

## Lecture Capture student survey – Engineering, March 2017

Students from Engineering received a short survey during Lent term. In total, around 156 responses were received. Survey questions were identical across Part IA and Part IB, but collected separately to enable more granular analysis. 93 responses were received from Part IA students and 63 from IB.

Questions covered general satisfaction, self-reported usage data (for comparison with system statistics), system usability, and student perception of benefit (including positive and negative effects on note-taking, workload, attendance, and anxiety). Themes from the survey will be discussed in detail in focus groups in Easter term.

At the end of the survey, students were asked if they had disclosed a disability to the University; those answering 'yes' received a further set of disability-specific questions, which are being analysed by the Disability Resource Centre in more depth.

**Students were overwhelmingly in support of the system;** 95% of Part IA and 98% of Part IB reported that they were “extremely satisfied” or “satisfied” at this point in the year.

This was in contrast to the **37% and 48% of the students who experienced some form of issue using the recordings.** Issues described were common across the two parts and most fell into distinct categories of:

- Inability to see the two visualiser screens side by side;
- Streaming issues when viewing at more than 1x speed;
- Availability of recordings (time to publish, opt outs, part 2 recordings);
- Comments about academics placing the material under discussion on the smaller visualiser feed (due to the fact that the streams in recordings are the opposite way around to the order presented for the lecturer to use);
- Difficulty locating the recordings in Moodle; and
- Absence of htm5 support.

In spite of these issues, **91% of 1A and 79% of 1B students characterised the system as “extremely” or “somewhat” easy to use.**

**18% of the students in Part I had viewed the recordings on an android device, iPad or iPhone.** This was in contrast with the other Departments where there was little use outside of a browser and most browser use was on a desktop or laptop. **Feedback comments indicated however that the preference was still the browser** due to ability to view more feeds; screen size; ability to use additional windows to make notes; clarity of text and better functionality (on feed selection and playback speed) than on the apps.

**Student viewing minutes were much more variable than for the other cohorts** where the majority of viewers viewed 50 minutes plus of the lecture. For Part 1A only 30% watched the whole lecture with 41% viewing between 30 and 50 minutes. For Part 1B the figures were 26% viewing 50 minutes plus and a further 37% viewing between 30 and 50 minutes.

Despite the number of minutes accessed, **students reported little to no change in their study workload,** with 82% and 78% reporting that workload “is the same as anticipated”, and 12% and 14% reporting that it had decreased. This again reinforces the assumption that, to date, lecture capture is acting as a support tool offering choice and an alternative way of learning, rather than an additional demand on students’ time. Students can increase or decrease the speed of playback, and the

**comments indicate that students watched at faster speeds**, so that a minute of content did not equal to a minute of viewing time.

As with the other cohorts, **there was little use of the help and guidance (12% and 15%)** but all those who did access it found it a useful resource.

**65% of part 1A students and 70% of Part 1B students reported that lecture capture had not affected their attendance**, and students emphasised the value they placed on live lectures throughout the survey. **A key benefit expressed across the survey was the positive value that lecture capture brought to student well-being.** In particular, students emphasised lecture capture's importance in catching up when they were not well/fit enough to attend lectures. Students also reported valuing the ability to be able to study at their own pace (also benefiting non English native speakers) by re-watching the lectures afterwards. Also mentioned were their use in helping make comprehensive notes and enabling students to prioritise their own workload, resolve conflicts and clashes as well as achieving a better work/life balance (e.g. participation in sport which would otherwise have been impossible to manage).

Students were asked how positively or negatively they felt that recorded lectures had affected their learning experience in the following ways:

- Note-taking during lectures;
- Engaging during lectures;
- Reviewing lecture concepts at my own pace;
- Supporting preparation for supervisions;
- Understanding difficult technical language or concepts;
- Providing a revision aid for exam preparation;
- Language comprehension generally (for non-native English speakers); and
- Student workload.

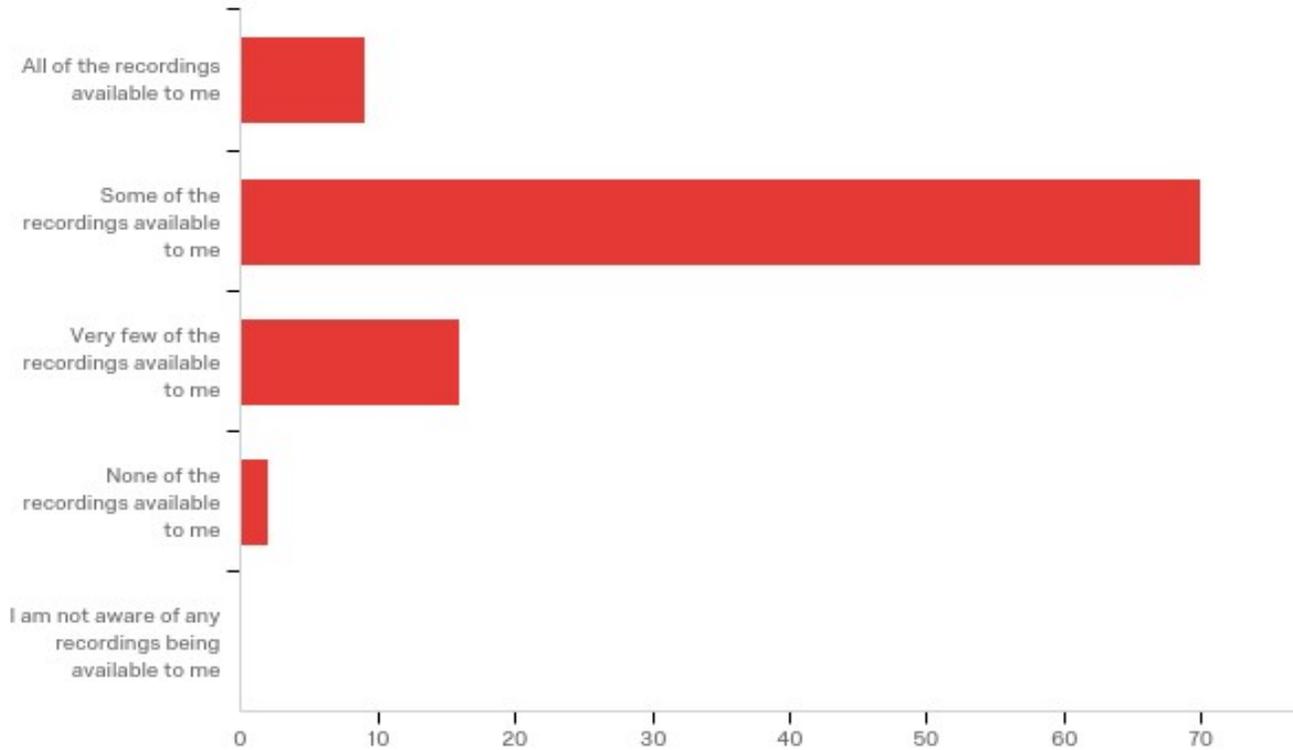
**For all items except engagement, and note taking, the majority of students reported that recorded lectures had either improved or significantly improved that element of the learning experience.** For engagement and note taking, almost half reported no change, while the remaining half generally reported an improved effect. Most students were unaffected by general language comprehension issues, although none reported a negative impact in this area.

# Default Report

Lecture capture student survey - Engineering IA

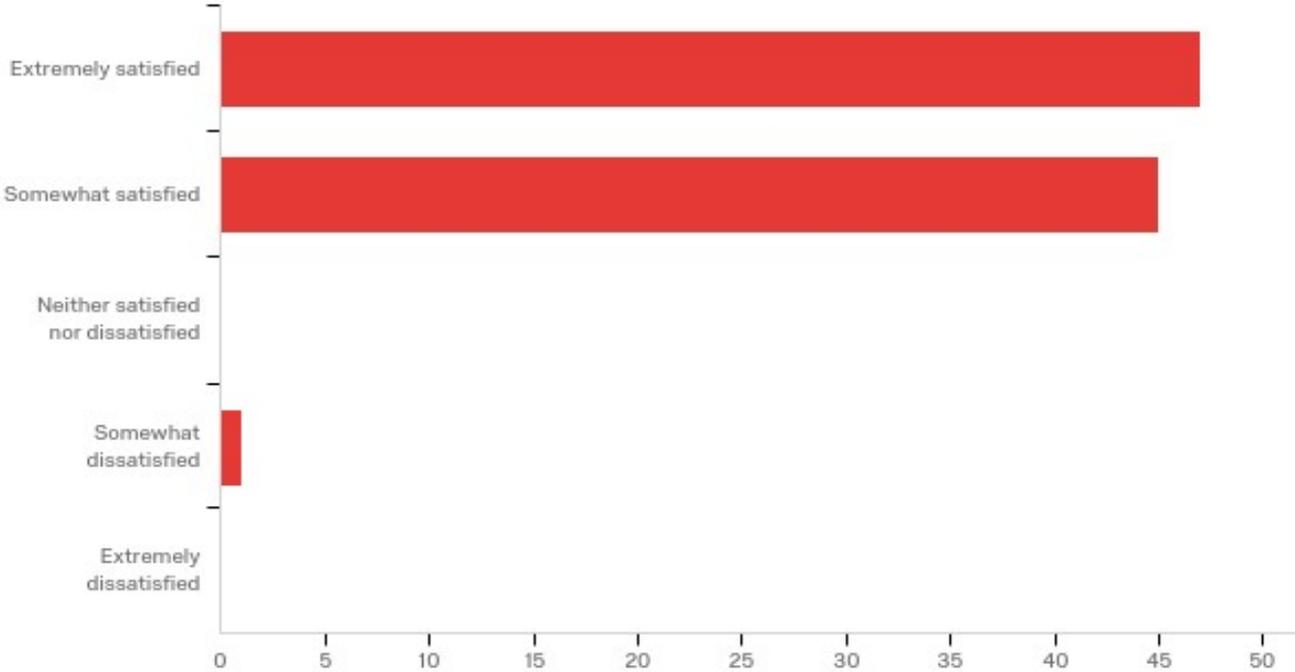
April 3rd 2017, 1:23 pm MDT

## 2 - As an estimate, how many recordings have you accessed?



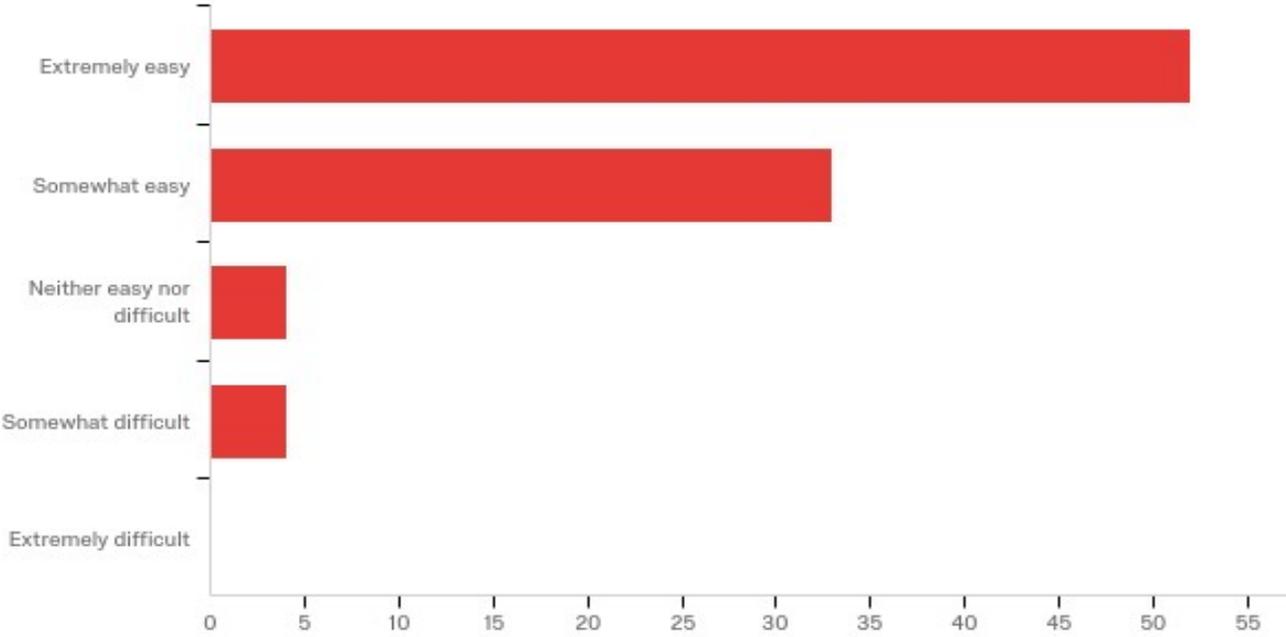
#	Answer	%	Count
1	All of the recordings available to me	9.28%	9
2	Some of the recordings available to me	72.16%	70
3	Very few of the recordings available to me	16.49%	16
4	None of the recordings available to me	2.06%	2
5	I am not aware of any recordings being available to me	0.00%	0
	Total	100%	97

### 3 - Overall, at this point in the year, how satisfied are you with the lecture recordings?



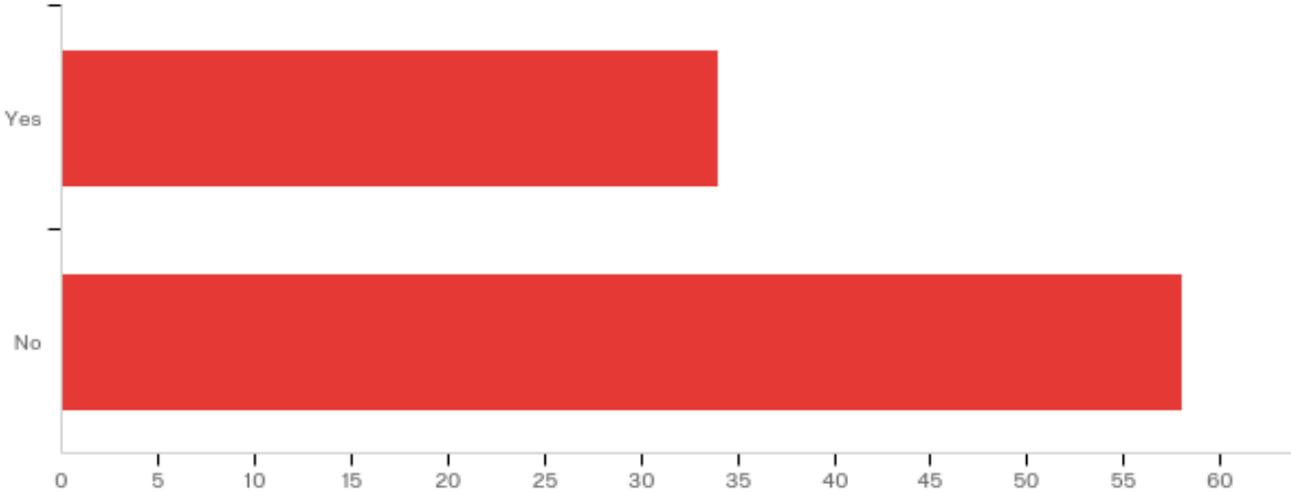
#	Answer	%	Count
1	Extremely satisfied	50.54%	47
2	Somewhat satisfied	48.39%	45
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat dissatisfied	1.08%	1
5	Extremely dissatisfied	0.00%	0
	Total	100%	93

#### 4 - Overall, how easy was it for you to access recordings?



#	Answer	%	Count
1	Extremely easy	55.91%	52
2	Somewhat easy	35.48%	33
3	Neither easy nor difficult	4.30%	4
4	Somewhat difficult	4.30%	4
5	Extremely difficult	0.00%	0
	Total	100%	93

5 - Did you experience any problems in using the system?



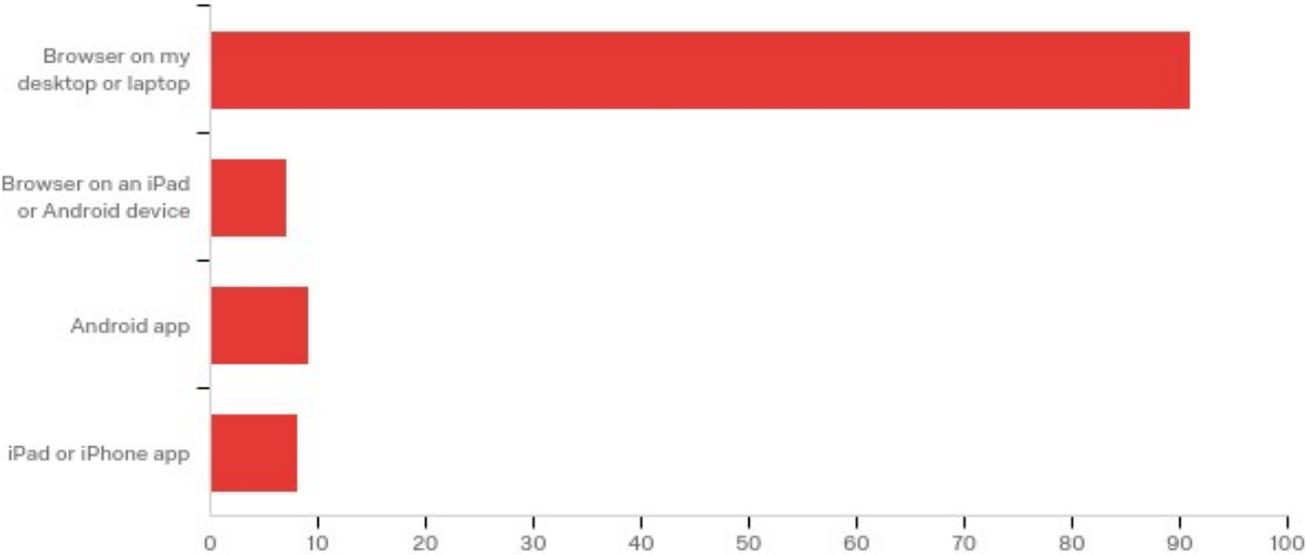
#	Answer	%	Count
1	Yes	36.96%	34
2	No	63.04%	58
	Total	100%	92

## 6 - Please provide further details about the problems you had here:

If yes, please provide further details here:
Very useful service!! Definitely need this for the future lectures!!! The only problem was that some lecturers are not sure which of two projectors to put slides so i had difficulties reading what's in the screen sometime
I can't find the link in the moodier every time I want to use it
When playing on 2x speed, the video would often be stop-start
Access to all but one of the lecture series had disappeared for a period of time, and I had to email my department teaching office to get it fixed
Took a while to switch between the cameras on the screen.
Sometimes the lecturer used the other PowerPoint screen to the one displayed in lecture capture, so I could not follow the steps they were doing along with the PowerPoint
Occasional lag viewing but could be internet issues (eduroam...). Lectures aren't labelled on moodle so struggled finding the right one when looking back at older lectures. Occasional lectures weren't recorded.
Sometimes the videos had a lot of buffering.
Sometimes there is lag when on higher speeds. The video repeatedly stops every couple of seconds. There doesn't seem to be a way to allow the video to "buffer".
Lecturers jump between two screens while zoomed in screen only shows one of them
The accelerated lectures don't work all the time, they have pauses in them which makes it annoying to watch
Panopto would not load up the lecture
Most of the time it was fine, but occasionally the lecture (using the overhead projector) placed his slides on the alternate screen and pantapo only displays one screen so it was hard to find what he wrote. Also sometimes the focus went and so I couldn't see anything. But overall it's extremely useful and I really appreciate the service.
Sometimes the recording would stutter every 5 or so seconds. Especially on faster playback speeds.
At one time, the Maths lecture recordings could not be accessed as Panopto could not be reached. I checked with other modules and the others were perfectly fine
Sometimes the system has been inaccessible, which is slightly frustrating. However, there will always be some problems with these kinds of systems and having the lectures available online is extremely helpful for revision and going over more complicated topics from the lectures.
All my lectures disappeared for about 24 hours, but they were returned shortly after. Some lectures have failed to record or appear on the system even when the green light has been on.
The video would often experience problems when changing video source (from the left slide to the right slide) especially if speeds greater than x1 were used. The most common problem was that the video would briefly pause every few seconds and then resume.
Lecture notes can only be displayed one visualiser at a time; I was therefore obliged to use two monitors running separate Panopto instances in order to view both visualisers simultaneously, which is necessary for lecturers who flip between them.
Slow to load videos, videos continually freeing during time searching
When speeding up videos to 1.5 times the quality fell heavily, and it felt like it kept pausing every second so wasn't actually faster than normal. Also I'm only allowed to access one of the two cameras for the lecturers handout, and I think having a system where we have larger windows for each of the screens (slides, lecturer, handouts) would be beneficial

Once it said that an error with Panopto had occurred. It was fine the next day.
When watching recordings at a speed greater than 1x, after switching cameras the playback stutters until the desired speed button has been relicked. It would also be good to have the option of viewing both visualiser feeds side by side. Or if this is already an option more obvious instructions as to how to enable it.
When switching between the two visualiser displays, there was a weird glitch where I had to reselect the speed to prevent the recording from becoming jumpy.
Delay in uploads made it difficult sometimes when lectures needed were not yet available
Some recording didn't come up for a long time
The only problem was lecturers posting the lectures online after some time (weekends let's say). And maybe when switching from one camera to the other there is a bit of a lag. Apart from that it was extremely useful.
Sometimes the sound of one video would continue playing despite the other camera being selected and both being seemingly paused.
One of my maths lectures cannot be accessed and its one of the ones I really need. :) but overall I hope lecture recordings continue because it is so helpful
Rarely a lecture would take a week to be uploaded, which made it hard to catch up on a lecture I'd missed due to being away
The software is very outdated and laggy, and often freezes when switching between screens. It also takes too long for the lectures to become available, for example if I need to catch up after being sick. It makes it much harder for students who have genuine reasons for missing lectures. For example I didn't have my glasses for 4 days as they has to have the lenses changed, and was unable to view any of the lectures I missed, even when it was the weekend.
When watching the lecture sped up, the audio would start to freeze/ break up when i changed camera views
Some lectures not available

7 - What methods have you used to view lecture recordings (choose as many as you like)?



#	Answer	%	Count
1	Browser on my desktop or laptop	98.91%	91
2	Browser on an iPad or Android device	7.61%	7
3	Android app	9.78%	9
4	iPad or iPhone app	8.70%	8
	Total	100%	92

## 8 - Of the above methods, which do you prefer and why?

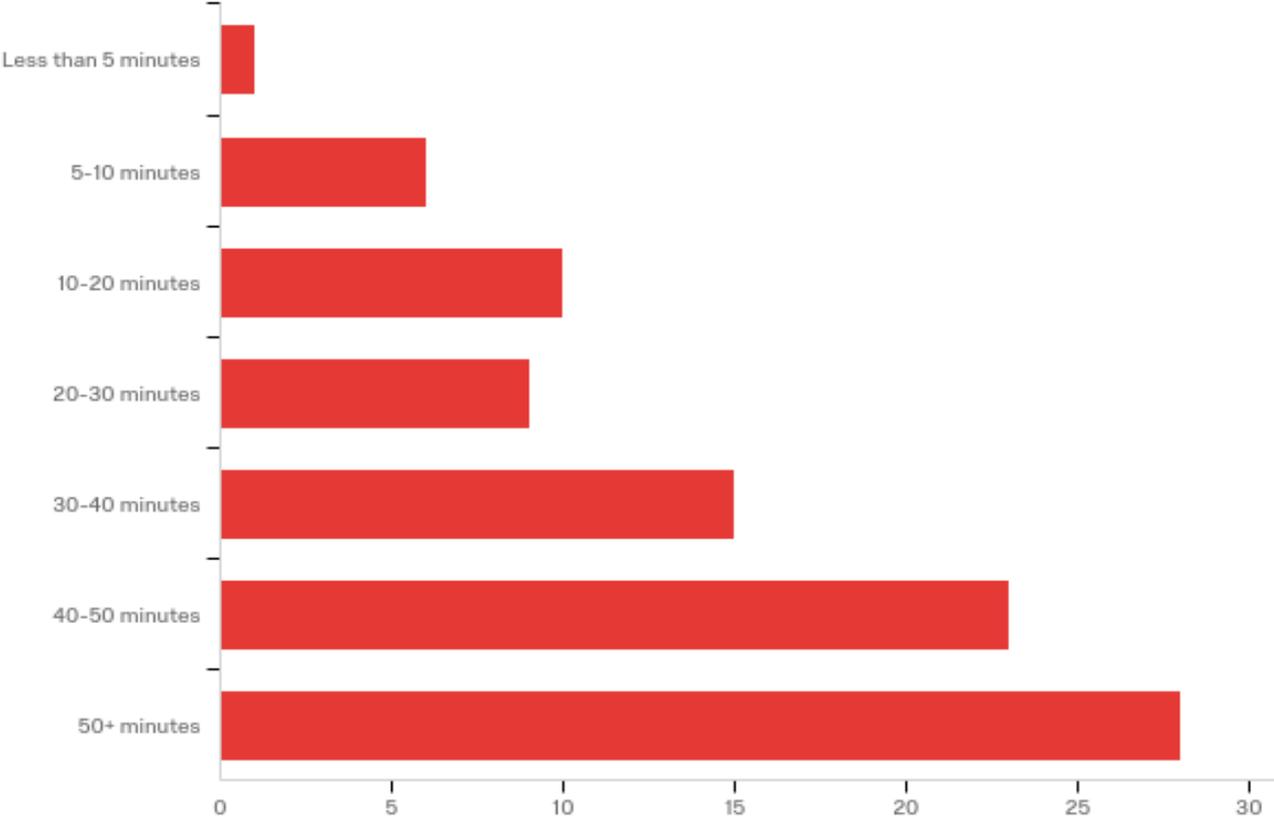
Of the above methods, which do you prefer and why?
Computer - large screen
Laptop/desktop - screen size is big enough
laptop, able to see slides and lecturer simultaneously
iPad app, it is easier to flip between screens
iPad app as it is very easy to use
Browser on my Laptop because I can take notes in parallel
Any but the iphone app which has limited functionality.
Laptop
Does not work on the android device well as the video does not work properly.
Computer browser
Laptop - bigger screen, can watch both screens at once
Can see the whole thing
desktop gave more screens, or from memory it was better than the phone
Laptop.
Desktop, more convenient
On laptop because the screen is larger and easier to read the words
Laptop. As it's bigger
Laptop - it has a larger screen
Laptop, easier to choose views/slides
Browser on desktop because it has a larger screen and I can view more video streams at the same time
Desktop; can have two instances on separate screens to view lectures
Laptop, bigger screen
Laptop - largest screen
Laptop as largest screen
browser, external app for phone which I guess can work but didn't feel like using it.
Laptop, easier to switch screens
Laptop -&gt; Bigger Screen
Completely prefer browser as you cannot choose feeds or playback speed on apps which severely detracts from their usefulness.

Laptop as you can see both screens in relative clarity
Browser on laptop because this method is better laid out
Laptop, big screen, easy
Desktop, bigger screen
Whichever device is available and has more battery
Desktop, easier
Browser; larger screen
Laptop because it's better to focus on work
Laptop, android app is completely awful
Laptop, larger screen, easy to control
Bigger screen
Larger screen, hence easier to see
Browser since you can't use fullscreen of any of the 3 camera angles on the app
Browser, easy to watch

Of the above methods, which do you prefer and why?
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Laptop/desktop - screen size is big enough
laptop, able to see slides and lecturer simultaneously
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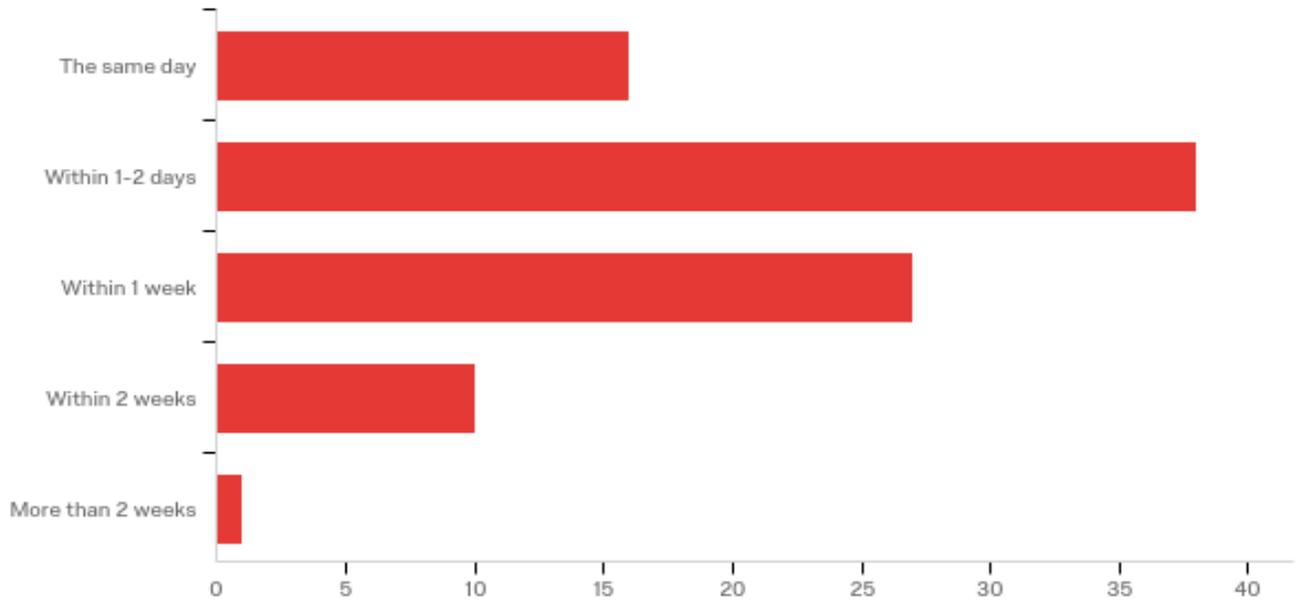
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9 - As a rough estimate, on average how many minutes of a lecture do you choose to watch/listen to?



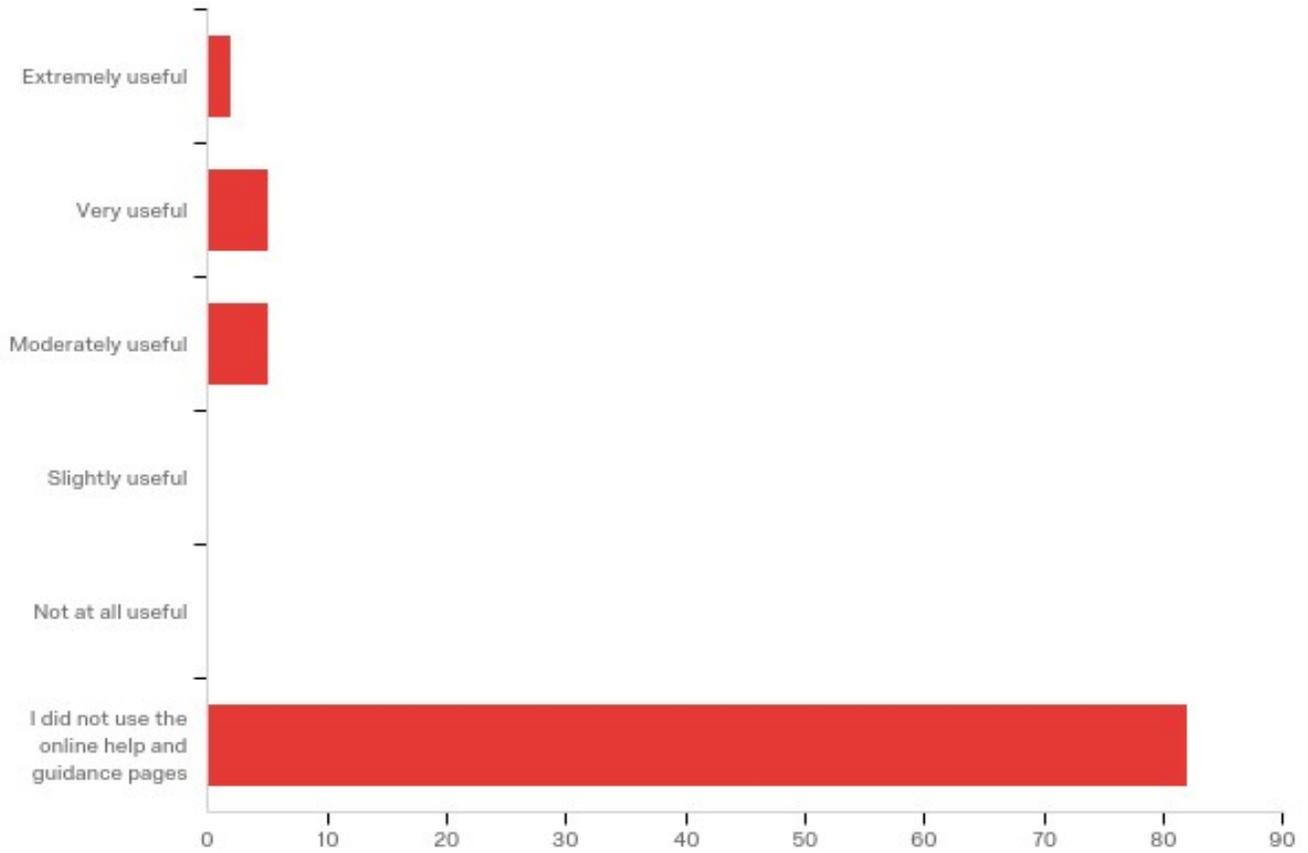
#	Answer	%	Count
1	Less than 5 minutes	1.09%	1
2	5-10 minutes	6.52%	6
3	10-20 minutes	10.87%	10
4	20-30 minutes	9.78%	9
5	30-40 minutes	16.30%	15
6	40-50 minutes	25.00%	23
7	50+ minutes	30.43%	28
	Total	100%	92

## 10 - Generally, how long after they are available do you access the recordings?



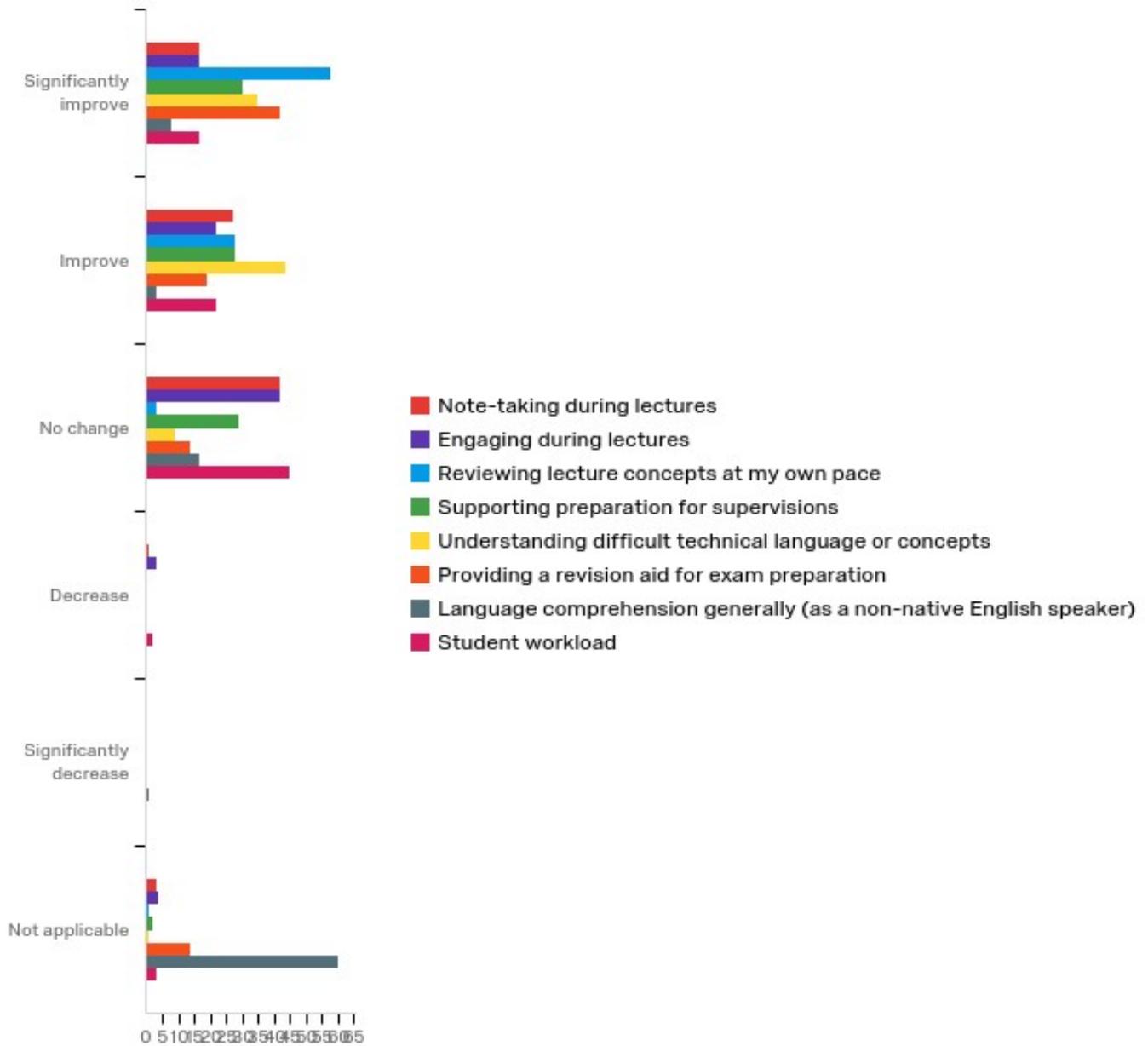
#	Answer	%	Count
1	The same day	17.39%	16
2	Within 1-2 days	41.30%	38
3	Within 1 week	29.35%	27
4	Within 2 weeks	10.87%	10
5	More than 2 weeks	1.09%	1
	Total	100%	92

## 11 - How useful was the information provided on the help and guidance pages?



#	Answer	%	Count
1	Extremely useful	2.13%	2
2	Very useful	5.32%	5
3	Moderately useful	5.32%	5
4	Slightly useful	0.00%	0
5	Not at all useful	0.00%	0
6	I did not use the online help and guidance pages	87.23%	82
	Total	100%	94

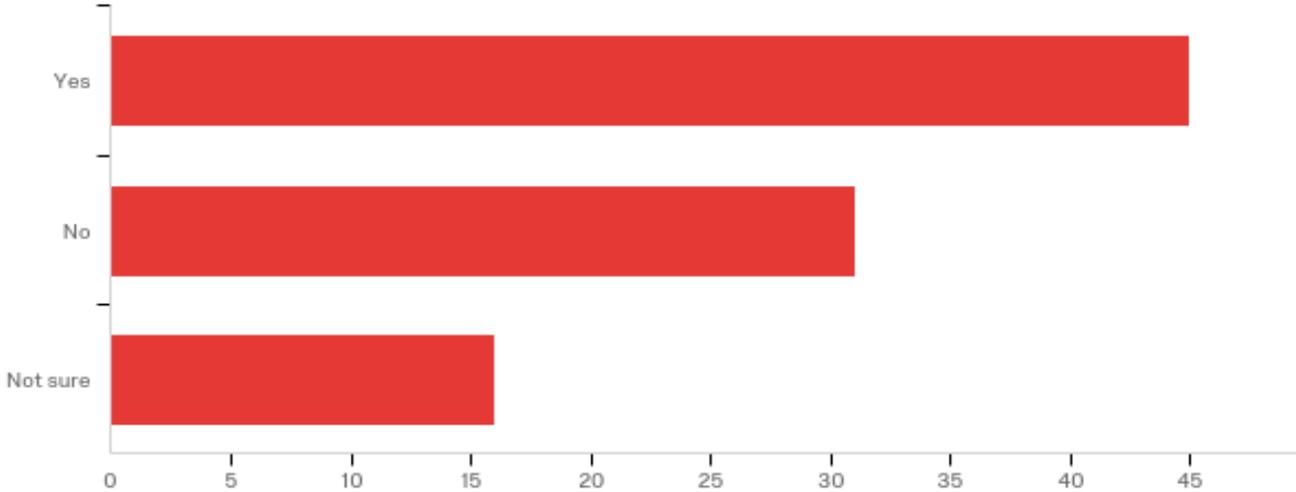
12 - How positively or negatively do you feel that recorded lectures affect your learning experience in the following ways:



#	Question	Significantly improve	Improve	No change	Decrease	Significantly decrease	Not applicable	Total
1	Note-taking during lectures	18.89%	30.00%	46.67%	1.11%	0.00%	3.33%	90
3	Engaging during	19.32%	25.00%	47.73%	3.41%	0.00%	4.55%	88

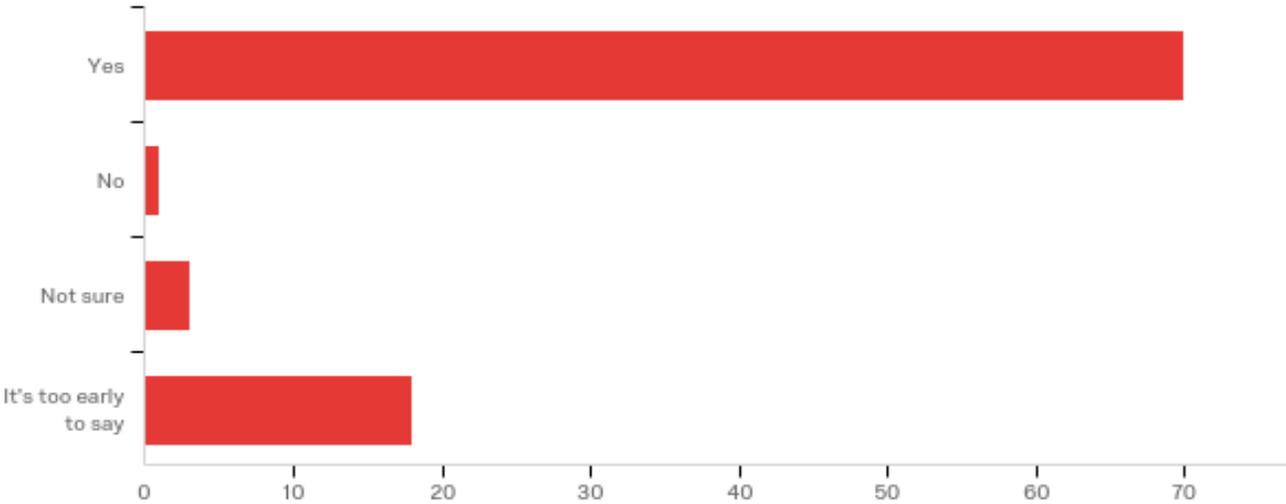
	lectures													
4	Reviewing lecture concepts at my own pace	64.44%	58	31.11%	28	3.33%	3	0.00%	0	0.00%	0	1.11%	1	90
5	Supporting preparation for supervisions	33.71%	30	31.46%	28	32.58%	29	0.00%	0	0.00%	0	2.25%	2	89
6	Understanding difficult technical language or concepts	39.33%	35	49.44%	44	10.11%	9	0.00%	0	0.00%	0	1.12%	1	89
7	Providing a revision aid for exam preparation	47.19%	42	21.35%	19	15.73%	14	0.00%	0	0.00%	0	15.73%	14	89
8	Language comprehension generally (as a non-native English speaker)	8.99%	8	3.37%	3	19.10%	17	0.00%	0	1.12%	1	67.42%	60	89
10	Student workload	19.10%	17	24.72%	22	50.56%	45	2.25%	2	0.00%	0	3.37%	3	89

13 - Do you feel you have difficulty in listening and taking notes during lectures?



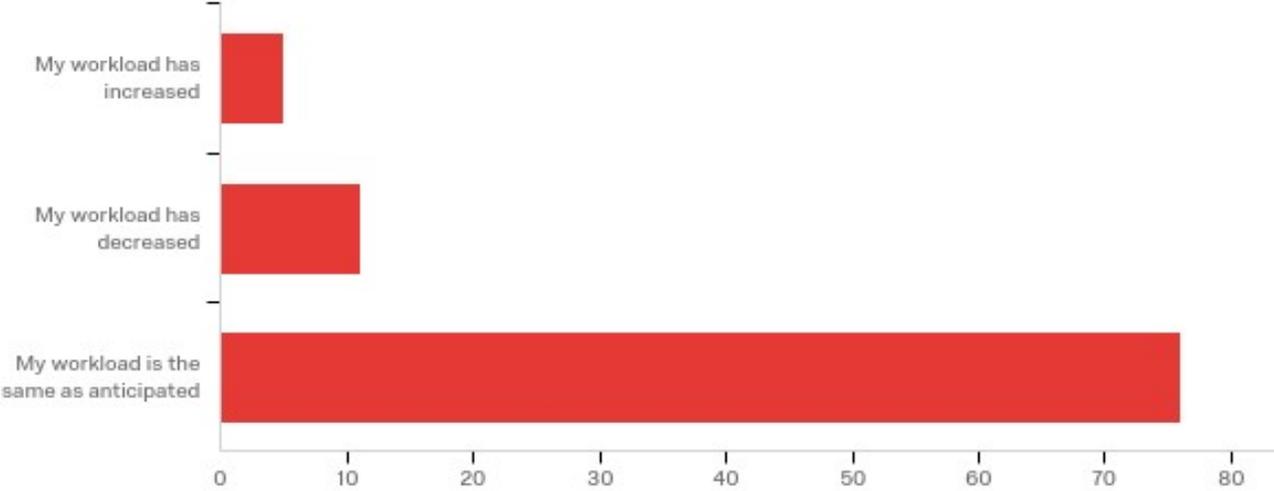
#	Answer	%	Count
1	Yes	48.91%	45
2	No	33.70%	31
3	Not sure	17.39%	16
	Total	100%	92

**14 - Do you believe that the availability of recorded lectures will have a positive impact on your examination results?**



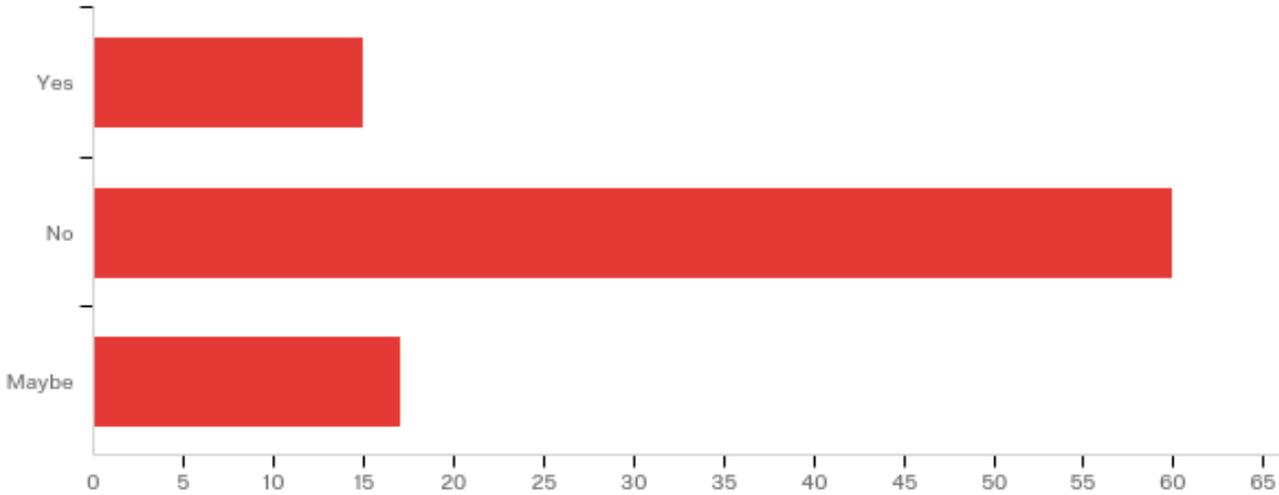
#	Answer	%	Count
1	Yes	76.09%	70
2	No	1.09%	1
3	Not sure	3.26%	3
4	It's too early to say	19.57%	18
	Total	100%	92

15 - How do you feel the availability of recorded lectures has altered your study workload?



#	Answer	%	Count
1	My workload has increased	5.43%	5
2	My workload has decreased	11.96%	11
3	My workload is the same as anticipated	82.61%	76
	Total	100%	92

**16 - Do you feel the availability of recorded lectures has affected your attendance at lectures?**



#	Answer	%	Count
2	Yes	16.30%	15
3	No	65.22%	60
4	Maybe	18.48%	17
	Total	100%	92

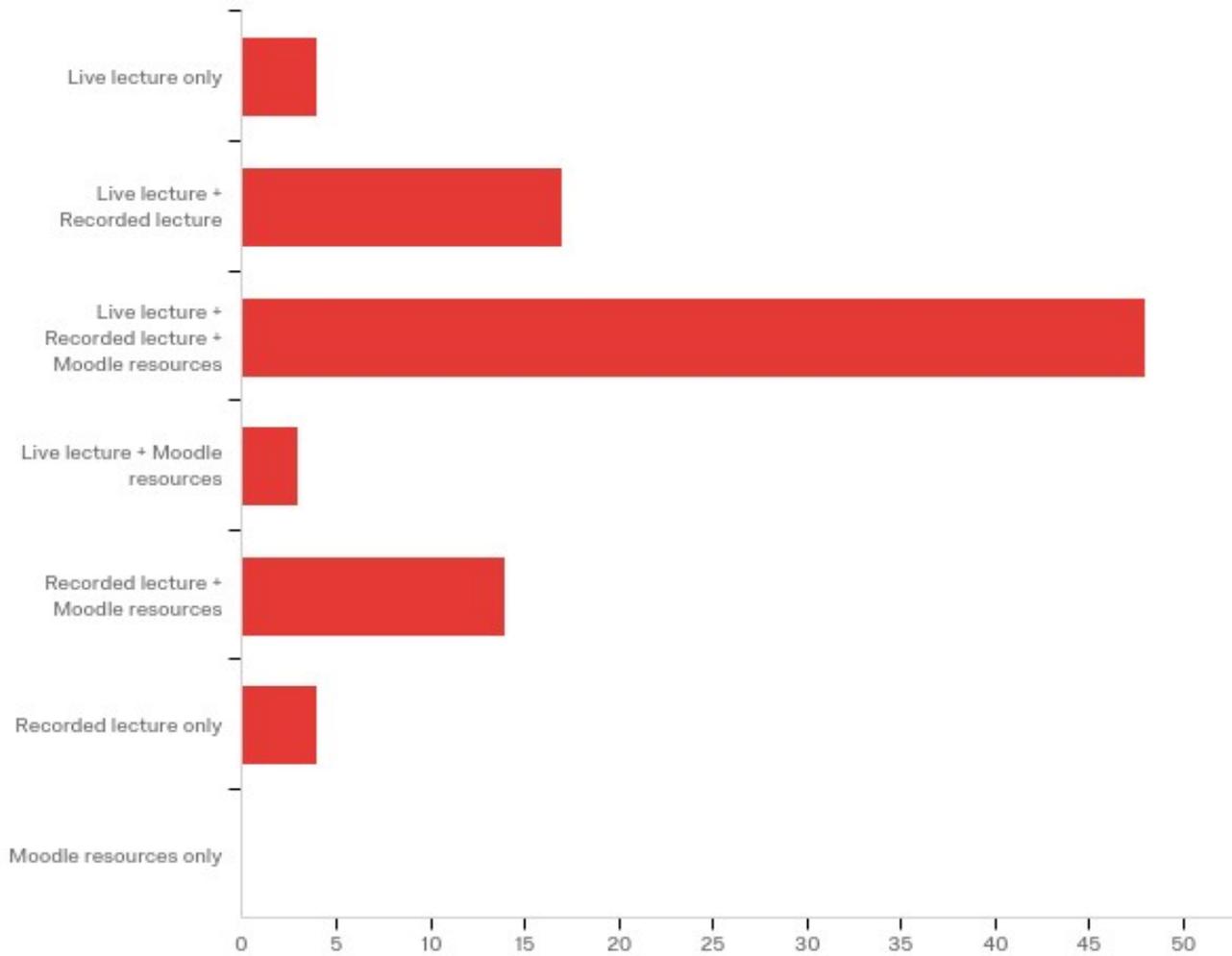
## 17 - Why, or why not, do you feel that the availability of recorded lectures affected your attendance?

Why or why not?
Sometimes I will have difficulty in understanding one lecture if I don't understand the last one.
Generally the entire 50 mins of an engineering lecture needs to be watched to understand the content, so choosing not to attend a lecture equates to waiting the few days it can take for it to be available on Panopto only to spend the same amount of time watching it as would be spent in the lecture theatre, with the added disadvantage of being behind on content when there are examples papers and supervision work set that expect you to already have that knowledge.
I always try to go to lectures and only miss one when necessary (eg have an appointment)
The recorded lectures do not replace the real ones, I prefer to learn the materials in the lecture and only refer to the recordings if I am unsure or need to review something, it is more difficult to learn straight from the recording Because keeping up to date with lectures is important, I used the recordings for only the ones I had to miss due to too much work or being away, and also as an aid to go over what exactly the lecturer said
I still like going to lectures because I have labs before or after them
I am still going for all the lectures, but I spend more time listening and engaging rather than rushing to take notes.
I still went to lectures as going physically forces you to stay up to date with the lectures.
If I have a looming deadline I would chose to complete my work and watch the lecture later when I have time.
On days where I have been in the library til very very late or am a bit under the weather I don't attend the lecture but rather watch it when I am feeling better/ less tired.
Still attend lectures as normal; however, recordings are really helpful when revising and when too sick to attend lectures
I still attend where possible
I watch lectures I couldn't have gone to anyway and still go to ones I can so my attendance is the same
Knew I could catch up on notes from friends and if I didn't understand anything I could then watch the lecture
Given that they are recorded, if there is a clash in my timetable, I am able to miss the lecture and then catch up the material covered
Better to go to them in person as it's more interactive and there are less distractions
Before when I was ill I forced myself to go but now will just stay in bed and catch up - get well quicker and don't infect others
I am more likely to miss a lecture for something else that I know is worthwhile, if I know I can watch the lecture later
i'd much rather go to the lecture, but if i miss something or didnt quite understand something then i use the recordings
It has not affected my attendance
Because I prefer to watch the lectures at my own pace, and at a convenient time to me.
Even if I don't attend lectures I still need to spend same amount of time to watching the recording, but it helps when internship interviews clash with lecture time since I can catch up online
I still go to lectures

I still prefer to attend lectures in person but there is less pressure to attend a lecture if you have other work commitments (such a preparations for supervisions). This makes it easier to balance my workload and work at my own pace
The recordings complement rather than really replace the lectures and it's easier to pay attention during the lecture.
Some lectures that I feel are too slow I skip and replay on 2x speed. This saves me a lot of time that I can then use for revision.
Less imperative to be there in person
Because I am now able to play Wednesday BUCS badminton matches and just do my Wednesday work at the weekend. Possibly I would not play these matches otherwise.
Still go where possible, but if lectures missed for whatever reason, can catch up at leisure.
Can watch them online
At times if I had a football match or an activity which I'd like to take but overlapped with a lecture, I found it an alternative to keep up and do the activity I really wanted to, This being said this happened rarely, potentially once every 2 weeks, and found it very useful.
I try to get from the first time which is in the lecture theatre
I don't go anymore.
Missing the lectures would hold me up with examples papers
I have missed some lectures, but caught up on a different lecture at the same time whilst sitting in the engineering department library
I am not missing any more than I would have done anyway, but can now catch up much more easily on the ones I do miss which can sometimes be unavoidable due to illness or sport
Going to lectures helps me focus. I only use recordings if I forget lecture notes.
My attendance was not a function of whether or not i was able to catch up on the missed lecture.
I should go to lecture to keep up to date with example paper anyway
Some parts of lectures are not recorded and it's necessary to be exactly up to date with teaching (eg recordings may not appear for some time)
It didn't because it is convent to collect lecture notes which are provided during levctures
More useful to be there in the first place and just use the resource to catch any missed details
I gain time and understanding by watching lectures online compared to going to the department.
I still attend all lectures, and do not substitute being there in person with recorded videos.
Aids revision of material but doesn't affect learning in the lecture. Therefore no effect on attendance.
I use the recorded lectures if I forgot about what my notes mean, also will be very likely to use it over the holidays
Because it is no difference if i am seeing the videos or attending the lectures.
I try to attend all, useful for when I had to miss lectures due to illness
i just dont see the point in skipping lectures that we a paying for.
More effective time management
I still go to lectures because it gets me into the routine of keeping with the pace of the course but the availability of lectures online means I might occasionally miss a lecture if I'm ill or if I only have 2 lectures that day or supervision work to do.

I still prefer to attend the lectures first hand, and then use the recordings as revision/recap
I still go to all lectures I can, i use the recorded lectures to refresh something or catch up on lectures that I couldn't make due to other engagements. In those cases without capture i would have missed it completely
I only use them when I miss a lecture due to unavoidable reasons, not as an alternative
If I miss a lecture, I otherwise would have just copied out a friends notes. I would always prefer to attend in person.
Backup is available so it's not the end of the world if you miss a lecture
There is the possibility to catch up if required.
Because it is much easier if you are running late due to rowing etc. that if you miss the first five minutes, to not go at all and watch it later
I always attend lectures, recordings are very useful for concepts not grasped at the time and not explained well in the notes
Online note already good; lectures just a better version
I still attend all lectures
If I have a reason for knowing that I will not be able to get the most out of watching a live lecture (e.g. tiredness or illness) then I will go and watch the recorded lecture at a time I know I can get more out of it, than I would watching live.
Because recorded lectures are not a substitute of lectures, but extra help
Have not gone to a couple of lectures I might have were they not available online

**18 - What do you feel is the best combination for using recorded material (choose only one)?**

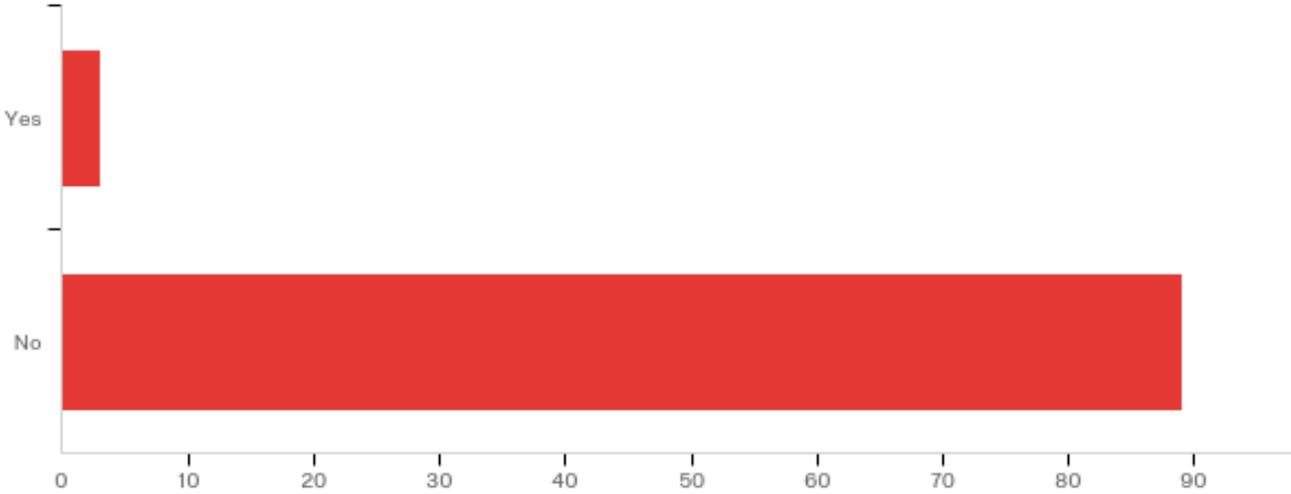


#	Answer	%	Count
1	Live lecture only	4.44%	4
2	Live lecture + Recorded lecture	18.89%	17
3	Live lecture + Recorded lecture + Moodle resources	53.33%	48
4	Live lecture + Moodle resources	3.33%	3
5	Recorded lecture + Moodle resources	15.56%	14
6	Recorded lecture only	4.44%	4
7	Moodle resources only	0.00%	0
	Total	100%	90

## 19 - Are there any aspects of lecture capture that have helped you to learn specific topics in your degree subject?

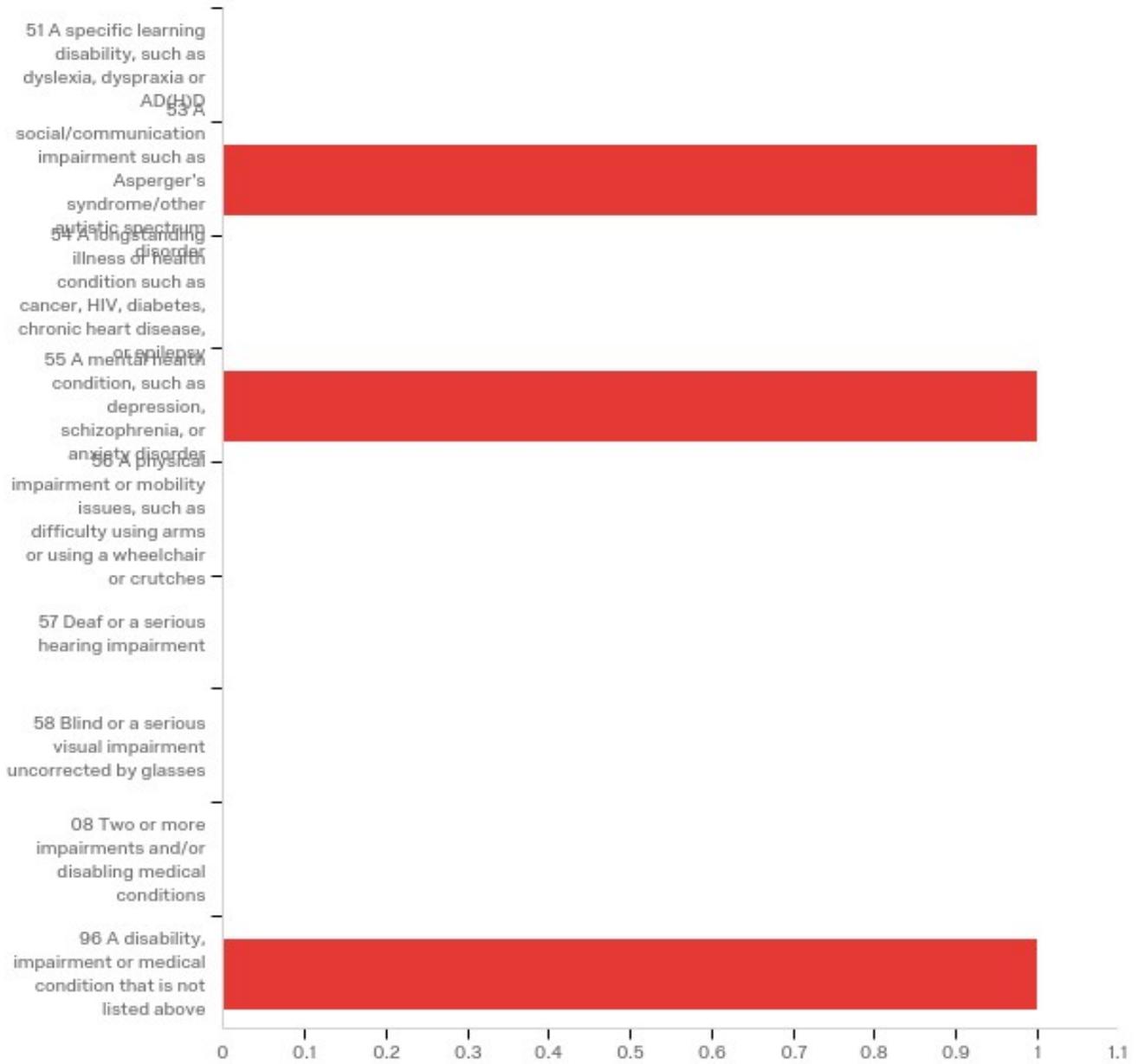
Are there any aspects of lecture capture that have helped you to learn spec...
Ability to review content e.g. in materials lectures, where the content presented is quite 'dense' and quickly covered
Nope
No
Able to pause to look up old notes or rewatch last 30seconds when confused.
Being able to pause, rewind and think whilst absorbing the information.
When I miss a lecture I can catch up more easily
Pure bending of Reinforced Concrete beams (P2)
Rewinding
I can put the lectures on a faster speed to complete them faster, but if I don't understand something I can pause and go back. This is extremely useful.
Very useful when ill and had to miss lectures
The fact that I can pause and use the internet to clarify is invaluable for complex topics and bad lecturers.
if I felt I didn't understand something watching the lecture again usually really cleared it up for me
Improved my understanding of digital circuits and mechanics vibrations
Being able to find specific parts of the lecture
Ability to pause and rewind
being able to pause and rewind the lectures is particularly useful for more difficult concepts or when the lecturer sometimes rushes over things
Digital electronics
Being able to slow the video down slightly during complex sections of a lecture.
Thermodynamics because the notes aren't properly filled in on the online handouts
Being able to rewind and watch difficult sections of the lecture
Second viewing can clarify some points
Some of the lecturers are quite fast talking, but lecture capture allows me to go through at my own pace
Going over concepts not grasped in the lecture and not explained well in the notes
Skipping to important parts
Being able to repeat things i didn't understand

## 20 - Have you disclosed a disability to the University?



#	Answer	%	Count
1	Yes	3.26%	3
2	No	96.74%	89
	Total	100%	92

## 21 - How do you categorise your disability?



#	Answer	%	Count
1	51 A specific learning disability, such as dyslexia, dyspraxia or AD(H)D	0.00%	0
2	53 A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	33.33%	1
3	54 A longstanding illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	0.00%	0
4	55 A mental health condition, such as depression, schizophrenia, or anxiety disorder	33.33%	1
5	56 A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.00%	0

6	57 Deaf or a serious hearing impairment	0.00%	0
7	58 Blind or a serious visual impairment uncorrected by glasses	0.00%	0
8	08 Two or more impairments and/or disabling medical conditions	0.00%	0
9	96 A disability, impairment or medical condition that is not listed above	33.33%	1
	Total	100%	3

**22 - Specifically thinking about your disability, in what ways do you feel that lecture capture has or has not affected your ability to engage with your studies?**

Specifically thinking about your disability, in what ways do you feel that...

No

if i leave a lecture early, or can't focus it allows me to catch up on it

Not affected

## 23 - Do you have any other suggestions or comments to help us improve our lecture capture system?

Do you have any other suggestions or comments to help us improve our lectur...
It's much better when the lecturer moves the sheets from one camera to the next each time to avoid you having to spend time switching the camera on the recorded lecture an waiting ages for it to load.
Allow both PowerPoint screens to be accessed on lecture capture, or advise lecturers which screen will be recorded so they can use that one as they speak
Please record both screens! Sometimes the lecture only puts slides on one screen and if it is not the one being recorded, you are unable to view what it says.
Ability to download them so that it does not lag due to low internet connection
I think the most useful thing by far about the system is that it provides insurance if you have to/ accidentally miss the occasional lecture. You can watch it to catch up, rather than just copy down the notes from Moodle. It would be better if the system were 100% reliable as some recorded lectures are not uploaded (for a while), and occasionally I noticed the recording system was down. Thanks!
no
Instead of having one feed for both the visualisers and one for the lecture hall camera, have two side-by-side videos for the visualisers. I hardly find myself looking at the lecture hall feed, but often have to switch between visualiser feeds depending on the lecturers style.
Make the lectures available sooner after the lecture, for some the delay has meant having to go to the next lecture without having been able to watch the previous one yet
Please put the lectures up sooner, some take almost a week to go up!
It would be better to be able to see the two overhead screens at once of the lecture as lectures often use both simultaneously
Get the availability to view both projectors at once. Improve the video quality
Some lecturers don't like the recordings - pause it off all the time mid way through lecture. Also if the recording device is broken one lecturer said it's not worth getting an IT guy down to check it!! Of course it's worth it, would have delayed the lecture by 5 minutes but saved students hours of trying to catch up on their own/revise without it! He just didn't bother cos he doesn't like being recorded!
high resoulution main camera (the one from a students perspective) closer to the front and able to focus better
It would be more helpful if recordings were made available within a day of recording.
It would be better if the second screen displayed the current page instead of the page before the current one. In that way it'll be convenient to watch the second screen while listening to the lecture .
No
Keep it going.
Sometimes the lectures freeze when played at faster speeds but this may be due to the quality of internet connection. If it is possible, removing this issue would make using the system much better.
Maybe upload the recordings more regularly and consistently as it sometimes takes a while for them to get there.
Release the lectures earlier. Sometimes it takes up to 3 or 4 days for the lectures to appear. If the system would upload them immediately or even livestream them it would be much better.
Some lectures take a while to be uploaded, which is a bit inconvenient. But please don't get rid of it, otherwise either my learning or my sport would suffer.

<p>Upload lectures quicker - sometimes they take a few days to be put up. It would be useful to be able to review lectures the same day during the evening. Have a central page where it is easy to organise and access lectures. Currently having to find each lecture in the various moodle sections works but it would be easier to access all lectures from a central page.</p>
<p>There's often a significant delay between a lecture happening, and the recording being uploaded, which can interfere with preparing for supervisions.</p> <p>Also, the recording doesn't show both screens being shown in the live lecture (usually one screen for current slide and one screen for the previous slide). It will show the screen for the previous slide which makes it very difficult to take notes from the recordings.</p>
<p>There is an actual live camera which should include the current slide screen, but as this is a camera showing the whole stage, the white balance is way off and the slides are usually unreadable.</p>
<p>Make it easier for the Ipad</p>
<p>Most of the lecturers use the cameras and paper slides, but on the Panopto it is only possible to view one camera at a time, so it would be useful if the lecturers could be encouraged to, when having completed a slide, move it to the other camera and put the new slide on original camera, so that one doesn't have to keep on switching which camera is being viewed. Some of the lecturers alternate cameras, but whenever I switch cameras on Panopto it buffers and lags a bit.</p>
<p>There seems to be a delay in lectures being uploaded if they originally took place on a Friday. ie Friday lunchtime lecture doesn't appear until following Monday. This is annoying as the weekend is the best time to watch them.</p>
<p>Enable both screens to be visible at once.</p>
<p>Faster uploads/available live online as they're given</p>
<p>Make it possible to download lectures to watch offline.</p>
<p>The notes area on the webpage is useless and wastes space that could be used by camera view.</p>
<p>N/A</p>
<p>The two videos are the opposite way round to as we see them in lectures. Would also be helpful to be able to have both cameras (i.e. Both parallel slides) up simultaneously as often content from a previous slide is referred to whilst on the next slide.</p>
<p>Would be good if time bar was available on full screen</p>
<p>Implement this to all lectures and also filled handouts!! Please! For the courses I don't have filled lecture notes online I am behaving much more poorly because I can't revise properly</p>
<p>Add lectures asap so that if it is missed you can catch up before the next in the series so you can attend live lectures without falling behind</p>
<p>It could capture both screens on display.</p>
<p>Leave it a while, like a week, before putting them up to remove temptation to skip lecture.</p>
<p>Upload immediately after the lecture</p>
<p>Perhaps upload the recordings sooner, to enable more efficient revision</p>
<p>Encourage good use of the overheads by lecturers, for example always using the same side for the current slide and the other for the previous. Most do this anyway, but for those who don't it makes it hard to follow</p>
<p>Perhaps some way to display both of the lecture screens at the same time to avoid having to constantly switch between the two.</p>
<p>Upload as soon as possible. Sometimes the delay is annoying.</p>
<p>Sometimes it takes quite a while for lectures to be uploaded, so that the next lecture in the series has happened</p>

first. This makes it difficult to catch up quickly when you have missed a lecture

Making all the recorded lectures available from one page, rather than having to hunt through moodle pages for each course to find them

No

make it easier to find the recordings on moodle

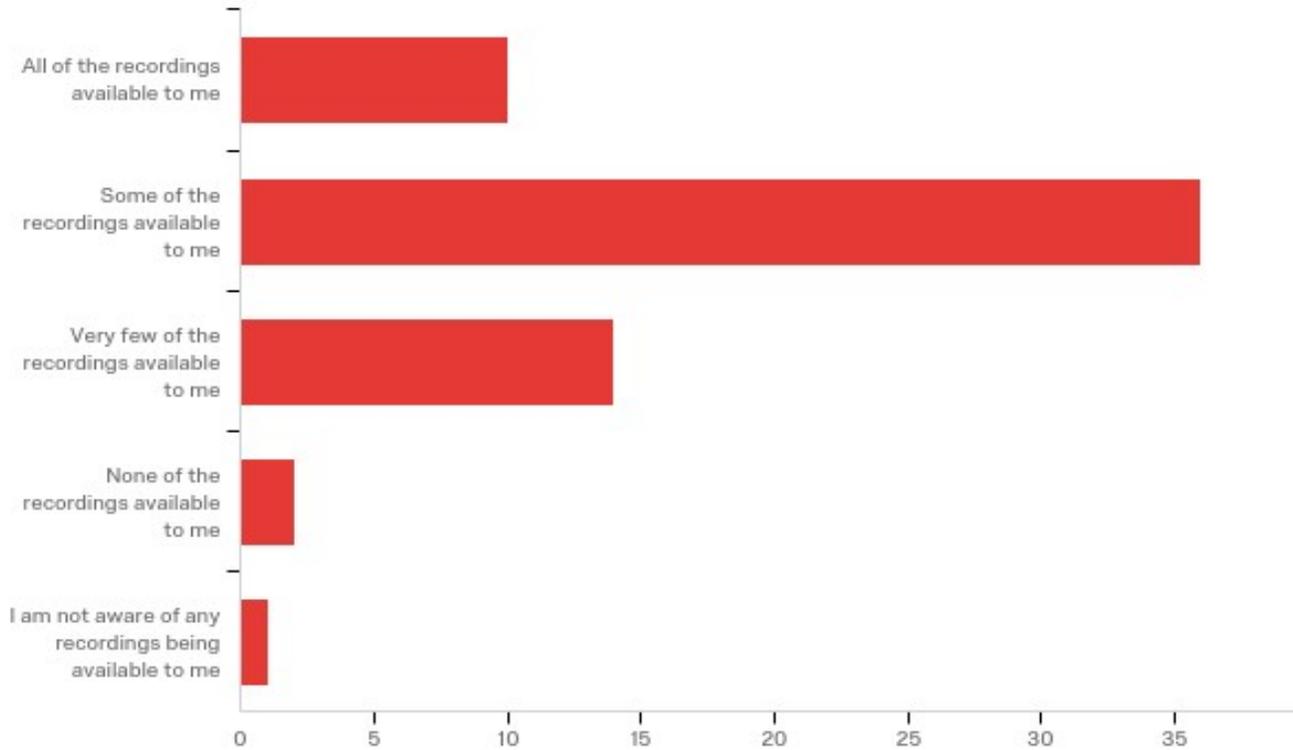
Could have live lectures when we can't attend lectures

# Default Report

Lecture capture student survey - Engineering IB

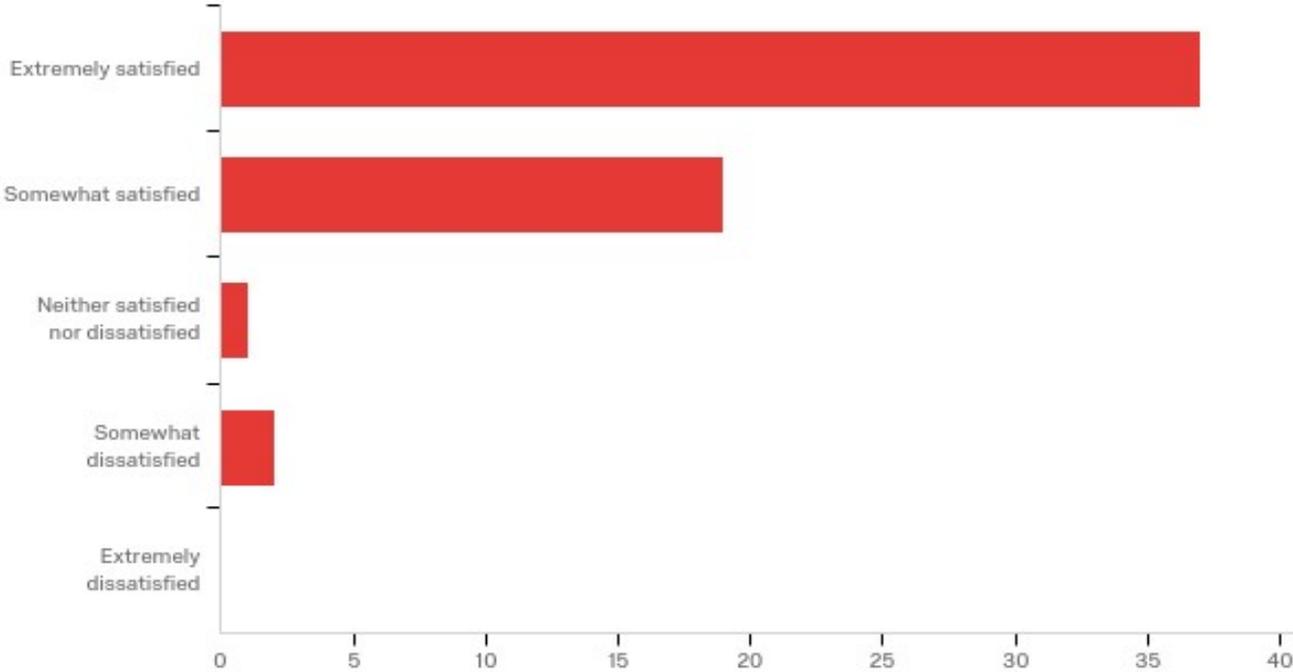
April 3rd 2017, 1:25 pm MDT

## 2 - As an estimate, how many recordings have you accessed?



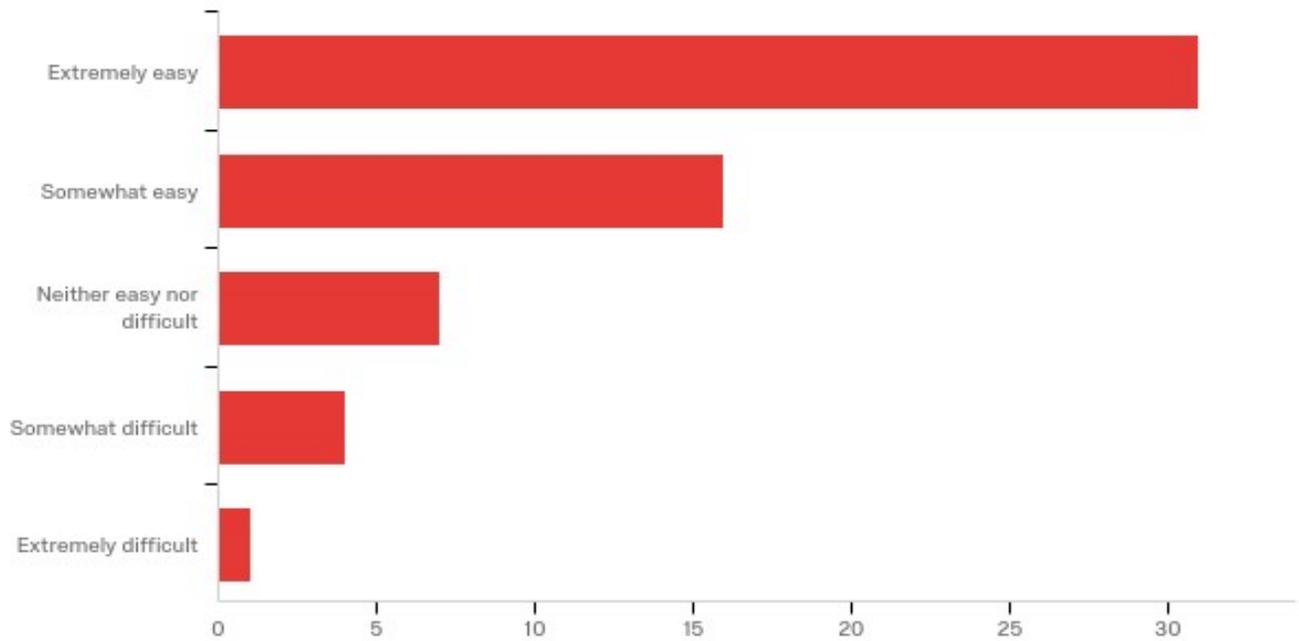
#	Answer	%	Count
1	All of the recordings available to me	15.87%	10
2	Some of the recordings available to me	57.14%	36
3	Very few of the recordings available to me	22.22%	14
4	None of the recordings available to me	3.17%	2
5	I am not aware of any recordings being available to me	1.59%	1
	Total	100%	63

### 3 - Overall, at this point in the year, how satisfied are you with the lecture recordings?



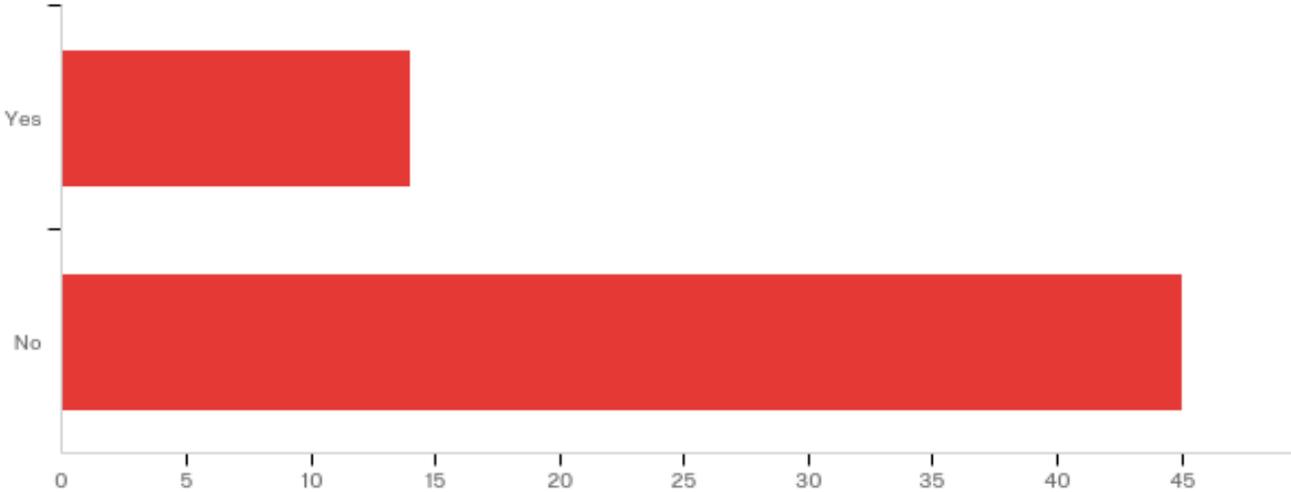
#	Answer	%	Count
1	Extremely satisfied	62.71%	37
2	Somewhat satisfied	32.20%	19
3	Neither satisfied nor dissatisfied	1.69%	1
4	Somewhat dissatisfied	3.39%	2
5	Extremely dissatisfied	0.00%	0
	Total	100%	59

#### 4 - Overall, how easy was it for you to access recordings?



#	Answer	%	Count
1	Extremely easy	52.54%	31
2	Somewhat easy	27.12%	16
3	Neither easy nor difficult	11.86%	7
4	Somewhat difficult	6.78%	4
5	Extremely difficult	1.69%	1
	Total	100%	59

5 - Did you experience any problems in using the system?

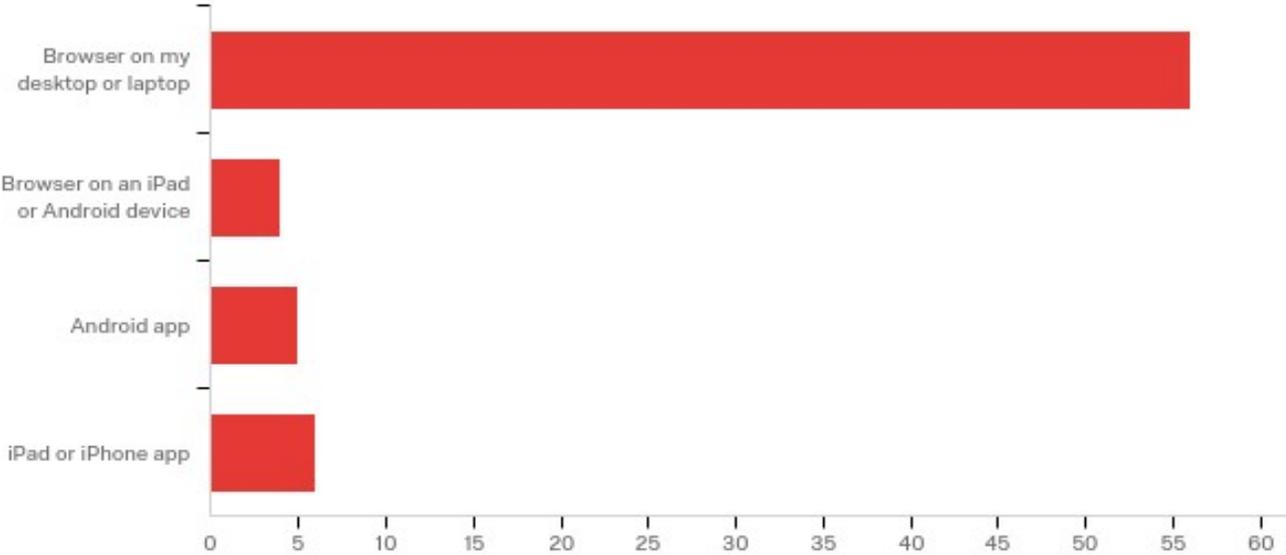


#	Answer	%	Count
1	Yes	23.73%	14
2	No	76.27%	45
	Total	100%	59

## 6 - Please provide further details about the problems you had here:

If yes, please provide further details here:
Impossible to view both projector screens at once. Sometimes the lecturer would be discussing previous slides and the current one at the same time
I experienced various glitches e.g. sometimes the visual would freeze but the sound would continue, or sometimes the whole thing would freeze and I would have to keep shutting it and reopening it.
the system only allowed you to view only one of the two projector screens rather than both at the same time, which which meant you had to switch backwards and forwards depending on how the lecturers used the two respective screens.
Bugs with the video player e.g: - when swapping cameras while not at 1x speed, the two feeds become out of sync - sometimes pausing only pauses one of the feeds, then pausing again pauses the other one and re-plays the first one
Switching between cameras (ie left and right) caused the stream to crash when watching at more than 1.0x speed. It was frustrating to reduce the speed to change cameras, but overall it is an excellent system.
Not all lectures were recorded.
Basically as it needs to download more than one video at a time sometimes when the internet connection is not perfect it keeps uploading and stopping
Playback would sometimes completely stop when switching between cameras. Some glitches with playback controls
<ol style="list-style-type: none"><li>1. Slides and speech not in sync;</li><li>2. Can only record one of the two screens; lecturers should be well informed of this;</li><li>3. Some lecturers did not add the link to the course moodle site -- link should be displayed right at the teaching office website next to the module syllabus link;</li><li>4. Took too long to have access to the video (average &gt;3 days);</li><li>5. Fullscreen not available on portable devices.</li></ol>
Some recordings are not available to us even after few weeks of lectures. Otherwise most lecture are available within days. It would be great if it could be made available as soon as possible after lecture.
Not an issue any more. I had to write a browser script in order to view html5 videos by default, but they've recently updated it so everything is html5-first. I am very happy.
Only particular lecturers' lectures are recorded and some of them are not aware of how to use the system properly

7 - What methods have you used to view lecture recordings (choose as many as you like)?

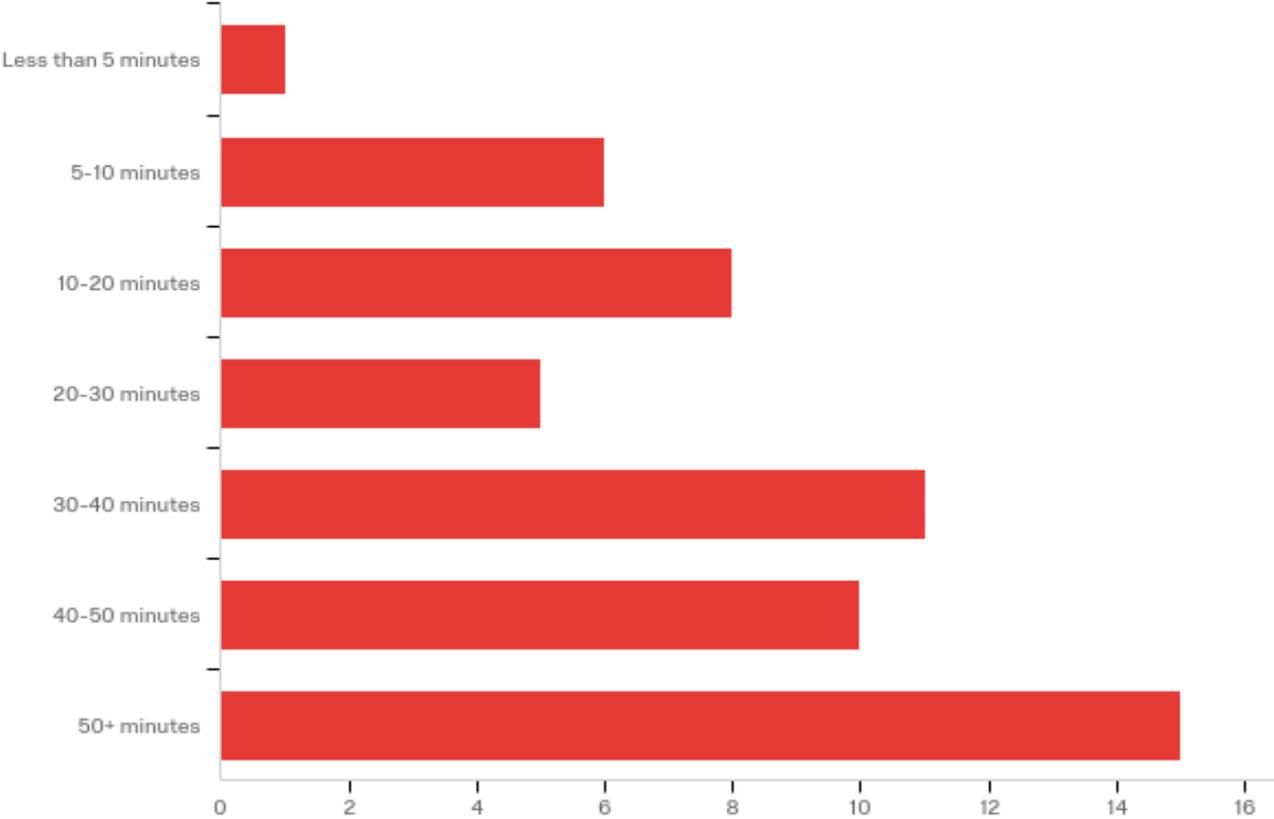


#	Answer	%	Count
1	Browser on my desktop or laptop	100.00%	56
2	Browser on an iPad or Android device	7.14%	4
3	Android app	8.93%	5
4	iPad or iPhone app	10.71%	6
	Total	100%	56

## 8 - Of the above methods, which do you prefer and why?

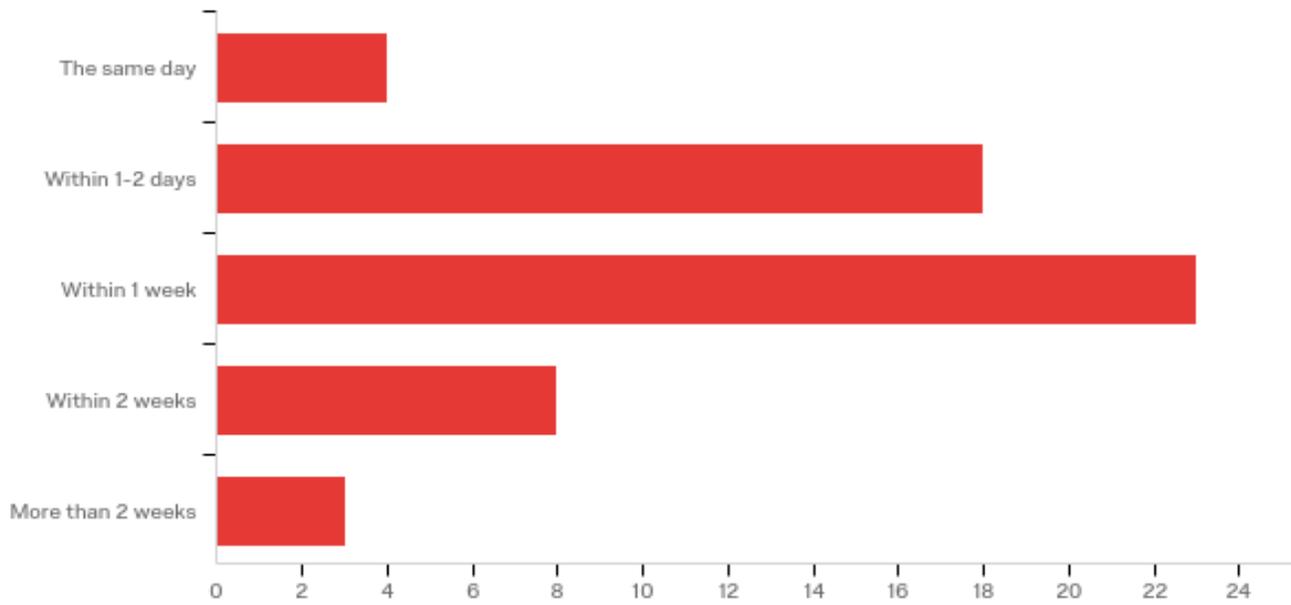
Of the above methods, which do you prefer and why?
Browser. Cant switch between screens on the apps
Laptop screen is biggest so I can clearly see what is being written in the lectures.
desktop/laptop - larger screen which makes it easier to read some of the already difficult to read text on some of the lecturers slides
Laptop, split screen capability
Laptop, bigger screen for hand written notes
Only tried laptop
Macbook, largest screen
Laptop as I watch and write notes
iPad because it's portable
desktop, the lecture handout is clearer
Laptop Browser- can't work out how to change which "camera" I am looking at on the iPhone app
The Android app does not keep me signed in which is quite annoying and laptop is definitely better because of the good screen
Browser on desktop- easier to see the lectures.
Browser on laptop
PC, because of the size. On the other hand, fullscreen is only available on PC.
Laptop,bigger screen
Browser on my desktop or laptop - more convenient
Laptop - can't change visualiser on iPad or iPhone
desktop - larger screen to see working that was done on the projector during the lecture
Desktop
The interface is a little tricky on mobile screens so laptop is preferred
Using desktop/laptop as can see the lecture more clearly
Bigger screen on laptop than mobile devices
Laptop
n/a

9 - As a rough estimate, on average how many minutes of a lecture do you choose to watch/listen to?



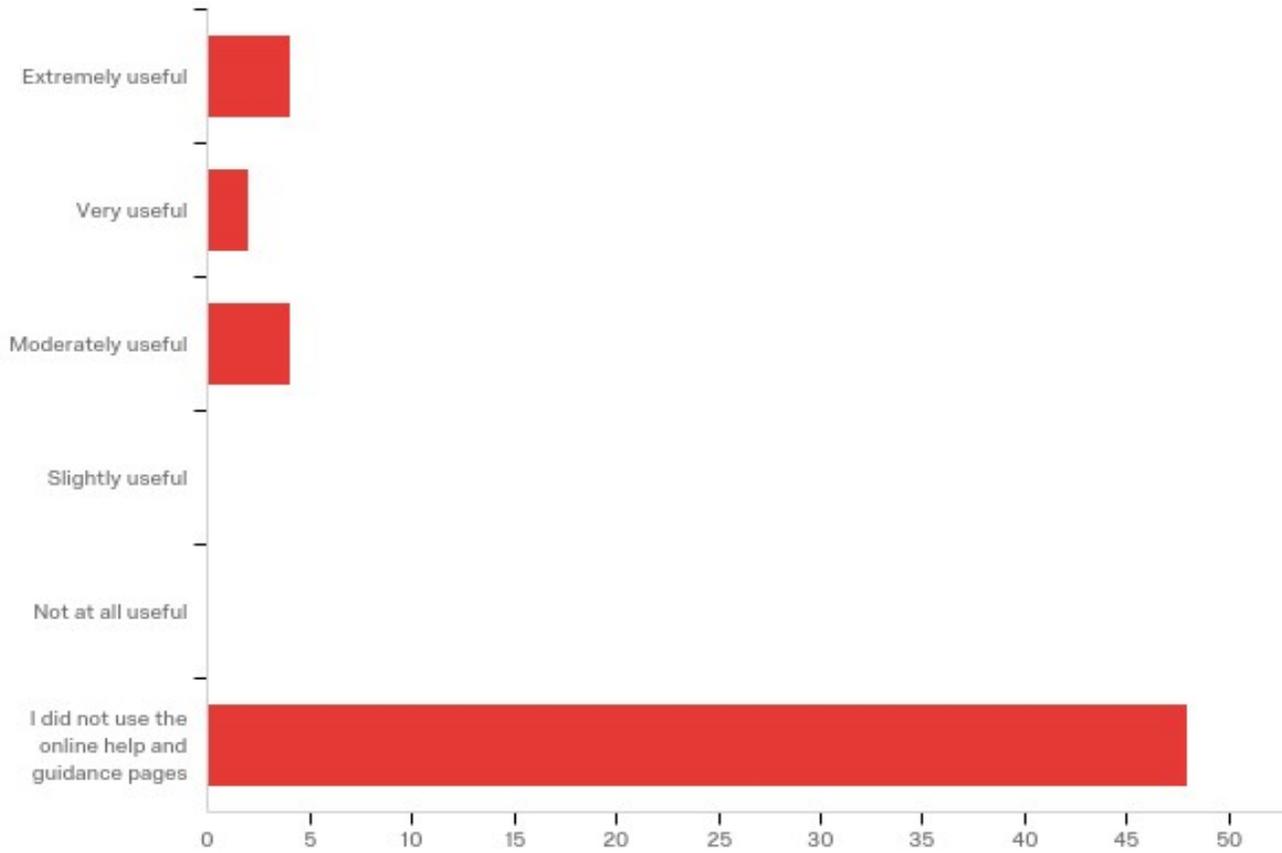
#	Answer	%	Count
1	Less than 5 minutes	1.79%	1
2	5-10 minutes	10.71%	6
3	10-20 minutes	14.29%	8
4	20-30 minutes	8.93%	5
5	30-40 minutes	19.64%	11
6	40-50 minutes	17.86%	10
7	50+ minutes	26.79%	15
	Total	100%	56

## 10 - Generally, how long after they are available do you access the recordings?



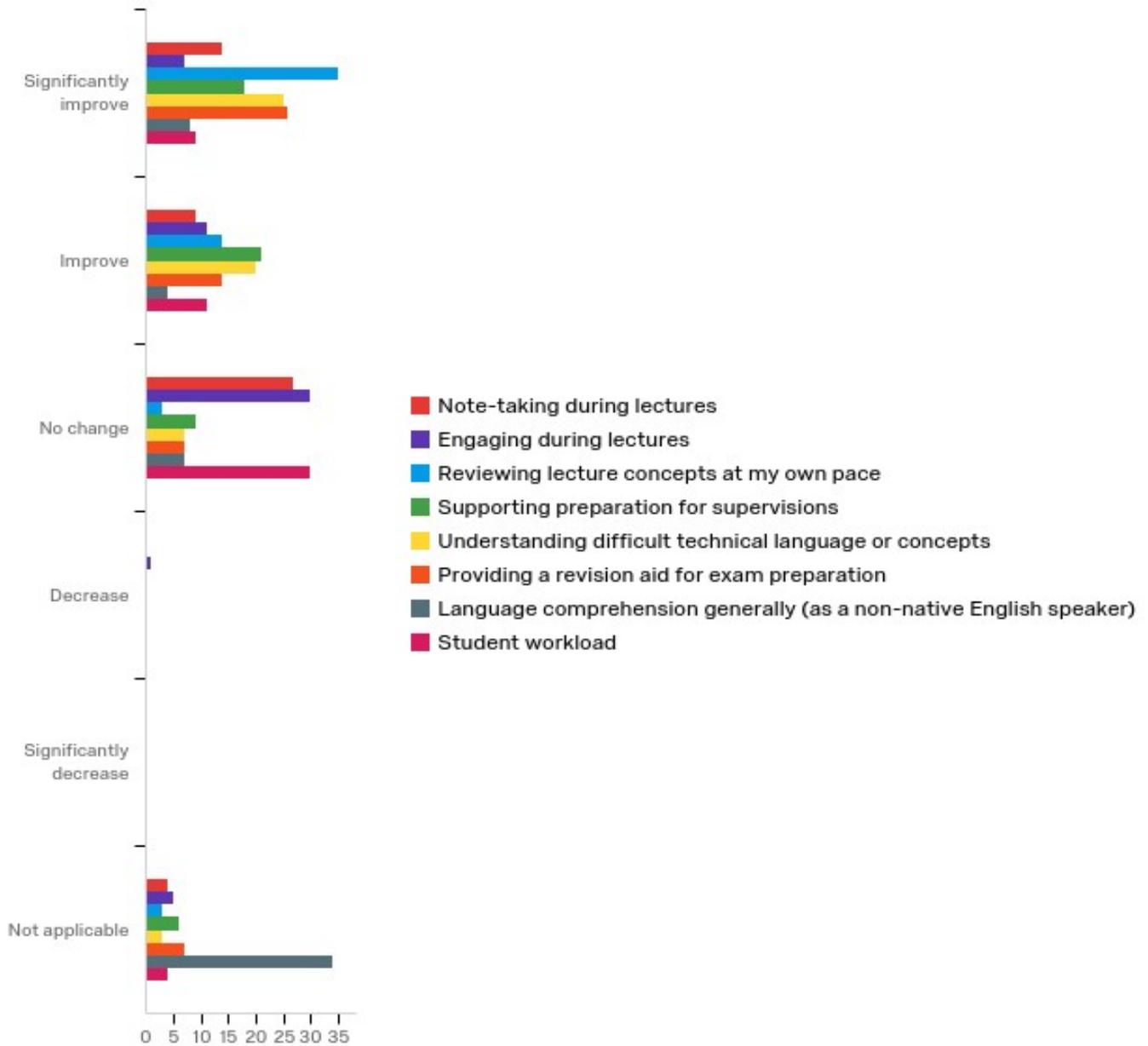
#	Answer	%	Count
1	The same day	7.14%	4
2	Within 1-2 days	32.14%	18
3	Within 1 week	41.07%	23
4	Within 2 weeks	14.29%	8
5	More than 2 weeks	5.36%	3
	Total	100%	56

## 11 - How useful was the information provided on the help and guidance pages?



#	Answer	%	Count
1	Extremely useful	6.90%	4
2	Very useful	3.45%	2
3	Moderately useful	6.90%	4
4	Slightly useful	0.00%	0
5	Not at all useful	0.00%	0
6	I did not use the online help and guidance pages	82.76%	48
	Total	100%	58

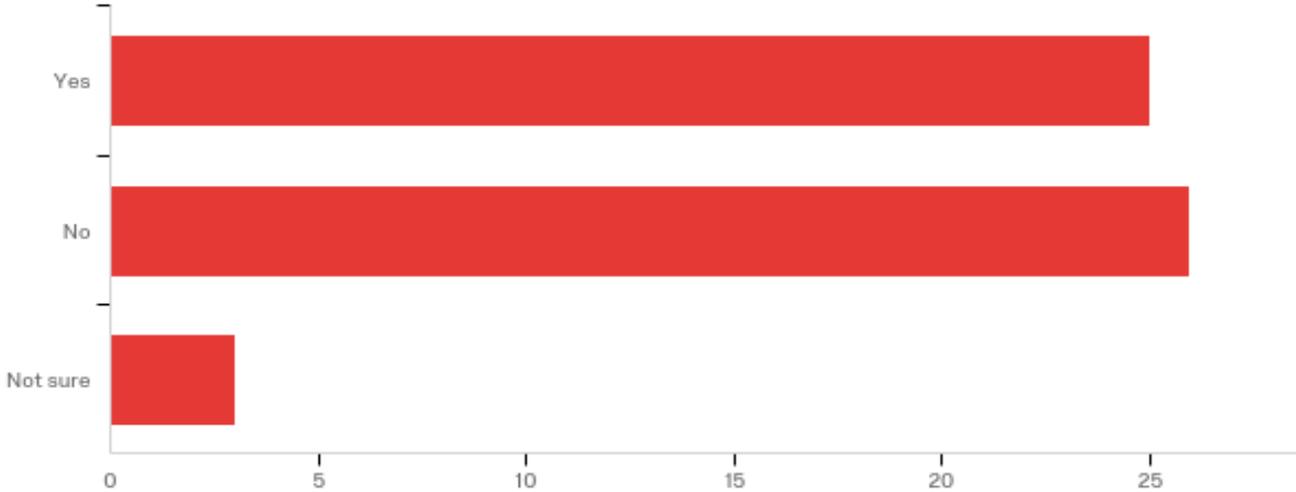
12 - How positively or negatively do you feel that recorded lectures affect your learning experience in the following ways:



#	Question	Significantly improve	Improve	No change	Decrease	Significantly decrease	Not applicable	Total						
1	Note-taking during lectures	25.93%	14	16.67%	9	50.00%	27	0.00%	0	0.00%	0	7.41%	4	54
3	Engaging during	12.96%	7	20.37%	11	55.56%	30	1.85%	1	0.00%	0	9.26%	5	54

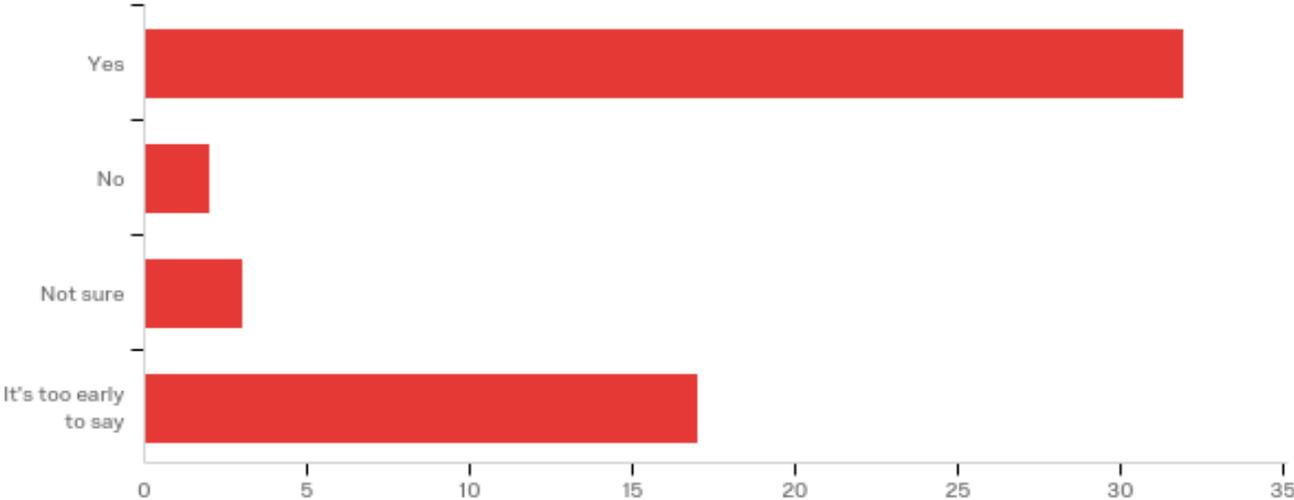
	lectures													
4	Reviewing lecture concepts at my own pace	63.64%	35	25.45%	14	5.45%	3	0.00%	0	0.00%	0	5.45%	3	55
5	Supporting preparation for supervisions	33.33%	18	38.89%	21	16.67%	9	0.00%	0	0.00%	0	11.11%	6	54
6	Understanding difficult technical language or concepts	45.45%	25	36.36%	20	12.73%	7	0.00%	0	0.00%	0	5.45%	3	55
7	Providing a revision aid for exam preparation	48.15%	26	25.93%	14	12.96%	7	0.00%	0	0.00%	0	12.96%	7	54
8	Language comprehension generally (as a non-native English speaker)	15.09%	8	7.55%	4	13.21%	7	0.00%	0	0.00%	0	64.15%	34	53
10	Student workload	16.67%	9	20.37%	11	55.56%	30	0.00%	0	0.00%	0	7.41%	4	54

13 - Do you feel you have difficulty in listening and taking notes during lectures?



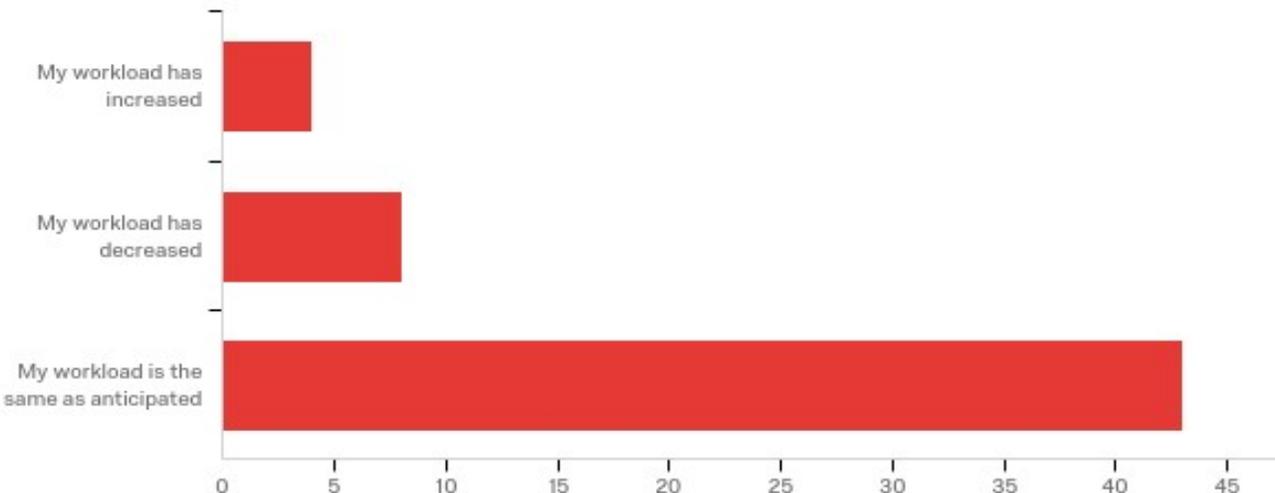
#	Answer	%	Count
1	Yes	46.30%	25
2	No	48.15%	26
3	Not sure	5.56%	3
	Total	100%	54

**14 - Do you believe that the availability of recorded lectures will have a positive impact on your examination results?**



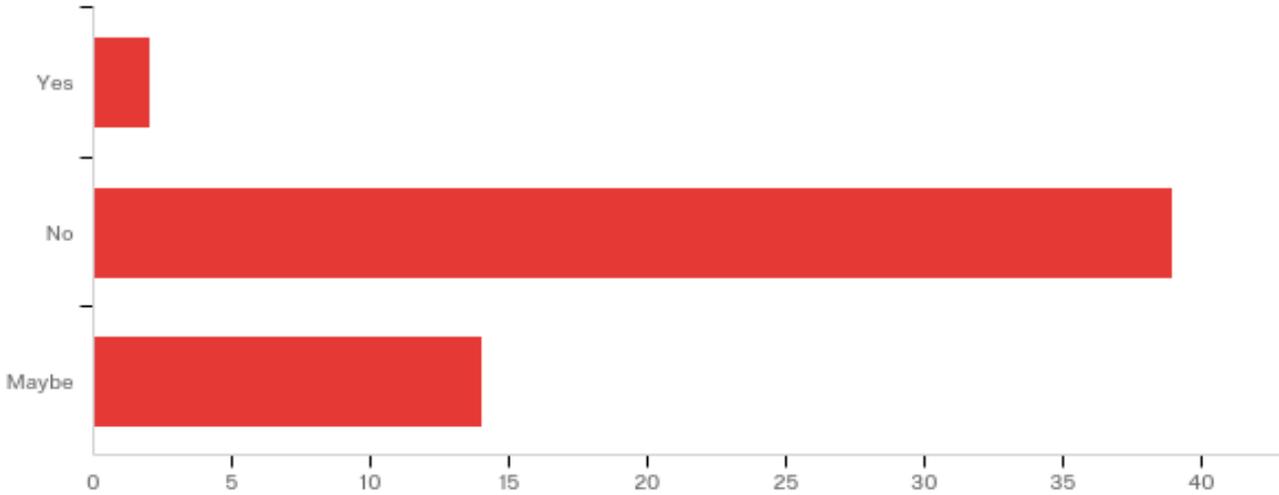
#	Answer	%	Count
1	Yes	59.26%	32
2	No	3.70%	2
3	Not sure	5.56%	3
4	It's too early to say	31.48%	17
	Total	100%	54

15 - How do you feel the availability of recorded lectures has altered your study workload?



#	Answer	%	Count
1	My workload has increased	7.27%	4
2	My workload has decreased	14.55%	8
3	My workload is the same as anticipated	78.18%	43
	Total	100%	55

**16 - Do you feel the availability of recorded lectures has affected your attendance at lectures?**



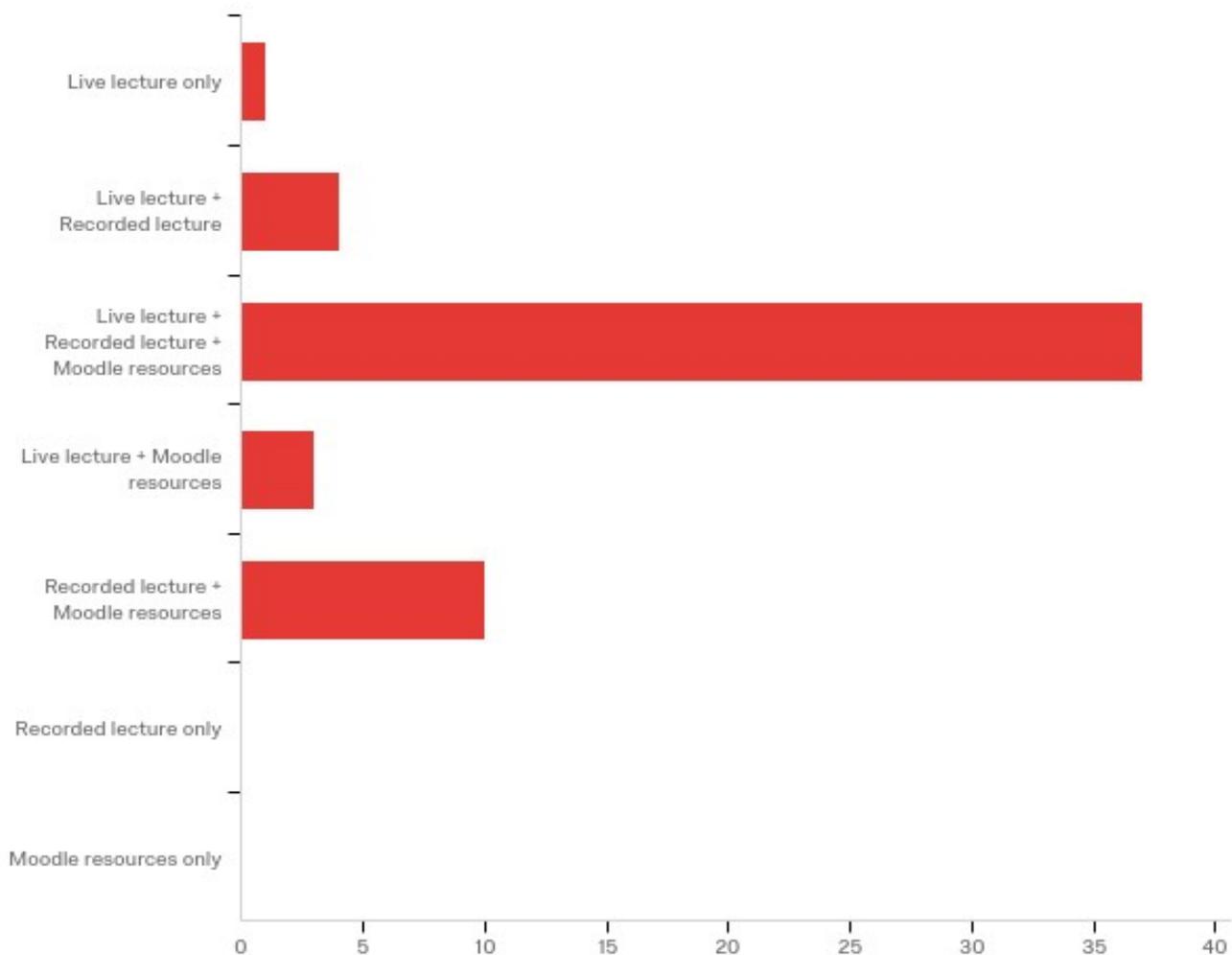
#	Answer	%	Count
2	Yes	3.64%	2
3	No	70.91%	39
4	Maybe	25.45%	14
	Total	100%	55

## 17 - Why, or why not, do you feel that the availability of recorded lectures affected your attendance?

Why or why not?
I have been to the same number of lecture with or without the system.
Ill be more comfortable skipping it since i can watch later
I go to lectures anyway
I never used to be able to follow along in lectures (would get distracted/bored/fall asleep) so i stopped going to most of them and would just learn from reading the notes, but now i can watch the lectures at my own pace, rewatch parts that are confusing and pause when i get distracted. So essentially i still don't go to most lectures (same as before) but now i can benefit from them.
Easier to catch up
I like lectures
It is habit to go to lectures
If I needed to miss a lecture I knew that I could make up for it later - but I still made every effort to go to lectures if I could.
Maybe once or twice has meant i havnt gone to a lecture
When I have not been feeling very well, I have stayed at home, rather than turned up and forced myself to try and focus
I prefer attending lectures regardless of available recordings
Must go lectures to pick up handouts. If lecture was too fast then I could go back over the recording to cover what I had missed.
Offers flexibility - on a particularly heavy day a lecture can be skipped to give a extra hour, and then be caught up on the following day when there's a little more time
The online lectures are much easier for me to understand as I can go at my own pace and stop when I want to take notes. Additionally,
Recorded lecture is to brush on concepts even further
Because I much prefer to watch the lecture at home, where I can pause it to take down notes, not having to write and listen at the same time. And I was able to listen to the bit that I don't understand for as many time as I want. And I could also choose a time when my brain works best to listen to it, instead of having to take it in the morning or so. Also I could speed up the bit which I have understood. It's a brilliant system!
I know that if I do not go to lectures I will get behind. I don't trust myself to keep up without a rigid timetable!
Being a not english native speaker it is hard to keep focus in a crowded room, when I am home in my room I find can enjoy it so much more, at my own pace, and my focus has increased so much! I can be a lotmore productive and as I am so much more engaged in a recorded lecture I feel I am wasting a bit my time if I both go to the actual lecture and I watch the recorded one at home
I listen better in live lectures.
I only use the recorded lectures to catch up on lectures I would have missed anyway for other, unavoidable reasons
I ended up not missing many anyway

Attending lectures is a must so as to ask questions right after the concept was introduced.
I still attend lecture
I have heard that the quality of the recordings are not that good. Also, i have found that just by attending the lecture that I absorb the concepts more readily and easily than not attending (as I found when I missed a lecture last year that it took me until it was relectured this year to understand it fully)
I still go to all the lectures. I just use it as a way to revisit concepts I may not have completely understood during lecture. It does mean that I feel ok missing lectures in more extreme circumstances though (e.g. if I had a job interview), but this has not happened yet.
I still attend all the lectures and watch most of them again to understand them properly and to be able to take down all the important things the lecturer says.
i still prefer to attend lectures as the recordings are not streamed 'live'. I don't like to wait for the recording to be uploaded as it makes me feel like i am behind and need to 'catch up'.
Nothing can replace the knowledge you get from physically being in the Lecture theatre.
The lectures I end up revisiting are ones I have attended. Generally it is to go over a specific concept or topic at my own pace that I have issue understanding from notes alone.
In some cases, lecturers waste a good 20 minutes with unhelpful activities such as tweeting or giving unrelated demos. For those lectures, or for lectures where I feel the teaching style is not great or doesn't suit me, sometimes it can be a more efficient use of my time to watch the relevant part of the lecture online, and at a faster speed, and being able to pause it and reply when I don't understand.
Lectures are good motivations to go into the department and set the day off early
i still feel that i won't get round to reviewing the lecture if i do not attend at the time. but the recordings are vital if i have had to miss one for unforeseen reasons.
Has not as I have only used it as a resource to catch up on lectures I would have missed anyway
When I am about to be 10 minutes late for the particular lecture then I will choose to listen to the recording later.
I generally only miss lectures when attending is unavoidable. Also, if I didn't think a lecture was worth attending I probably wouldn't bother watching a recording

**18 - What do you feel is the best combination for using recorded material (choose only one)?**

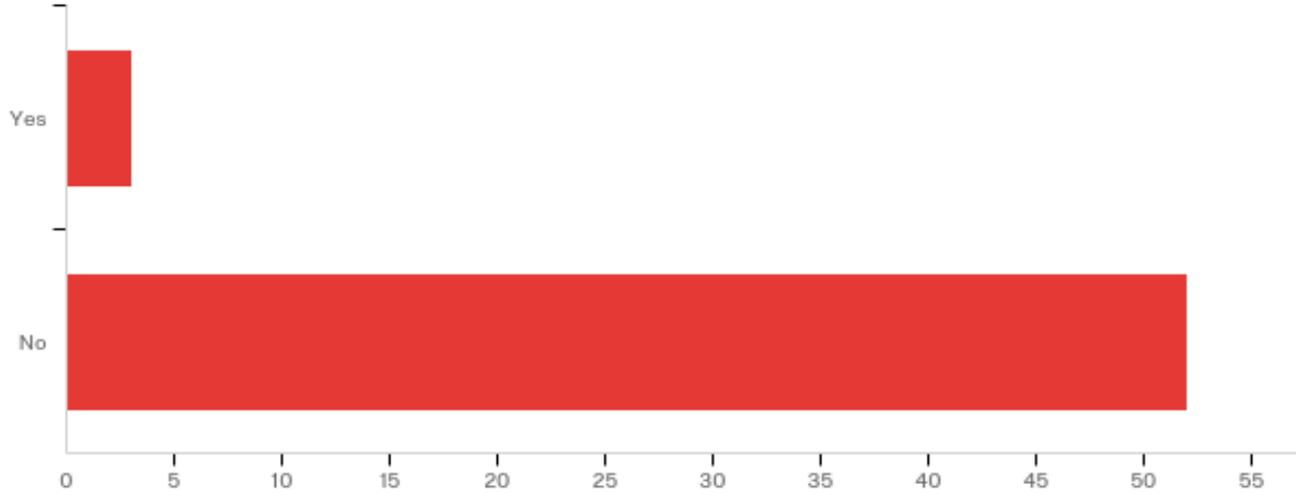


#	Answer	%	Count
1	Live lecture only	1.82%	1
2	Live lecture + Recorded lecture	7.27%	4
3	Live lecture + Recorded lecture + Moodle resources	67.27%	37
4	Live lecture + Moodle resources	5.45%	3
5	Recorded lecture + Moodle resources	18.18%	10
6	Recorded lecture only	0.00%	0
7	Moodle resources only	0.00%	0
	Total	100%	55

## 19 - Are there any aspects of lecture capture that have helped you to learn specific topics in your degree subject?

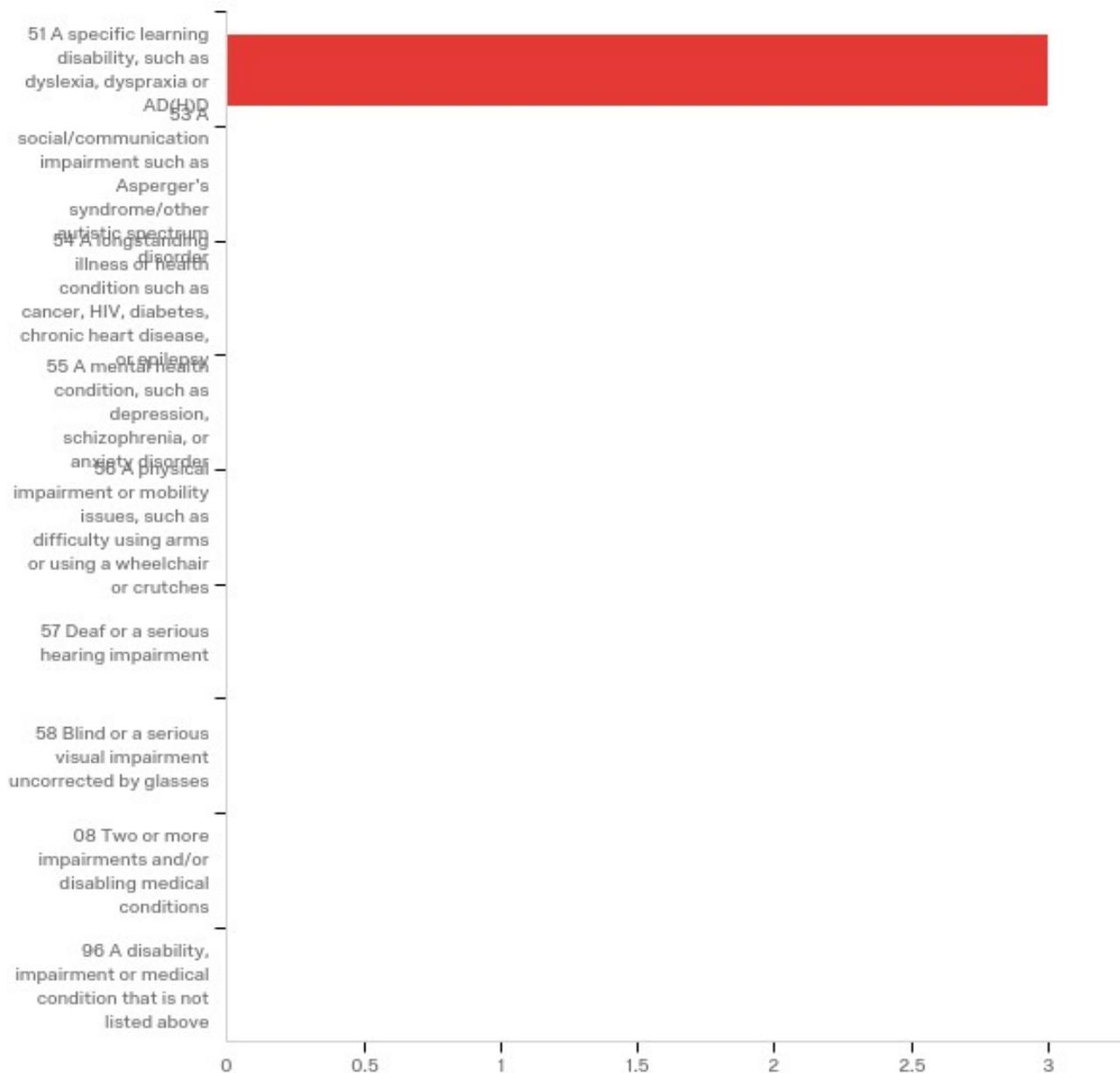
Are there any aspects of lecture capture that have helped you to learn spec...
Yes
Sometimes during live lectures, the lecturer is a bit slow and I lose focus. By listening to lectures at 1.25x or 1.5x speed, I don't lose focus and listen to everything the lecturer has to say.
Being able to pause and rewind
Has helped understanding of everything
Yes absolutely
Absolutely, the Panopto enviroment make it very easy to focus on the recorded lecture
No
NA
Able to control playback speed.
How slides are split into times in lecture (sometimes it is buggy however)
The speed changer makes it a much easier/enjoyable experience
Yes I had to rewatch certain probability lectures that I'd attended because I couldn't understand them at the time and had to do some additional reading elsewhere then return to watch the lecture online before I was able to follow what he was teaching. For linear systems, I went to lectures but was not feeling very well and didn't follow the lecture, but was able to catch up and rewatch the lecture at a later time when I felt better.
repeating the example questions in the lectures, as it is often not clear from the notes/working alone where the answers came from (particularly Structures, Mechanics, Thermo)
Mechanics and structures

## 20 - Have you disclosed a disability to the University?



#	Answer	%	Count
1	Yes	5.45%	3
2	No	94.55%	52
	Total	100%	55

## 21 - How do you categorise your disability?



#	Answer	%	Count
1	51 A specific learning disability, such as dyslexia, dyspraxia or AD(H)D	100.00%	3
2	53 A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.00%	0
3	54 A longstanding illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	0.00%	0
4	55 A mental health condition, such as depression, schizophrenia, or anxiety disorder	0.00%	0
5	56 A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.00%	0

6	57 Deaf or a serious hearing impairment	0.00%	0
7	58 Blind or a serious visual impairment uncorrected by glasses	0.00%	0
8	08 Two or more impairments and/or disabling medical conditions	0.00%	0
9	96 A disability, impairment or medical condition that is not listed above	0.00%	0
	Total	100%	3

**22 - Specifically thinking about your disability, in what ways do you feel that lecture capture has or has not affected your ability to engage with your studies?**

Specifically thinking about your disability, in what ways do you feel that...

## 23 - Do you have any other suggestions or comments to help us improve our lecture capture system?

Do you have any other suggestions or comments to help us improve our lectur...
The CUED LTO camera angle is not the best and would be better to record both screens at once.
Let me see both projector screens at the same time
Some lecturers still don't seem to understand the system and write their notes on the screen that is not being recorded so when you are watching the recording you are just looking at a blank screen.
Keep up the good work
Only 3 or 4 of the subjects consistently appeared on the website - which was annoying for couple of days I needed to miss for a company visit; only some of the missed lectures were available online. But otherwise, I think it works pretty well.
Would be nice if you could see both screens at once, like in a real lecture, also recording all the lectures and them being put up faster. For example they should always go online before the next lecture in the series so you don't get left behind
Can be slightly buggy at times, but otherwise very useful
It uses up my data allowance at college quite quickly, causing my usage to be throttled which makes watching lectures more difficult (buffering). A low quality streaming option would be useful. Also the ability to watch both cameras at the same time rather than needing to switch, as switchin was what caused my loading/buffering problems.
Ensure that all lecturers remember to record their lectures as it is unpredictable when a lecture recording will be missed.
To see both screens would be very usefull
I'm a second year engineering student. I noticed that only part of our lectures are captured and put online. I hope that all the lectures could join this brilliant system. I have benefited a lot from the system - thank you very much!
No, nut they are incredibly useful for non-English native speakers, so please do keep the project and expand it to all lectures
Automatic uploads of lectures would be very useful. Often the lectures that are most complex are not uploaded!
On the replay, it would be useful to be able to watch both visualiser cameras at the same time, as lecturers often use both simultaneously. Currently, you can only see one of the visualiser feeds at any one time.
Lecturers should be well trained to using this system!
I think it's great. The platform is well designed (technical issues aside, like initial lack of html5 support).
It would be good if both screens could be viewed at the same time as sometimes both visualisers are being used to explain something. When the lecturer uses the laser pointer, it cannot be seen since the lecture capture only shows what's on the screen at that time, so it would be good if the quality of the video recording could be improved so that everything can be seen.
Continue doing it!
Rather than dates on the lecture recording maybe an indication of Material covered. Eg. Structures, Handout 4, Sections 8-10.
Have an option so that both the lecture screens can be viewed simultaneously instead of the large view of the lecture theatre. At the moment only one screen can be viewed at a time, and every time you switch camera views between the two screens the video freezes to reload. I've also noticed that if you try and watch a lecture at 1.5x

speed, it freezes every few seconds momentarily to buffer which defies the point of watching it at a faster speed, but if that is something due to internet connection here at University it can't be helped.

Filing system on the system would help find the relevant lectures

Thermo lectures often put up very late

If more lecturers are encouraged to use it then it would be the best