Teaching Spaces 2018/19

Briefing session, Monday 18 June 2018

Professor Gavin Brooks, Pro-Vice-Chancellor (Teaching and Learning)
Agenda

1. Introduction

2. Outcomes of the Teaching Space project (2017/18)
   - Sub-Committee on Teaching and Learning Facilities (SCTLF)
   - Current teaching spaces: CQSD support for staff
   - New spaces: refurbishments and post-occupancy review

3. Teaching Spaces - The year ahead (2018/19)
   - Teaching space refurbishments
   - The draft timetable
   - Learning and personal capture

4. Q&A
Introduction

The renewed Teaching and Learning (T&L) Strategy (2018-2021) identifies two key strategic priorities for Reading over the next three years:

1. Delivering academic excellence
2. Offering an outstanding student learning experience.

Updating and investing in our learning environments, systems and technologies will support the achievement of these priorities.
Jess Johnson
Teaching and Learning Project Manager
SCTLF

1. To consider the impact of changes in teaching and learning on the facilities (space and technology) required.

2. To develop a vision of the teaching and learning spaces required in order to inform the Estates Strategy and associated Capital Projects.

3. To monitor the use of teaching space and the associated technology and continue to ensure it is fit for purpose.

4. To develop and update policies on the configuration, use and management of teaching and learning spaces.

5. To plan and oversee the improvements to teaching and learning spaces through the investment in furniture, fittings, technology and related services.

6. Reports to DELT and EFC.
Teaching Space Project 2017/18

The Teaching Space project (2017/18) has:

1. Highlighted the importance of teaching space and infrastructure in achieving the T&L Strategy.

2. Published a guide to help academic staff to align their pedagogy to different spaces across campus.

3. Conducted a post-occupancy review of two newly refurbished spaces to gather feedback from staff and students.

4. Worked with the Timetabling team to understand the pressures on the draft timetable for 2018/19 and consider mitigating actions.

5. Highlighted the importance of learning and personal capture at an institutional level.
Angela Buckingham
Academic Developer, CQSD
A year ago...

- to encourage reflection on useful pedagogies available
- to inform the production of a UoR booklet, aligning pedagogy to classroom space
- to inform design and refurbishment for future learning spaces
Starting point

What do we want from our teaching spaces?

A shared vision of how learning space should be used
# Capacity and room layout

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Layout</th>
<th>Examples</th>
<th>T&amp;L activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 80</td>
<td>• Cabaret</td>
<td></td>
<td>group work, collaboration, case studies, discussion…</td>
</tr>
<tr>
<td></td>
<td>• Flat rows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 – 150</td>
<td>• Flat Rows</td>
<td></td>
<td>watching podcasts, reading papers, practice exercises…</td>
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<tr>
<td></td>
<td>• Raked V or U/ Harvard</td>
<td></td>
<td></td>
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<tr>
<td>150+</td>
<td>• Traditional Lecture Theatre Raked</td>
<td></td>
<td>F2F lectures, masterclasses, demonstration…</td>
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</tbody>
</table>
**TASK**

**EXAMPLE:**

Large lecture theatre

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>Capacity - everyone gets the same message</td>
<td>Layout favours teacher-centred, transmission model of delivery</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td>Increase interactivity - incorporate e-voting; try flipped learning?</td>
<td>Lack of sockets/ WBs = difficult to incorporate TEL, e-voting or encourage collaborative grp work</td>
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ALIGNING SPACE AND PEDAGOGY

Aligning space and pedagogy
Support available

- T&L programme
- CQSD’s website
- CQSD library
- Accredited and non-accredited programmes
- Online resources

- Large class education toolkit
- Aligning Space and Pedagogy guide
CQSD’s new home in Blandford Lodge
David Wallace
Strategy & Space Management Director
New spaces 2017/18

• What’s new
• What we’ve learnt (Post Occupancy Review)
• What’s next
AV upgrades and training

The Teaching & Learning Facilities blog provides:

• An outline of the schedule of AV refurbishments over the next year and the work already complete.

• Instructions and training on AV equipment in rooms.

• Training materials for using Skype for Business.
Post-occupancy review (1)

In November 2017, SCTLF approved the extension of the Teaching Spaces project to include a post-occupancy review of two recently refurbished teaching spaces.

Across the spring term 2018, a post-occupancy review was completed for:

- Edith Morley, G44 (EM G44)
- Agriculture, GL22 (Ag GL22)

Both spaces featured a new ‘cabaret’ layout aimed at maximising the flexibility of the rooms and supporting interactive, group-based activity.
Post-occupancy review (2)

The mechanisms used to gather feedback from staff and students on EM G44 and Ag GL22 included:

- Targeted interviews with relevant SDTLs/DDTLs.

- Short (5-10 minute) online surveys (staff and students) and a student paper survey to be completed in class.

The project team received feedback from:

- 45 members of staff (31 responses via SDTLs/DDTLs and 14 online survey responses).

- 27 students (26 responses to in-class survey, 1 response to online survey).
Key findings – Staff

Overall, academic staff were overwhelmingly positive about standard of refurbishment delivered in EM G44 and Ag GL22.

Of the online survey responses (14):

- **Furniture**: 100% of staff surveyed rated the overall quality of the furniture (tables, chairs, whiteboards, etc.) as very good or good.

- **Technology**: 92% of staff surveyed rated the overall quality of the technology (projectors, screens, etc.) as very good or good.

Staff interviewed also commented that the rooms felt more modern, professional and flexible, especially when facilitating group work and interactive teaching.
Key findings – Students

Encouragingly the feedback received from students supported the feedback received from academic staff.

• **Furniture:** 96% of students surveyed rated the overall quality of furniture as very good or good.

• **Technology:**
  - 100% of students surveyed rated the overall quality of technology as very good or good.
  - Number of screens: 65% of students surveyed felt that the number of screens most enhanced their learning experience.

• **Layout:** 100% of students surveyed agree or strongly agree that the layout of Ag GL22 supports a range of learning styles.
Recommendations

As part of the post-occupancy review staff and students made a series of recommendations to support the continued improvement of teaching spaces, including:

1. Developing a standard classroom specification.
2. Providing an overview of possible layout configurations in flexible spaces.
4. Delivering support and training for staff on the technology / pedagogy best suited to different spaces.
5. Raising awareness of room layouts / AV in the timetabling process and providing the opportunity for Module Convenors to request cabaret rooms.
What’s next

• Overcoming some challenges
• Simplifying, building critical mass
• Joined up thinking
Charlotte Coleman
Director of Student Support and Operations
The 2018/19 timetable

- Palmer G10 & HBS G11 are in use virtually all the time.
- Next biggest lecture theatres are fairly full, despite increased capacity of JJT lecture theatres.
- Availability of small/medium sized rooms (12-65 capacity) is very tight;
- Some timeslots e.g. Tuesday 11-12, have no availability.
- 6 rooms with capacities between 15 & 100 are not available for initial scheduling because they are pre-booked for the weeklong Masters courses some weeks.

To schedule the draft timetable the team has had to...

- Allocate multiple rooms across the term.
- Make timetabling compromises e.g. long sessions split up, one week changes of timeslot.
Potential issues to come

• Part 1 for Law, Psychology and Henley Business School are very vulnerable to any increases in intake beyond forecast.

• Any significant increase in any School’s intake could cause serious knock-on rooming issues.

Flexibility will be needed wherever possible...

• Lecturer availability constraints and preferences for slots due to perceived/known student attendance concentrate the timetable into the 10am to 4pm time period.
The chart illustrates that the most unused rooms are in the ‘unpopular’ timeslots (9am, 4pm and 5pm)

Data: Snapshot of timetabling data from week 9 (commencing 29th October 2018) using all Centrally Bookable Rooms (excluding London Road and PC rooms)
Mary Seddon
Head of Business Change

&

Mark Steele
External Consultant
Definitions

- **Learning Capture**: an over-arching term used to describe different e-learning and teaching methods to record audio and/or video a lecture, presentation, screencasts and other events among others. The recordings are then stored for future viewing by students/viewers via Cloud storage. Students and Staff can access the recordings via links on their Blackboard site.

Two forms of learning capture are:

- **Lecture capture**: the recording of a live lecture, with a student audience.
- **Personal Capture**: The recording of teaching done without an audience. Users create and upload their own recordings whilst sitting at their desk using a PC, laptop or mobile device.
Overview

While Lecture Capture and Personal Capture have some aspects in common, there are different reasons and outcomes for why staff would use one or the other. Differences and common features are:

**Lecture Capture**
- Typically record whole lecture
- Typically used for revision by students who attended original lecture or who missed lecture
- Less pressure on notetaking in class
- Time efficient – created as you teach
- Minimise impact of changes to the Disabled Student Allowance

**Personal Capture**
- Can be watched/replayed whenever learner wants
- Replay, pause and review helps slower and aided learners
- Support students with English as second language is English
- Typically make short recordings (5 -10 minutes)
- Typically used in flipped learning; or provide additional resources
- Created outside classroom, pre or post face-to-face teaching
- Created as and when needed
- Topic areas can be broader than what is covered in lectures
Requirements

• Provide an application and support for the capture of screen, voice and video. This should be possible from a variety of devices.

• Create **Personal Capture Champions** network to encourage use of personal capture.

• Provide a mechanism for the easy upload of the content to a cloud based storage solution.

• By partnering with a cloud provider for the solution, align with the University of Reading's strategic model to host externally.

• Ensure an enhanced system support model of 24x7 monitoring and problem resolution which cannot be met internally.

• Allow for the streaming of recorded content from the storage solution, but within a service that is built for this purpose.

• Provide for the linking of that content from within Blackboard. A Blackboard building block is the ideal mechanism for this.

• Manage access to the content so that it is either accessible to a limited number of people (e.g. a module) or publicly.

• Edit the content so that any inappropriate or incorrect material can be removed.

• Ensure ease of use.
Current situation

Personal Capture:
• Multiple solutions are currently being leveraged to deliver Personal Capture.
• With support from Reading University Student Union (RUSU), funding has been allocated and a project has been started to implement a Personal Capture solution for the University of Reading.
• This solution will look to allow users to create, store and give students access to the content through the use of Blackboard and via direct feeds.

Lecture Capture:
• In addition the University has also allocated funding for a short term review of the Lecture Capture business case specifically around the requirements and costs. As yet, funding for implementation has not been allocated.

Learning capture companies can provide a single combined software solution for both Lecture and Personal Capture activities. Thinking about the two initiatives at the same time allows the University to consider Learning Capture architectures as a whole.
Market review

- The market for lecture capture is dominated by a few companies, such as Mediasite, Panopto and Echo360. These suppliers also provide personal capture solutions, although there are additional players in this market who provide systems to capture screen content (such as Camtasia and Microsoft Stream).
- The original working group that reviewed potential Lecture Capture providers had concluded that Echo 360 was not fit for purpose. However, Echo 360 have invested a great deal of development time in their product over the last few years and should also be included as part of the market review.

Project Team activities

- To date the project team have attended the Mediasite EU Summit which provided an opportunity to review their solution and network with current users.
- In addition representatives from the team will visit Leeds University at the end of this month to review their Mediasite installations.
- The team have also spoken with Exeter and Birmingham Universities, and they have visited Southampton University and Imperial College London to review their use of Panopto.
- Members of the team will be attending a UCISA event: DEG - Beyond lecture capture: enhancing the student experience
## Benefits

| Efficiency Gains                        | Support efficiencies through standardisation of the Learning Capture solution.  
|                                       | Efficiencies provided by standardising support requirements thus enabling a better use of resource. |
| Cost Reductions                        | Reductions to the levels of support required for the variety of non-standard solutions. (Single vendor). |
| Enhanced User Experience               | Ease of use for teaching staff.  
|                                       | Student reps regularly raise requests for recordings of lectures during SSLC meetings, stating it would help them study and revise. The key benefit is the ability to review material repeatedly and to use this for self-study learning, assessment preparation, and revision. This is particularly relevant for students with learning difficulties.  
|                                       | Enriched experience provided to students through the use of enhanced learning tools. International students sometimes struggle with communication in a lecture and being able to watch the lecture back repeated times is beneficial to them. This would provide a very positive improvement in student experience and it could also help improve English language skills.  
|                                       | Provide students with a value for money, competitive learning experience using the latest technology. |
Personal Capture Champion role

In Autumn 2018, we will be seeking staff to act as **Personal Capture Champions**. This process will be managed by the TEL Team, who will then run and support the Champions network.

The role of the Personal Capture Champion will be to:

• help evaluate suitability of the solution
• actively use Personal Capture in their own practice
• raise the profile of Personal Capture within their department
• provide initial and basic guidance to colleagues and to share their experience and practice in using Personal Capture
• signpost colleagues to further development and training (provided by the TEL Team) as appropriate
• participate in a Personal Capture Champion Network, and contribute to University-wide events with other Personal Capture Champions

Both experienced users and enthusiastic beginners will be welcome to apply, as staff development and support will be provided.
Next steps

Personal Capture
- Once approved solution available, configuration and testing by IT TEL and CQSD TEL
- Creation of support model, guidance and staff development
- Purchase of hardware to support Personal Capture Champions (laptops, webcams, microphones)
- Recruitment and induction for Personal Capture Champions, including training and ongoing support
- CQSD TEL and Personal Capture Champions to provide support and guidance to colleagues

Lecture Capture
- Business case for Lecture Capture to be resubmitted by September
- Identify lecture theatres to host the approved solution
- Complete Market review of learning capture solutions
Questions