Undeb Bangor Panopto Survey Report 2019

Introduction

Bangor University provides the opportunity for lecturers to use Panopto, a lecture capture software that allows staff to record lecture material. Panopto allows for the recording of lectures and learning materials using audio, video, PowerPoint and captured screen content.

Many students have commented that Panopto recordings are useful to their learning in a number of ways including allowing them to revisit lectures to aid in the understanding of content and helping with revision. In contrast, some concerns have been raised by both students and members of staff about using Panopto and in particular whether the wide use of Panopto would have a negative effect on lecture attendance.

In relation to the above, Undeb Bangor conducted research in March 2017 to establish students' experiences of Panopto, including the access they have to it, how they use it, how useful it is to them and any potential impacts this would have on lecture attendance. This research has been shared at various task groups within Bangor University and concluded that students value the use of Panopto to aid in their learning and that members of staff should be encouraged to consider using this tool for teaching purposes. If the use of Panopto is not practical, then alternative forms of video or recorded content should be considered that would perhaps provide similar benefits to students learning. Additionally, with reference to concerns regarding lecture attendance the report suggested that having access to Panopto recordings would not likely dramatically impact upon students' attendance at lectures. It did acknowledge that data regarding attendance was based on self-report data not actual attendance. However, due to the large proportion of students reporting that they use and would use Panopto to review content that had already been covered in lectures, we would be inclined to suggest that the benefits of Panopto outweigh any concerns with lecture attendance and that this was demonstrated in the previous report.

Within the Assessment and Feedback section of the University's Student Led Teaching and Learning Strategy it states that "*…we will encourage and support staff to integrate digital technologies (eg Panopto, blogs etc) and blended learning into teaching and assessment practices.*" and "*we will measure our success by increasing the use of digital technologies, such as Panopto…*". It is pleasing that the University have identified this as an important area to enhance. However, despite this, at present there does not appear to be ubiquitous use and support of Panopto across the institution for teaching and learning purposes.

Therefore, following on from the research carried out in 2017, the following report includes new data and analysis about student's self-reported experiences of Panopto from the Bangor Student Survey carried out this academic year (2018-19). In addition, the current report breaks data down by school, to provide a clearer picture across the institution.

What Students Say about Panopto

The results of this survey support the previous report that students find having access to Panopto useful in numerous ways, such as allowing them to revisit lectures to aid in the understanding of content and helping with revision.

How useful is Panopto to students and how do they use it?

It is evident that students use Panopto to aid their studies, review lecture content, to allow for further understanding of lecture material and to help with revision for exams. We found that 84% of respondents who have access to Panopto report using it as an aid to their studies. Similarly when asked to respond to

the statement 'I *attend all lectures and use Panopto to review lecture content to help with my learning*' 70% of students rated this as either completely or mostly true. Only 11% of students rated this statement as either slightly true or not true at all.
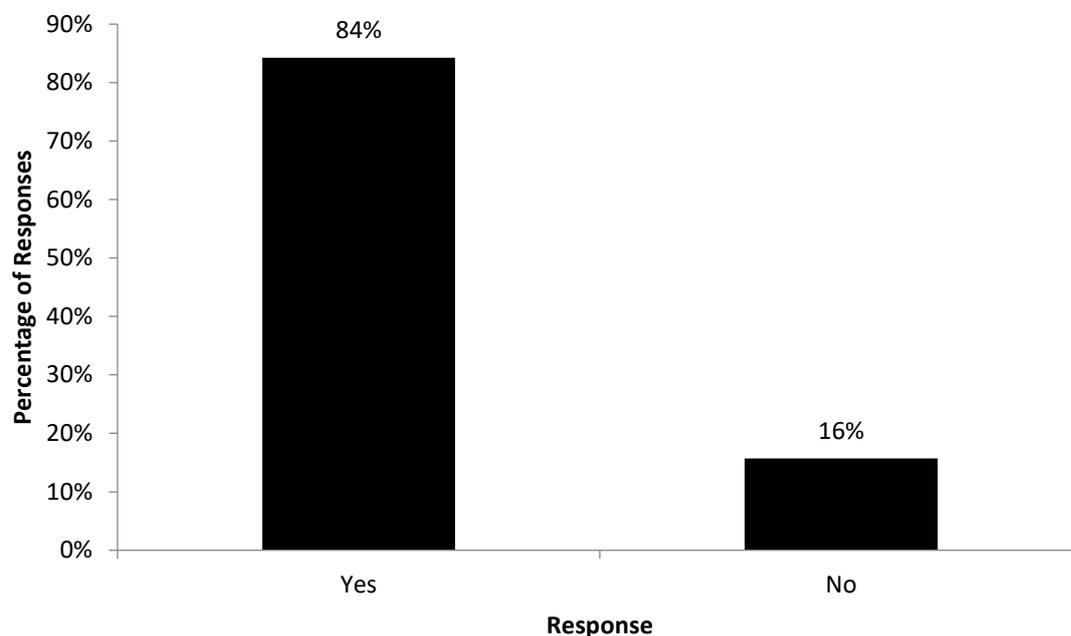

Figure 1. Responses to the question 'Do you use Panopto as an aid for your studies', to students who report having access to Panopto.
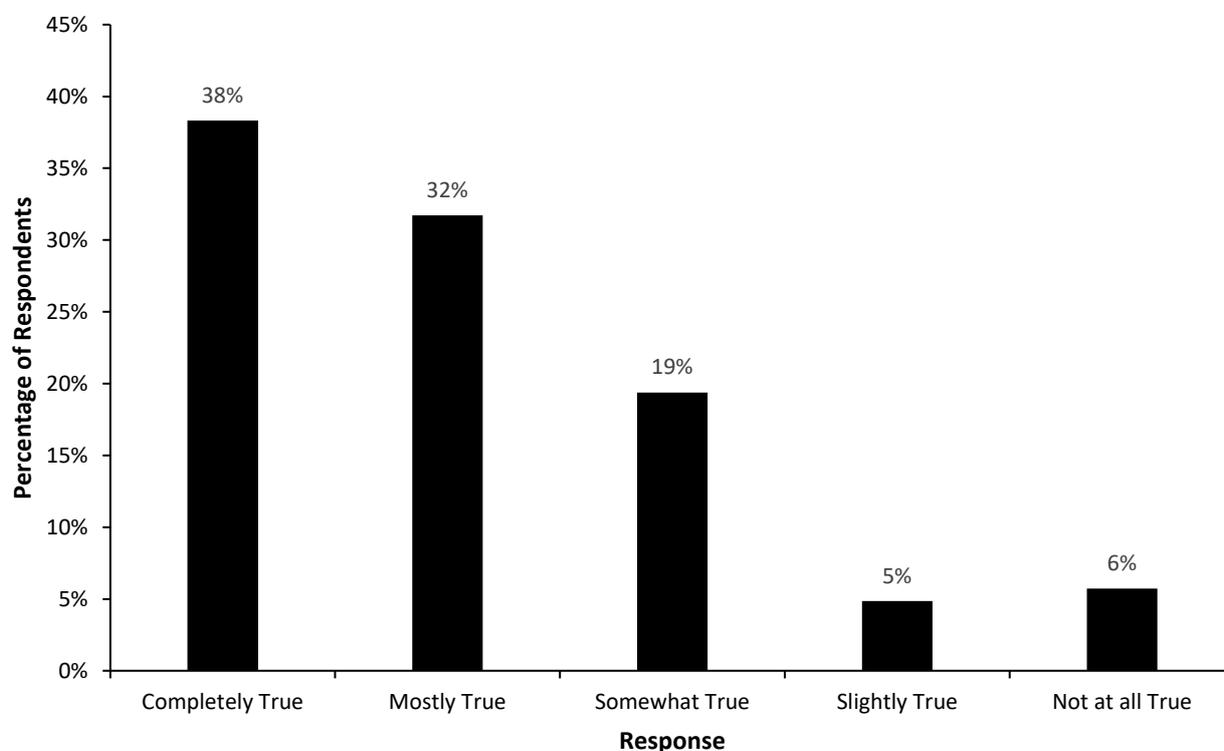

Figure 2. Responses to the statement 'I attend all lectures and use Panopto to review lecture content' to help with my learning'.

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Furthermore, students overwhelmingly agreed that Panopto is useful for their studies. Specifically, it allows them to revisit lecture content to aid in understanding and is helpful with revision for exams. This further demonstrates that students who have access to Panopto believe it aids in their learning.
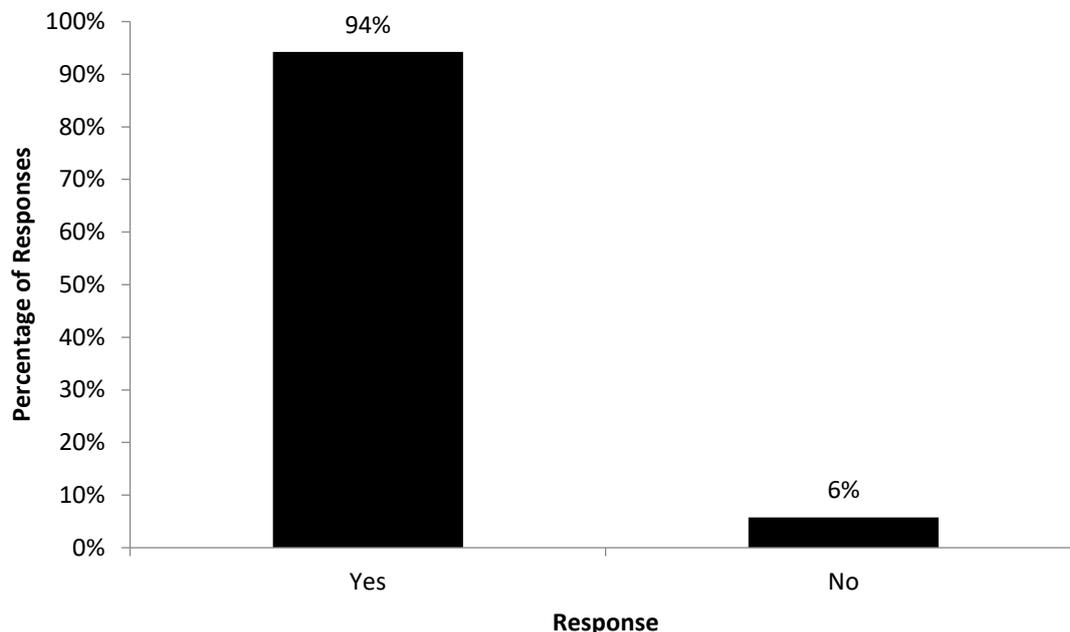

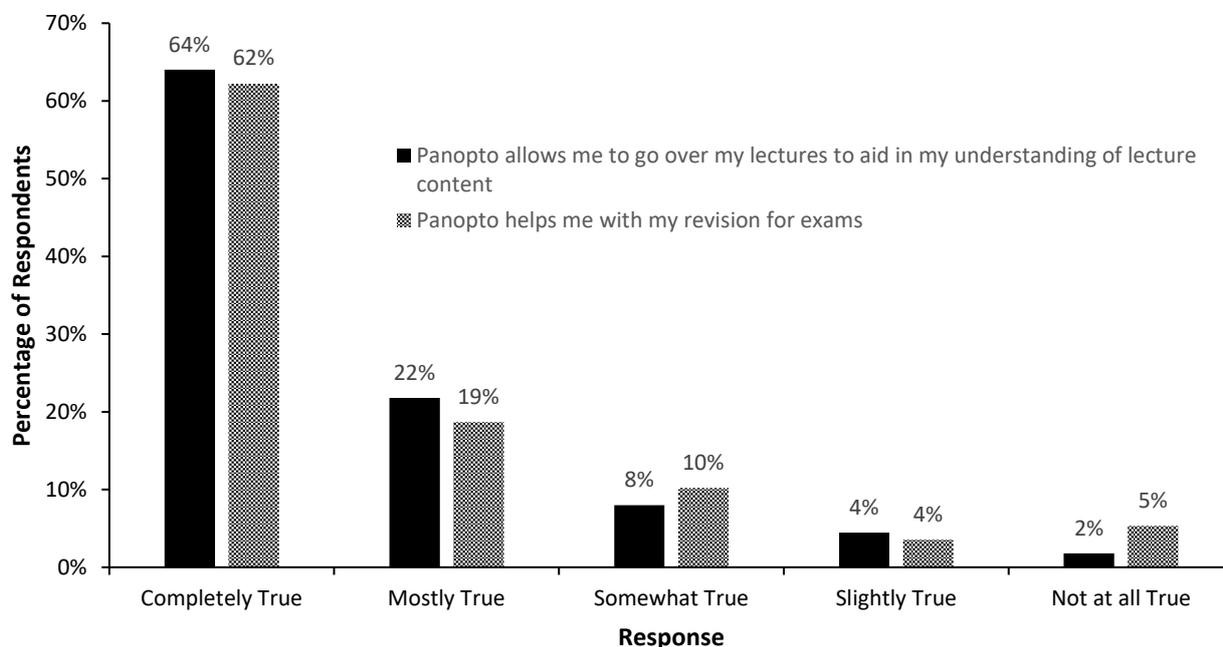**Figure 3. Responses to the question 'Do you find Panopto useful for your studies**

Figure 4. Responses to the statement 'Panopto allows me to go over my lectures to aid in my understanding of lecture content' (solid bar) and 'Panopto helps me with my revision for exams' (greyed bar).

Therefore, Undeb Bangor believes that wherever possible Panopto recordings should be considered as a valuable way to enhance the learning of students at Bangor University. Whether this leads to actual

improvements in academic performance remains unclear as this was not explored. However, it is clear that students find Panopto recordings useful for their studies and this can only be viewed as a positive thing and would likely lead to a positive learning experience. Furthermore, access to Panopto creates multiple methods for students to learn, therefore catering for the diverse range of learning styles seen at the University.

What access do students currently have to Panopto in the modules that they study?

It was found that 63% of students had access to Panopto in at least one module they studied (compared to 58% in our previous report). It is positive to see the increased use of Panopto and availability of this valued resource for students as compared to our previous report. However, due to the fact that students overwhelmingly value Panopto as useful to their learning experience, it is slightly concerning that such a large percentage of students (37%), indicate that they do not have an opportunity to use Panopto. Furthermore, as shown in the graph below, students' access to the use of Panopto varies widely across schools. Therefore, more may need to be done to promote the use of Panopto across the institution so that as many students as possible benefit from this teaching and learning aid. It may also be useful to specifically focus on areas where there is low Panopto provision and explore why this is the case.
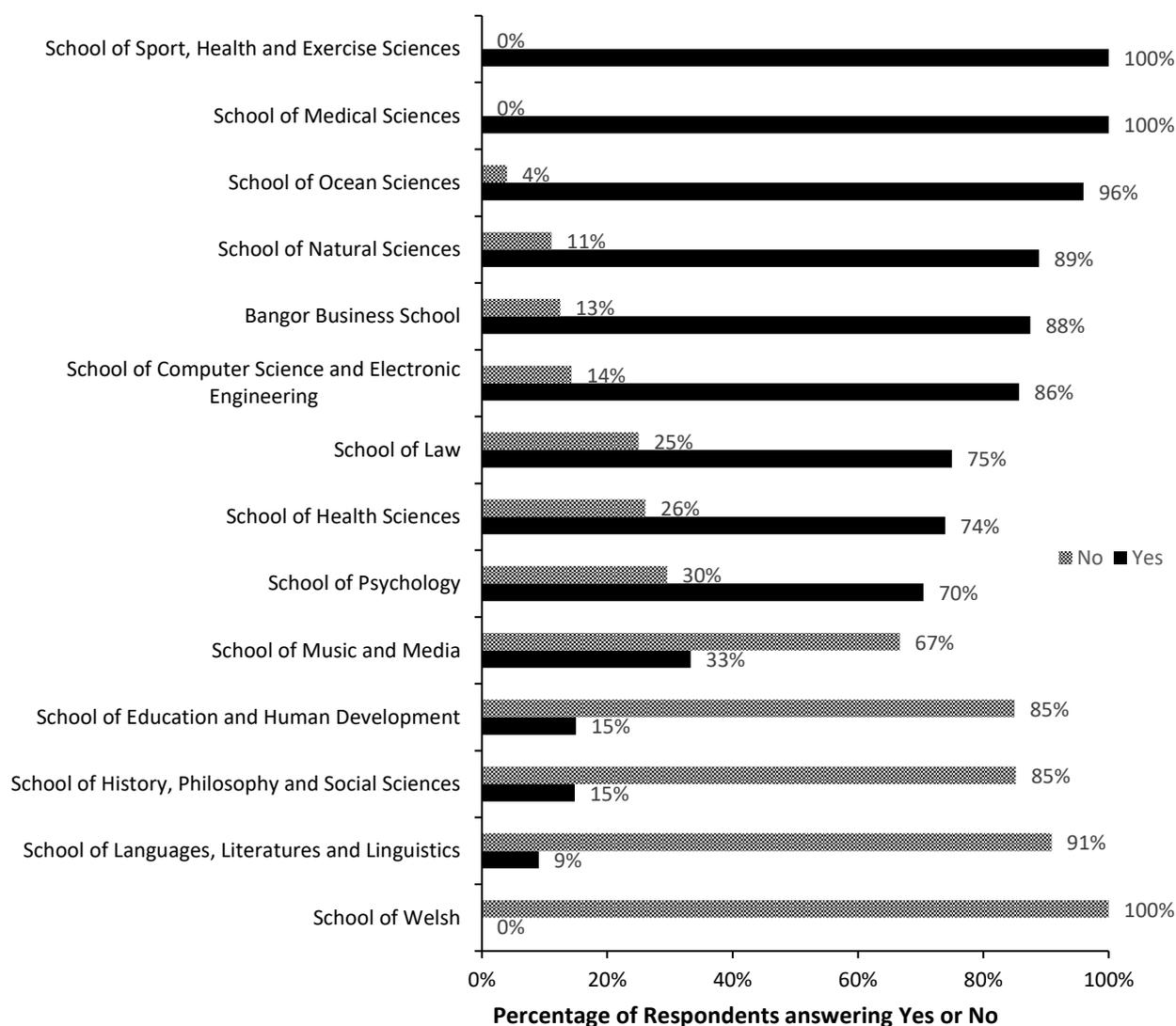

Figure 5. Responses to the question 'Do you have an opportunity to use Panopto (lecture recording software) as an aid for your studies?', broken down by School and in rank order (largest 'Yes' response at the top). Those responding 'Yes' are shown by the solid bar, those responding 'No' are shown by the greyed bar.

In support of this apparent disparity of experience with regard to students' opportunity to use Panopto, approximate figures for actual Panopto recordings provided by IT Services are shown below 2018-19.

Table 1. Approximate figures for actual Panopto recordings broken down by School/Subject Area for Semester 1 of 2018-19. Data provided by IT Services.

School / Subject Area	Number of Recordings
Ocean Sciences	427
Business & Law	412
Psychology	343
Biological Sciences	320
Chemistry	259
Medical Sciences	252
Social Sciences	208
SSHES	198
SENRGY	196
Health	124
Computer Science	116
Study Skills	101
Media	100
Law	77
Music	45
Education	27
Doctoral School	18
HEA Fellowships	17
Modern Languages	12
BIC	2

Table 2. Approximate figures for Panopto sessions created or edited between 01/12/18 and 07/5/19 broken down by School/Subject Area. Note: Figures include student assignment recordings. Data provided by IT Services.

School / Subject Area	Number of Recordings
Natural science	715
psych	498
Business school	412
Ocean science	388
Media and music	237
Medical science	236
Health care science	236
Law	229
Computer science	207
History philosophy and social science	156
Sports science	156
education	110
Languages literacy and ling	21
bic	19
Doctoral school	7

To note, IT Services commented that specific schools/subject areas not making much use of Panopto are Education, Engineering, History, Philosophy, Religion and Social Sciences, Languages, Literatures and Linguistics and Welsh.

In addition to the above, alongside the fact that 88% of students believe that Panopto should be available for all the modules they study, this further supports the need for the University to close the gap both between schools' usage of Panopto and within schools across modules, by actively promoting the benefits of its use for students.
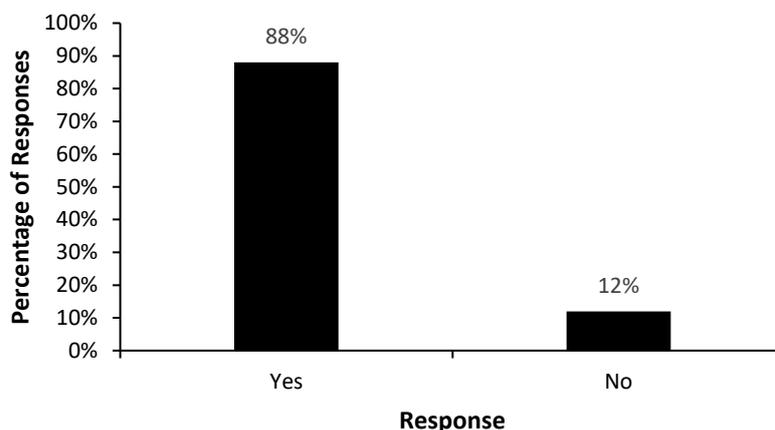
Figure 6. Responses to the question 'Should Panopto be available for all of the modules you study?'
What about lecture attendance?

In contrast to the positives of using Panopto to enhance students learning, some concerns have been raised by both students and members of staff on lecture attendance. Specifically, it has been suggested that students would be less inclined to turn up to classes if they could watch classes back at a later date.

As reported previously (see 2017 report), we believe having access to Panopto recordings would not likely impact upon students' attendance. This was supported by previous survey data and is consistent with the findings in the current survey as shown below, which overwhelming demonstrates that students are highly unlikely to choose to not attend lectures which use Panopto.
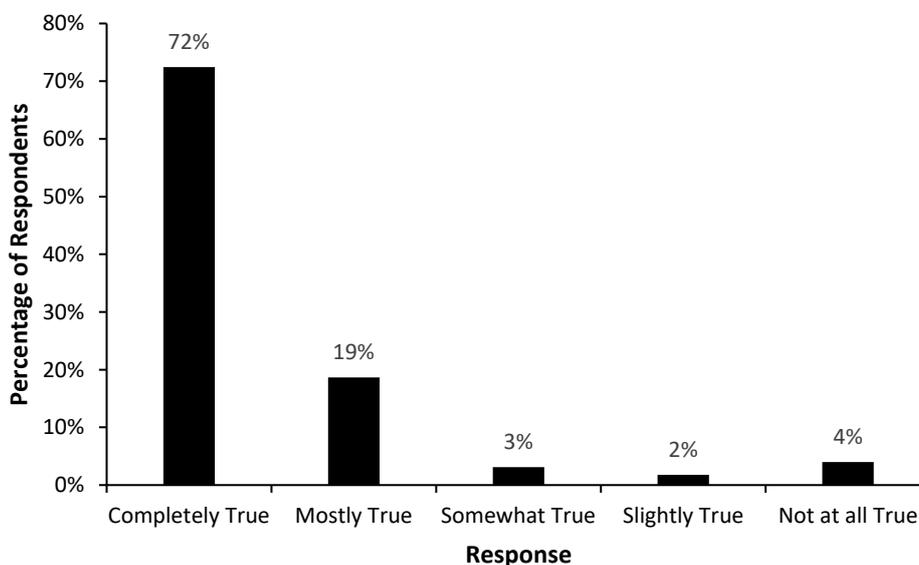

Figure 7. Responses to the statement 'I am still likely to attend lectures if Panopto is available'.

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We acknowledge that the data above regarding attendance is based on self-report data not actual attendance. However, due to the large proportion of students reporting that they use Panopto to review content that had already been covered in lectures (see Figures 2, 3 and 4), we would be inclined to suggest that the benefits of Panopto far outweigh any concerns with lecture attendance and that this is demonstrated in both the current and previous survey.

Conclusion

In conclusion, as previously reported in 2017 it is clearly evident that students value the use of Panopto to aid in their learning and that members of staff should be encouraged to consider using this tool for teaching purposes. If the use of Panopto is not practical, then alternative forms of video or recorded content should be considered that would perhaps provide similar benefits to students learning.

We commend the University and in particular Schools that use Panopto widely to enhance the student learning experience. Similarly, we welcome the increased access to Panopto for students since 2017 and look forward to seeing this trend continue. However, we would recommend that the University work to close the gap both between schools' usage of Panopto and within schools across modules, by actively promoting the benefits of it use for students to all staff. Where Panopto usage is lower we believe it could be useful to explore opportunities of sharing good practice by Schools and modules with higher usage.

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