



Communications Summary of Activity – 2017/18

Lecture Recording Programme Expansion of Service



Introduction

This summary covers the communications approach for the Expansion Phase of Media Hopper Replay. The focus is on increased engagement with Schools to enhance understanding of the local context for lecture recording now that the new service is available in 140 teaching spaces and prepare the way for a University policy on lecture recording.

Communications activity to support the policy consultation process and launch of a new University policy to support lecture recording, is set out in this summary. A communications handling plan to support the policy consultation has been agreed (see Appendix B).

Communications infrastructure is now fully developed (newsletter, wiki, website, twitter) and full use will be made of these platforms. The following artefacts have been developed:

- Communications plan and key messages
- Lecture recording policy handling plan and key messages
- Video library
- Stakeholder contact lists
- Insights into attitudes to lecture recording
- Research reading list
- Promotional items (student flyer, merchandise, information pack, video bumper, generic slides)

School channels will be used to deliver targeted and tailored updates. Engagement with School communications colleagues is on-going and the Lecture Recording Programme newsletter will continue monthly. There will be regular use of Twitter via @media_hopper as the primary channel and RTs from other University Twitter accounts.

University channels will be used for general awareness and the promotion of Programme milestones (eg: All Staff News, Student eNewsletter). The primary route for reaching academic colleagues is via Academic User Group representatives and School Learning Technologists.

1 Strategic approach

The communications aim to support the expansion of the service is to ensure messages reflect the local context, are tailored and timely, and disseminated via School communications channels. This signals a shift to communicating more directly with academic colleagues who may not have engaged with lecture recording previously or have concerns about it. This is being facilitated via a series of School visits and continuing engagement with School Learning Technologists as well as members of the Academic User Group.

1.1 School visits

The aim of School visits is to gain insight into local attitudes and barriers as well as highlight success stories and interesting practice which can be shared to encourage others to make use of lecture recording. Closer engagement will ensure messages are informed by the local context and tailored accordingly. It will also ensure that training and support addresses specific School needs. There will be close liaison with the training and engagement function to deliver the School visits and meet identified training needs.

By engaging more closely with users, the concerns of academic colleagues can be addressed more directly with a view to breaking down barriers and building ownership of the service. This may take more time where attitudes are entrenched and require support from senior managers. Existing Programme mechanisms (Programme Board, Steering Group, Academic User Group) will be used to engage academic colleagues in addition to formal University forums and committees.

1.2 Academic interests

Feedback received from academic colleagues has identified the following primary interests:

- Implications of copyright law
- Policy – opt in versus opt out – what does this mean in practice
- Safety of content – is it downloadable
- Impact on teaching pedagogy
- Impact on attendance

Initial stakeholder analysis has identified four academic stakeholder personas (see Annex A). Recognising stakeholder personas in our engagement activity with Schools, will enable appropriate responses and approaches. The aim is to shift the majority of academic colleagues into the ‘responsive teacher’ and ‘teaching innovator’ types, and work with Schools on tactics that will convert those who are ‘reluctant to change’.

The primary route for engaging with academic colleagues is via Academic User Group (AUG) representatives. A short-life working group is to be formed with AUG members to define a lecture recording campaign under the banner ‘safe and in control’.

1.3 Student interests

Engagement with students will continue via EUSA and through regular engagement with School and Class reps to promote the service and manage expectations.

Feedback received from students has identified the following primary interests:

- Service is not being used, even though it is available
- How long lectures are available on the service
- Students 'opting out' of being recorded – process for this

A student intern, Karoline Nanfeldt, is working with us on a part-time basis until April and full use is being made of her knowledge and enthusiasm. We are also working closely with EUSA Vice President for Education, Bobi Archer.

Two focus group sessions are planned with students:

- 1 the development of good practice guidance in how to make the most of lecture recording from a student perspective
- 2 policy Q&A with School and Class reps

In addition, we are considering how to engage students on their responsibilities when using lecture recording, this may take the form of a focus group, infographic or feature as part of a mini campaign (see section 4).

1.4 Lecture recording policy

A new University lecture recording policy is being introduced to support the expansion of the service. The communications approach set out here (see Appendix B) will support the consultation process and prepare the way for the introduction of a new policy for the start of the 2018/19 academic year. The consultation is being hosted via the Lecture Recording Programme wiki space with signposting from the Media Hopper Replay web pages. A flyer, which can be used both on and offline, will be developed to support awareness raising across campus.

1.5 Messaging

Clear and consistent messaging is a priority as the service is made available more widely and to prepare users for a new University policy on lecture recording. There will be a shift from messaging about 'programme' to messaging about 'learning and teaching' via a series of showcase videos and case studies. Demonstrating use from an academic perspective will provide reassurance to those more reluctant to engage with the service.

1.6 Stakeholder Analysis

A high-level stakeholder analysis will be conducted to identify if there are any gaps in our stakeholder list and clarify the communications routes into and out of the programme and service. This will enable a process to be agreed for joined up communications to support relationship and contact management. Additional thinking arising from this analysis will be captured in strategic papers and actions arising transferred to the delivery plan.

1.7 Communications Group

A Lecture Recording Communications Group will be convened during 2018 to coordinate activities and ensure a joined-up process. This group will also support the transition to business as usual.

2 Expansion phase objectives

The communication objectives for the Expansion phase are below. These were agreed as part of the Lecture Recording Programme Communications Plan and updated to reflect the focus of this summary.

OBJECTIVES	AUDIENCE
1. Gaining buy-in and building ownership.	User community Influencers
2. Providing opportunities for three-way communications as an integral part of programme expansion.	Beneficiaries User community
3. Delivering reassuring and consistent messages, building on existing engagement activity, responding to resistance.	User community Influencers
4. Actively engaging existing users as advocates to reinforce positive messages and provide peer to peer support.	User community
5. Promoting training and support the use of the service through the provision of service information and guidance.	User community
6. Marketing the benefits of the service and the provision of a centrally procured lecture recording solution for learning.	Beneficiaries
7. Supporting the consultation and implementation of a University policy for lecture recording.	User community Beneficiaries Influencers
8. Highlighting further opportunities for research and evaluation.	User community Influencers

3 Engagement

There is a very clear rationale for engaging more closely with academic colleagues as the service is made more widely available and to enable a shift to an opt out approach:

- find out what is working well
- unpick some of the barriers to use
- prepare the way for the introduction of a new University lecture recording policy
- amass case studies to encourage others to use the service

The service is currently available for use on an opt in basis which offers scope for academic colleagues to 'give it a go' at a pace to suit them and make use of the training available.

To maximise insight gathering and prioritise support, it is proposed to visit the five Schools with the highest use of lecture recording and the five Schools showing the lowest use of lecture recording. All other Schools will be engaged via personalised email updates initially with the offer of visits.

A delivery timeline is appended at Annex A

3.1 Purpose of School visits

The purpose of the School visits is as follows:

- build a more detailed picture of Schools' views/approach to lecture recording;
- understand the School specific context for lecture recording, including the ways in which it might apply given their particular teaching practices;
- ensure the level and type of support offered is tailored to Schools' needs as the service is expanded;
- uncover good examples of lecture recording use to demonstrate what the service can do and encourage uptake;
- ensure messages disseminated in Schools reflect the local context, are relevant and timely.

3.2 Highest 5 School users (based on early use stats)

The five Schools showing the highest use of lecture recording are: Engineering, Business, Informatics, Law, ECA. Engagement will be via the appropriate Academic User Group representative and/or School Learning Technologist. The visits will be completed by end of July 2018 and facilitated jointly by the Training and Engagement Consultant and the Communications Officer. They will be followed up with a short questionnaire to baseline support and development needs on a School by School basis. Case studies will be identified for sharing more widely to encourage increased use. A one-page communications plan will be produced for each School.

3.3 Lowest 5 School users (based on early use stats)

The five Schools showing the lowest use of lecture recording are: Divinity; Molecular, Genetic & Population Health Sciences; HCA; Clinical Science; School of Health in Social Care. Engagement will be via the appropriate Academic User Group representative and/or School Learning Technologist. The visits will be completed by end of July 2018 and facilitated jointly by the Training and Engagement Consultant and the Communications Officer. They will be followed up with a short questionnaire to baseline support and development needs on a School by School basis. A short analysis of concerns will be produced to inform the development of marketing content and ongoing engagement activity. If relevant, a one-page communications plan will be produced for each School.

3.4 All other Schools

All other Schools will be engaged with on an individual basis by email initially to deepen engagement and understanding of their specific circumstances. This activity will pave the way for visits and other face-to-face sessions (eg training) commencing in 2018 – where there is interest in an earlier visit, this will be accommodated.

3.5 PTAS Projects

Opportunities will be taken to promote the lecture recording PTAS projects. This will involve engagement with the Institute of Academic Development and academic colleagues in Schools working on specific projects.

3.6 Policy Consultation and Launch

Ensuring robust and inclusive engagement with the lecture recording policy consultation and launch is a critical dimension of this summary. As the use of lecture recording is variable across Schools, those Schools which are showing low or no use, will require careful handling in advance of the policy consultation going live. A handling plan for the implementation of the policy is appended at Annex B.

3.7 Training and Support Programme

A comprehensive training and support programme is available to staff in how to use Media Hopper Replay. It is essential that there is high awareness of this programme. A communications plan to promote the training and support programme is appended at Annex C.

4 Campaign approach

To strengthen and reinforce the shift to more tailored and targeted messaging and engagement, two of the mini campaigns outlined in the Lecture Recording Programme Communications Plan are being further developed. It is proposed to work with a short-life sub group of the AUG on the development of the campaign approach to ensure resonance with academic colleagues. It is proposed to engage with School and Class reps to refine the campaign approach for students.

Meetings are taking place with the University’s Communication and Marketing team to explore opportunities for positioning lecture recording as part of existing campaigns, in particular, the ‘We’re Listening’ campaign scheduled for January 2018 and ‘Inspiring Students’, ongoing campaign.

We will continue to engage with School communications teams to enhance the campaign approach.

We will actively engage with external partners to develop co-marketing opportunities.

Campaign activity falls under four main themes:

Theme	Training	Events	Awareness	Technical info
Description	<ul style="list-style-type: none"> Preparing for lecture recording Recording using MHR Beyond the basics (enhancing) 	<ul style="list-style-type: none"> Showcasing at Learning, Teaching and Web Learning Technology Conference in June 	<ul style="list-style-type: none"> Approachable tone Existing tools Targeted activity 	<ul style="list-style-type: none"> Approachable and accessible presentation Various formats Choice

	<ul style="list-style-type: none"> • Online help and support • ‘Cheat sheet’ 			
Key messages	<ul style="list-style-type: none"> • Approachable • In control • Familiar • We are listening and we are here 	<ul style="list-style-type: none"> • The service is great • Professional service • Excellent 	<ul style="list-style-type: none"> • Natural part of teaching – addressing concerns 	<ul style="list-style-type: none"> • Straight-forward • Easy to use • Fun and easy-going • Light touch
Methodology	<ul style="list-style-type: none"> • Face to face training • Availability of online resources • Newsletter • Case studies • School awareness 	<ul style="list-style-type: none"> • Face to face presence • Presentations • Posters • Stand 	<ul style="list-style-type: none"> • School visits • Stand • Newsletter • Web pages • Wiki • School awareness pack • AUG / EEG – ‘campaign’ 	<ul style="list-style-type: none"> • Web pages • Face to face training • SRS involvement • ‘Cheat sheet’

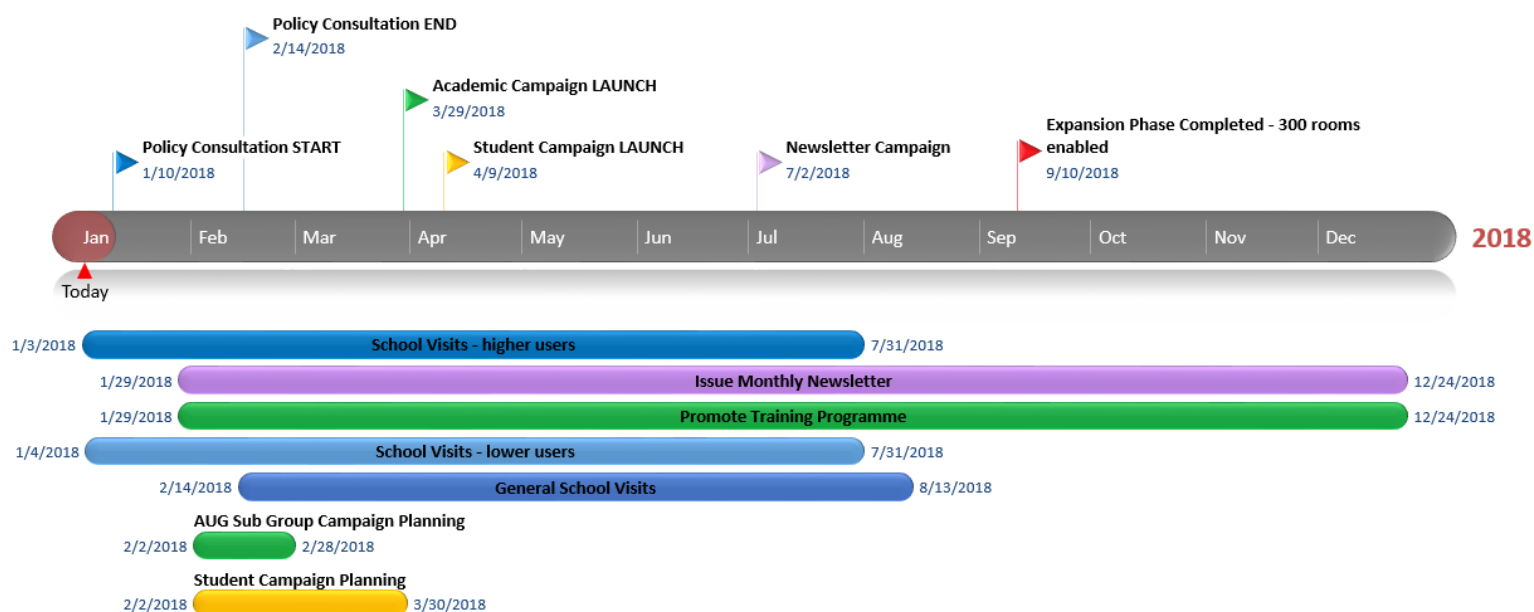
5 Measures of success

The measures by which this plan will be evaluated, are set out in Annex D. The following target indicators have been identified:

- Activity
- Engagement
- Reach
- Impact

Delivery Timeline

ANNEX A



Lecture Recording Policy Communications Handling

ANNEX B

The aim of the lecture recording policy communications handling plan is to support the consultation and launch of a new University policy.

Policy development is being led by a Senate LTC Task Group, supported by an Educational Technology Policy Officer.

The Implementation Task Group will continue to engage with Schools and undertake lead-in work required for implementation of the policy during and following the consultation period.

To ensure a coordinated approach to communications activity and messaging, the following handling plan has been agreed.

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE	COMPLETED
Pre-Consultation 'soft launch' period					
Staff / students	Communications	Preparation of key messages and FAQs for the wiki pages	NM	asap	21 Dec
Policy task group	Communications	Email update on consultation plan and content	NM	asap	30Nov
LTC	Communications	Email update on consultation plan and content	NM	asap	
All LR stakeholders	Communications	Build consultation site on wiki Signpost from webpages	NM /LS / MJ	Wk comm 4 Dec	21 Dec (website); signposting at launch; email response rather than survey
Imp SG	Communications	Email update summarising the policy and consultation plan, awareness of School updates planned	NM	Wk comm 4 Dec	21 Dec
LR Prog Board AUG	Communications	Email update summarising the policy and consultation plan.	NM	Wk comm 4 Dec	
All LR stakeholders	Communications	LR newsletter (Nov and Dec)	LS / NM	Nov and Dec	30 Nov
ISG and SRS reps	Communications & Engagement	Briefing (open meeting) and email update	NM	Jan	

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE	COMPLETED
HCA	Communications & Engagement	Bespoke email update to FM and KH Offer of conversation/meeting	NM Cc GM	Jan	
EMS	Communications & Engagement	tbc	NM Cc GM	Jan	
Moray House	Communications & Engagement	Offer of conversation/meeting	NM Cc GM	Jan	
HinSS	Communications & Engagement	Offer of conversation/meeting	NM Cc GM	Jan	
Divinity	Communications	Bespoke email to PF	NM Cc GM	Jan	
PPLS	Communications & Engagement	Offer of conversation/meeting	NM Cc GM	Jan	
SPS	Communications & Engagement	Offer of conversation/meeting	NM Cc GM	Jan	
Other Schools	Communications	Email update summarising the policy and consultation plan	NM	Jan	
CAM / School comms leads	Communications	Email update advising about consultation, opportunities for raising awareness and association with existing campaigns	LS	Jan	
Graham Head of IT Head of Academic Affairs	Communications	Email update advising about consultation	NM	Jan	
Senate LTC members	Communications	Email update advising about consultation	NM / PW	Jan	
AUG, LR ISG	Communications	Email update advising about consultation	NM / LS	Jan	
All stakeholders	Communications	Produce flyer to support awareness raising	LS / KN	Jan	

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE	COMPLETED
Consultation Launch (consultation duration: Thu 11 Jan – Mon 19 Feb)					
Staff	Communications	CJ email	NM	11 Jan	
Information Officers	Communications	GMcC email	NM / GM	After 11 Jan	
Assistant Principals	Communications	MH email	NM / MH	After 11 Jan	
New Principal	Communications	MH email	NM / MH	After 11 Jan	
Staff	Communications	TW email	NM / TW	After 11 Jan	
ISG Consultancy Group	Communications	Email update, share with constituency	NM	After 11 Jan	
LR Training attendees	Communications	Email update, share with constituency	LS	After 11 Jan	
IAD	Communications	Email update, share with networks	LS	After 11 Jan	
LTW School Reps	Communications	Email update, share constituency	NM	After 11 Jan	
Staff	Communications	Availability of consultation documents: All staff news IS news Emails to Heads of College and Heads of Schools Email to joint Unions HR channels	NM LS	After 11 Jan	
Staff / students	Communications	Social media channels: @media_hopper @uoe_ltw Request shares via: Student social media	LS	After 11 Jan	

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE	COMPLETED
		School social media Other relevant social media channels			
LR Board, Imp SG, LTC, Policy Task Group, AUG, EUSA, ISG, SRS	Communications	Consultation is live EUSA: please share with your constituency	NM	After 11 Jan	
CAM	Engagement	Meeting with Int Comms, Student Comms, to discuss opportunities for association with existing campaigns/amplification of LR and policy consultation	LS	16 Jan	
School reps Class reps	Engagement	Rep lunches	NM	Feb	
Certain Schools	Engagement	Open meetings	NM	Jan / Feb	
All LR stakeholders	Communications	Newsletter		Jan / Feb	
Staff / students	Communications	Last chance reminder: All staff news IS news Emails to Heads of College and Heads of Schools Email to joint Unions Social media channels (@media_hopper, uoe_itw) EUSA channels	NM LS	Feb	
Post consultation					
Staff / students	Communications	Thank you, where does it go now: All staff news IS news Emails to Heads of College and Heads of Schools Email to joint Unions Social media channels (@media_hopper, uoe_itw) EUSA channels	NM LS	Feb	

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE	COMPLETED
Staff / students	Communications	Here's the outcome: All staff news IS news Emails to Heads of College and Heads of Schools Email to joint Unions Social media channels (@media_hopper, uoe_ltw) EUSA channels Proactive engagement with all stakeholder groups and individuals	NM LS	TBC	

Training Programme Communications

ANNEX

ANNEX C

STAKEHOLDER	TYPE	ACTIVITY	LEAD	DATE
School Replay Support	Engagement	Monthly conference call (what's new)	BH	Monthly recurring
All Programme stakeholders	Comms	Monthly newsletter – training update	LS	Monthly recurring
Academic User Group	Engagement	Help to push training at School level	BH	Quarterly meetings
All Programme stakeholders	Comms	Create training graphic – 'ready, steady, go' idea	BH/LS	By Feb 2018
School Learn leads	Comms	Provide regular training updates for dissemination – use training graphic	LS	Ad hoc as required
Academic colleagues	Engagement	Promote training and bespoke course as part of School visits	BH/LS	As per visit schedule

Academic colleagues	Comms	Tailored updates, increasing intensity over the summer in readiness for 2018/19 academic year – use training graphic	LS	Ad hoc as required
Academic colleagues	Comms	Tweets to promote training sessions	LS	Daily
Students	Engagement	Focus Group to develop guidance in how to use lecture recordings	KN/LS	February
Students	Comms	Circulate good use guidance via EUSA channels	KN/LS	Ad hoc as required
Academic colleagues	Comms	Promote outcomes of bespoke training sessions to encourage other Schools to take up	LS/BH	Following sessions

Measures of Success

ANNEX D

OBJECTIVE/S	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
1, 2, 3, 4	Engage with 5 Schools which are high users of Replay by Dec 2017	Academic audiences, School level, access via AUG rep	Positive feedback from users to the visits and engagement	Users feel valued and proactively communicate the positive benefits of Replay with other colleagues Use of Replay increases

<p>MEASUREMENT Evidenced via follow up questionnaire: <ul style="list-style-type: none"> • Value of meeting (scale) • Priority areas of action for School • Training requirements • Awareness raising requirements Echo360 analytics – measured by School</p>				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
1,2,3,4	Engage with 5 Schools which are low users of Replay by Dec 2017	Targeted at academic users (potential users), School level, access via AUG rep	Positive feedback from users to the visits and engagement	Users feel heard, their concerns are being addressed and they feel more confident about using Replay Use of Replay increases
<p>MEASUREMENT Evidence of value via follow up questionnaire (as above) Echo360 analytics – measured by School</p>				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
1,2,3,4	Liaise with all other Schools by email initially to offer support via visits, training, comms support	Targeted at academic users (potential users), School level, access via AUG rep	Engagement of target audience via email follow up, positive interest in participating in development activities	Users feel connected with the Programme and valued Use of Replay increases

<p>MEASUREMENT Increase in use of Replay, evidenced via number of recordings and student engagements, monthly tracking 10 School visits made 5 training sessions arranged positive involvement in School comms and engagement activities Echo360 analytics – measured by School</p>				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
1, 3, 4, 5, 6, 7	Issue monthly newsletter Plan a LR newsletter awareness month pre-summer recess	The number of subscribers increases, new routes identified for dissemination	Positive feedback received via email and in person Use of case studies	Users are informed and involved in telling the story of LR at the University
<p>MEASUREMENT Maintain steady opening rates of around 40% Showcase 1 School update per newsletter Increase the number of subscribers from 674 to over 1000 by 31 December</p>				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
3, 5, 6	Ongoing content development: <ul style="list-style-type: none"> • Replay web pages • Programme wiki 	Increase in website page visits Wiki visits, especially during policy consultation	Positive feedback and constructive feedback received via email and in person	Users can easily and quickly access the information they are looking for

MEASUREMENT Website analytics (page views, page visits, traffic numbers) Wiki analytics (page visits)				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
5, 6	Daily tweets	Increase number of followers	Promote twitter chats to engage followers in LR and to invite them to ask questions to be replied to there and then	Edinburgh positioned as a leader in the use of LR at scale
MEASUREMENT Twitter analytics (highest reach tweet, twitter impressions) Number of followers increases from 223 to 500 by 31 Dec 2018 Issue a minimum of 1 tweet on every working day				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
8	Raise awareness of PTAS projects	Share updates via newsletter	Engage with PTAS teams to uncover the learning and share stories Invite PTAS representatives to present their findings at an AUG meeting	Use findings of PTAS projects to dispel myths and provide an evidence base for the use of LR in Edinburgh
MEASUREMENT Produce one piece for each PTAS project (x2) presented either in written or video format Promote any on or offline content produced by PTAS teams via Twitter and in the newsletter				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
1, 3, 4, 5, 6	Deliver 2 mini campaigns: 1 with academic focus 1 with student focus	Aim to reach all School users and encourage those who are not currently using LR Use EUSA channels to reach the student community	Engage members of the AUG to define the academic campaign Engage School / Class reps to define the student campaign	Academic colleagues are reassured about using LR and feel safe and in control Students feel heard and are provided with guidance on how to

				use LR effectively to support their studies
MEASUREMENT To be defined when the campaigns have been fleshed out				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
7, 3	Raise awareness of the policy consultation Communicate policy launch	All users, all Schools	Encourage users to engage with the policy consultation via the wiki and engage with conversations to allay concerns/worries	All users who wish to express a view about the policy are able to do so and feel their voices have been heard
MEASUREMENT Wiki analytics to measure page views, aim for xxx views A minimum of one response per School Proactive engagement via the Policy Officer and members of the Policy Task Group to allay concerns/worries and respond fully to all submissions				
OBJECTIVE	ACTIVITY TARGET	REACH TARGET	ENGAGEMENT TARGET	IMPACT TARGET
5, 2, 1	Promote the ongoing training programme	All users, all Schools: <ul style="list-style-type: none"> • target new users • target those users who wish to improve 	Users participate in training to support their use of LR	Users get the training they need, in the right format, to enable them to get started with LR or develop their use of LR
MEASUREMENT Training update in every newsletter Training promoted during School visits, including bespoke training Proactive tweeting to promote training – 3 tweets per week (minimum)				

Measurement Key:

- **Activity Metrics.** These metrics can help you better understand what you’re doing to implement your communications strategy. Activity metrics can help you evaluate your process of producing and sharing your messages, and whether you’re following through on your work plan and best practices.

- **Reach Metrics.** These metrics can help you assess the size of your audience and whether it's the right audience for your messages, so that you can understand who may potentially hear your messages. Be careful of putting too much emphasis on reach metrics, as on their own they don't show a complete picture of your effectiveness.
- **Engagement Metrics.** These metrics can help you understand the effect your communications messages are having on those that hear them. Engagement metrics are a measurement of when and how others engage with you. Audience interaction is required in these metrics.
- **Impact Metrics.** These metrics are all about what you are really trying to achieve. Impact metrics help you measure the behaviours and attitudes you've shifted, the wrongs you've righted, and the actions you've inspired audiences to take.