

# Lights, Camera, Engagement!



Strengthening the Learning Community Through  
Student-led Video Content

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Ocean Rift

# What is Student-led content?

Student-led content is any content driven by student interest. This doesn't necessarily mean content produced by students, but rather content that they have requested or instigated, basically content that has been driven by student voice in it's design. It may be content developed by students OR staff. The important factor is that the students are leading it's development.



# What Is a Learning Community?

A Learning community is a group of individuals who share a common academic goal and attitude. There are four key factors that define a sense of community. a) membership, b) influence, c) fulfillment of individuals needs and d) shared events.

### Membership



The individuals feel a sense of belonging and acceptance within the group.

### Influence



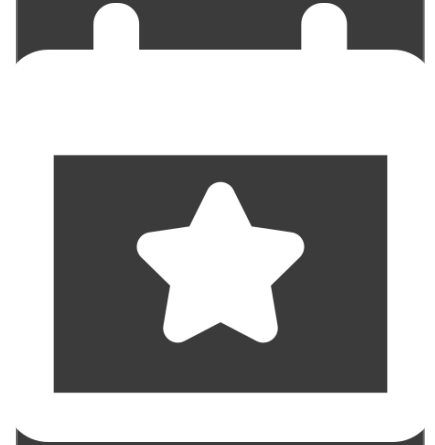
That the individuals are active participants in the community, their actions affect what happens.

### Fulfillment of Needs



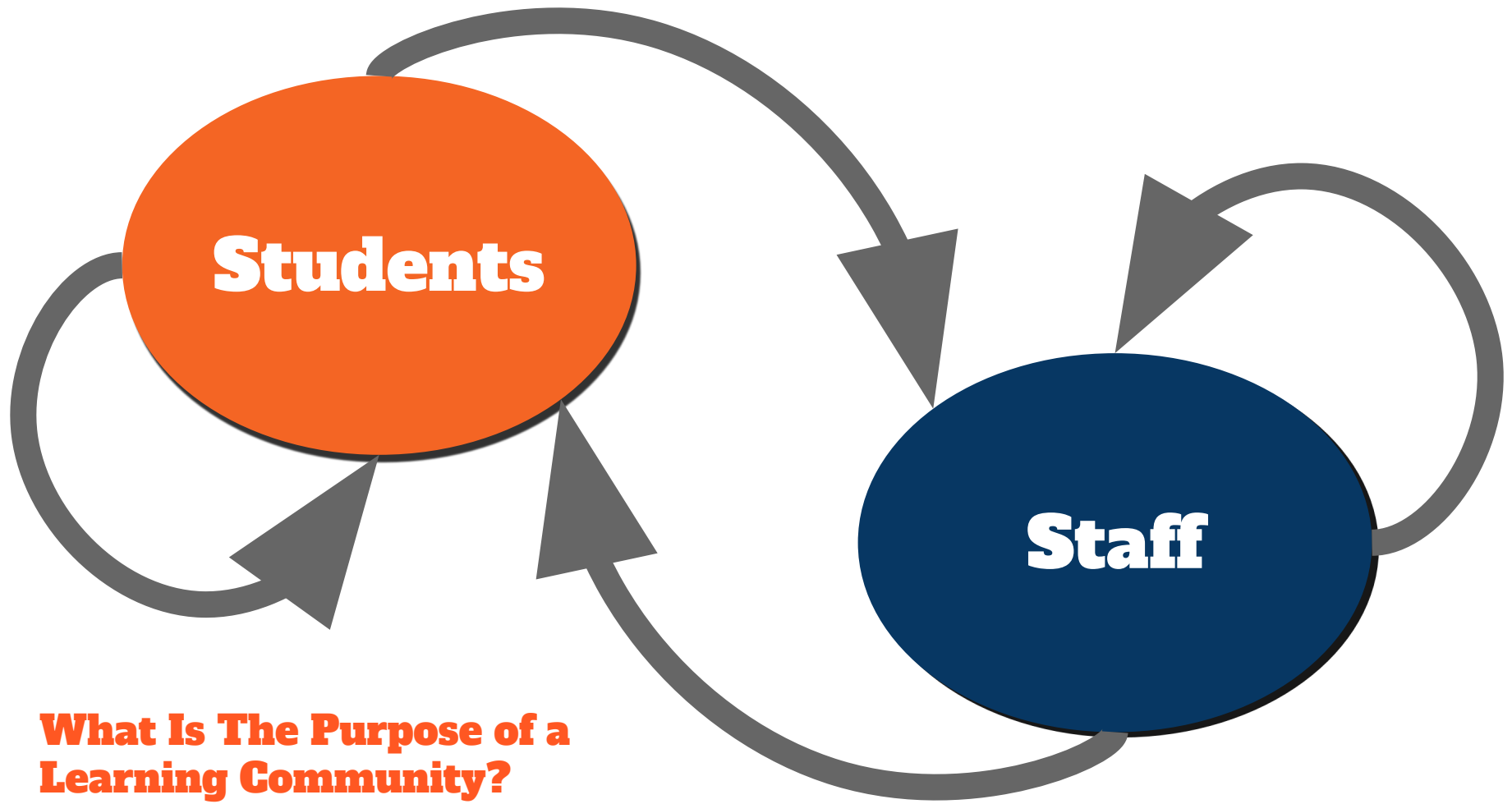
The activities of the community give the individuals the opportunity to address their needs.

### Shared Events



Providing the members of the community with the opportunity to share and collaborate.

## The McMillan and Chavis (1986) model of community



# What Challenges Do You Face In Building A Sense Of Community?

## Membership

Do you students feel a sense of belonging or loyalty to the community? Do all members feel equally included?

## Influence

Do the things that your members do affect what happens in the community? Are students facilitated to be proactive in supporting their peers?

## Fulfillment of Needs

What needs do your members have? How do you capture these needs and facilitate their support?

## Shared Events

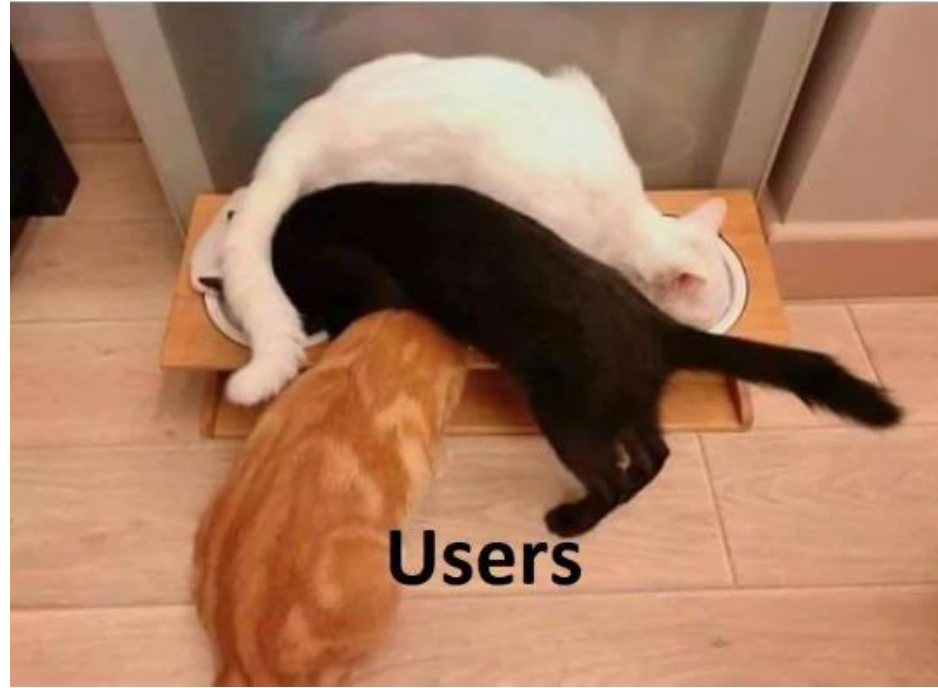
When does your community come together? What is their shared space outside of the leacure theater or lab?



# Why Is Authentic Student-led Content Useful?

Embedding student voice into a universities activities can help students to feel valued and respected as members of the learning community. By encouraging students to lead the generation of content you help to amplify their voice, and make it part of your collective ethos. It supports the students in recognising and valuing their role in developing the culture of learning and engagement at the institution.

# Perspective Is Important!

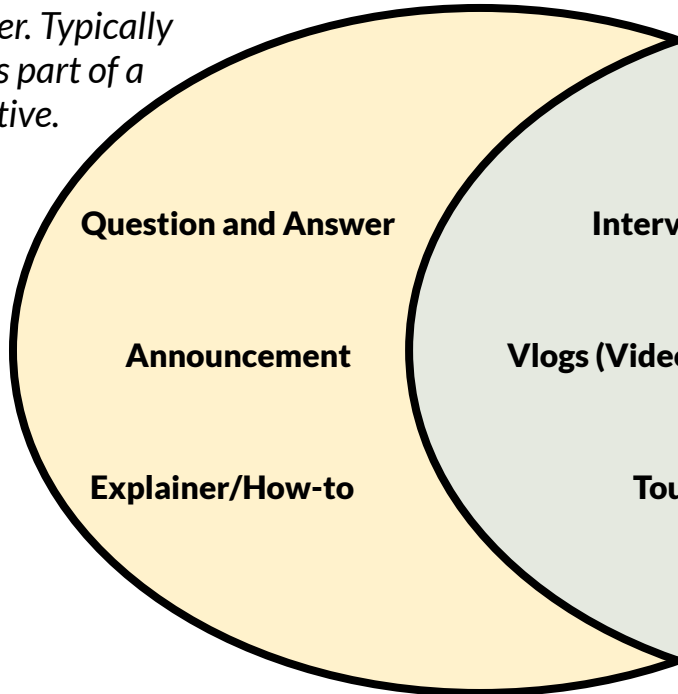




# Intervention Format

*Content that encourages further action or interaction from the viewer. Typically content that is part of a broader initiative.*

## Engagement



**Question and Answer**

**Announcement**

**Explainer/How-to**

## Awareness

*Content that draws focus to something or someone in your organisation. Typically this content has broad appeal and is widely accessible.*

**Reviews**

**Behind the scenes**

**Lists and roundups**

**Showcase**

**Interviews**

**Vlogs (Video Blogging)**

**Tours**

# Star in VR

## STAR IN VR

We use a 2-axis motion simulation chair to create a realistic driving experience in Virtual Reality. This is applied to a Lincoln-centric spoof of “Star in a Reasonably Priced Car” where colleagues run a timed lap in a Porsche 911 GT3.



Staff Focused

Student Coordinated

# The Problem

Do students always realise how broad the membership of learning community is? How do we highlight that the learning community exists beyond the student's immediate school team?

There are many people who have a massive impact on student experience who the students may not be aware of.





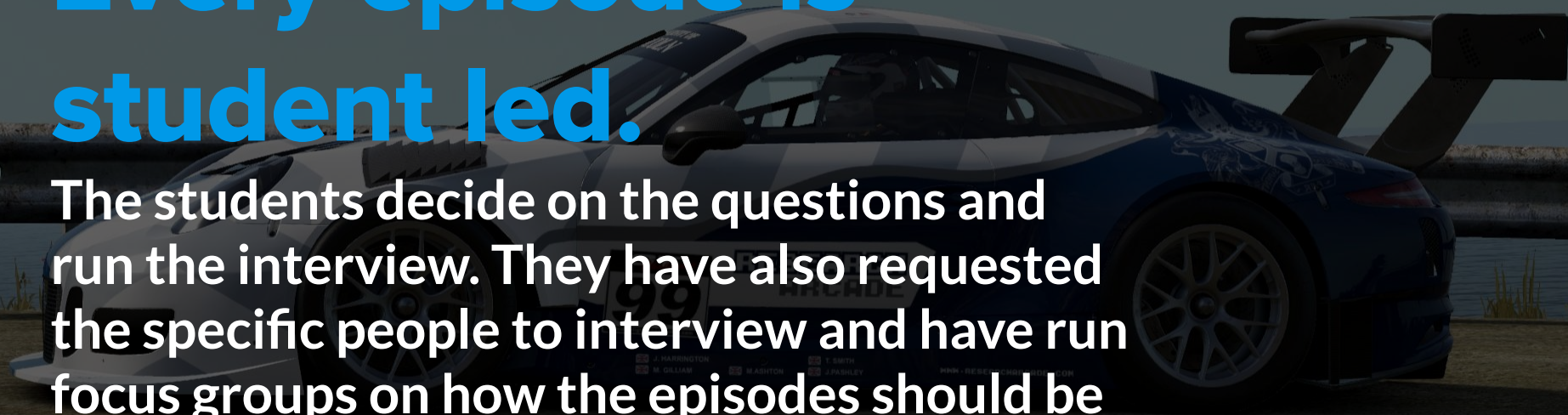


## 10 Episodes Released

We have released 10 episodes for Season 1 and we have filmed an additional five currently being edited for Season 2. There are many departments that need representation, and we are still in the process of contacting people willing to drive a lap in our car. Originally I did all the filming and editing myself, but over time this has been handed-off to a student team.

# Every episode is student led.

The students decide on the questions and run the interview. They have also requested the specific people to interview and have run focus groups on how the episodes should be presented.



# Promote Opportunities

The first episode was driven by students asking for more careers guidance. We also had a number of students state that they didn't understand the benefit of placement opportunities.



**College of Science Placements Officer :**  
**Sam Cave**



# Raise Awareness and Change Focus

Officers from the students union have filmed episodes with us, giving them an opportunity to highlight their roles and activities to the students.

This episode started with a student simply saying “I don’t really know what the students union do”.



**Student Union Welfare And Community Officer :**  
**Grace Corn**

# What about the impact?

**80 Enquiries  
about work  
placement  
opportunities by  
week 4.**

Episode 1

**Increased  
engagement in  
extracurricular  
research  
opportunities.**

Episode 2

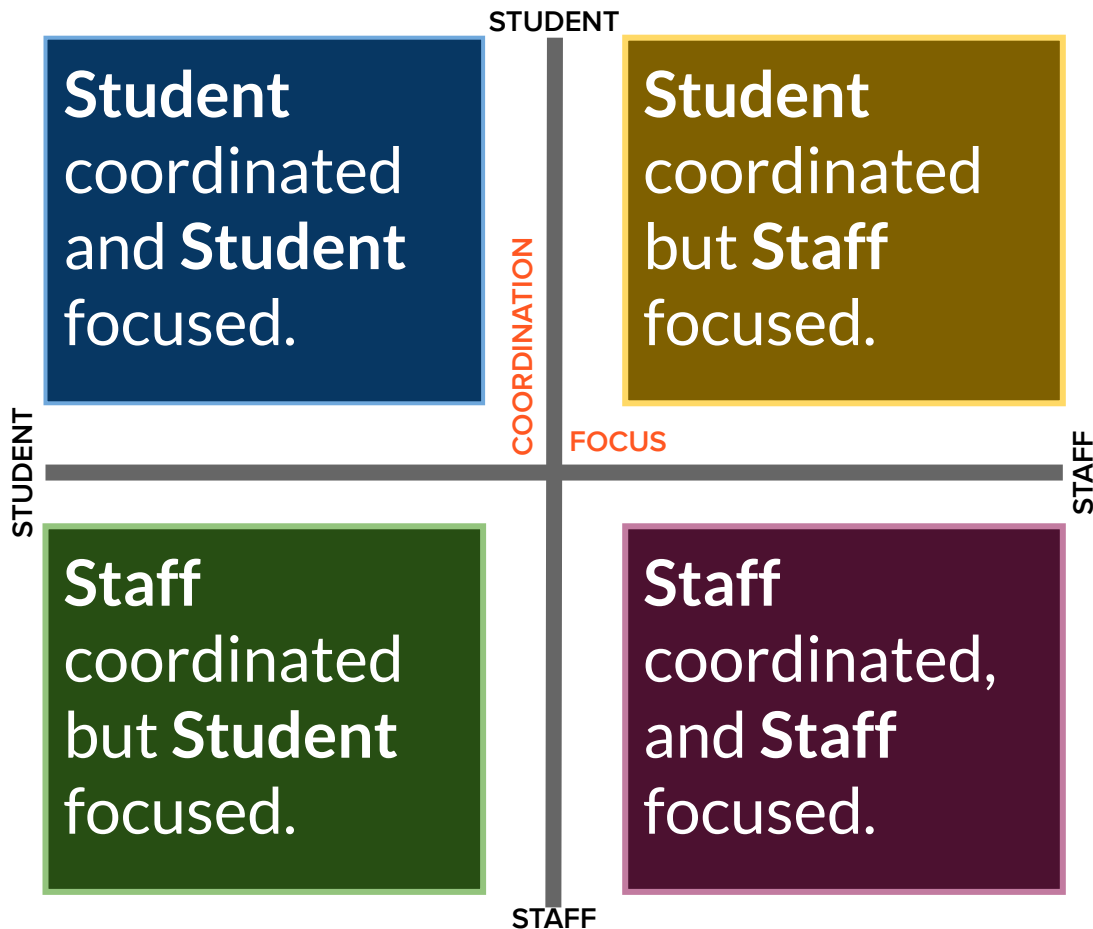
**“I didn’t know that  
student advice  
could help me  
with housing  
issues”**

Episode 6

# How Will You Facilitate and Develop the Content?

Types of student-led video content can be simply defined along two axis of coordination and focus. In simple terms, who is in front of the camera and who is behind it?

How you decide to run your content will largely depend on the objectives you want to achieve with your students.



# Student Coordinated and Student Focused

Content that is almost entirely led by the students with minimal support from staff. A great choice for “student life” pieces and vlogging. Anywhere that an institutional perspective or oversight isn’t required, and deadlines are not important.

# **Staff Coordinated But Student Focused**

Content that seeks to capture student perspectives but with institutional oversight. A good option for projects where deadlines need to be maintained as staff can allocate specific time towards completion.

# Student Coordinated But Staff Focused

Content where student perspective is best embedded through the editing process. For example, in a long interview with a staff member, a student may wish to edit-down to focus on the responses which are meaningful to them.



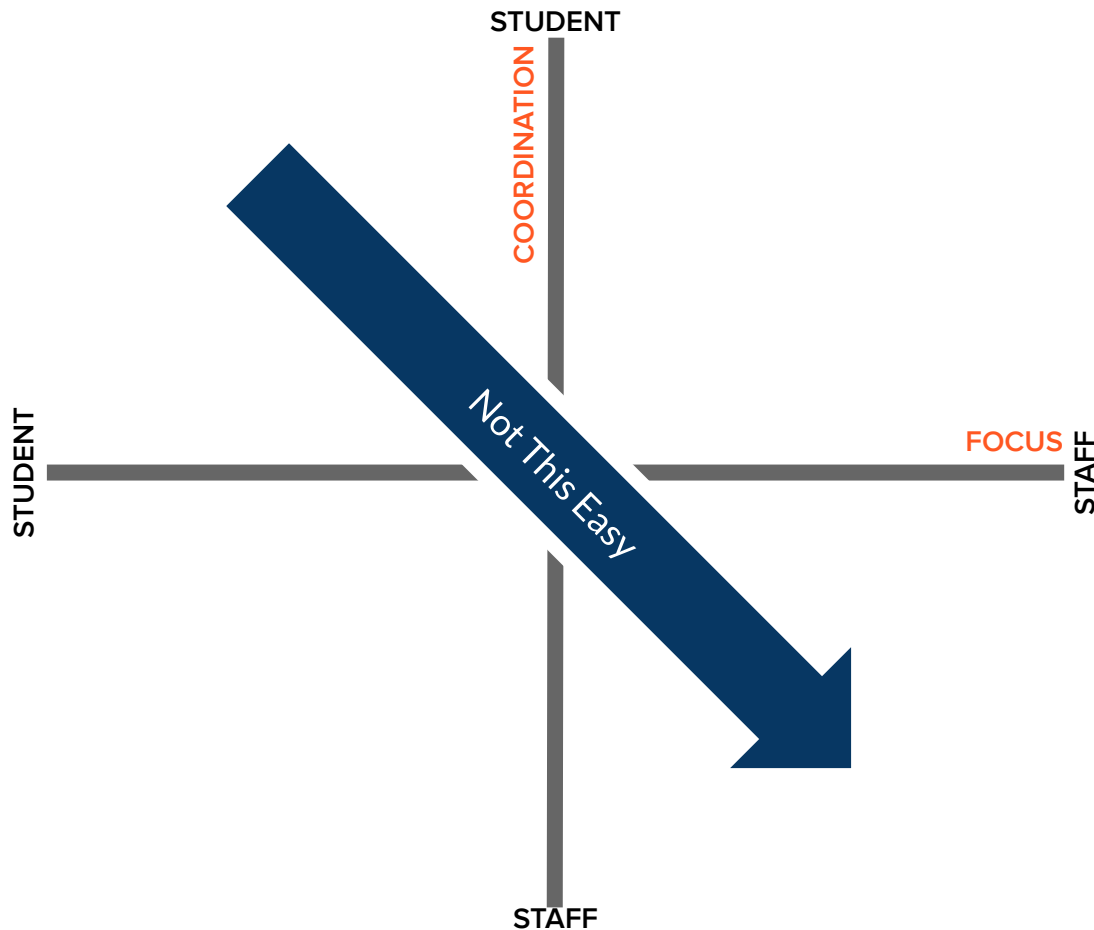
# **Staff Coordinated, And Staff Focused.**

Content where student perspective is embedded into the process. For example, filming a question and answer style lecture. The perspective is embedded into the questions the students ask.

# ...And Everything Between

Thinking about the who will be the focus, and who will coordinate is a useful design exercise, as it will have an impact on how you approach the initiative. However, what about content where the production is a collaboration? What about videos where both staff and student positions are represented? Projects will also change over time...

The four case studies in this presentation have changed both in focus and coordination since they were initiated.



## Commitment... It's Not Straightforward

At a conference I once heard someone say “engaging student can free up valuable staff time”. But I think this rhetoric is dangerous.

- Student time is valuable too!
- Do the students benefit from helping to develop the content?
- Does the content need some sort of sign-off/approval before it's released? Will you save time or create work by allowing student
- Are students properly equipped to support the production process?
- Do they want to be on-camera?

# What Do You Expect From The Students?

If you are expecting students to take the lead in producing the content, how will you facilitate them?

- Are the students sufficiently skilled for the task?
- Do they need any additional training in GDPR or marketing for example?
- What timeline will you expect to turn the content around in? Do you have any deadlines?
- How will students be engaging in the project?
- How will they fit this in around their other commitments?



# Think About These Key Questions!

1. What specific problem do you want to address?
2. What style of intervention suits your needs?
3. How will student voice guide you?
4. What structure will you use?



# Live Streaming



Staff Focused  
Staff Coordinated

Live streams of video games have become one of the world's most popular forms of entertainment media. Streaming (as it is commonly known as) now accounts for a significant amount of international internet usage. Twitch.tv (one of the most popular live streaming services) accounted for 3.11% of all internet traffic in Europe, the Middle East and Africa, (the 7th highest for overall traffic) in 2018. Importantly, the vast majority of streaming services are community-driven with everyone capable of being a streamer or viewer.





The Game View

Live Chat

NEW FOLLOWER  
notepadgamer

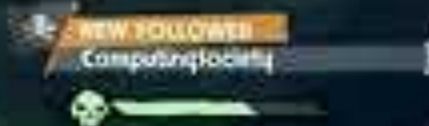
Webcam Capture

Chat Widget

# Why Streaming?

- Use a platform that students are likely already visiting rather than direct them to a service they otherwise wouldn't use.
- Informal, play is inherently humanising.
- Video games are inherently entertaining, the format keeps students engaged even during breaks in interaction.
- Video-based, re-playable and accessible.
- One of the world's most popular entertainment media formats.





# **Why bother with the game?**

We often get asked why we play a game on the stream instead of just using the technology for a live lecture.

# How the Streams are Organised

Although the stream is staff coordinated and staff focused (generally) the students are consulted at EVERY stage of the process, from defining the theme to picking the date.

Students are also consulted on the game that we play and how the stream should be structured. We have had a focus group that has helped us to define the format from day one.

## Students Consulted on Topic

All streams support general discussion, but the topic helps to define the team. A topic also helps to promote the stream and it's purpose.

## Stream Team Recruited

The people who broadcast on the stream are generally determined by the topic. For example, a placements officer could be a good fit for an employability stream.

## Date for Stream Planned

Tricky, lots of factors. You will never find a date that everyone can do. Students can advise on key dates. Don't over-stream, be mindful of frequency.

## Promotional Activities

Students manage the promotion of each stream. A formal email is sent out, but beyond that we follow the students guidance.



# Moderators at the Ready

A good moderator is worth their weight in gold!

Moderators watch the stream from the perspective of an audience member and monitor the chat. If a viewer contributes toxic or unconstructive content, the moderator can manage the situation.

Having moderators perform this function allows broadcasters to solely focus on interacting their viewers. Moderators also facilitate conversation by interacting with the viewers in the chat window. A good moderator can help keep conversation flowing by encouraging constructive debate, and managing disruptive individuals.





# Remember Why You Are Here!

It is easy to forget the purpose of your stream when you are midway through playing a game. Remember the intention is to give students another way to engage in a dialogue with you, so make sure you keep an eye on the chat interface and respond to questions as quickly as possible.





## **The Community is Bigger than the Team**

Hopefully you have found some colleagues to join you on the stream and assist with moderation, but they are not the only support that you have. Students in the chat are also invaluable and it is useful to engage them as partners in the process. You will often find that when a student asks a question, another will reply before you do. Try to encourage this, and praise people for contributing to the community.



# Ask Your Own Questions

A good stream is a dialogue between the streamer and the audience. Don't expect the students to ask all the questions. When you get inquiries, follow up with your own question, this is as much of an opportunity for you to learn as it is for the students. Try to keep the dialogue moving as this will encourage more interaction from the students in the audience.





## **Remember It's A Live Broadcast But Try Not To Worry!**

It is easy to forget that you are broadcasting live. When answering questions it is a good idea to give yourself a second to make sure you are getting the answer right (and be mindful of your terminology/language). However, we have found that students are surprisingly forgiving if we ever need to correct ourselves. Relax and treat it like any other conversation!



# Never Mind The Lurkers

Not all of the audience watching the stream will want to interact with the broadcasters. In the streaming community, these non-interactive audience members are often referred to as lurkers. Some won't have any questions to ask, but will be watching the stream incase someone asks something relevant to them. Others will simply just be interested in watching the stream and feeling like part of the community.





## **Don't Forget to Record**

Streams are likely to happen outside of normal working hours, and may not suit all your students diaries, especially those with other commitments. We get around this problem by recording all our streams, and uploading highlights videos to YouTube meaning that no one misses out on the information. We also allow students to email questions in advance that we can discuss in the stream ensuring their voice is still part of the community dialogue.



# Have Fun!

Relax and enjoy the game you are playing! From an engagement perspective there is something very relatable about watching people engage in play. But if you are doing this outside of work hours, make sure that it is something you want to do. If you enjoy yourself, you will run a much more engaging stream.



# Insights





## **You Never Know Who is Watching**

Be mindful that twitch is a public broadcast that ANYONE can watch. Since starting we have had alumni, industry partners, students from other countries, and (on occasion) parents of current students view the stream. It is useful to always remember that you are representing your programme when you go live and always keep this in the back of your mind. However, we have had really positive responses from our visitors. Alumni have enjoyed catching up with the team, and parents have praised the way we interact with the students.

## **Some Streams Will Be Busier Than Others**

We have had very lively streams and streams that have been very quiet. Engagement will vary based on the time of year, the amount of workload that the students currently have, and if there are any factors that are driving them to ask questions. We now go to the students and get them to vote on when we should run our streams and this has generally improved our engagement.



## **Students Like Different Perspectives**

When picking your team reach out beyond academic colleagues. One of the most consistent pieces of feedback we have received is that students like it when we have people who can answer questions from a different perspective. We have involved industry partners, technicians, postgraduate students and administrators, each brought something unique to the discussion.

## **Viewership Numbers Are Only A Guide**

Imagine this, you have a cohort of 150 students, but Twitch says that only 17 people are currently watching. One of our big surprises was that students were getting together to collectively watch the stream as a group. We now know that on one stream, 5 people were asking questions from one account, and although the viewership was listed as 22 it was the actual number of viewers was at least double that. The highlights reel we uploaded subsequently had a further 80 views within a week.





## **The Discussion Doesn't End With The Stream**

We have been amazed at how many students have approached us the day after a stream to discuss it. Sometimes they want to refer back to a specific question or discussion, other times they just want to give feedback. Generally we have found that the format has really helped improve the approachability of some of the staff on the stream, referring to an earlier point... it is very humanising watching someone engaged in play.

# What about the impact?

Our Twitch channel is followed by almost 80 students who watch streams live. A further 100 individuals watch the highlights

The format engages the disengaged, the students who “tune-in” to each stream varies, we don’t always see the same faces.

Better understanding of the learning community and better dissemination of opportunities.



# What about the impact?

Impressive alumni engagement, we have had several ex-students join the stream and contribute towards the conversation.

When surveyed, every student rated the engagement highly, most praising the accessibility of the content, and the community ethos.

Streams supported employability agenda and industry engagement. Impact on extracurricular development activities

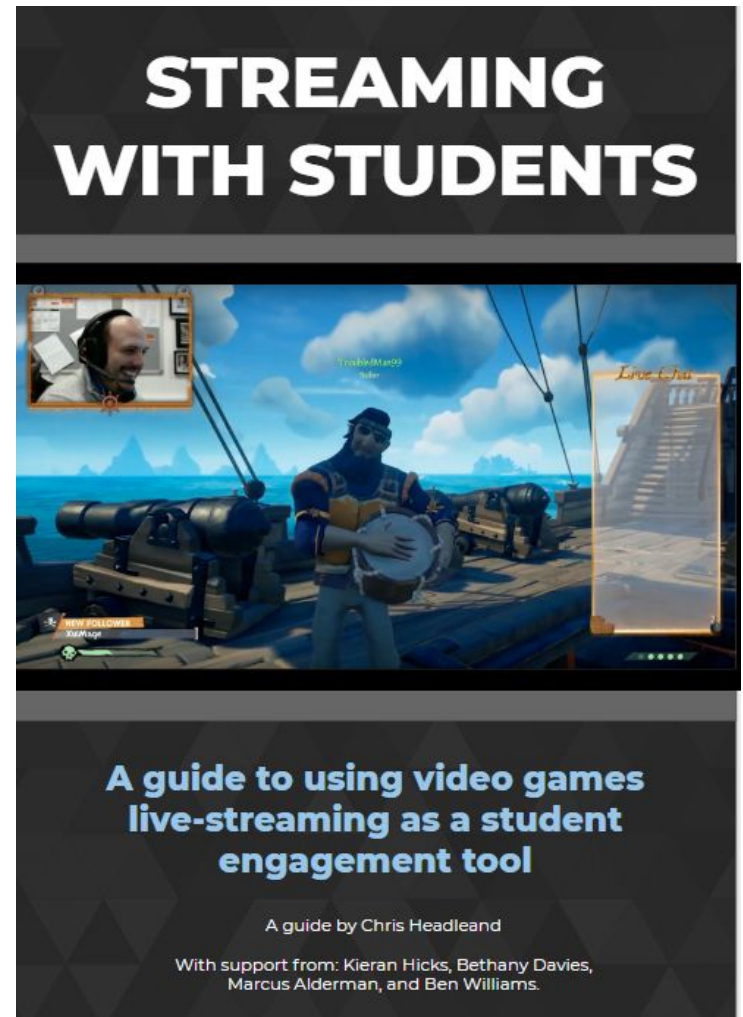
# Streaming with Students Guide

As part of my work as a subject convenor for OneHE I wrote a guide on streaming with students (following some requests from the community). This covers our experiences, and some insights we have learnt along the way.

Specifically it covers how to setup a stream, and ensure it runs smoothly. We also discuss how to select a suitable game to play.

If you would like to experiment with the format, you can download my guide from OneHE or from this URL:

<https://lncn.ac/c2>



# Hacks and Jams



In the School of Computer Science we run a number of Game Jams and Hackathons. In the past these activities at these activities have been lost to the 'sands of time'. Over the past two years we have decided to start recording these events for prosperity, and to help induct new first year students into the concept of extracurricular learning.

 Student Focused  
 Staff Coordinated

# We Have always Streamed The Events....

... so the easy option was to record the stream and upload that onto Youtube... However, this wasn't very useful. No one will watch a 24 hour (or 48 in some cases) video, but compressing the streams reduces the usefulness of the video. It's hard to pick out individual events or moments of interest.



And the theme is...

SURPRISINGLY



SPOOKY



Upcoming event:  
Quiplash (6am)



TOWNSHOP GOAL #1

£529.00 (73.47%)

£0

£720

Donate: <https://duct.me/magpie>

Computer Science Society: £1.50 Net

LINCOLN  
GAME DEV  
SOCIETY

Countdown to Sun, Nov 11, 2018 3:00 PM:



Computer Science Society

00 10 26 03

days

hours

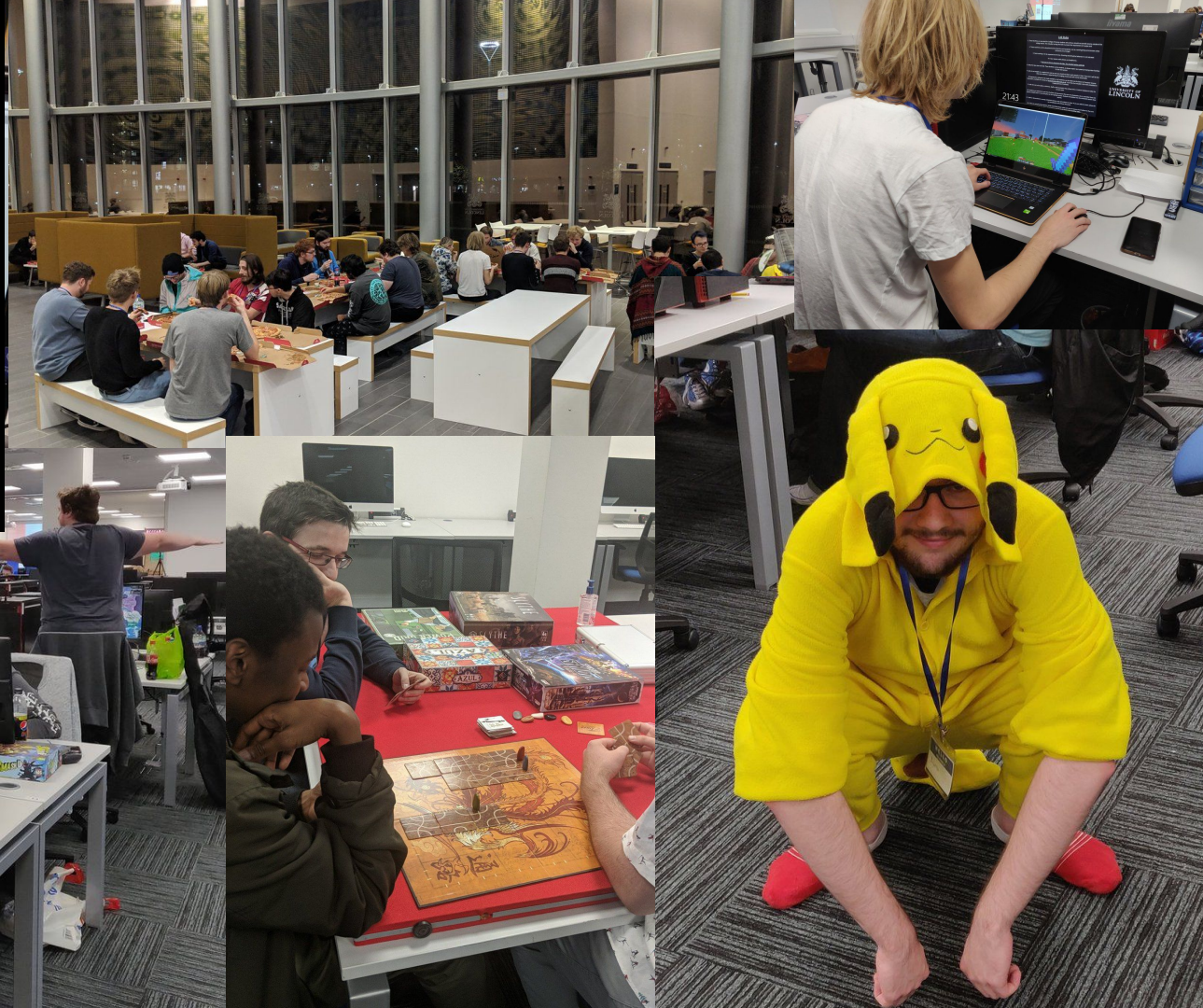
minutes

seconds





Furthermore, there is a lot that happens at Hacks and Jams beyond the programming. There is a whole timetable of social activities that happen, including board games, competitions, and communal meals. The students flagged concern that this wasn't being captured by the stream, and wanted to make a more encompassing video.





# Transfer of Coordination

**Staff**



**Student**



LINCOLN  
GAME DEV  
SOCIETY



# Student Life



Student Focused  
Student Coordinated

In the institution we have a Student Life team that develop student-led content. Their videos, blog posts and other media materials are designed to capture the learning experience at Lincoln, and allow students to share best practice and experience. All the videos are driven by students, and produced either by student volunteers or our Video Support Assistants (employed students). This is not one of my projects, but a great example of innovative practice.

A woman with long brown hair, wearing a dark grey patterned sweater, is smiling and looking slightly upwards and to the left. She is positioned in the center of the frame. The background is a room with bookshelves. On the left, a shelf holds several books with colorful spines (green, blue, red, yellow). To the right of the books is a red ceramic jar. Above the shelves, several small white photographs are pinned to the wall. A pink and white triangular bunting banner hangs across the middle of the background. On the right side, another shelf holds a blue teapot and other items. The overall lighting is warm and indoor.

HOW  
TO  
BEST

MANAGE  
YOUR  
TIME





# Thanks for Listening

If you would like to get in contact you  
can do so via twitter [@chrisheadleand](#)  
or via my email  
[chheadleand@lincoln.ac.uk](mailto:chheadleand@lincoln.ac.uk)

Please get get in touch if you have any  
further questions, and I would love to  
hear about any student-led projects  
you experiment with.

Please get in contact if you would like  
to watch one of our streams.