

Media Hopper Replay – Feature Updates June 2025

Please see below a list of some new features / UI changes in Media Hopper Replay that will be going live on 30 June 2025.

- **New Media Player** – The new media player should consolidate all the different media player UI that was previously in the platform into one consistent interface across the platform. This interface will allow users easy access to auto-generated transcripts that accompanies videos as a sidebar in the player, more options to change the layout of video sources as well as easy access to Q&A functionality & confusion flags.
- **New Media Details Page** – The new media details page change how the menus for viewing and making changes to media details will appear in Replay. All functionality in terms of changing titles & descriptions, sharing/publishing content, editing content & transcripts and adding polls to videos will remain but the UI has changed to make accessing these features simpler and more intuitive in the platform.
- **Live Player** – A new Live player has been enabled that will change the UI for both instructors and students participating in Live Streamed sessions in Replay. Users joining the platform will now have the option to join a live stream ***In person*** which is designed for students attending & engaging a live session in person but who still want to view the live feed. The alternative is to join a session ***Remotely*** which is designed for users attending & engaging with live sessions off-campus

As always, if you have any questions, please [get in touch](#).

Copying an existing lecture recording (Media Hopper Replay)

Fully revised January 2026.

Our most common enquiry is how to share a recording made in a previous year with a different cohort of students. This may be because something went wrong with this year's recording* or because it would be of interest to students enrolled on an entirely different course.

In order to share a recording, you need to first make a copy of it, which will add it to your personal Media Hopper Replay library. You can then publish it to another linked course in Media Hopper Replay. This is quick and easy to do, just follow these instructions:

1. Go to the Learn page for the course from which you want to copy the lecture.
2. Follow the link for 'Lecture Recordings' on that Learn page, which will take you through to a list of all the recordings for that course.
3. Locate the recording you want to copy from the list and click on the actions menu to the right of the video [circled in green on the screenshot below] and then select 'Create Copy'. A dialogue box will open asking you to confirm whether you want to copy this video; click OK to go ahead. Once the copy has been generated, there will be a pop-up message at the bottom of the screen confirming that this has been successful.

The copy has now been saved to your library on Echo360.

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 September 23, 2024 1:10pm-3:05pm

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 September 24, 2024 10:00am-10:55am

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 September 30, 2024

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 October 1, 2024

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 October 7, 2024

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 October 8, 2024

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 October 14, 2024

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 October 15, 2024

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 October 21, 2024

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 October 22, 2024

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 October 28, 2024

Advanced Robotics - Lecture_Lecture_0229_01_1C_Tuesday 10:00 October 29, 2024

Advanced Robotics - Lecture_Lecture_0423_O_O.17_Monday 13:00 November 4, 2024 1:10pm-2:34pm

4. Click on 'Library' at the top left of the page.
5. Find the copy you just created and move your cursor over it to see the three dot (...) actions menu; click to open up the menu and select 'Share'.

Search Library 

Sort by Date Created 

 Collections (2 of 2)

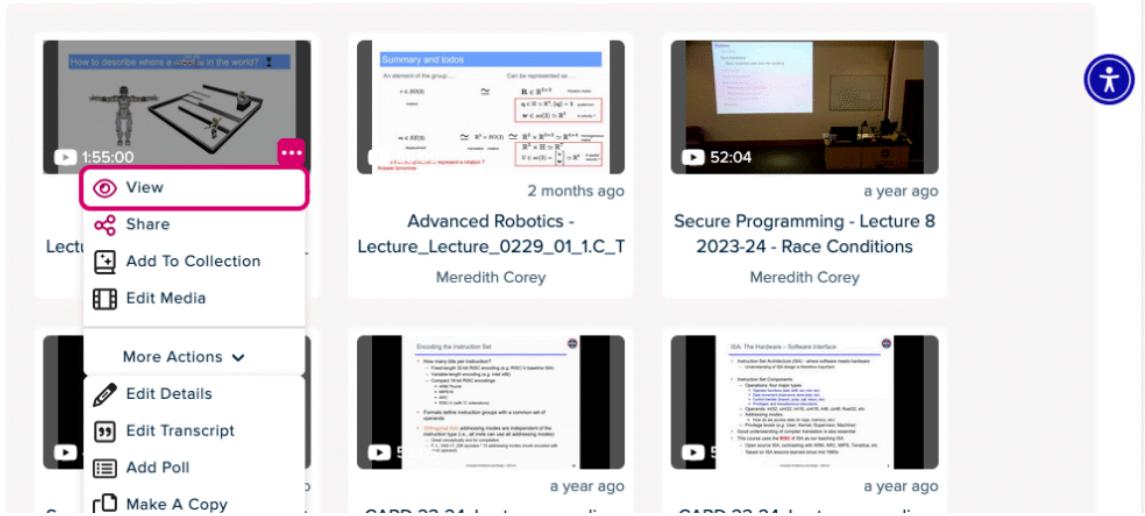
Teaching Festival 2022

 10  3 

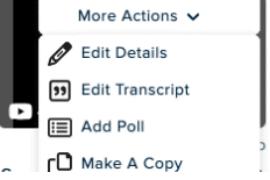
ANLP 2019-20

 34  2 

 Media (50 of 69)



1:55:00    

Lecture 

More Actions    

Summary and Tools 

2 months ago  

Advanced Robotics - Lecture_Lecture_0229_01_1C_T  

Secure Programming - Lecture 8 2023-24 - Race Conditions  

ISA: The Hardware - Software Interface  

ISA: The Hardware - Software Interface  

6. When the 'Share To' dialogue box opens, select 'Classes', then 'Add To Class'. You can now select any course you have Instructor access in Echo360. Once you have chosen the course you want, select the 'Term', i.e. academic year, and then the 'Section' will almost always only have one option to choose.

IMPORTANT: By default, when selecting where you want to copy the recording to, it will go with an 'Existing Class' for the course, which will overwrite any recording for that date. If you do not want to overwrite an existing recording, select the option for 'New Class' and input the required details.

Click 'Done'.

Share To

Individuals

Classes

Share with a class

Course: INFR11213: Advanced Robotics

Term: 2025-2026

Section: Advanced Robotics (INFR...)

Existing Class

New Class

Class: Select...

Available: Now (radio button selected), Never, Date (MM/DD/YYYY)

Unavailable: Never, Date (MM/DD/YYYY)

Share

Done

*It is, obviously, best to avoid issues with the recording, wherever possible! Make sure students in the room can hear you out of the speakers to ensure the mic is working. If you encounter any problems with the equipment in the lecture room, please contact University's central [Learning Spaces Technology](#) team ASAP using the phone number provided in the room (or listed on [their Contacting Us page](#)), as they look after all of that equipment. They can triage over the phone or send a technician. While this may briefly disrupt your class, in most cases the issues can be resolved right away.

The IS Helpline supports Media Hopper Replay throughout the University. Contact details are listed [here](#). You can also find some other information and instructions on the [IS Media Hopper Replay Support Sharepoint pages](#).

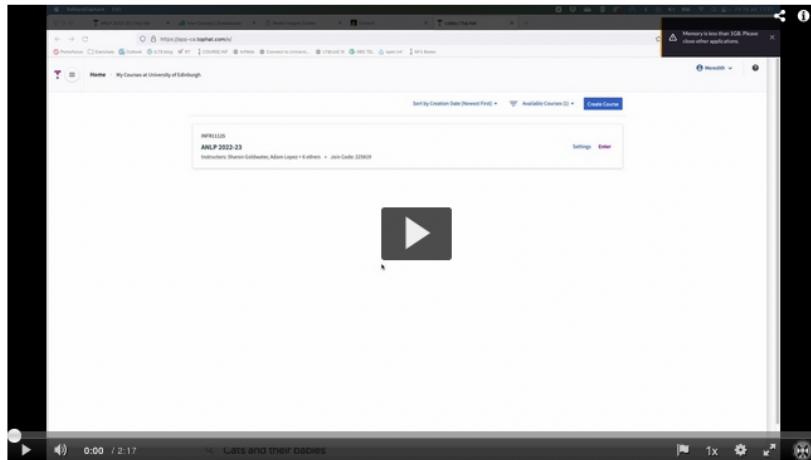
Embedding a video in Drupal

To embed a video from Media Hopper Create (MHC) into a Drupal page for your course, please follow these instructions.

Note: you can mostly follow these steps for embedding a video from another platform e.g. YouTube, but how you find the embed code on that platform will be different than the steps for MHC.

If you haven't used Media Hopper Create before or need a bit of help, IS has extensive documentation and help guides [here](#).

1. Log into your MHC account at: <https://media.ed.ac.uk/>
2. Make sure that the video you want to embed in Drupal is set to either Unlisted or Published. (Not sure how to check or change this setting? Please see IS's guidance on [Understanding privacy levels in Media Hopper Create](#).)
3. Open the video you want to share in MHC and below it, you will see several tabs. Click on the tab "Share" and then select "Embed" (N.B. do not select oEmbed) and then select and copy the full embed code that appears in the box. (Note: you can use the options below the code to choose a different sized embedded player or start/end times for the video. Do *not* use Responsive Sizing at the present time.)



Accessing Top Hat content for migrating to Gradescope

From [Meredith Corey](#) July 14th, 2023

Details **Share**

Embed [oEmbed](#) [Email](#)

Grabbing the embed code will make this media public to the world and override all entitlements defined in MediaSpace.

```
<iframe id="kaltura_player" src="https://cdnapisek.kaltura.com/p/2010292/sp/201029200/embedIframeJs/uiconf_id/32599141/partner_id/2010292/iframeembed=true&playerId=kaltura_player&entry_id=1_c1rx3tn&flashvars[streamerType]=auto&amp;flashvars[localizationCode]=en&amp;flashvars[sideBarContainer.plugin]=true&amp;flashvars[sideBarContainer.position]=left&amp;flashvars[sideBarContainer.clickToClose]=true&amp;flashvars[chapters.plugin]=true&amp;flashvars[chapters.layout]=vertical&amp;flashvars[chapters.thumbnailRotator]=false&amp;flashvars[streamSelector.plugin]=true&amp;flashvars[EmbedPlayer.SpinnerTarget]=videoHolder&amp;flashvars[dualScreen.plugin]=true&amp;flashvars[Kaltura.addCrossOriginToIframe]=true&amp;wid=1_lls43mjt" width="400" height="285" allowfullscreen webkitallowfullscreen mozAllowFullScreen allow="autoplay , fullscreen ; encrypted-media" sandbox="allow-downloads allow-forms allow-same-origin allow-scripts allow-top-navigation allow-pointer-lock allow-popups allow-modals allow-orientation-lock allow-popups-to-escape-sandbox allow-presentation allow-top-navigation-by-user-activation" frameborder="0" title="Accessing Top Hat content for migrating to Gradescope"></iframe>
```

Start & End Time: Start at 00:00:00 End at 00:00:00

Player Size: 608x402 400x285 304x231

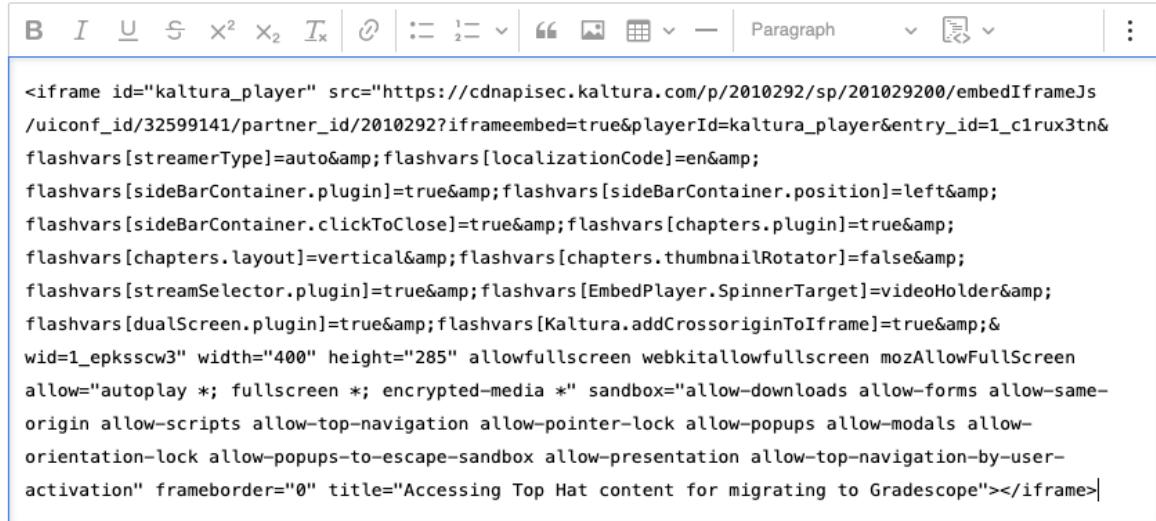
Responsive Sizing:

4. Go to the Drupal page where you want to embed the video. Make sure that the Text Format for the Body field is set to Full HTML (this is the default). Then use the three vertical dots on the right of the editing toolbar to open additional tools and select “Source”

Body ([Edit summary](#))

B **I** **U** ~~**S**~~ x^2 x_2 \mathbb{Z}_x Paragraph <img alt

Body ([Edit summary](#))



```
<iframe id="kaltura_player" src="https://cdnapisecc.kaltura.com/p/2010292/sp/201029200/embedIframeJs/uiconf_id/32599141/partner_id/2010292?iframeembed=true&playerId=kaltura_player&entry_id=1_c1rux3tn&flashvars[streamerType]=auto&amp;flashvars[localizationCode]=en&amp;flashvars[sideBarContainer.plugin]=true&amp;flashvars[sideBarContainer.position]=left&amp;flashvars[sideBarContainer.clickToClose]=true&amp;flashvars[chapters.plugin]=true&amp;flashvars[chapters.layout]=vertical&amp;flashvars[chapters.thumbnailRotator]=false&amp;flashvars[streamSelector.plugin]=true&amp;flashvars[EmbedPlayer.SpinnerTarget]=videoHolder&amp;flashvars[dualScreen.plugin]=true&amp;flashvars[Kaltura.addCrossoriginToIframe]=true&amp;&wid=1_epksscw3" width="400" height="285" allowfullscreen webkitallowfullscreen mozAllowFullScreen allow="autoplay *; fullscreen *; encrypted-media *" sandbox="allow-downloads allow-forms allow-same-origin allow-scripts allow-top-navigation allow-pointer-lock allow-popups allow-modals allow-orientation-lock allow-popups-to-escape-sandbox allow-presentation allow-top-navigation-by-user-activation" frameborder="0" title="Accessing Top Hat content for migrating to Gradescope"></iframe>
```

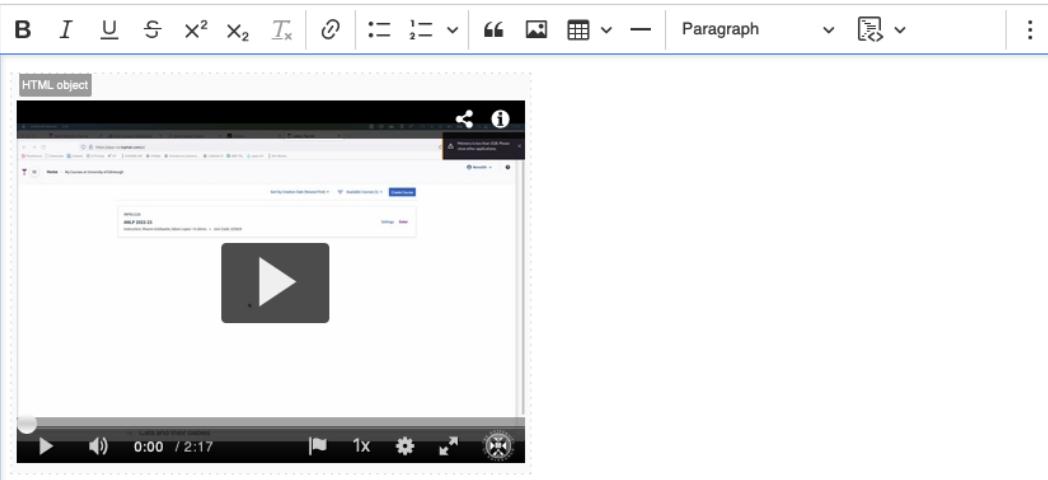
[Text format](#)

Full HTML

[About text formats](#)

6. Use the three vertical dots to open the expanded toolbar and click Source again to go back to the main editing view. It may take a moment or two to load, but you should now see the video you just embedded.

Body ([Edit summary](#))



[Text format](#)

Full HTML

[About text formats](#)

7. You can, of course, add text before or after the video or embed multiple videos on a single Drupal page. Once you are done with the edits on the page, just remember to press Save at the bottom.

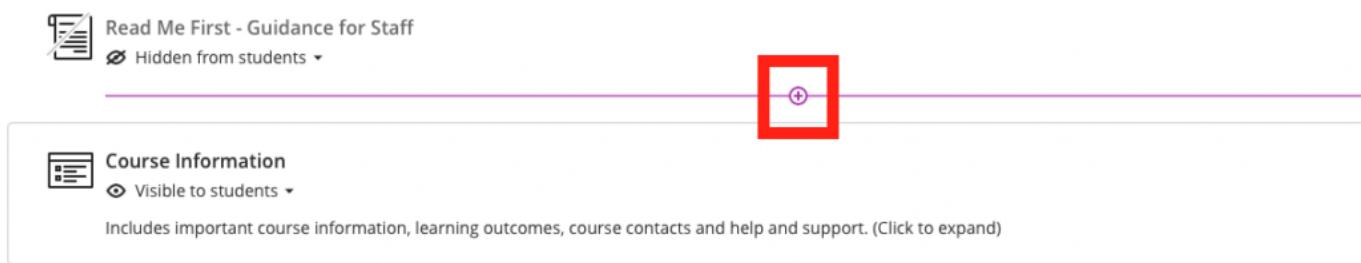
Important! You must have captions available on any video you use for teaching. MHC has auto-generated captioning available and it is very quick (just a click or two) to request this for your videos before sharing them with students. Please see this guide from IS: [Requesting subtitles for your content](#).

Adding a Zoom session to your Learn Ultra course

Note: The University's Zoom service will be retired in March 2026.

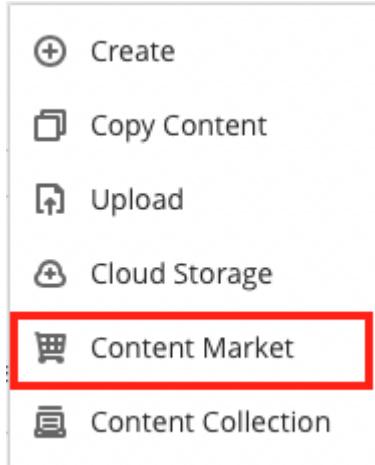
If your new teaching space does not support Media Hopper Replay (the UoE integrated lecture recording system), and / or if you will be delivering your class either from home or a non-supported room, we suggest the following approach:

- Login to the Learn Ultra course for your class.
- Browse to the area in the course where you want the link to appear.
- Click the plus (+) sign to add content.

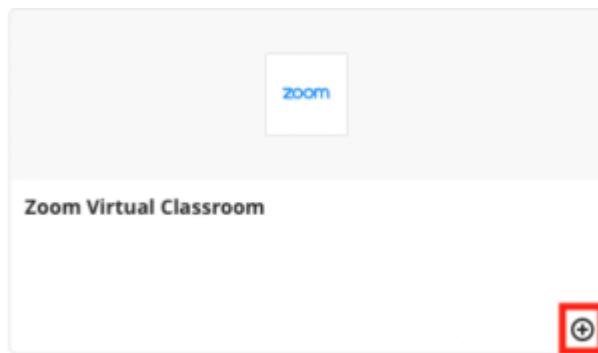


The screenshot shows a section of a Learn Ultra course page. At the top, there are two items: 'Read Me First - Guidance for Staff' (with a 'Hidden from students' dropdown) and a red-bordered 'Course Information' box (with a 'Visible to students' dropdown). Below these is a horizontal line with a red-bordered 'Add Content' button containing a plus sign. Underneath the line, there is a box containing course information and a note: 'Includes important course information, learning outcomes, course contacts and help and support. (Click to expand)'. A red box highlights the 'Add Content' button.

- Click Content Market



- Click the plus sign next to Zoom Virtual Classroom.



- Now back on the main content list in Learn, select the link to the Zoom Virtual Classroom that you've just added and then "Schedule New Meeting".
- Give your session a sensible name. Enter the date / time of your session. Select "recurring session" for any regularly recurring classes (eg every Wednesday 10-11am).
- We recommend *not* either selecting the 'Waiting Room' or "Only authenticated users can join meetings" options.

Passcode

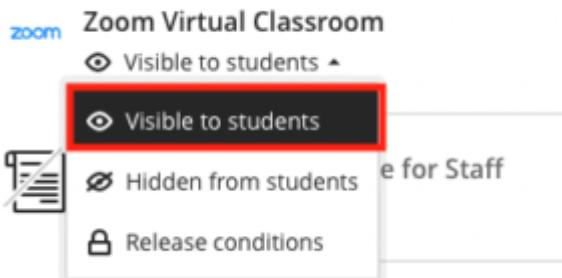
Only users who have the passcode can join the meeting

Waiting room

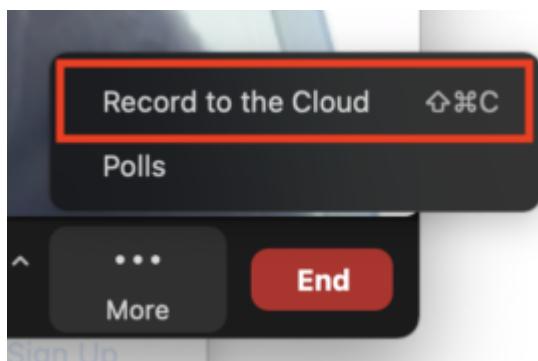
Only users admitted by the host can join the meeting

Only authenticated users can join meetings

- Ensure you are happy with the remaining options and select 'Save'.
- Be sure to remember to make the tool visible to students!



- You will not be able to test this link with Student Preview in Blackboard. As long as the link works with your instructor account and is not hidden from student view, then your students will be able to see it.
- You now have your link set up in your course. Let your students know about it in advance and direct them there to access your online class.
- The passcode for Zoom meetings does not show to students. This should be shared separately.
- **Note: don't forget to record your session!***



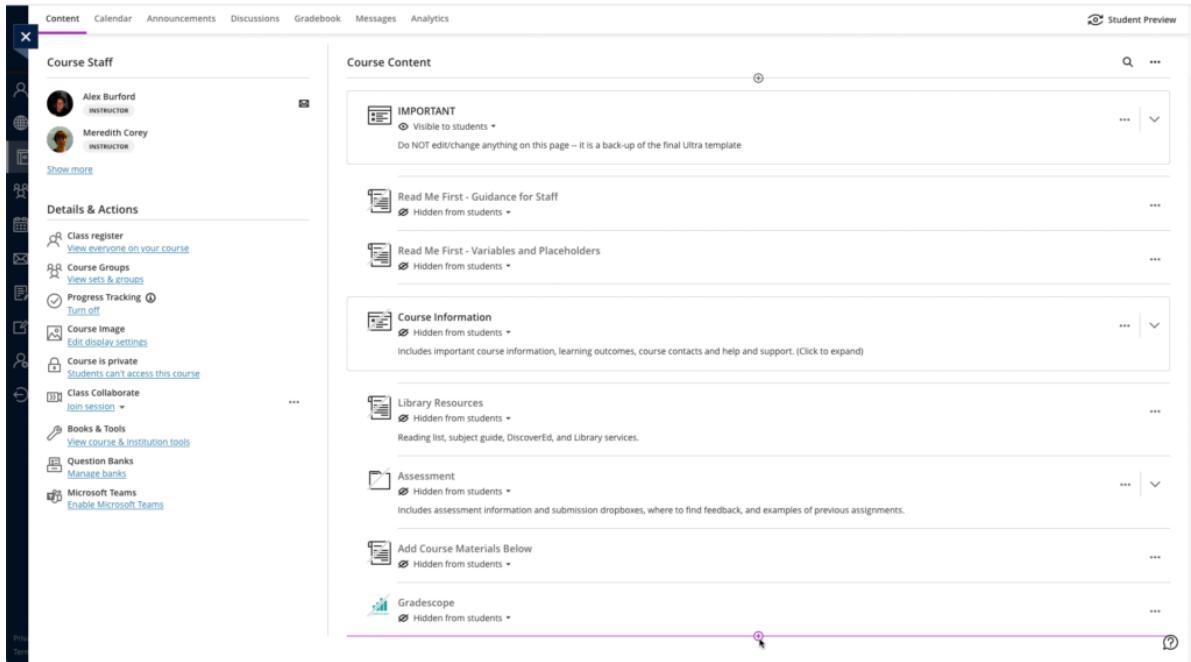
*The recordings of Zoom sessions set up through a Learn page can be saved to your Media Hopper Replay (lecture recording) library and/or to the course lecture recording area. To find out more about how to enable, this please see IS's [Using Zoom with Media Hopper Replay](#).

Adding an LTI link to Learn Ultra

Many of the learning technologies we use for teaching in the School of Informatics are integrated into Learn via LTI links, which ensure that user information (e.g. name, email address, and student number) are fed from Learn through to the other tool. Examples of these are Gradescope, Piazza, Zoom, Media Hopper Create and Replay, and CodeGrade. This also means that information can be fed back from these tools to Learn, e.g. marks in Gradescope added to Learn's Gradebook. Many of these tools, including Library Resources, Media Hopper Replay (aka Lecture Recordings), and Piazza are included on all Informatics courses automatically through our School Learn template.

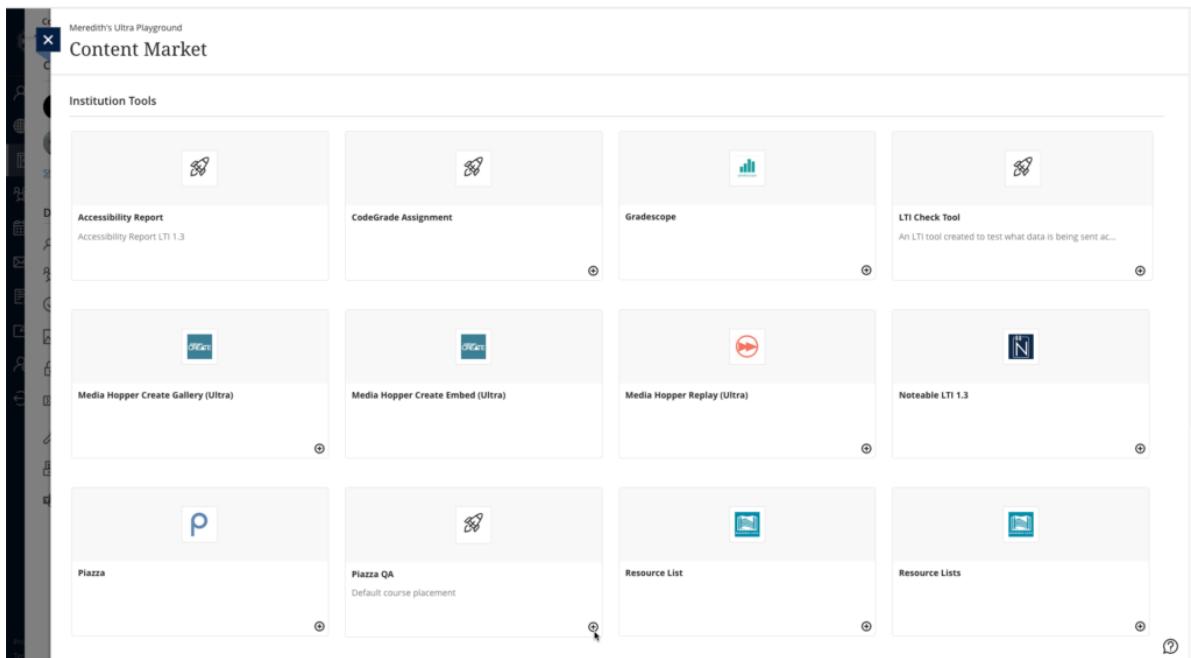
The process for adding these tools to a Learn page for students to access has changed in Ultra. Please follow the instructions below on how to add a link to these tools on a course Learn page for students and other staff enrolled on the Learn course to access. (Click on any of the screenshots below to open them full size.)

1. Navigate to the place in Learn that you want to add the link (this might be within a folder, e.g. for an assessment submission) and click on the plus (+) sign where you would like to add it on the Course Content page. You can see that the Gradescope link has already been added below using these steps and, for this demo, we will be adding a link to Piazza below it.



The screenshot shows the 'Course Content' page in Canvas. On the left, a sidebar lists 'Course Staff' (Alex Burford, Instructor; Meredith Corey, Instructor), 'Details & Actions' (Class register, Course Groups, Progress Tracking, Course Image, Course is private, Class Collaborate, Books & Tools, Question Banks, Microsoft Teams), and a 'Print' button. The main area is titled 'Course Content' and contains sections for 'IMPORTANT' (Visible to students), 'Read Me First' (Guidance for Staff, Variables and Placeholders), 'Course Information' (Hidden from students), 'Library Resources' (Hidden from students), 'Assessment' (Hidden from students), 'Add Course Materials Below' (Hidden from students), and 'Gradescope' (Hidden from students). A search bar and a three-dot menu are at the top right.

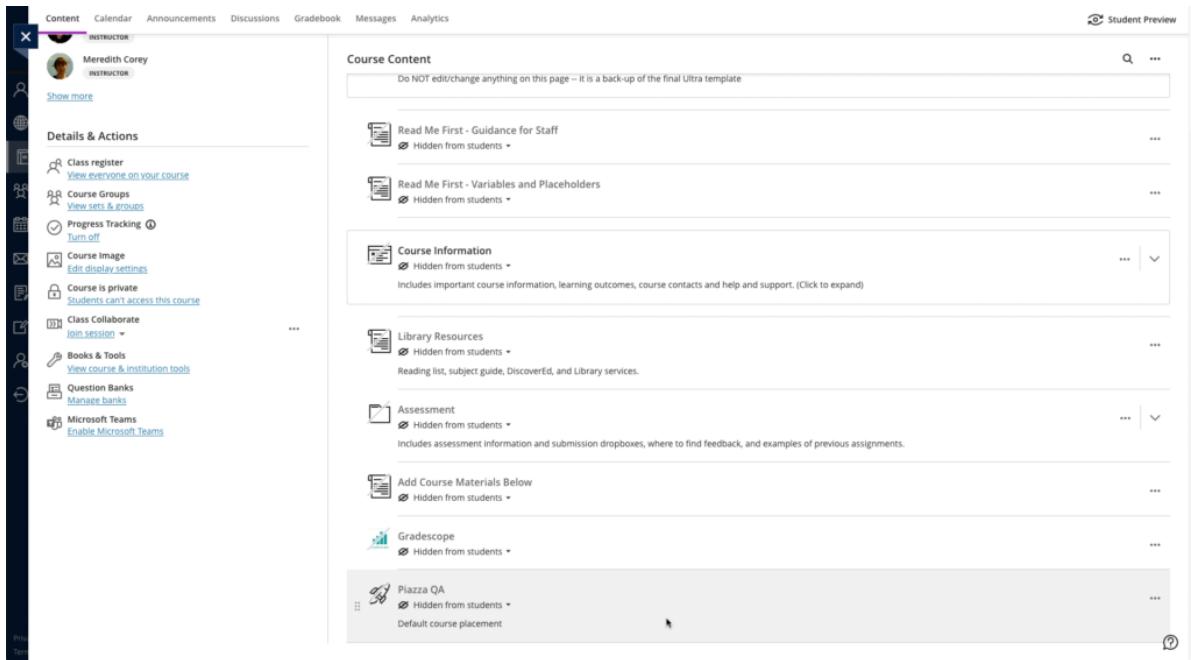
2. From the pop-up list of options that opens, select "Content Market".
3. When the Content Market screen opens, navigate to find the tool you need. Do not click on the name of the tool, rather select the little plus (+) sign icon in the bottom right-hand corner for that tool, as shown below for Piazza QA.



The screenshot shows the 'Content Market' screen in Canvas. The sidebar lists 'Institution Tools' (Accessibility Report, CodeGrade Assignment, Gradescope, LTI Check Tool). The main area displays a grid of tools: Media Hopper Create Gallery (Ultra), Media Hopper Create Embed (Ultra), Media Hopper Replay (Ultra), Noteable LTI 1.3, Piazza (with a plus sign icon in the bottom right corner), Piazza QA (Default course placement), Resource List, and Resource Lists. A three-dot menu is at the bottom right.

4. You will then be taken back to the main course Learn page, where you can see that the Piazza QA tool has been added, as you can see below. You can use the three dot icon (...) to open the menu for the item and edit its name

and/or description. Once you are ready for students to access it, make it visible to them.



The screenshot shows a course management system interface. On the left, a sidebar lists various course settings: Content, Calendar, Announcements, Discussions, Gradebook, Messages, and Analytics. Below these are sections for Instructor (Meredith Corey), Details & Actions (Class register, Course Groups, Progress Tracking, Course Image, Course is private, Class Collaborate, Books & Tools, Question Banks, Microsoft Teams), and a list of course content items. The course content items include: Read Me First - Guidance for Staff (Hidden from students), Read Me First - Variables and Placeholders (Hidden from students), Course Information (Hidden from students), Library Resources (Hidden from students), Assessment (Hidden from students), Add Course Materials Below (Hidden from students), Gradescope (Hidden from students), and Piazza QA (Hidden from students). A note in the Course Information section states: "Includes important course information, learning outcomes, course contacts and help and support. (Click to expand)". A "Student Preview" button is in the top right corner.

Informatics Teaching Festival 2021: Sharing experience and planning for online and hybrid teaching

The Informatics Teaching Festival is back for a second consecutive year.

Join us for the opportunity to:

- hear interesting presentations around lessons learned in the past year and good practice in online/hybrid teaching from colleagues and inspiring speakers from other schools

- listen to the feedback provided by student representatives regarding their experience with studying in an online/hybrid context
- listen to the feedback provided by teaching support and administrative staff as to their experience with teaching and administration this past year
- learn about new approaches to teaching and educational software
- share your own experience with teaching delivery, student support and course administration during workshops and informal GatherTown meetings
- reflect and come up with ideas together for improving our delivery of online and hybrid teaching, both as a school and in our different courses.

If you'd like to attend any of the following sessions, and are not a member of the School of Informatics, please [register your interest here](#), and a Collaborate link will be emailed to you in advance of the session(s).

Schedule

Topic and links to recordings	Date/Time	Resources
Opening/Welcome	Monday 7 June, 10-10.30am	Björn Franke
Keynote: Experience with online/hybrid teaching in 2 other schools	Monday 7 June, 10.30-11.30am	Charlotte Desvages Brian Rabern
Coffee break & GatherTown meet and greet	Monday 7 June, 11.30am-12pm	n/a
Student experience with online/hybrid teaching in 2020-21; Suggestions for the future	Monday 7 June, 12-1pm	n/a

<u>Personal Tutoring and Student Support: Sharing best practice and providing views on upcoming changes</u>	Monday 7 June, 2-3pm	n/a
<u>Lectures in an online/hybrid context</u>	Tuesday 8 June, 10-11.15am	<u>Iain Murray</u> <u>Mary Cryan</u> <u>Fiona McNeill</u>
Coffee break & GatherTown meet and greet	Tuesday 8 June, 11.15-11.45am	n/a
<u>Teaching support staff experience with online/hybrid teaching in 2020-21; Suggestions for the future</u>	Tuesday 8 June, 11.45am-12.45pm	n/a
<u>Practical sessions (tutorials, labs, workshops, etc.) in an online/hybrid context</u>	Wednesday 9 June, 10-11.15am	<u>Fiona McNeill</u> <u>Pawel Orzechowski</u> <u>Tim Drysdale</u> <u>Sharon Goldwater</u>
Coffee break & GatherTown meet and greet	Wednesday 9 June, 11.15-11.45am	n/a
<u>Case study: practical sessions in IRR and IPP</u>	Wednesday 9 June, 11.45am-12.45pm	<u>IRR/IPP</u>
<u>Case study: Teaching Ethics in Computing</u>	Wednesday 9 June, 3-4pm	<u>David Sterrett</u> email James for Shannon's paper
Assignments in an online/hybrid context	Thursday 10 June, 10-11.15am	<u>Padlet</u>
Coffee break & GatherTown meet and greet	Thursday 10 June, 11.15-11.45am	n/a

Exams in an online/hybrid teaching context	Thursday 10 June, 11.45am-12.45pm	Padlet
Learn Foundations: UX (Emma Horrell)	Thursday 10 June, 2-3pm	Emma Horrell
Equality and Inclusion (Decolonizing the curriculum and Congressive Teaching methods)	Friday 11 June, 10-11.15am	Decolonizing the curriculum
Coffee break & GatherTown meet and greet	Friday 11 June, 11.15-11.45am	n/a
Final reflection, Informatics Awards Ceremony	Friday 11 June, 12-1pm	will be uploaded after the session

Where does Kaltura store your video files locally?

The [Kaltura desktop recorder](#) is designed for easy upload to [Media Hopper Create](#). However, there may come a time where you wish to have access to the native video files on your local machine. You can find these as follows:

Windows

1. Right click on the Kaltura Capture icon on the desktop.
2. Select Properties.
3. Click on 'Open File Location' and go up one folder to the 'Capture' folder.
4. Or simply go to: C:\Users\<username>\AppData\Local\Kaltura\Capture\

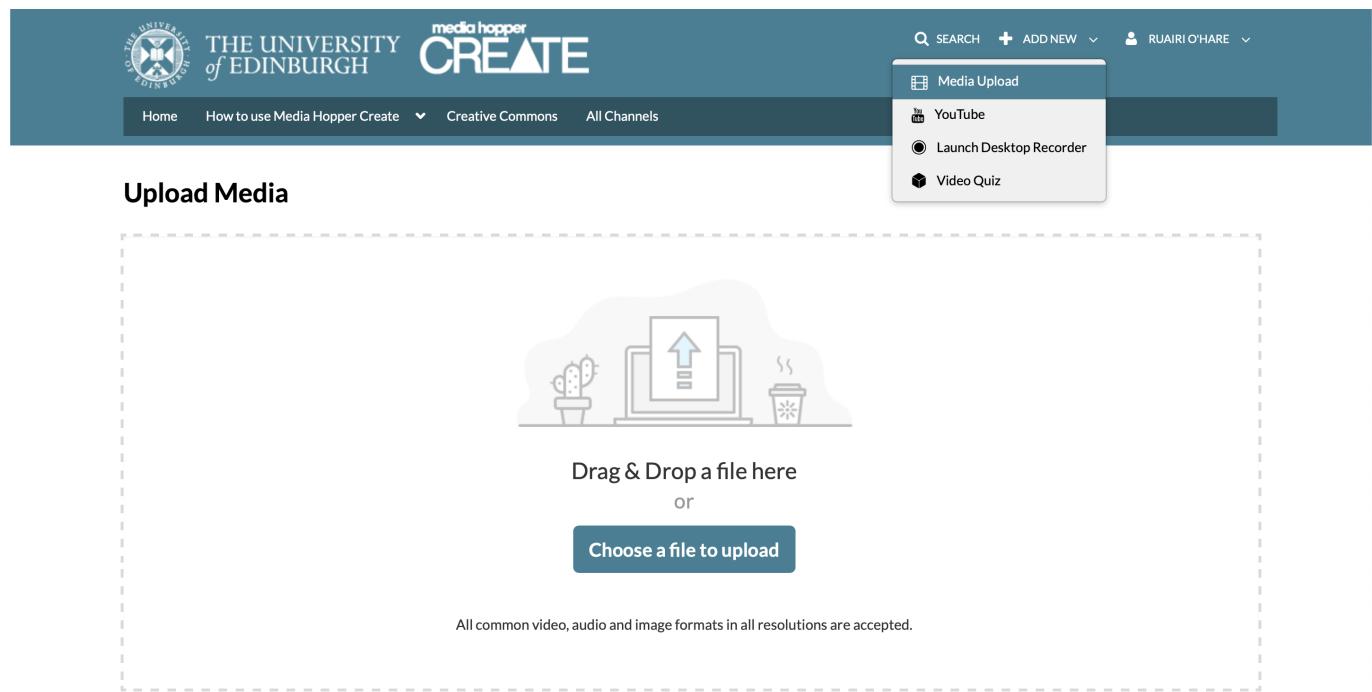
Mac

1. Go to the Finder.
2. From the Go menu, select Go to Folder.
3. In the form, enter
~/Library/Preferences/Kaltura/Capture/
4. Click Go.
5. Or simply go to:
/Users/<username>/Library/Preferences/Kaltura/Capture/

Publishing videos to a Media Hopper Create channel

How to publish a video

To upload a video, e.g. from another university source such as Blackboard Collaborate, click Add New on media.ed.ac.uk, then click Media Upload to begin.



The screenshot shows the Media Hopper Create interface. At the top, there's a navigation bar with the University of Edinburgh logo, 'THE UNIVERSITY of EDINBURGH', the 'media hopper CREATE' logo, a search bar, an 'ADD NEW' button, and a user profile for 'RUAIRI O'HARE'. Below the navigation is a sub-menu for 'Media Upload' with options: 'YouTube' (radio button selected), 'Launch Desktop Recorder', and 'Video Quiz'. The main area is titled 'Upload Media' and features a large dashed box for dragging files. Inside the box is a cloud icon with a laptop and an upward arrow, flanked by a cactus and a coffee cup. Below the box are the instructions 'Drag & Drop a file here' and 'or', followed by a 'Choose a file to upload' button. At the bottom, a note states: 'All common video, audio and image formats in all resolutions are accepted.'

When uploading a piece of media to Media Hopper Create, certain fields must be filled in order for the video to be published to a course channel. The required fields to publish can be filled in while uploading the content, or after uploading the content by finding the video and clicking Actions>Edit>Details and filling in the fields below. In order to publish the media fill out:

- Name** (The title of the video that will be displayed)
- Description** (Will be displayed underneath the video)
- Tags** (at least one tag word is required for the video to be published and help people find it easier)
- License Type** (This is the copyright license to be applied to the content. I normally select All Rights Reserved The University of Edinburgh from the dropdown menu but this is at the content creator's discretion.)

Course code, Publisher, Language and Date Created do **not** need to be filled in order to publish the video but can be useful to fill in to make the video easier to retrieve later on. A publishing schedule can also be set so the media can only be viewed for a certain period of time (useful for perhaps making a video only available during one semester).

- You now need to agree to request automatic subtitles before you can publish your content.

NOTE: Selecting this box does NOT enable auto-captioning, this is done in the next step.

Date Created: Select Date

Please select the creation date of this media.

Publishing Schedule: Always Specific Time Frame
(The time range in which this media will be visible to users in published channels/categories)

I understand that if I'm publishing this media to share with other people that I should request automated subtitles.

To request automated subtitles, you must click Actions under the player for your video, choose Caption & Enrich from the dropdown, and ensure the information shown is correct before clicking Submit. For detailed guidance please see the video here: https://media.ed.ac.uk/media/0_e5w9ufj2

I agree to the above statement about automated subtitles. * Required To Publish

Save

[Go To Media](#)

[Delete Entry](#)

After the details are filled in, on the video uploading page (or on the video editing page under Publish instead of Details), set the Publishing Status to Published (if Published is not selectable, there are missing video details that still need to be filled in). A drop down menu will appear giving the option to Publish in Category or Publish in Channel. Select Publish in Channel and select a channel you manage to publish to the channel.



Corpus data 1: Introduction (old)

From [Sharon Goldwater](#) on November 7th, 2020

[Details](#) [Attachments](#) [Share](#) [Q](#)

How this unit fits in with the course, and some of the issues we'll discuss in the licensing, privacy, ethical approval processes.

Course Code: INFR11125

Language: English

Date Created: November 7th, 2020

ACTIONS Edit Publish Add to playlist Analytics Caption & Enrich Launch Editor



Clare Llewellyn - Social media perceptions of...

14:38 • Does it require ethics application/approval?

Corpus data 4: Privacy, consent, and Twitter

11:31 • We will explore other people's work

Blodgett and O'Connor (2017)

Main question: Do off-the-shelf language ID tools disadvantage African American (AA) Twitter users relative to others?

- i.e., are tools less accurate in predicting "English" on AA language than on "white-aligned" language?
- This could affect who sees the tweets, including downstream applications (e.g., classifier for English (e.g., sentiment analysis, automation, etc.))

Ethics and bias 4: Case Study from Blodgett and...

11:07 • NLP data, more generally...

• Most NLP systems are **supervised**

- Training data is annotated with tags, trees, word senses, etc.
- Increasingly, systems are **unsupervised** or **semi-supervised**
 - Unannotated data is used alone, or along with annotated data
- All systems require data for **evaluation**
 - Could be just more annotated data, but could be judgements from human users: e.g., on fluency, accuracy, etc.

Corpus data 2: Licensing and privacy

Kaltura Capture Video Tutorial – Allowing End User To Control View Of Multiple Video Streams

1. Open the KalturaCapture App.
2. Check the screen feed, camera feed and audio feeds are on.
3. Hit Record.
4. When you want to finish recording, you can pause or stop the recording.
5. Give the video a title, description and tags (optional) and click upload.
6. When the video is uploaded, a link to the video on media.ed.ac.uk will appear. Click this link to check your video.\
7. On Media Hopper Create, if your video had a screen and camera stream, both will be automatically controllable by the end user allowing for full screen of either of the videos and multiple split screen views.

Teaching and assessing online

This is a reminder of the tools and services available to you in the event of disruption to campus based activities, such as the current COVID-19 epidemic.

If your *students* can't access campus

- If students can't come to lectures, they can access the

lecture recordings via the Lecture Recordings link in [Learn](#). Please note: this is only for those lectures delivered in a [centrally supported room](#).

- Any room which supports lecture recording, also supports Live Streaming. Please [get in touch](#) if you would like to enable live streaming of your lectures.
- For those courses requiring to use submit, students can download and install [Virtual DICE](#) or remote access to normal DICE machines via [XRDP](#) or SSH. Please log a call with [computing help](#) for further information.
- For those courses which don't require to use submit, remember that Learn has an [assignment tool](#) which will more than likely meet your needs. The Informatics Learning Technology Service can help with this – please [get in touch](#).

If *you* can't access campus

- The same product used for lecture recording at scale across campus (Echo360) has an application users can download from the website. Please note: the application is only available for Mac and PC. If you require a loan device, please [get in touch](#).
- The Echo360 application – called Universal Capture – allows you to capture audio, screen + video. You can then publish direct to your course via the recording interface. This means students will access your recording in the same place as recordings of campus based lectures. See the bottom of the page for links to video and written guidance.
- The Echo360 player (the interface students use to watch lecture recordings) also has a nice feature where they can ask questions at specific points in the presentation. The lecturer can then review these and answer questions in the appropriate context. See [Media Hopper Replay: Q&A discussions, flagging confusing content, and bookmarking](#) for further guidance.

- You may want to deliver smaller, tutorial sized classes via [Blackboard Collaborate](#). Collaborate sessions can be scheduled via MyEd or Learn. All sessions run in the browser (Chrome is recommended) and so there's no need to worry about user devices.

Further Help

In addition to local help via the Informatics Learning Technology service, Blackboard are running sessions on **Tuesday 10 March** called “Preparing to scale online teaching and learning during Coronavirus”. This webinar is for anyone involved in administering or delivering teaching and learning, including but not limited to system administrators, eLearning technologists, IT managers, Heads of Teaching and Learning, faculty and academic staff. Register here: <http://bit.ly/COVID-19EURUG>

Media Hopper Replay's universal capture tool – video instructions

Media Hopper Replay's Universal Capture tool – Mac

http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3873_v2.pdf

Media Hopper Replay's Universal Capture tool – Windows

http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3872_v2.pdf

Media Hopper Replay: Q&A Discussions, flagging confusing content and bookmarking

<http://www.docs.is.ed.ac.uk/skills/documents/Lecture%20Recording/Guides/3887.pdf>

An Instructor's guide to Media Hopper Replay: Viewing course

and student analytics

https://media.ed.ac.uk/media/An+Instructor%27s+guide+to+Media+Hopper+ReplayA+Viewing+course+and+student+analytics/1_rs96etgi