

# Video Transcript

by Learning Service

Title: [Accessible Teaching with Panopto]  
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Produced by: [Martin Baxter, John Haycock – Learning Services]

## Verbatim Transcript

>> [Charlotte]: Charlotte Kerner, I'm a senior lecturer in physical education and school sport. I have been teaching here at Edge Hill for about 18 months. I teach on to second-year modules a psychology in physical education module and a sociological issues module.

There's two ways that I like to use video, so the kind of my simplistic way would be to enter the lecture theatre, press record and it captures the session as I deliver it nice and easy. The second way is kind of using it as a tool to aid a flipped classroom approach.

So, I initially started using it when I found that students were encountering issues with, kind of getting to grips with some of the content.

So, I was prescribed was teaching research methods which is kind of always a difficult one to deliver, because students often disengage from it, because the content can be quite, quite heavy and quite laden with long statistical terminology.

The reason I wanted to engage with Panopto was to enhance student learning ultimately and student experience, when I could see visibly that students weren't getting to grips with the content in the session, it was kind of a little bit disheartening.

So, my main purpose is to, to get the students to learn more also I thought that would be good tool to use to support that process. Students can learn more through Panopto due to the fact that they can revisit the content

So, particularly, I had reports from students that had dyslexia and they said about how beneficial it was for them, because they don't have, they didn't feel that they could take down sufficient notes during a traditional

lecture session. Therefore having a facility, the opportunity to go back and revisit that, was beneficial for their particular needs, and what I actually found, that the students that had those additional needs were viewing the videos a lot more than the students that didn't, so they were making good use of it to support them.

I think it's a really good tool for all students regardless of...kind of their academic ability or their requirements. Because ultimately the more that you engage with material more likely you're able to retain that information, so it provides the opportunity to repeatedly engage with that content and therefore increase retention.

I think the benefits for the students particularly, and that's my main focus in terms of their learning, that's my job to get them, to aid the learning process for the benefit to the students, outweigh any negative implications that might have in terms of my experience of it.

I say that the students that disengage with a normal lecture, are more likely to be the students that would disengage with recorded content anyway, so the characteristics of those students that are not attending the lectures, they would not attend regardless...if that makes sense?

Yeah, and you do get a sense of particularly when I was using it as a flipped classroom tool, of the students playing the system. So, the sense that they would log in and it would come up on my, my statistics that they'd viewed the session when in fact they hadn't. So, there's kind of mechanisms that you can put in place to kind of hopefully reduce some of those negative implications. So, for example; testing the students on the content that they viewed. So, actually understanding whether they've got a grasp of the content through some kind of assessment format, after viewing the video.

So the students that will definitely play the system if I can, but it's making them aware that we are observing them. So, I think in terms of student satisfaction, I delivered a module without the use of Panopto one year and then a module using Panopto in the subsequent year. Exactly the same content, the only difference was the use of Panopto, and the student satisfaction went from eighty-eight percent to one hundred percent.

So, in terms of student experience I feel that that's some kind of tangible impact that that technology's having on the student experience.

End.

YouTube cc

0:00:04.470,0:00:07.589

Charlotte Kerner, I'm a senior lecturer in

0:00:07.589,0:00:09.269

physical education in school sport I

0:00:09.269,0:00:11.369

have been teaching here at Edge Hill for

0:00:11.369,0:00:13.770

about 18 months. I teach on to

0:00:13.770,0:00:15.629

second-year modules a psychology in

0:00:15.629,0:00:17.130

physical education module and a

0:00:17.130,0:00:19.949

sociological issues module. There's two

0:00:19.949,0:00:22.650

ways that I like to use video so the

0:00:22.650,0:00:25.560

kind of my simplistic way would be to enter

0:00:25.560,0:00:27.449

the lecture theatre, press record and it

0:00:27.449,0:00:29.609

captures the session as I deliver it

0:00:29.609,0:00:33.630

nice and easy, the second way is kind of

0:00:33.630,0:00:35.730

using it as a tool to aid a flipped

0:00:35.730,0:00:39.870

classroom approach, so I initially

0:00:39.870,0:00:42.690

started using it when I found that

0:00:42.690,0:00:44.460

students were encountering issues with

0:00:44.460,0:00:47.220

kind of getting to grips with some of

0:00:47.220,0:00:48.870

the content so I was prescribed was

0:00:48.870,0:00:50.610

teaching research methods which is kind

0:00:50.610,0:00:53.580

of always a difficult one to deliver

0:00:53.580,0:00:55.920

because students often disengage from it

0:00:55.920,0:00:58.620

because the content can be quite quite

0:00:58.620,0:01:00.720

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0:01:00.720,0:01:02.820

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0:01:02.820,0:01:04.890

wanted to engage with Panopto was to

0:01:04.890,0:01:07.200

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0:01:07.200,0:01:09.840

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0:01:09.840,0:01:11.700

visibly that students weren't getting to

0:01:11.700,0:01:13.440

grips with the content in the session it

0:01:13.440,0:01:14.880  
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0:01:14.880,0:01:19.440  
so my main purpose is to to get the

0:01:19.440,0:01:21.420  
students to learn more also I thought

0:01:21.420,0:01:23.250  
that would be good tool to use to

0:01:23.250,0:01:25.350  
support that process students can learn

0:01:25.350,0:01:27.360  
more through Panopto due to the fact

0:01:27.360,0:01:30.420  
that they can revisit the content so

0:01:30.420,0:01:33.990  
particularly I had reports from students

0:01:33.990,0:01:35.820  
that had dyslexia and they said about

0:01:35.820,0:01:37.560  
how beneficial it was for them because

0:01:37.560,0:01:40.470  
they don't have they didn't feel that

0:01:40.470,0:01:41.760  
they could take down sufficient notes

0:01:41.760,0:01:44.159  
during a traditional lecture session

0:01:44.159,0:01:46.650  
therefore having a facility the

0:01:46.650,0:01:48.330

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0:01:48.330,0:01:51.210

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0:01:51.210,0:01:53.130

needs and what I actually found that the

0:01:53.130,0:01:54.690

students that had those additional needs

0:01:54.690,0:01:56.940

were viewing the videos a lot more than

0:01:56.940,0:01:59.340

the students that didn't so they were

0:01:59.340,0:02:01.439

making good use of it to support them.

0:02:01.439,0:02:04.229

I think it's a really good tool for all

0:02:04.229,0:02:06.570

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0:02:06.570,0:02:08.759

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0:02:08.759,0:02:12.510

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0:02:12.510,0:02:15.780

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0:02:15.780,0:02:18.150

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0:02:18.150,0:02:20.040

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0:02:20.040,0:02:22.439

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0:02:22.439,0:02:25.860  
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0:02:25.860,0:02:28.319  
benefits for the students particularly

0:02:28.319,0:02:30.629  
and that's my main focus in terms of

0:02:30.629,0:02:32.159  
their learning that's my job to get them

0:02:32.159,0:02:34.379  
to aid the learning process for the

0:02:34.379,0:02:36.180  
benefit to the students outweigh any

0:02:36.180,0:02:38.609  
negative implications that might have in

0:02:38.609,0:02:41.609  
terms of my experience of it. I say that

0:02:41.609,0:02:44.340  
the students that disengage with a

0:02:44.340,0:02:45.900  
normal lecture are more likely to be the

0:02:45.900,0:02:47.220  
students that was disengaged with

0:02:47.220,0:02:49.349  
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0:02:49.349,0:02:51.180  
characteristics of those students that

0:02:51.180,0:02:52.739  
are not attending the lectures they

0:02:52.739,0:02:56.940  
would not attend regardless (if that makes sense?). Yeah and you

0:02:56.940,0:02:58.440

do get a sense of particularly when I

0:02:58.440,0:02:59.940

was using it as a flipped classroom full

0:02:59.940,0:03:02.609

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0:03:02.609,0:03:06.359

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0:03:06.359,0:03:08.280

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0:03:08.280,0:03:09.599

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0:03:09.599,0:03:11.459

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0:03:11.459,0:03:13.620

mechanisms that you can put in place to

0:03:13.620,0:03:16.109

kind of hopefully reduce some of those

0:03:16.109,0:03:17.639

negative implications so for example

0:03:17.639,0:03:21.450

testing the students on the content that

0:03:21.450,0:03:23.940

they viewed so actually understanding

0:03:23.940,0:03:25.049

whether they've got a grasp of the

0:03:25.049,0:03:27.599

content through some kind of assessment

0:03:27.599,0:03:31.169



format after viewing the video so the

0:03:31.169,0:03:32.760

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0:03:32.760,0:03:35.370

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0:03:35.370,0:03:38.159

aware that we are observing them so.

0:03:38.159,0:03:42.269

I think in terms of student satisfaction I

0:03:42.269,0:03:45.209

delivered a module without the use of

0:03:45.209,0:03:48.269

Panopto one year and then a module using

0:03:48.269,0:03:50.699

Panopto in the subsequent year, exactly

0:03:50.699,0:03:52.739

the same content the only difference was

0:03:52.739,0:03:55.049

the use of Panopto and the student

0:03:55.049,0:03:56.579

satisfaction went from eighty-eight

0:03:56.579,0:03:58.139

percent to one hundred percent so in

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0:04:00.030,0:04:02.699

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0:04:02.699,0:04:04.290

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0:04:04.290,0:04:06.379  
experience