STAKEHOLDER MESSAGE REVIEW
February 2018

1   Purpose of exercise

To support the expansion of Media Hopper Replay to around 300 teaching spaces for the 2018/19 academic year, and the proposed introduction of an opt-out policy. The communications and engagement plan recommends more engagement with Schools to engage academic colleagues and encourage wider uptake of lecture recording.

To facilitate this process, a series of school visits is underway. The themes emerging from these discussions include:

- Questions around the **basic use** of Media Hopper Replay (especially in those schools which are lower users)
- **Assumptions and premises** around the introduction of lecture recording (purpose, impact on learning and teaching, impact on attendance)
- **Concerns** - especially about copyright infringement, performance - being on video causes more anxiety than just audio recording

The purpose of this exercise is to review our approach to messaging by:

- Segmenting our **academic** audiences - the primary target group to encourage wider uptake
- Considering the **behaviours** that may be present now and would be desirable in the future to support increased uptake for each stakeholder segment
- Mapping these insights against existing messages to **identify gaps** in our messaging provision across the Programme and service
- Support the ongoing **training programme** to maximise awareness and uptake

The **outcome** of this exercise will be the delivery of enhanced and targeted messages according to the range of stakeholder interests identified in this review.

The **outputs** from this exercise will include:

- The delivery of more targeted communications at school level (according to identified stakeholder segment)
- The use of additional communications and engagement techniques to support shifts in attitude and behaviour
- Liaison with training team to ensure all needs are catered for (soft skills and hard skills)

2   Stakeholder analysis

Lecture Recording Programme Stakeholder Analysis Grid (Feb 2018)
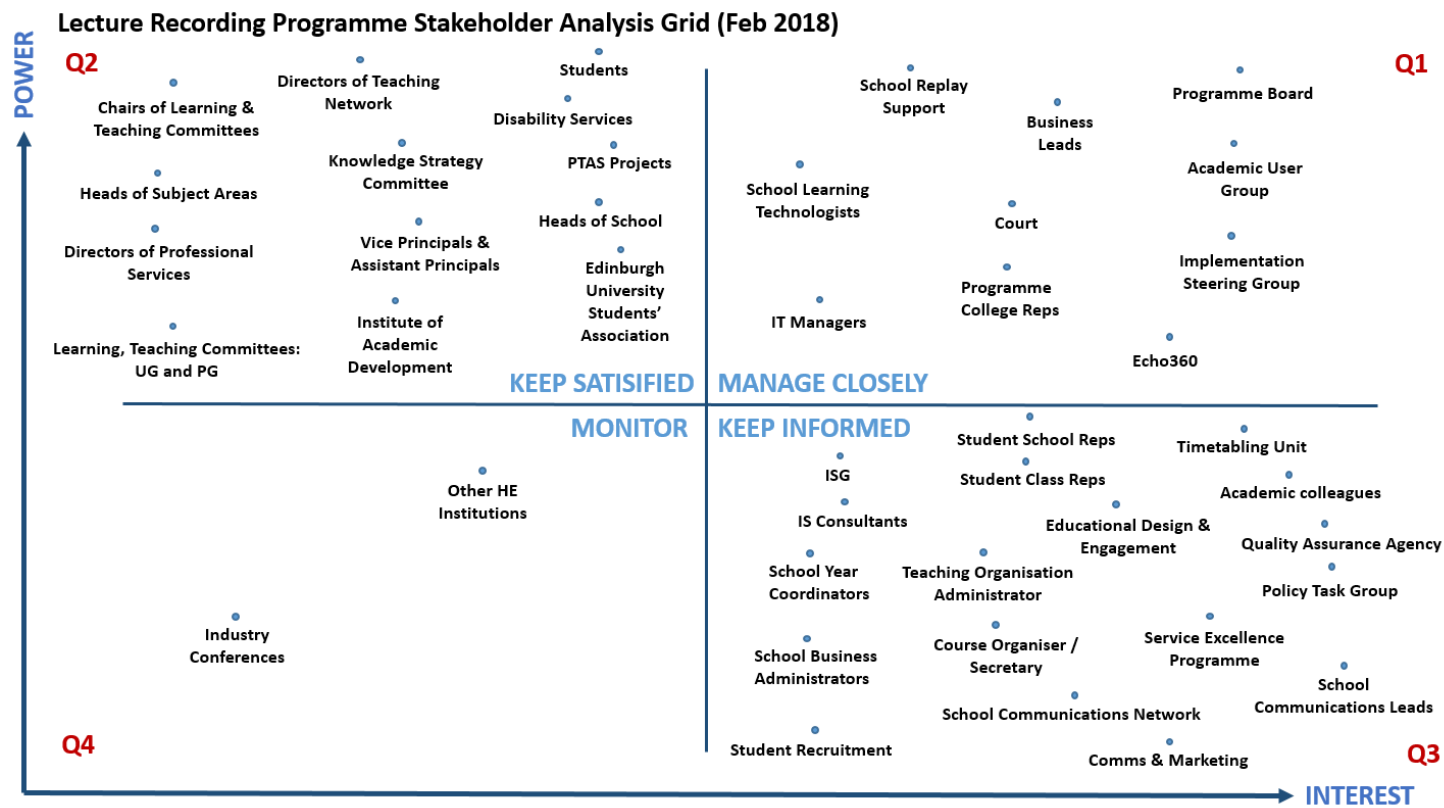
3   Stakeholder segmentation

Academic stakeholders have been segmented as follows:

- Active users – "early adopters"
- New users – "give it a go"
- Non-users – "actively sceptical"

4   Stakeholder behaviours by segment

The thoughts/actions of these segmented groups have been mapped as current and future behaviours.

SEGMENT	THINK NOW	THINK FUTURE	ACT NOW	ACT FUTURE
Active users "early adopters"	- It's a positive development - I understand the benefits - I can handle the technology	I want to improve and develop my use of lecture recording to support my students.	- Record all/most lectures. - Supporting others in school who want to get started.	- Recording all lectures. - Champion the benefits of lecture recording.
Comms Tasks: - Promote strand 3 training - Engage with early adopters via targeted activities - Use school visits to pick up case studies - Showcase case studies to motivate others (video, case study, quote) - Use newsletter as a vehicle to promote good use - Invite to share experiences with others				
New users "give it a go"	It's here, my students want it, I might as well give it a go.	- It's easy to use, my students love it. - It's just like delivering my normal lectures, I	- Experimenting with recordings. - Taking time to 'get it all right'.	Recording all lectures, normal routine process.

	• What if I make a mistake and this is on record? • What if I look/sound silly? • Will I have to change my teaching style? • Will this take up more of my time to edit and publish?	hardly know it's there. • Now I understand how to use it, I can release recordings very quickly.		

Comms Tasks:
- Promote all training strands and highlight online resources
- Use school visits to reassure and address concerns
- Promote availability of bespoke training and support
- Work with SRS to ensure messaging reaches these users and 'ticks the right boxes'
- Recognise the potential to shift behaviour and attitudes, be responsive with engagement activity, recognise the positive impact of engaged and happy students who have access to recorded lectures
- Work with AUG reps to develop activities to support this group
- Work with student channels

Non-users "actively sceptical"	• I feel very anxious about being recorded to the point where I just can't do it. • I'm not changing my pedagogy, my course is not suited to being recorded and I use a lot of images – I might	• I can do this, I trust the system, I trust my students, this is something I can handle. • Now I've given it a try, it's ok, my students love it.	• Boycotting lecture recording. • Proactively connecting with others who are like-minded to disrupt uptake. • Dominating certain discussions.	• Giving lecture recording a go with appropriate support.

	- infringe copyright law – I'm not going to use it! - I'm hopeless with technology, what if I get something wrong? - I don't have enough time now, I'm not taking on anything else. - The University is always taking over and telling me what I have to do – I'm fed up with it! The University has given in to student pressure, but it won't benefit them. - My students will just stop attending, I don't want any part of a service that's going to mean more of my students don't show up. - I'm angry about the proposed opt-out policy!	- I am reassured about copyright, the University has provided me with a clear position. - Now that I've been trained, I feel much more confident about using lecture recording, and can see that it doesn't take up much of my time. - I understand why the provision of lecture recording is important for a prestigious University. - I understand why lecture recording is important for students. - Attendance has settled down, there was always a small drop and it's good my students can access the recording		

	• I want my lectures to remain a private forum, and not have anything that is said kept on record forever!	if they can't make the lecture. • I understand that an opt-out policy provides students with the most uniform and consistent experience, even if I felt uncomfortable at the time. • I know that recordings are held safely and securely on the VLE for just my students to view and that recordings will be held there for a period of two years.		

Comms Tasks:
- Ensure school SRS and learning technologists are well supported with briefing materials and support resources, and are aware about bespoke training opportunities
- Use school visits to expose concerns and get them out into the open, reassure and address concerns
- Ensure positions on copyright, policy and attendance are clear and consistent – review FAQs
- Liaise with training on how to present a potential 'lecture recording for the terrified' session
- Work with the Academic User Group to develop 'campaign' approaches to reach the disengaged (short-life working group)
- Liaise closely with Jill to stay up to date with the themes emerging via her research work

5   Identification of Gaps in Messaging

In this exercise, the purpose is to identify any gaps in our current messaging, using the thinking from the previous exercise to highlight where this may be occurring – which stakeholder segment, and what can be done about it.

STAKEHOLDER SEGMENT	CURRENT ATTITUDES/BEHAVIOURS	COMMENTARY
Active users "early adopters"	- It's a positive development. - I understand the benefits. - I can handle the technology. - Record all/most lectures. - Supporting others in school who want to get started.	- Gap in messaging about strand 3 training – even to say it's coming, need to target strand 3 'it's coming' comms in heavier use schools. - Are we picking up their stories? Why they're using, what are the benefits as they see it? Consider issuing a call for case studies in those schools showing highest use and give opportunities to share good practices/experiences.
New users "give it a go"	- It's here, my students want it, I might as well give it a go - What if I make a mistake and this is on record? - What if I look/sound silly? - Will I have to change my teaching style? - Will this take up more of my time to edit and publish? - Experimenting with recordings - Taking time to 'get it all right'.	- Uncovering some concerns about performance and teaching style – is this covered in strand 3 training? Should there be something about this as part of strand 2 training? Opportunities to raise awareness of performance and teaching style in messaging (both centrally and in school). - Uncovering concerns about appearance on video ("how will I look") – this is not addressed in any current messaging: should it be? If so, how? - Need to review and refresh the training web pages. - Need to strengthen connection with SRS and learning technologists to gain access and raise prominence of the support available for this target audience. - FAQs pick up most interests identified for this segment.

| Non-users "actively sceptical" | • I feel very anxious about being recorded to the point where I just can't do it
• I'm not changing my pedagogy - my course is not suited to being recorded and I use a lot of images – I might infringe copyright law – I'm not going to use it!
• I'm hopeless with technology, what if I get something wrong?
• I don't have enough time now, I'm not taking on anything else.
• The University is always taking over and telling me what I have to do – I'm fed up with it!
• My students will just stop attending, I don't want any part of a service that's going to mean more of my students don't show up.
• Angry about proposed opt-out policy.
• Boycotting lecture recording.
• Proactively connecting with others who are like-minded. | • The most challenging segment to support.
• May need to write up position statements for the 'hot topics'.
• Could circulate the research reading list to schools showing low use, perhaps via SRS or learning technologists.
• Suggest more strategic involvement of AUG members in low use schools – providing them with resources they can circulate at school forums/management groups.
• Promote ongoing training opportunities and signpost to relevant resources.
• As above re anxiety about being recorded. |

6   User Journey

The following diagram sets out a user journey continuum and identifies communications and engagement activities that can be deployed to promote wider engagement with the programme and shift stakeholders from resistance to active use. There are no timescales on this diagram as progression is dependent on multiple factors, and for some, it may not be appropriate to progress on the user journey.