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Learning & Teaching
Enhancement Office



5 reasons to capture your practice

Closing the knowledge gap

Giving students the opportunity of “a second bite of the cherry” (Clark 2010) to support their learning should be encouraged, especially as it can often be tricky for students to grasp difficult concepts first time around. Khan (2011) calls this “closing the swiss cheese gaps”. By enabling students to re-watch a lecture, reflect and comment on it, gaps in knowledge can be identified and acted upon. The use of Panopto can lend itself to Nicol & Macfarlane-Dick’s (2006) suggestion of using good feedback practices to provide opportunities to close the gap between current and desired performance.

Further reading

Nicol & Macfarlane-Dick (2006) *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice*. Routledge: Studies in Higher Education, Vol 31(2), 199-218

Khan S. (2011) *Let’s use video to reinvent education*. New York: TED Conferences LLC, Available from: <http://go.bath.ac.uk/ba9k>

Clark D. (2010) “Don’t Lecture Me”. Keynote: ALT-C 2010, 6-9 September 2010, Nottingham, Available from: <http://go.bath.ac.uk/am90>

Enabling Broader Approaches

You can encourage independent and self-regulated learning by delivering some content prior to a lecture, or “flipping” your lecture, using Panopto. This approach opens up the possibility of using contact time less for delivery of content, and more for increased peer interaction, addressing misconceptions, or engaging with problem based learning. Other technologies can be used in-class to supplement these activities, such as Audience Response Systems and Papershow.

Further reading

Pink D. (2010) *Think Tank: Flip-thinking - the new buzz word sweeping the US*. The Daily Telegraph, 12 September 2010. Available from: <http://go.bath.ac.uk/dwew>

The e-Learning team (2011) *What is an Audience Response System?* University of Bath. Available from: <http://go.bath.ac.uk/cvcy>

The e-Learning team (2011) *What is Papershow?* University of Bath. Available from: <http://go.bath.ac.uk/qnas>

Promoting Peer Review

Race (2006) suggests that peer instruction can itself “allow students to learn from each other’s weaknesses”. By capturing student presentations, Panopto can facilitate a peer review process by allowing students to annotate recordings. The integration with Moodle could allow for a discussion to be initiated within the recording itself, and later expanded within the relevant course’s discussion forum.

Further reading

Race, P (2006) *The Lecturer’s Toolkit: 3rd Edition* London: Routledge.

Supporting Accessible Content

Students learn in ways which are most effective for them individually. Respecting diverse talents and ways of learning is one of Chickering & Gamson’s (1987) Seven Principles for Good Practice. The use of Panopto to capture your teaching can support a range of different learning preferences. For example, students can start, pause and rewind a recording, whilst engaging with the content on a range of desktop and mobile devices. This provides them with increased flexibility with regard to when they choose to study.

Further reading

Chickering & Gamson (1987) *Seven Principles for Good Practice in Undergraduate Education*. Available from: <http://go.bath.ac.uk/lzn9>

Encouraging Reflection

Panopto can be used to “reflect on one’s own teaching” (Biggs & Tang, 2007) which can lead to a transformation of practice. This technology might be used to support self-reflection for new practitioners taking part in The Bath Course in Enhancing Academic Practice. Alternatively, you may wish to capture good teaching practice to share with colleagues or for release as an Open Educational Resource (OER).

Further reading

Biggs & Tang (2007) *Teaching for Quality Learning at University: What the Student does* (3rd Ed.) Open University Press.

For further advice and support contact: e-learning@bath.ac.uk

This document was produced by Nitin Parmar & Vic Jenkins.