of learning. As the variety of pedagogical formats increases, requiring increasing subscription to and training in various platforms and disciplines, so it's important to have an analytic framework in place to monitor their usage and importance, and to be able to pinpoint areas, students or courses which need additional attention, development or support.

Overall, St. Mary's is embracing Learning Capture at a time where good practice is already well-modelled elsewhere, and its future is only limited by the solidity of institutional foundations and practice, balanced with the imagination and enthusiasm for staff and students.

\*JISC report in take-up of Learning Analytics in Higher Education (should be noted that JISC is also a service provider of Learning Analytics):

<https://www.jisc.ac.uk/reports/learning-analytics-in-higher-education>