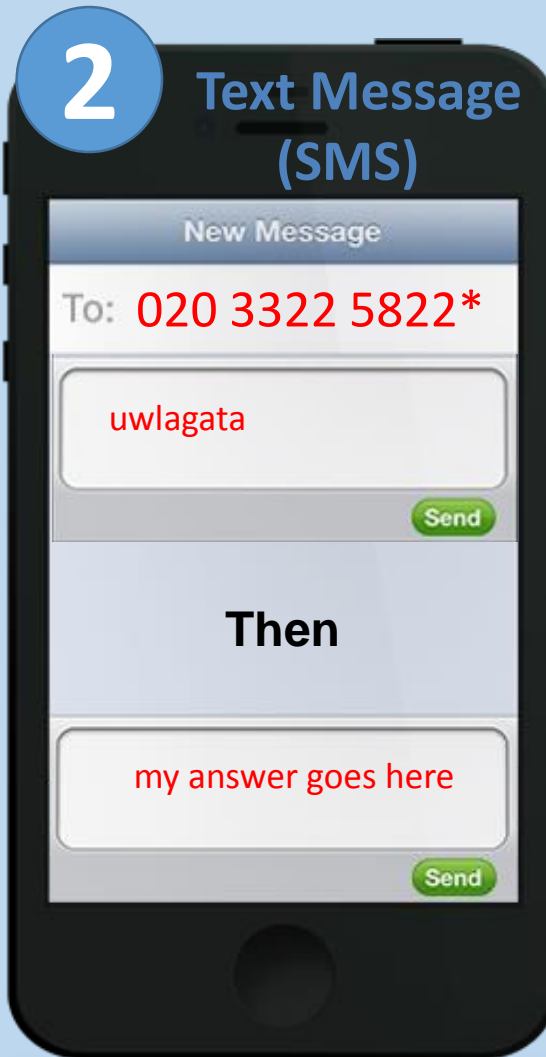
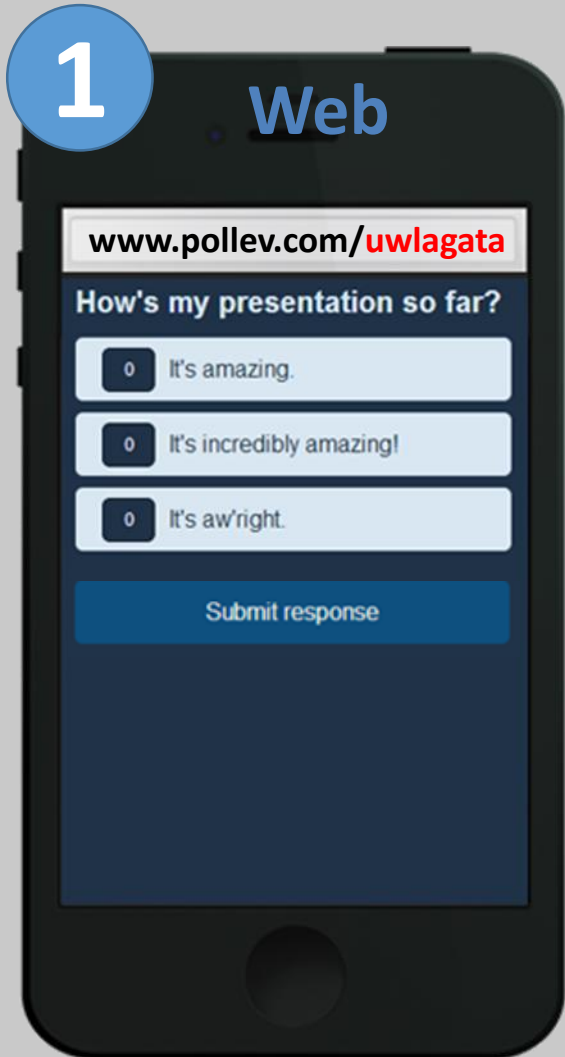




Lecture Capture Personal Recorder

Dr Agata Sadza
INSTIL

Poll Everywhere: pollev.com/uwlagata



*Cost = 1 standard text message



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Get ready

Warm up question

pollev.com/uwlagata



Your poll will show here

1


Install the app from
pollev.com/app

2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help
or

[Open poll in your web browser](#)



Lecture Capture

- **UWL classrooms**
- **Screen (ppt) and voice**
- **Typically scheduled in advance, can be scheduled ad hoc**

Personal Recorder

- **Narrated PPTs**
- **Screencasts**
- **“Talking head”**
- **Live webinars**
- **Ad hoc sessions in UWL classrooms**
- **Students can record and upload assignments**

You can also upload your own videos to UWL
Replay and share them with students

Lecture capture

Search this recording 🔍

Contents	THEORIES OF SENTENCING	1:15
Notes	REHABILITATION	14:10
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	Prisons: History of Punishment	27:26
	1779 Penitentiary Act - 1st 2 prisons built	27:28
	Jeremy Bentham designed panopticon	27:28
	Birth of prison also marked birth of penal reformers...	27:35
	1811 birth of the National Penitentiary - larger...	27:36
	1816 Millbank penitentiary opened - 1st large-scale...	27:37
	Imprisonment began to replace mutilations and...	27:39
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	1907 Probation of Offenders Act established national...	28:39
	1967 Criminal Justice Act created parole - early...	28:40
	1979 faith in prison as reform institution dwindled	28:40
	1980's prison riots demonstrated widespread...	29:26
	Slow but consistent of the prison	30:28

2011 Riots: general deterrence?



- Anderson Fernandes, 22, was sentenced by a judge at Manchester Magistrates' Court that he may face jail after being admitted stealing two scoops of ice cream. He will be sentenced next week.
- Nicolas Robinson, 23, of Borough, south-east London, was jailed for six months for stealing a £3.50 case of water from Lidl supermarket
- Mother-of-two Ursula Nevin, from Manchester, was jailed for five months for receiving a pair of shorts given to her after they had been looted from a city centre store.
 - BBC News, 2012

**Student view
of recorded
lecture**

18:53 -1:36:34 1x Speed Slides Screen Hide

 16:19	DETERRENCE <ul style="list-style-type: none">• On Crime and Punishments (1764), Beccaria• Punishment as threat to deter future offending• Contrast with retributivism which focuses on past offending only• Specific deterrence: focus on the individual in question• General deterrence: prevention of crime by 'making an example of offenders'• Relationship with incapacitation• Marginal deterrence: encourages criminals to 'sell' criminal acts• Effectiveness of deterrence: Gendreau (1996) 17:40	DETERRENCE <ul style="list-style-type: none">• On Crime and Punishments (1764), Beccaria• Punishment as threat to deter future offending• Contrast with retributivism which focuses on past offending only• Specific deterrence: focus on the individual in question• General deterrence: prevention of crime by 'making an example of offenders'• Relationship with incapacitation• Marginal deterrence: encourages criminals to 'sell' criminal acts• Effectiveness of deterrence: Gendreau (1996) 18:40	2011 Riots: general deterrence?  18:48	JUST DESERTS <ul style="list-style-type: none">• Proportionality• Retributivist theory - concern with crimes which have already been committed• Andrew von Hirsch, <i>Doing Justice</i> (1978)• Kant's moral reasoning• Crime requires a tariff• Limits on extent and type of punishment• Criticism: Hudson (1996). Takes no account of structural / economic factors such as poverty. JD may perpetuate inequalities.• (In)compatibility with rehabilitation 19:14	JUST DESERTS <ul style="list-style-type: none">• Proportionality• Retributivist theory - concern with crimes which have already been committed• Andrew von Hirsch, <i>Doing Justice</i> (1978)• Kant's moral reasoning• Crime requires a tariff• Limits on extent and type of punishment• Criticism: Hudson (1996). Takes no account of structural / economic factors such as poverty. JD may perpetuate inequalities.• (In)compatibility with rehabilitation 21:40	RETRIBUTION <ul style="list-style-type: none">• Like just deserts, but are not incompatible• Retribution more a punishment than a punishment
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Agata's Sandbox 1 (AS1) 

Announcements

Module information

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Learning materials

Resources


Lecture recordings

My assessments

Reading list

Module evaluation

Blackboard help

Search in folder "AS1: Agata's Sandbo..." 

Create 

 AS1: Agata's Sandbox 1 

Sort by: Name Duration Date  Rating



lecture 28 June

6 months ago in AS1: Agata's Sandbox 1



28 June 2016 at 12:00:20

6 months ago in AS1: Agata's Sandbox 1



Tuesday, June 28, 2016 at 8:47:45 AM

6 months ago in AS1: Agata's Sandbox 1

**How students
see lectures in
Blackboard**

Week 1: Introduction



What are the learning outcomes for this week?

Use this item to provide an overview of the topic/s that will be covered. You may like to draw this information from the Module Study Guide, in and issues and delivery method (eg. lecture/seminar/workshop).

By the end of this week, you will be able to:

- Learning outcome
- Learning outcome
- Learning outcome

Link to a
recording



Recording for video 1

Watch this video to help you revise.

Embedded
recording



Lecture 1

lecture 28 June



Blogging to promote student
engagement in online learning
and research: a case study

UWL Teaching and Learning Conference 2016

Date: 28th June 2016



UWL
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Nutrition
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How you can
present videos
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Why record lectures?



NOT A REPLACEMENT FOR LECTURES

Help understand difficult or complex points

International students

Students with disabilities

Review own teaching style

Use stats to inform future delivery

Before the lecture

**Consider what is suitable for
recording**

Usually just the ppt

**Become familiar with UWL
Replay policy**

During the lecture

Recording starts automatically

Tell your students

**Pause at any time: F9
(Pause/Resume); F10 (Stop)**

After the lecture

**Recording automatically saved
and made available to students**

**You have control over
availability**

Personal recorder



Ad hoc recordings in UWL Replay classrooms

Narrated PPTs

Screencasts

Talking head videos

Student-uploaded assessments

Ad hoc recordings in UWL Replay classrooms

- If the recording has not been scheduled automatically (emails to this effect are always sent before the start of the semester), e.g. due to session not being indicated on the University Timetable as lecture
- E.g. some seminar presentations, external speakers etc.
- Can be started within the Panopto area in a module or outside Blackboard using Panopto Recorder



Record

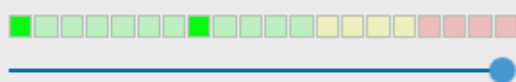
Session Settings

Folder AS1: Agata's Sandbox 1

Name 05 January 2017 at 13:53:48

☐ Webcast

Primary Sources



Video

None

Audio

Echo Cancelling Speakerphone (U)

Quality

Ultra

☐ Capture Computer Audio

Secondary Sources

☒ Capture PowerPoint☐ Capture Main Screen☐ Capture Second Screen

Add Another Video Source

PowerPoint

Settings for recording
narrated PPT presentations /
making ad hoc classroom
recordings.

Note that the audio setting
may be different depending
on the default mic for the
device.

PowerPoint is open but is not currently presenting

☒ Start presenting when recording starts

Lecture capture

Open a different presentation

Resolution

1920 x 1080

fps

15

kbps

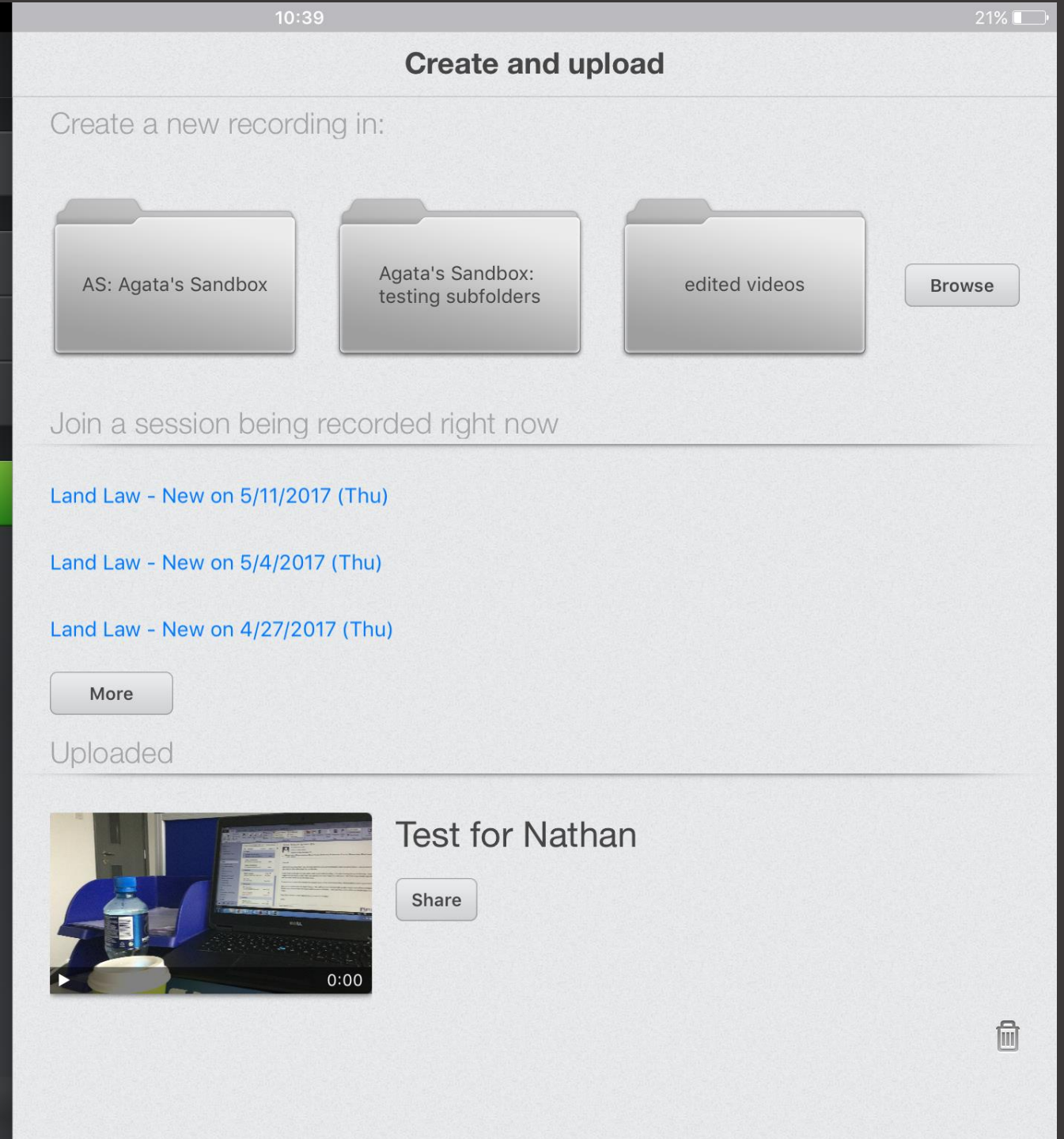
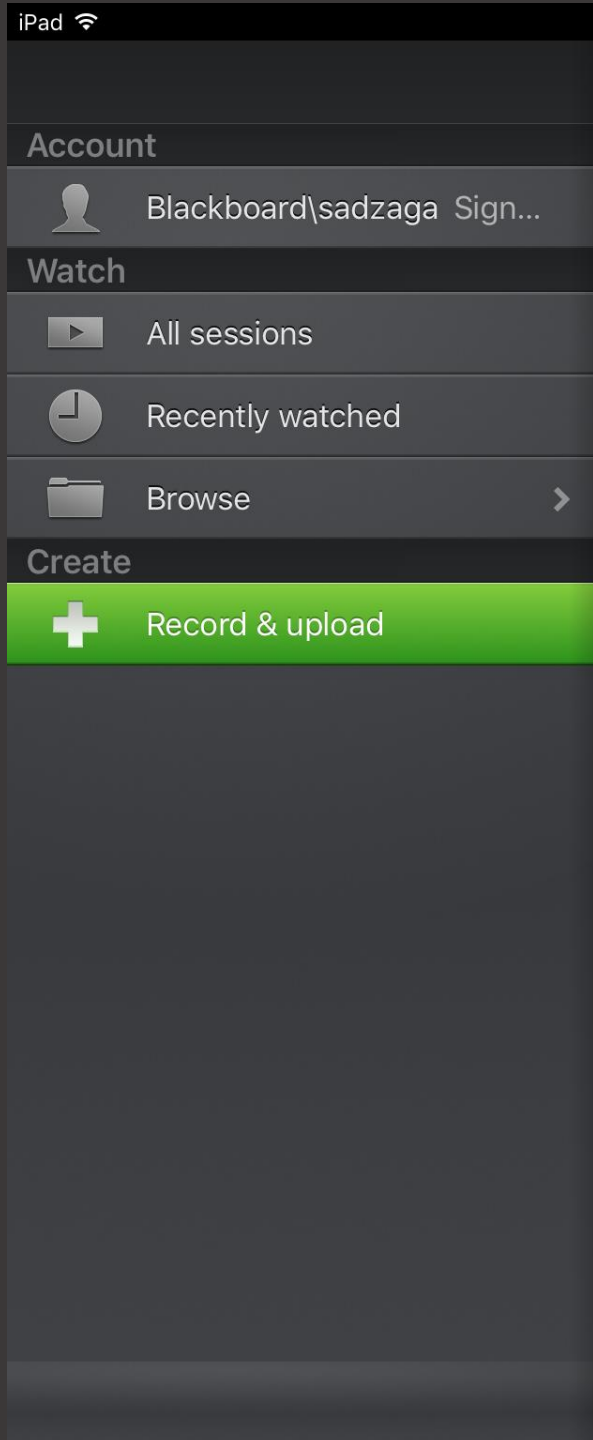
1500

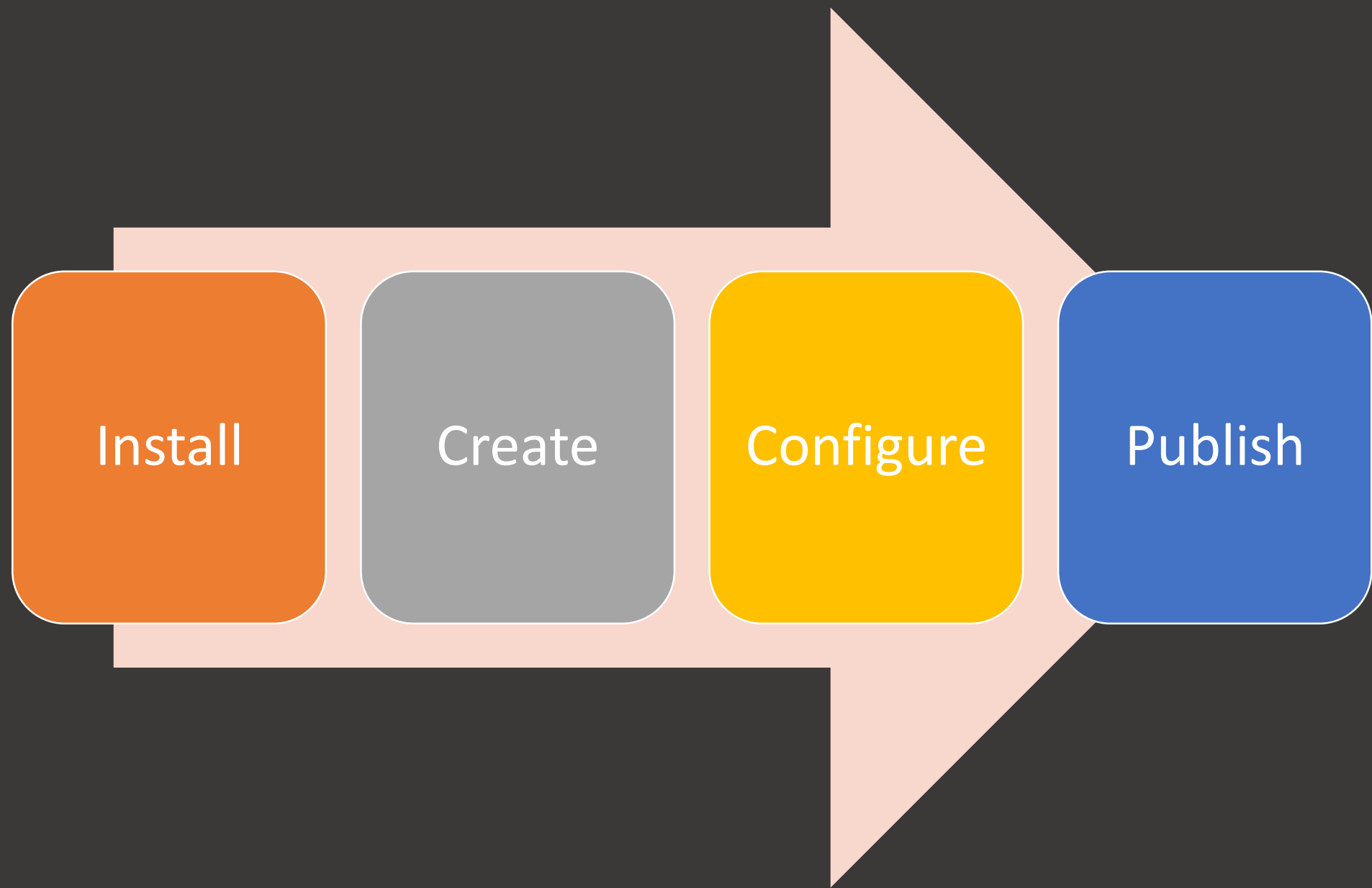
Apply

Student-uploaded assignments

- Assignment Folder needs to be created in the module's area in Panopto
- Assignment folders enable students to create and manage their own content, while preventing them from viewing other students' content that has not been explicitly shared or made public

Panopto app







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