

# Lecture Capture Has a New Name

**Adam Martin**

*University of South Carolina School of Law*

**Will Monroe**

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# Lecture Capture Has a New Name

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- ▶ What's changing in Lecture Capture
- ▶ Case Studies in Panopto
- ▶ How this all comes together
- ▶ Discuss what is on the Horizon



# Advanced Evidence

Judge John Few

*Chief Judge of the South Carolina Court of Appeals*



# Advanced Evidence

Judge John Few

*Chief Judge of the South Carolina Court of Appeals*

- Students Submit Evidentiary

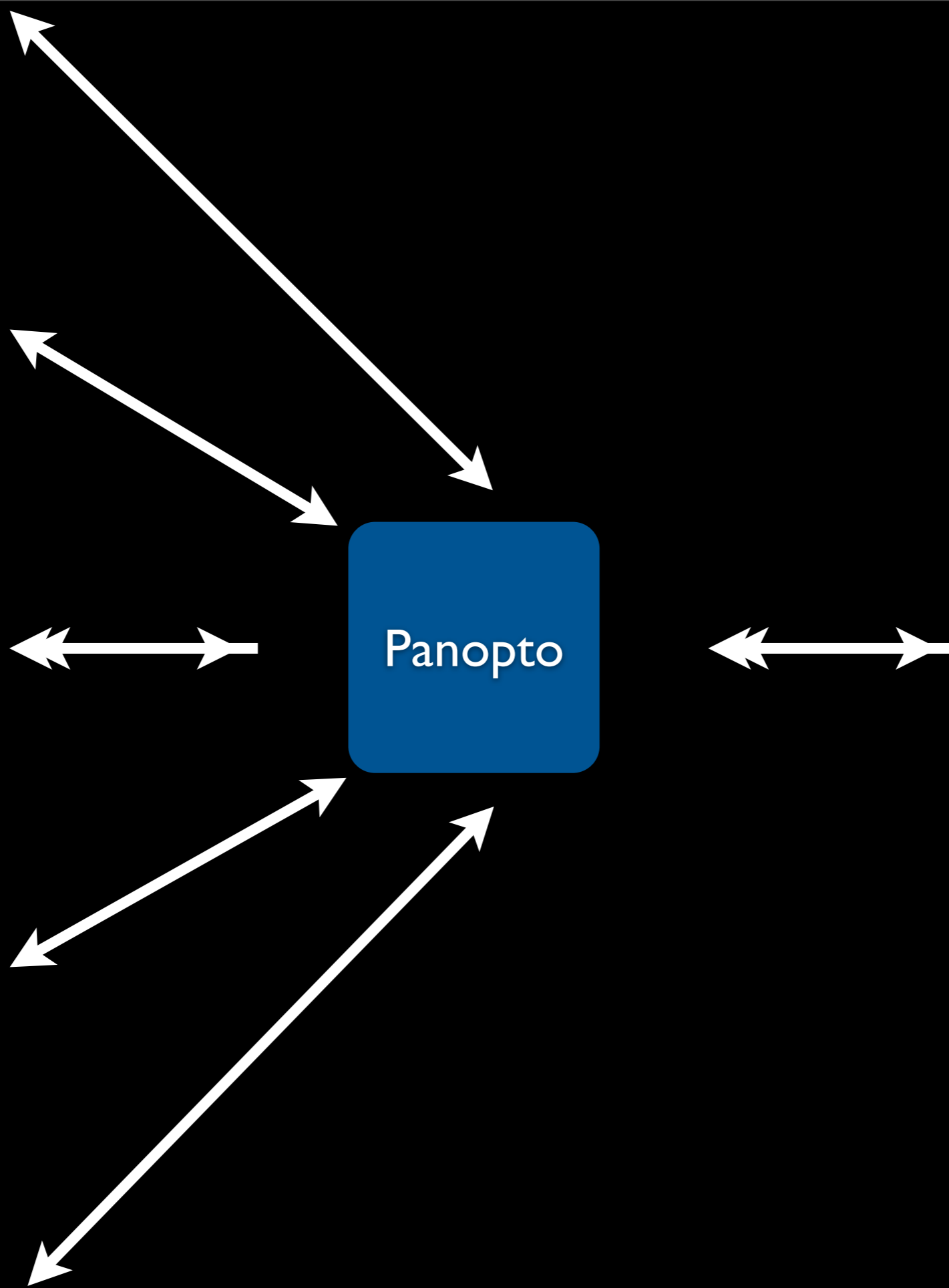
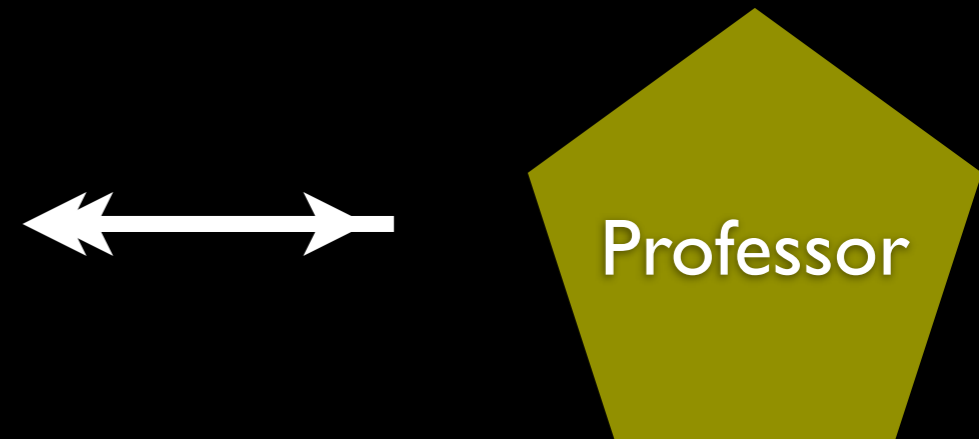
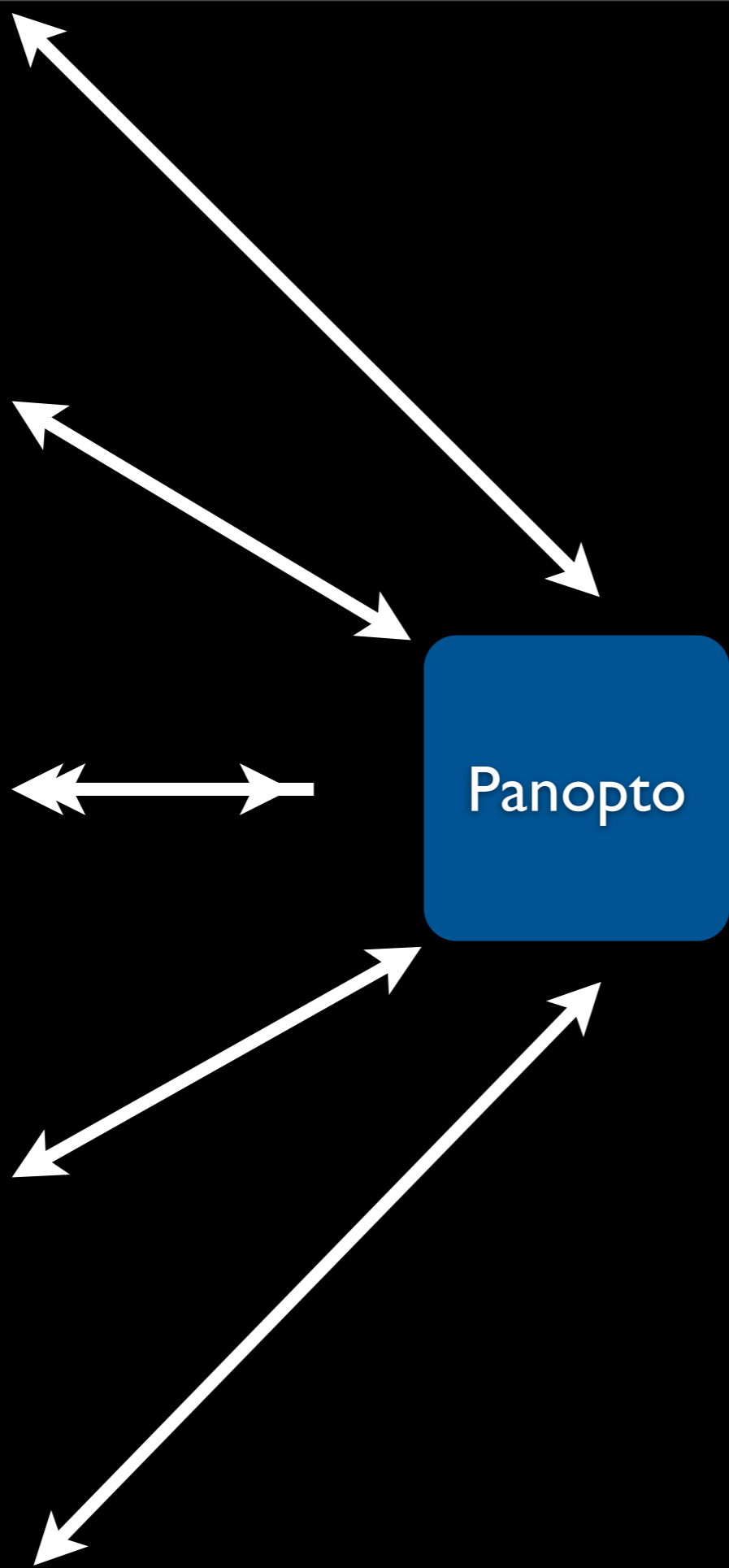
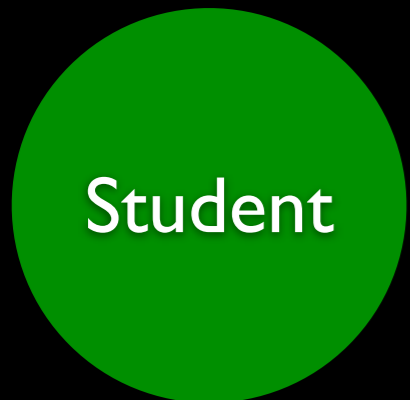
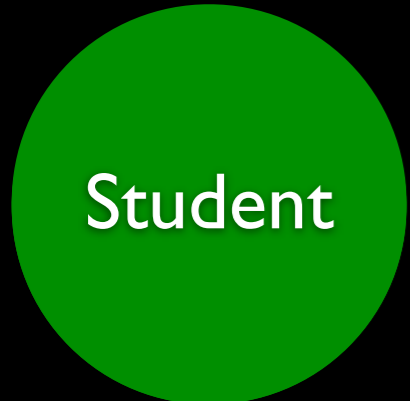
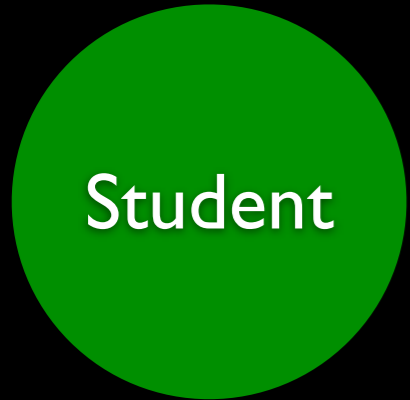
Objections

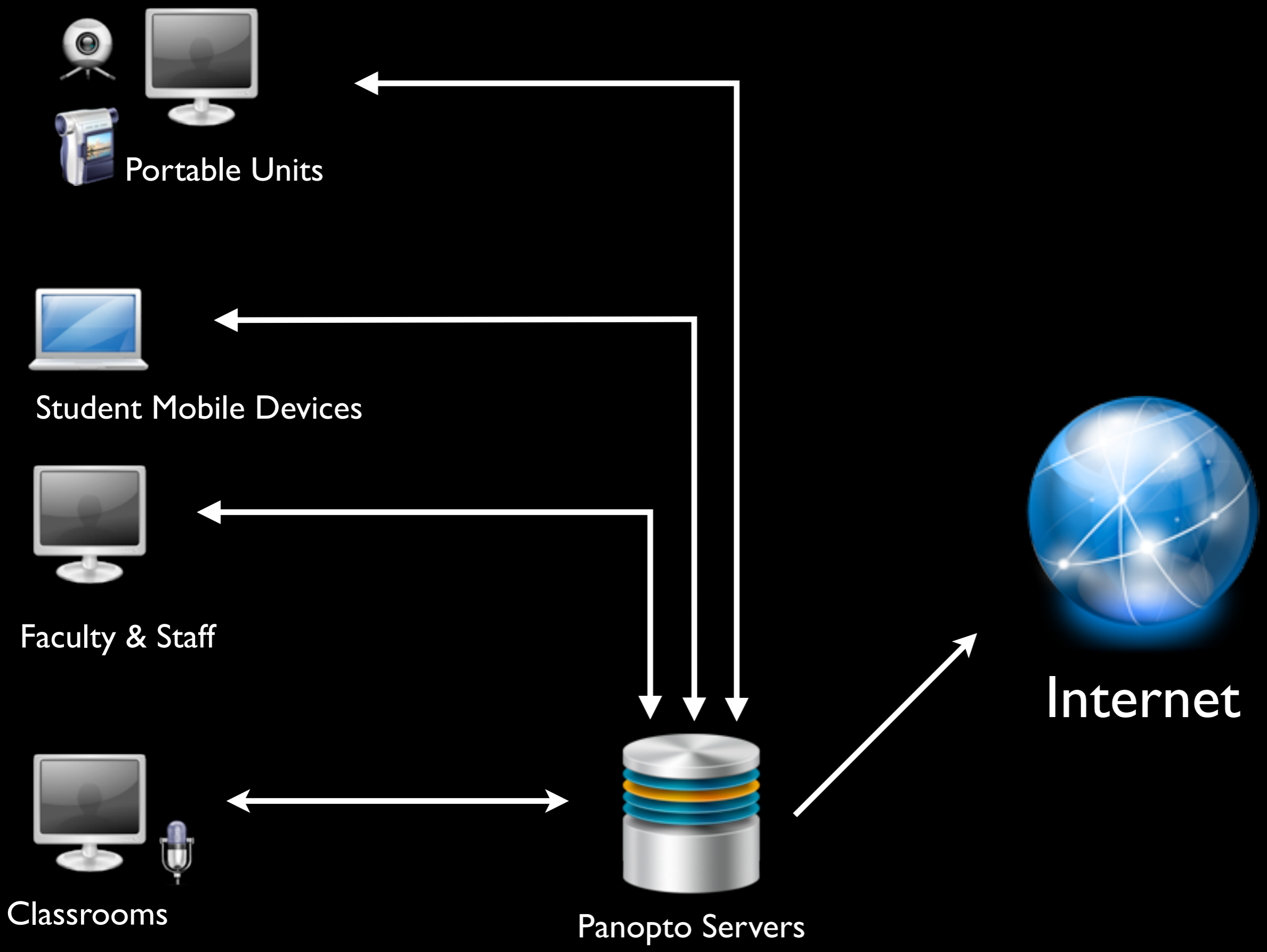
- One attempt dropbox  
record and submit

- Multiple Assignments and  
Final Exam











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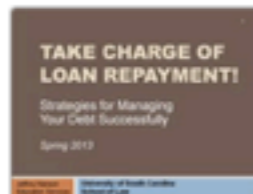
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<input type="checkbox"/>	<a href="#">Room 135 Recorder 6/3/2013 9:40 AM</a> IT Testing	None	4m 25s	6/3/2013 9:40 AM	
<input type="checkbox"/>	<a href="#">Test new version of Panopto on iPad</a> Test Screen Capture Videos	None	39s	6/3/2013 9:39 AM	
<input type="checkbox"/>	<a href="#">Monday, May 27, 2013 at 5:59:03 PM</a> May 2013 - Advanced Legal Writing - Professor Dalzell	None	8m 23s	5/27/2013 6:00 PM	

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Record using these settings:

Webcast and Record

Folder Name: **(Offline Recording)**

Record a new session called: Monday, June 10, 2013 at 10:29:22 AM

**Primary Source**

Video:

Audio:

Quality:  Standard  High

**Secondary Capture Sources**

Capture PowerPoint

Capture Primary Screen

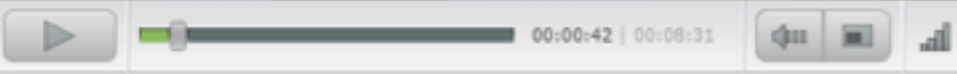
PowerPoint X Primary Screen X

PowerPoint is not running.

Max resolution: 1280 x 1024 Bit rate (kbps): 250 Frame rate: 4 fps



Slides Object Video Object Video Other PDF

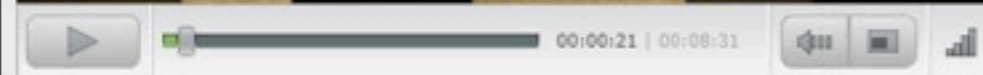


Contents Notes Comments Search Info

- 0:19** Panopto Multi-Camera Demonstration
- 0:50** Mutiple Camera Angles
- 1:10** HD Web Cameras with Computers PowerPoint Presentations...
- 1:52** Mutiple Camera Angles
- 1:56** HD Web Cameras with Computers
- 2:10** PowerPoint Presentations
- 2:26** Primary Audio with Acoustic Magic Microphone
- 3:58** Additional Panopto Capabilities
- 4:10** Notation and Captioning Editing of Captured Events...
- 4:36** Additional Panopto Capabilities
- 4:50** Notation and Captioning
- 5:11** Editing of Captured Events for post production
- 6:46** Sync with iTunes U



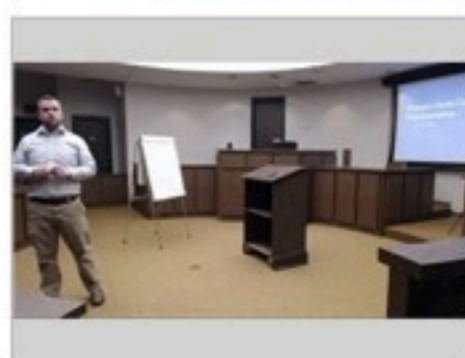
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Contents Notes Comments Search Info

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- 5:11 Editing of Captured Events for post production
- 6:46 Sync with iTunes U

Slides Object Video Object Video Other PDF











# Interviewing, Counseling and Negotiation



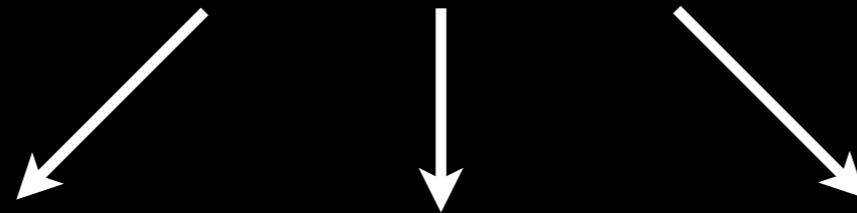
Professor Claire Raj

# Course Objectives

Develop practical lawyering skills



Interviewing  
Counseling  
Negotiating



Reading and Writing



In Class Discussion  
& Exercises



Simulations

# Simulation Skills

Introduction  
Fact Gathering

Goals

Case Theory

Closing

Body Language and Tone

Preparation/Outline

Context, Body Language, Setting Tone

Elicit and Encourage client Narrative

Demonstrate Appropriate Empathy

Limited and appropriate use of questions

Nail down details

Appropriate clarification of salient points

Adequately defined by client, mutual understanding of goals

Spot correct issues and attempt to formulate legal theories

Formed attorney-client relationship, outlined next steps, set up next contact

# How was Panopto Used in the Course

- 3 out of 6 simulations used Panopto
- Professor took notes on simulations and prepared a memo for students assessment
- Students took notes and prepared a self-evaluation submitted to the professor
- Ad-hoc conversations about simulations look place as needed

# What worked?

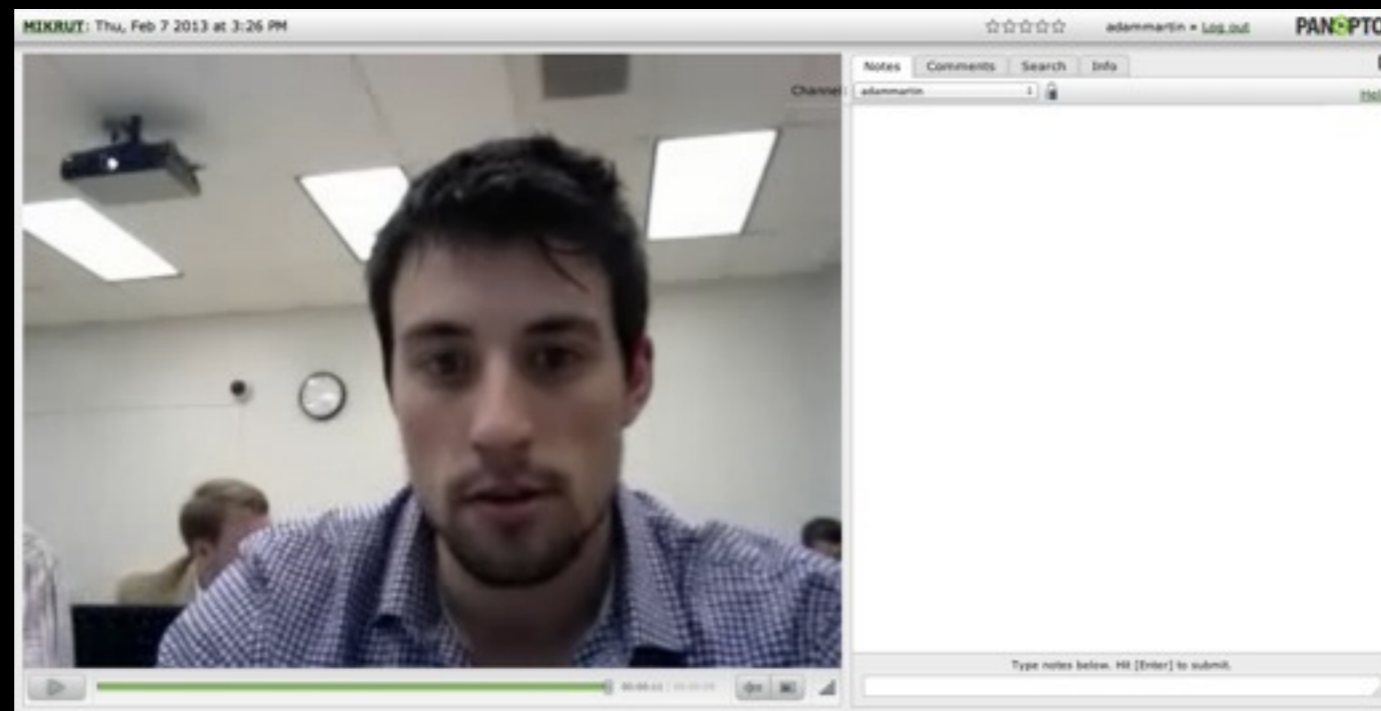
Multi-Student In class Interviews

Software was easy

Training was adequate

Helped Re-enforce Skills

Mobility Provided an advantage



# Can this improve?

- Student Technology was often faulty
- Time consuming for instructor
- Laptop Distraction



Legal Research,  
Analysis, &  
Writing

Writing in Legal  
Practice



Professor Janice Baker

# LRAW II Course Objectives

- Engage in and demonstrate fundamental legal research
- Engage in and demonstrate fundamental legal analysis based on the results of their research
- Communicate legal analysis in clear, concise prose.



# Writing in Law Practice

- To expose students to the drafting skills private practice lawyers need to handle a case in the course of civil litigation, with emphasis on prefiling and pretrial drafting skills.
- To enable students to build on the legal writing and research skills they learned in the first year and expose them to documents they will need to produce in practice that are not a part of the first year legal writing experience.

# Skills developed through Various Assignments

## LRAW II

Legal Research  
Legal Analysis  
Legal Writing



Analysis Exercises

Research Execution

Written Assignments

Oral Arguments

## WLP

Practical Drafting Skills  
Advanced Writing and  
Research



Client Interview

Written Assignments

Exercises

Final Mediation

# Panopto

- In LRAW, Oral arguments were recorded for student self-evaluation, re-enforcing skills, and evaluation.
- Writing in Legal Practice - Capturing Client Interview at Start of Class and Final Mediation

# What worked?

- It was easy to use and quick to setup
- Camera angles were easy to adjust and place where desired
- Sharing and Evaluating afterward
- Added to Ad-hoc conversations value and continued re-enforcement of skills



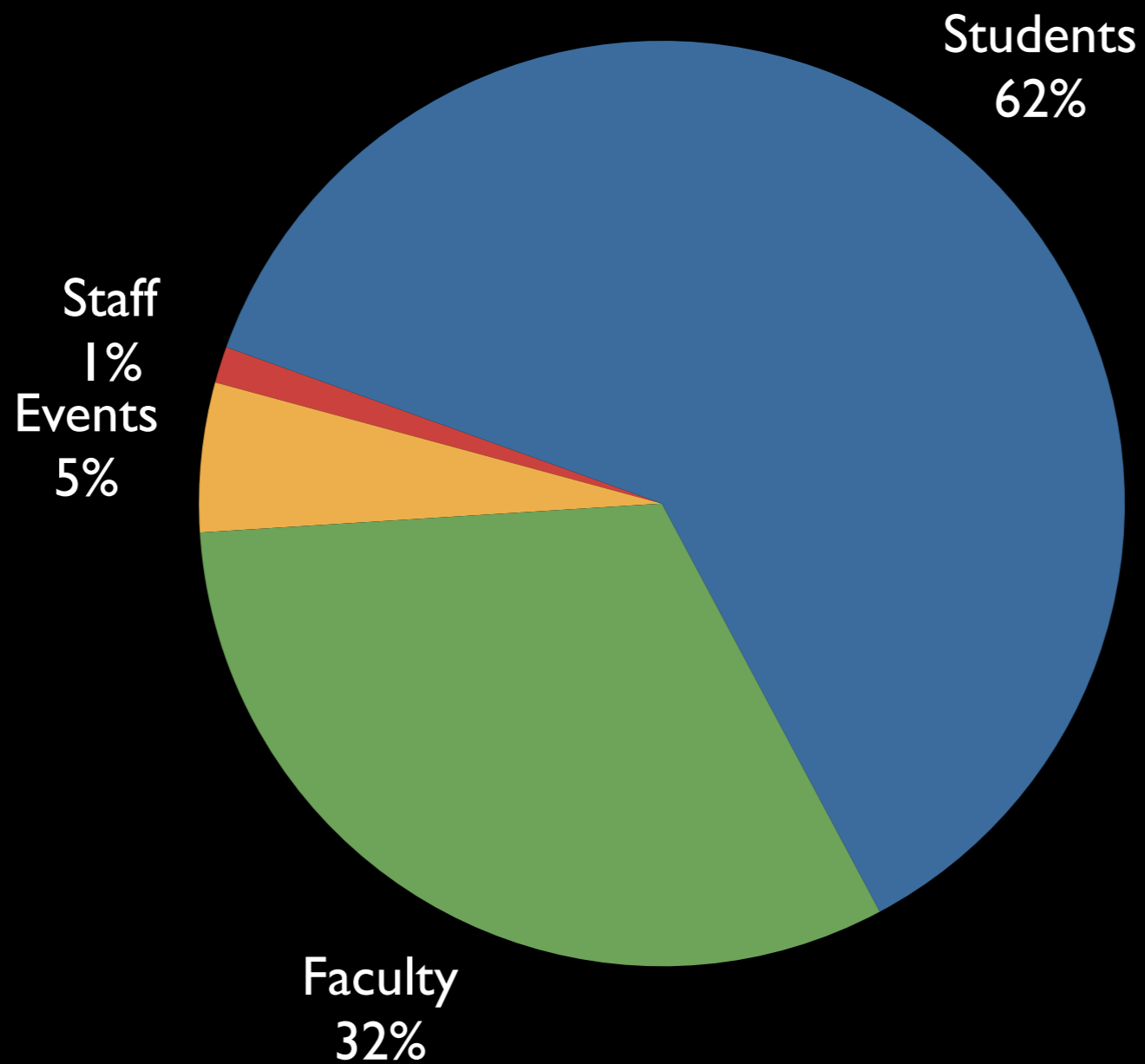
# Can this improve?

- Could use commenting for feedback and evaluation in the future
- Group commenting and self-evaluation could be more interactive for practice rounds
- Would like to give students more opportunity to use Panopto on their own and Practice before they fulfill an assignment

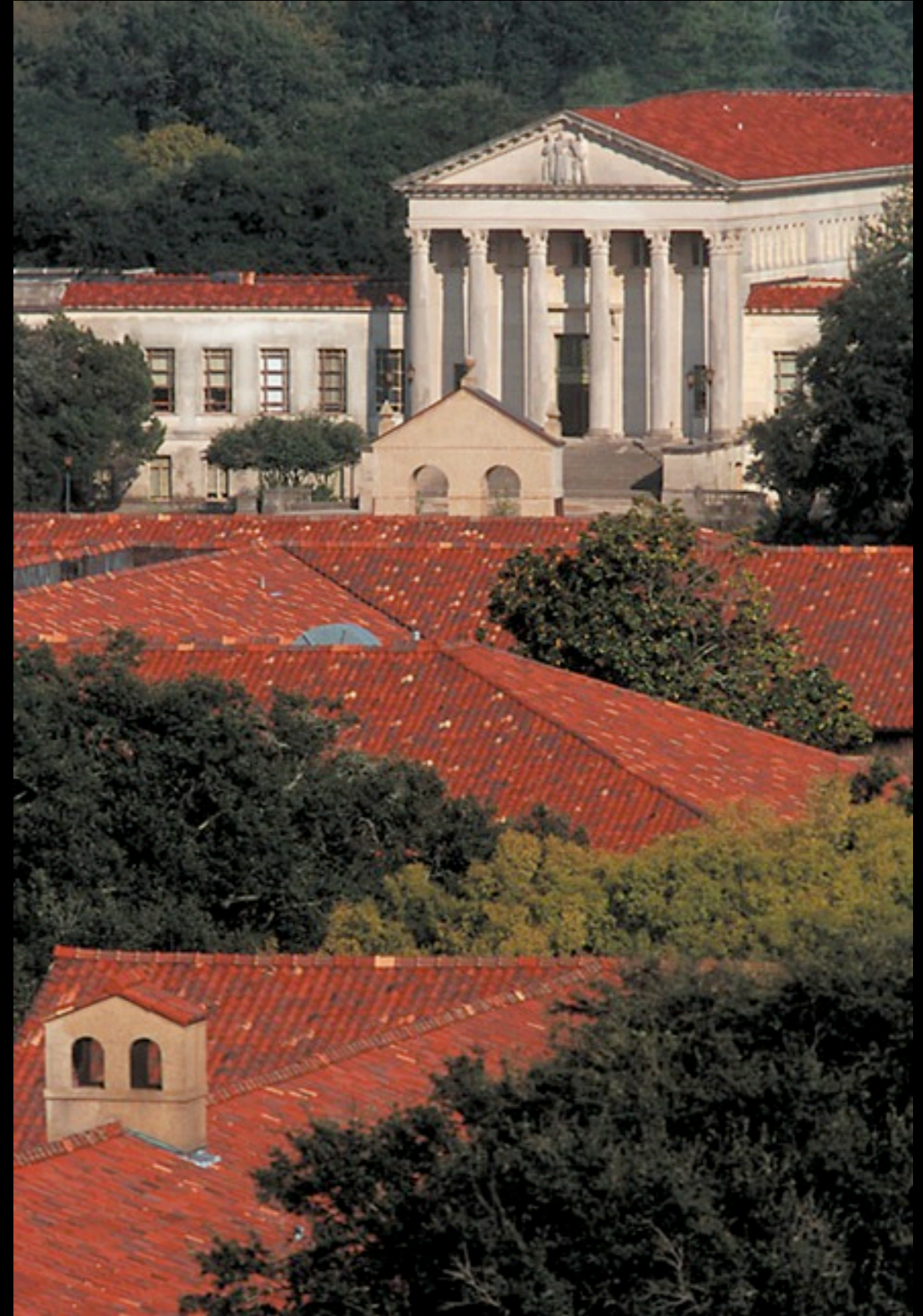
# Some Observations from One Year

- 264 Users have created over 670 hours of video
- 865 Unique Sessions
- Over 150 Unique Categories
- Peak Minutes Viewed in the Fall: 1,127
- Peak Minutes Viewed in the Spring: 3,014

# Significant Segments in One Year



# Panopto at LSU Law

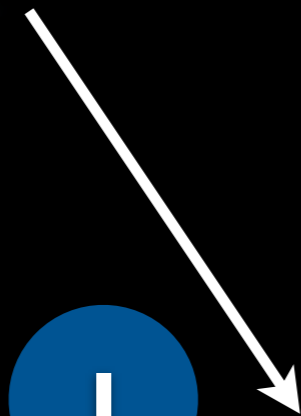




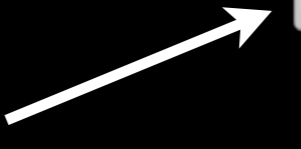
# Panopto Video Recording: LSU Law Clinic



Interview Room #1



Interview Room #2



Student/Faculty Devices

1. Video capture

2. Automatic video upload to Panopto

3. Student/instructor video review & annotation

# Robert Lancaster

*J. Nolan and Janice D. Singletary  
Professor of Professional Practice*

Family Mediation Clinic  
Fall 2012 Semester



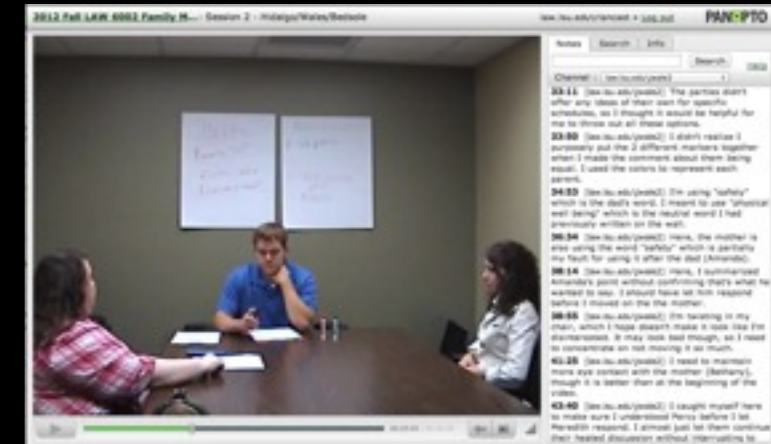
# Course Objectives

- Prepare students to conduct independent mediation sessions with actual clients.
- Meet requirements of Qualified Domestic Mediator statute.

Class Discussions



Simulations & Reflective Writing



Readings



<http://www.flickr.com/photos/wfryer/6577574393/sizes/l/>

Attending Mediations



(not from actual mediation)

Viewing Recorded Mediations



# How was Panopto Used in the Course?

- Record opening statement (20-30 min) and mediation (1-2 hours)
- Comment upon performance (nonverbal, speaking) and mediation skills (theory)
- Identify “teachable moments”
- Emphasis on student self- and peer-evaluation in class discussions

# Performance & Mediation Skills

## Performance Skills

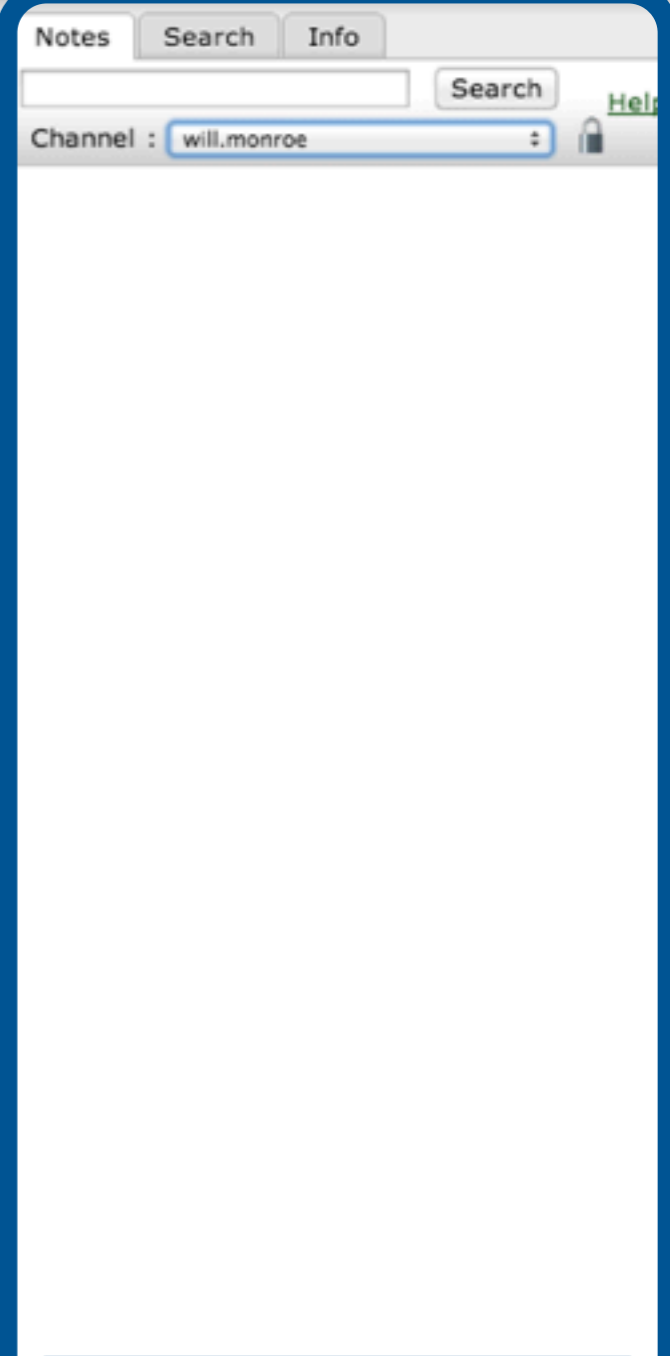
Volume  
Body language  
Any non-verbal aspect of  
communication

## Mediation Skills

Reframing  
Summarizing  
Fractionating  
Future Focusing  
Stepping Up  
Validating & Acknowledging  
Identifying Interests  
Probing  
Clarifying  
Mutualizing Interests  
"I" Messages  
Prioritizing  
Active Listening  
Open-Ended Questions  
Shifting Perspective  
Eliciting Values  
Giving Feedback  
Identifying Needs

# Panopto Interface

**video**



**annotations**



search annotations

select other users' annotations & channels

share annotations

view annotations

annotate video

Notes Search Info

Search Help

Channel : will.monroe

Type notes below. Hit [Enter] to submit.

# Family Mediation Clinic Example

2012 Fall LAW 6002 Family M... : Session 2 - Hidalgo/Wales/Bedsole law.lsu.edu\rlancast » [Log out](#) **PANOPTO**

Notes Search Info  Search [Help](#)  
Channel : law.lsu.edu\jwale2

**33:11** [law.lsu.edu\jwale2] The parties didn't offer any ideas of their own for specific schedules, so I thought it would be helpful for me to throw out all these options.

**34:53** [law.lsu.edu\jwale2] I'm using "safety" which is the dad's word. I meant to use "physical well being" which is the neutral word I had previously written on the wall.

**38:14** [law.lsu.edu\jwale2] Here, I summarized Amanda's point without confirming that's what he wanted to say. I should have let him respond before I moved on to the mother.

**41:25** [law.lsu.edu\jwale2] I need to maintain more eye contact with the mother (Bethany), though it is better than at the beginning of the video.

**43:40** [law.lsu.edu\jwale2] I caught myself here to make sure I understood Percy before I let Meredith respond. I almost just let them continue their heated discussion without interrupting to

**Reframing**

**Summarizing**

00:25:05 | 01:10:25



# What worked?



- Students became more proficient at identifying problem areas
- Better classroom discussions
- More efficient reviews

# What worked?



- See the “big picture”
- Identifying problems and possible solutions
- Pausing and reflecting on each part was helpful...forced me to analyze everything

# Can this improve?



- Student comments not specific enough
- Simulations need more realism

# Can this improve?



- Simulation needs more realism
- Interface slow and awkward to use

# Paul Breaux

*Adjunct Clinical Professor*

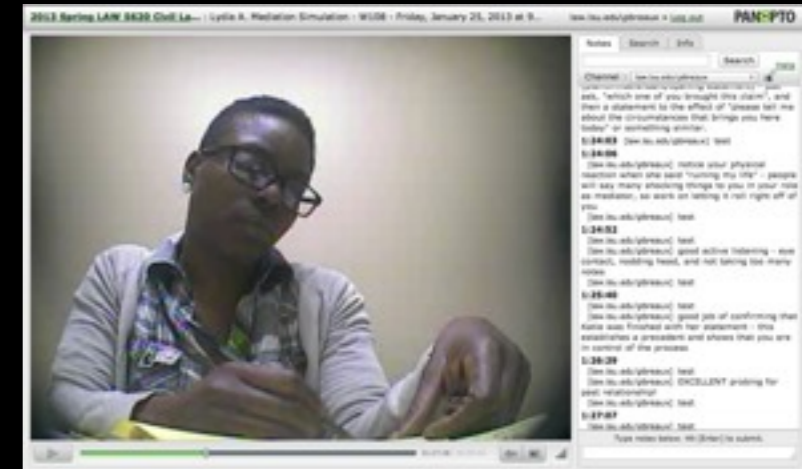
Civil Mediation  
Spring 2013



# Course Objectives

- Prepare students to conduct mediation sessions with actual clients in three weeks.
- Meet requirements of Qualified Civil Mediator statute.

## Simulations & Reflective Writing



## Attending Mediations



(not from actual mediation)

## Readings



<http://www.flickr.com/photos/wfryer/6577574393/sizes//>

## Discussions



# How was Panopto Used in the Course?

- Three one-hour simulations
- Interview > Feedback from Instructor > Student Self- and Peer-Evaluation
- Gradual shift
  - Instructor: Detailed to more general feedback.
  - Student: General to detailed and accurate self-evaluation.
- Panopto “Channels”

# Mediation Skills & Concepts

## Detailed

## General

### Mediation Skills

*Conference Organization and Structure*  
Emphasizing confidentiality  
Summarizing  
Active listening  
Probing for information

### **Conference Organization and Structure**

*Delivering a confident opening statement*  
*Transition from one stage to another*  
*Awareness of time*  
*Dealing with negative party behavior*  
*Positive conclusion*

### **Emphasizing confidentiality**

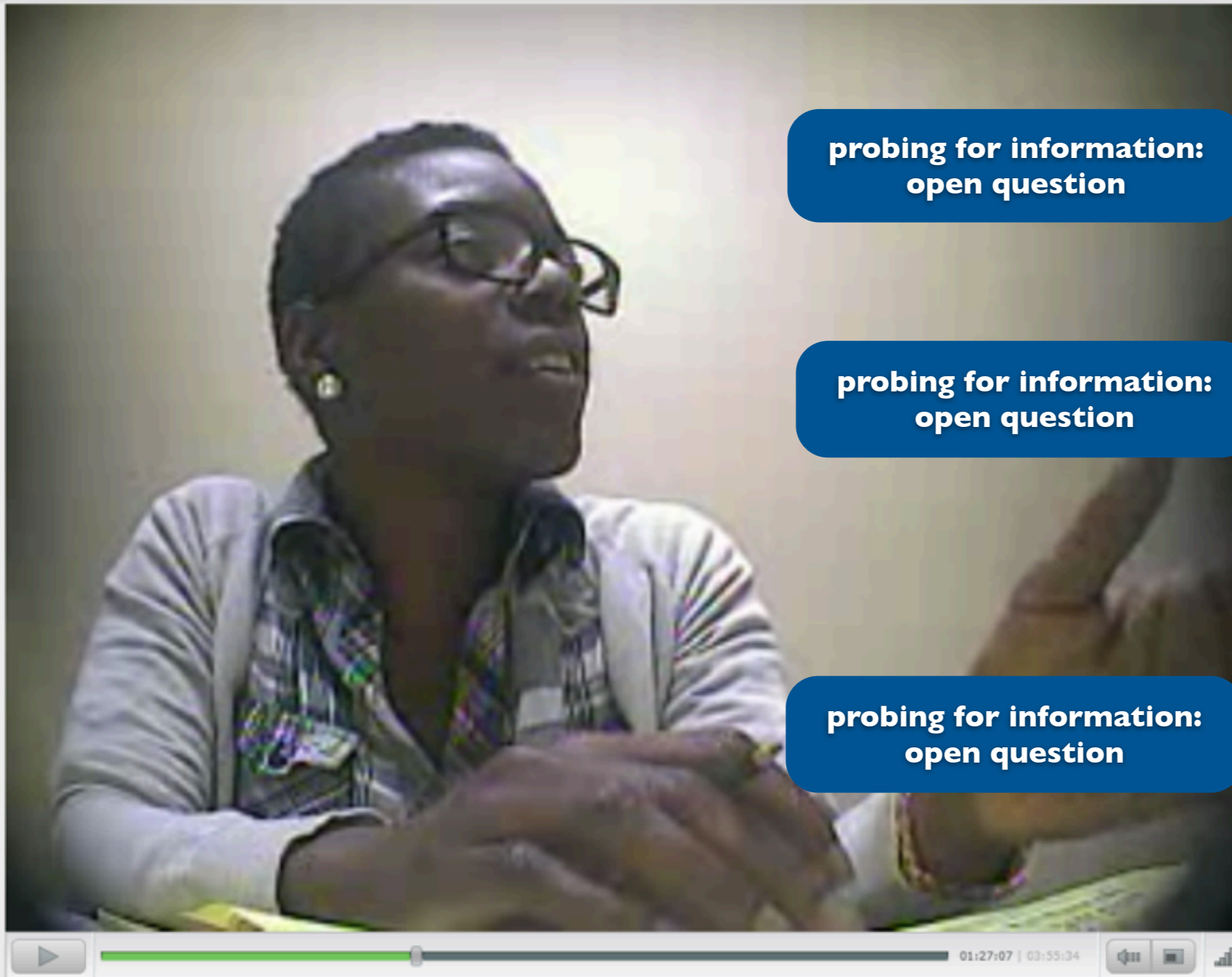
### **Summarizing**

### **Active Listening**

### **Probing for information**



# Civil Mediation Clinic Example



probing for information:  
open question

[law.lsu.edu\pbreaux] getting details with "reporter" questions

probing for information:  
open question

[law.lsu.edu\pbreaux] A better question format from "had they played together?" (closed) is "What was their relationship like before the incident?" (open)

probing for information:  
open question

[law.lsu.edu\pbreaux] There you go! "How did you address that with your son?" is an excellent open-ended question.

Notes Search Info

Search Help

Channel : Group Comments

1:27:38

[law.lsu.edu\pbreaux] getting details with "reporter" questions

1:28:30 [law.lsu.edu\jbened6] Probing questions are good

1:28:37

[law.lsu.edu\pbreaux] test

[law.lsu.edu\pbreaux] Very nice job of getting the details on the parties (how late, how often, weekdays/weekends)

[law.lsu.edu\pbreaux] A better question format from "had they played together?" (closed) is "What was their relationship like before the incident?" (open)

1:29:21 [law.lsu.edu\jbened6] getting plaintiff to answer the question instead of just lashing out in anger

1:29:28

[law.lsu.edu\pbreaux] test

[law.lsu.edu\pbreaux] Another closed question - "did . . ." - instead ask, "What discussions took place between you regarding the noise?" (open)

1:29:51 [law.lsu.edu\jbened6] good summary of the issues

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[law.lsu.edu\pbreaux] test

1:31:08 [law.lsu.edu\jbened6] Good listening

1:31:22

[law.lsu.edu\pbreaux] test

[law.lsu.edu\pbreaux] just listen to all of the info she is giving you based on your simple, open-

Type notes below. Hit [Enter] to submit.

# Civil Mediation Clinic Example

**emphasizing confidentiality**

**conference organization & structure**

Notes Search Info  
Search Help  
Channel : law.lsu.edu\pbreaux

**1:40:13** [law.lsu.edu\pbreaux] 1st Caucus - Jessica: Confidentiality covered. I like the "tell me a little more about that" inquiry format. "When you say, 'work it out', what do you mean?" - EXCELLENT instincts on catching the vagueness of that statement. Restating the issue of compliance with policies as an issue of "respect" is very well done. You're very persistent in attempting to use role reversal - it's a good thing. You started with a "do you feel . . .?" and changed it to a "would you be willing . . ." - Excellent. Also an excellent job of getting Jessica future focused on addressing the notification of policies and persuading her that it is a good idea to handle it. I very much like that you cover each of the issues and possible ways of resolving them before concluding the caucus session. She told you that the letter needs to stay in the file, but you didn't inquire about possibly changing the language so that it is less "insulting" to Jordan. Besides that, another

**1:53:39** [law.lsu.edu\pbreaux] 2nd Joint Session: Caucus session was 13 minutes - that is acceptable. Lydia, great job of starting the 2nd Joint Session with being positive about their past relationship, and then reminding them of their future relationship. I like that you then picked one topic (docked pay), invited Jordan to begin the conversation, and then was comfortable in letting them engage each other (especially since they are going to be working together in the future). I also very much like you encouraging them to share their personal interests - it really seemed to break down their communication barriers, created a level of understanding between them, and initiated the development of trust. Then you brought them back to the particular issue of "docked pay" with a great question: "is there any room for movement?" -

Type notes below. Hit [Enter] to submit.

01:08:59 | 03:10:56

# Feedback: Detailed to General

1st simulation

3rd simulation



probing for information: open question

probing for information: open question

probing for information: open question

Notes Search Info

Channel: Group Comments

1:27:38 [jw.tu.edu/ptreux] getting details with "open-ended" questions

1:28:00 [jw.tu.edu/ptreux] probing questions are good

1:28:37 [jw.tu.edu/ptreux] test

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1:29:21 [jw.tu.edu/benedt] getting plaintiff to answer the question instead of just tacking out in anger

1:29:28 [jw.tu.edu/ptreux] test

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[jw.tu.edu/ptreux] There you go "how did you address that with your son?" is an excellent open-ended question.

[jw.tu.edu/ptreux] test

1:31:06 [jw.tu.edu/benedt] Good listening

1:31:22 [jw.tu.edu/ptreux] test

[jw.tu.edu/ptreux] just listen to all of the info she is giving you based on your simple, open-

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emphasizing confidentiality

conference organization & structure

Notes Search Info

Channel: [jw.tu.edu/ptreux]

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Type notes below. Hit [Enter] to submit.

# What worked?



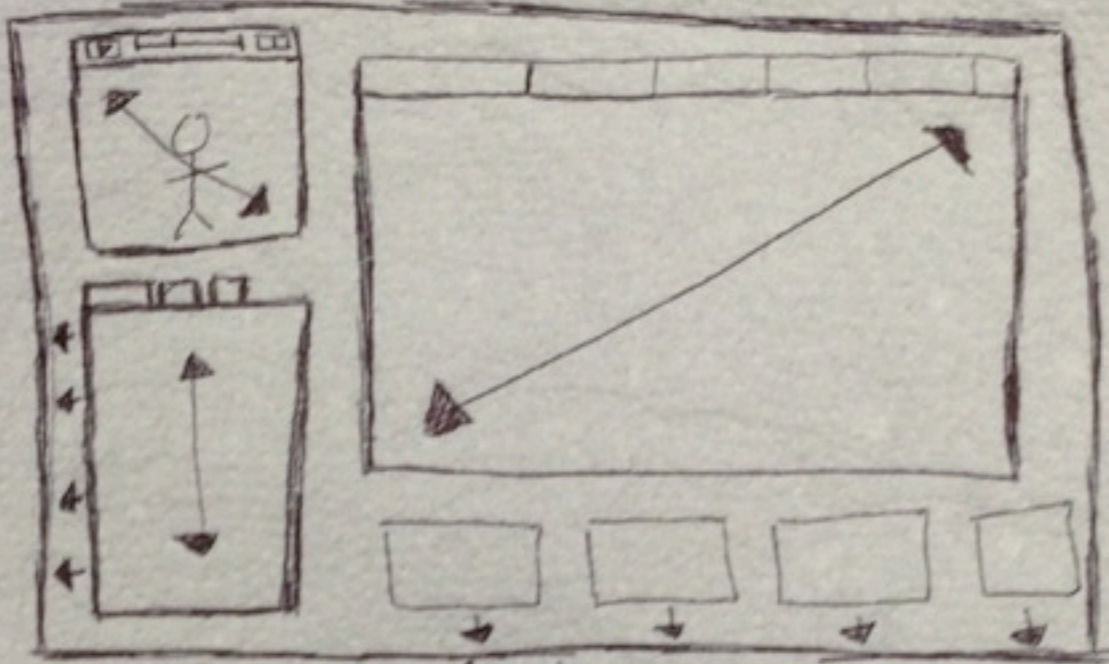
- Easy navigation of video
- Focused feedback
- Multiple, simultaneous mediation simulations

# Can this improve?

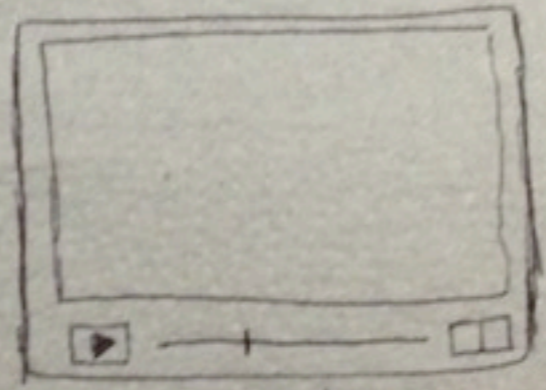
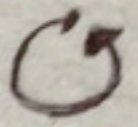


- No video of client?  
Multiple cameras with  
single audio feed
- Better camera position!
- Time consuming to  
develop more interview  
simulations

Better UI  
(flexible)

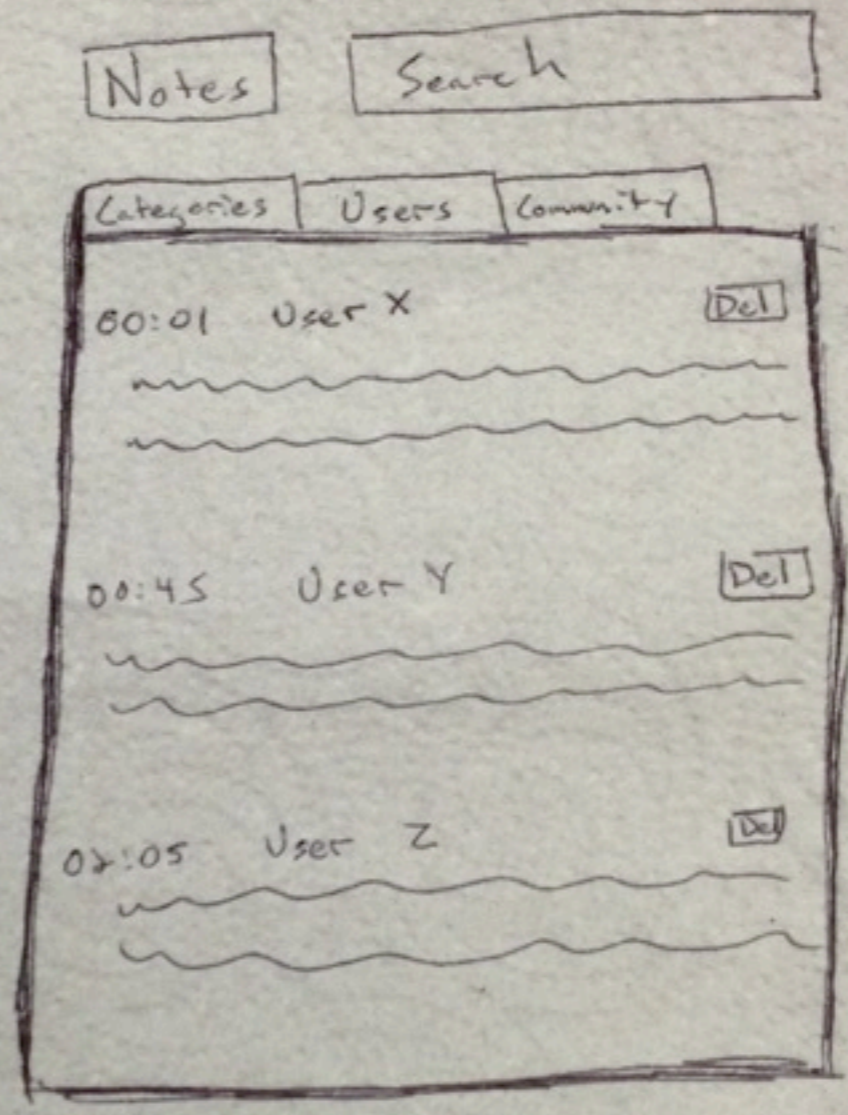


Complex

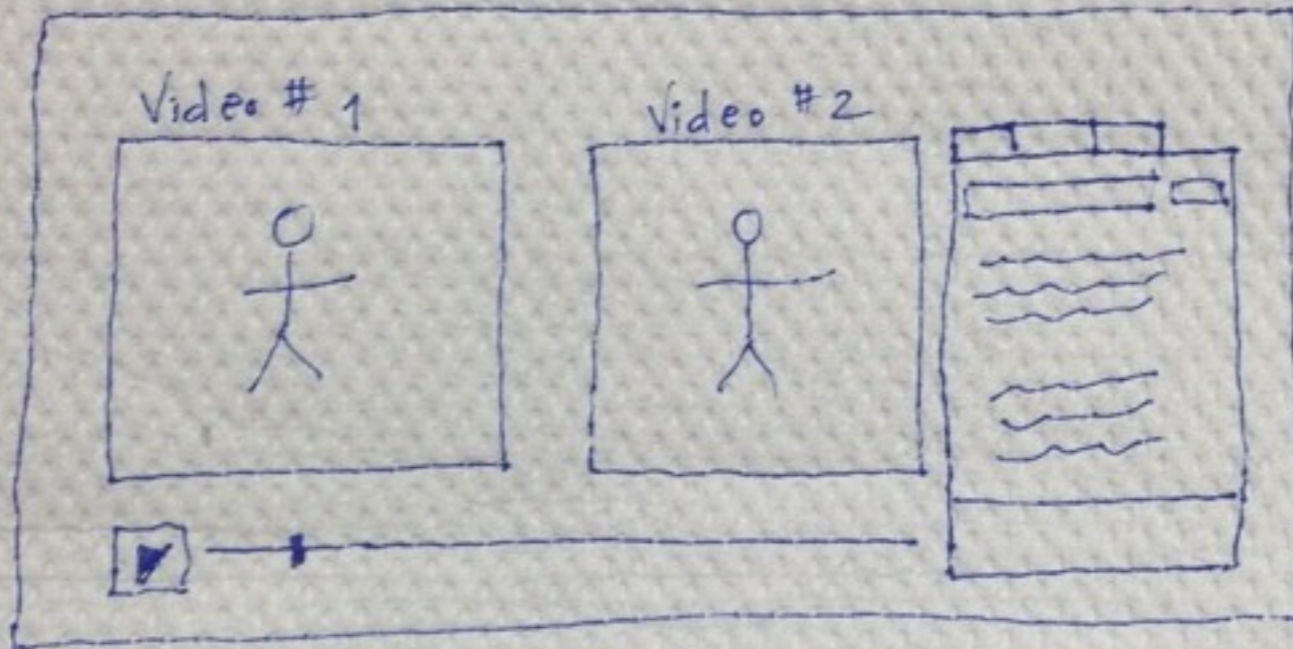


Simple

Improved  
Annotation  
  
Reworked  
"Channels"  
and  
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# Multiple Video Streams





# Lecture Capture Has a New Name

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