

Video Transcript

by Learning Service

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

Verbatim Transcript

>> [Sam]: So, Sam Parkinson I'm studying P.E. and School Sport and I'm just finishing my second year.

So, there's a variety of modules on the course really, you study sort of both practical and theoretical elements to them.

Panopto is what they use and they usually use them to record the lectures and the sessions that you're in on. It tends to be the whole group lectures and not so much the seminars erm, and overall is received quite well.

You don't really realise it's there to be honest the lecturers just press start and, and then you just carry on as normal, but as students it allows you to go back to the lectures and go over anythin' you're uncertain of, or for revision purposes we've found it quite useful with exams and things we've got coming up. You can go back to wherever you want, you don't have to watch the whole thing, just go straight to certain section erm, and it's always there on blackboard, the lectures upload it straight away and it's there for you to use it as you wish.

And certainly again going into third year you sort of got...we're not in as much, sort of, contact time with staff because we're out doing placements and we're out doing things. So, it gives the staff opportunities to get work to us without us having to come in and disrupt our times out and about, on placements or whatever it is that we're doing erm.

So, work wise it was a long side quite nicely with the work you've got to do and the stuff you've got to do outside of uni off campus, you've still got access to the resources and things you need if they use that.

It's literally login, it's there, you click on it and then you can paly and pause it. Tools wise it's all there and then if you're sort of organised and punctual with what you're doing, you've got all the, all the access you need to it and all the sort of resources there in front of you.

Obviously each student will revise in different ways and there's lots of variety...to revise in erm, but certainly for the exam and things that we've had this semester, in this year, a lot of people have made use of going back to them recorded lectures, making the notes, even just listening to it, depend on how they learn.

And it's just that, I don't know if safety nets that the right term to use but it is there is like... reassurance that, that not that information is there if you need to go back to it again. Instead of pestering the staff all the time for more information.

Obviously you have individuals in every course and every department that will do the, do the best to be in as little as they can.

It just comes down to the attitude of the student whether they want to be there or wherever they don't. Again if we wanted an example of that, going back to first year there was still, we didn't have 100% attendants in first year. So, the introduction of the technology hasn't change that at all.

All the module staff choose to use it erm...Semester one I think...because it was only just introduced then, some where a bit like, you've mentioned wary, of using it. But yes, as far as I'm aware all the module staff choose to use it now.

I think it would make things a lot more difficult if it wasn't there erm. Personally and I'm sure on behalf of the students the majority would say that. Because a lot have made use of it, and again going into third year if we were looking ahead to the future, the most important year, some would argue not.

But, the most important year and just to have that...you can choose to use it or you can choose not to, and just to have that option there I think is good anyway just to so students can choose whether they want to use it if they don't.

As a student, speaking to a member of staff I would, massively favour it.

End.

YouTube cc

0:00:04.840,0:00:07.460

So, Sam Parkinson I'm studying P.E. and

0:00:07.460,0:00:10.720

School Sport and I'm just finishing my second year.

0:00:10.720,0:00:13.360

So, there's a variety of modules on the course really

0:00:13.360,0:00:18.580

you study sort of both practical and theoretical elements to them.

0:00:18.580,0:00:21.740

Panopto is what they use and usually use them to record

0:00:21.740,0:00:24.340

the lectures and the sessions that you're in on.

0:00:24.340,0:00:27.580

it tends to be the whole group lectures and not so much

0:00:27.580,0:00:32.060

the seminars erm, an overall is received quite well.

0:00:32.180,0:00:36.880

You don't really realise is there to be honest the lecturers just press start and

0:00:36.880,0:00:39.740

and then you just carry on as normal

0:00:39.740,0:00:41.560

but as students it allows you

0:00:41.569,0:00:44.479

to go back to the lectures and go

0:00:44.479,0:00:46.879

over anythin' you're uncertain of or for

0:00:46.879,0:00:48.710

revision purposes we've found it quite

0:00:48.710,0:00:50.629
useful with exams and things we've got

0:00:50.629,0:00:52.609
coming up you can go back to wherever

0:00:52.609,0:00:53.929
you want you don't have to watch the

0:00:53.929,0:00:56.280
whole thing just go straight to certain section erm

0:00:56.280,0:00:59.560
and it's always there on blackboard

0:00:59.620,0:01:00.660
the lectures upload it

0:01:00.679,0:01:02.359
straight away and it's there for you to

0:01:02.359,0:01:05.630
use it as you wish, and certainly again

0:01:05.630,0:01:08.350
going into third year you sort of got...

0:01:08.350,0:01:11.119
we're not in as much sort of contact

0:01:11.119,0:01:12.560
time with staff because we're out doing

0:01:12.560,0:01:14.240
placements and we're out doing things so

0:01:14.240,0:01:16.729
it gives the staff opportunities to get

0:01:16.729,0:01:18.890
work to us without us having to come in

0:01:18.890,0:01:21.770
and disrupt our times out and about with

0:01:21.770,0:01:23.479

on placements or whatever it is that

0:01:23.479,0:01:26.719

we're doing erm. So work wise it was a

0:01:26.719,0:01:29.299

long side quite nicely with the work

0:01:29.299,0:01:31.250

you've got to do and the stuff you've

0:01:31.250,0:01:32.960

got to do outside of uni off campus

0:01:32.960,0:01:35.780

you still got access to the resources

0:01:35.780,0:01:37.820

and things you need if they use that.

0:01:37.820,0:01:41.500

It's literally login, it's there, you click on it

0:01:41.500,0:01:44.560

and then you can paly and pause it. Tools wise

0:01:44.570,0:01:46.369

it's all there and then if you're sort of

0:01:46.369,0:01:48.350

organised and punctual with what you're

0:01:48.350,0:01:51.079

doing, you've got all the, all the access

0:01:51.080,0:01:52.280

you need to and all the sort of

0:01:52.280,0:01:54.200

resources there in front of you.

0:01:54.200,0:01:56.320

Obviously each student will revise in different ways

0:01:56.320,0:01:59.360
and there's lots of variety...to revise in

0:01:59.360,0:02:02.440
erm, but certainly for the exam

0:02:02.440,0:02:03.420
of the things that we've had this

0:02:03.439,0:02:06.049
semester in this year a lot of people

0:02:06.049,0:02:07.700
have made use of going back to them

0:02:07.700,0:02:10.640
recorded lectures making the notes even

0:02:10.640,0:02:13.500
just listening to it, depend on how they learn

0:02:13.500,0:02:14.960
and it's just that, I don't have a

0:02:14.960,0:02:16.760
safety nets that the right term to use

0:02:16.760,0:02:18.840
but it is there is like...

0:02:18.840,0:02:21.660
reassurance that, that not that

0:02:21.660,0:02:24.680
information is there if you need to go back to it again

0:02:24.740,0:02:29.440
instead of pestering the staff all the time for more information.

0:02:29.580,0:02:32.700
Obviously you have individuals in every course

0:02:32.700,0:02:35.600

and every department that will do the do the best

0:02:35.600,0:02:38.920

to be in as little as the can

0:02:38.920,0:02:41.160

it just comes down to the attitude of the student

0:02:41.160,0:02:44.120

whether they want to be there or wherever they don't

0:02:44.120,0:02:46.680

again if we wanted an example of that

0:02:46.680,0:02:48.620

going back to first year there was still

0:02:48.620,0:02:51.060

we didn't have 100% attendants in first year

0:02:51.060,0:02:52.560

so the introduction of the technology

0:02:52.560,0:02:54.640

hasn't change that all.

0:02:54.820,0:02:58.580

All the module staff choose to use it erm...

0:02:58.580,0:03:01.320

semester one I think...

0:03:01.320,0:03:03.520

because it was only just introduced then

0:03:03.520,0:03:07.480

some where a bit like, you've mentioned wary of using it

0:03:07.480,0:03:10.020

but yes, I as far as I'm aware all the module staff choose

0:03:10.020,0:03:11.300

choose to use it now.

0:03:11.820,0:03:13.960

I think it makes things a

0:03:13.970,0:03:15.350

lot more difficult if it wasn't there

0:03:15.350,0:03:19.700

erm. Personally and I'm sure on behalf of

0:03:19.700,0:03:21.290

the students the majority would say that,

0:03:21.290,0:03:23.720

because a lot have made use of it

0:03:23.720,0:03:26.239

and again going into third year if we were

0:03:26.239,0:03:28.609

looking ahead to the future, the most

0:03:28.609,0:03:31.579

important year, some would argue not

0:03:31.579,0:03:34.340

but, the most important year and just to

0:03:34.340,0:03:36.920

have that...you can choose to use it or

0:03:36.920,0:03:39.230

you can choose not to, and just to have

0:03:39.230,0:03:42.200

that option there I think is good anyway

0:03:42.200,0:03:44.540

just to so students can choose whether

0:03:44.540,0:03:46.240

they want to use it if they don't.

0:03:46.740,0:03:49.180

As a student, speaking to a member of staff

0:03:49.180,0:03:53.200

I would massively favour it.