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## Tip sheet – Making the most of your lecture recording

We know that it is important to encourage [students to be active, engaged and collaborative in their learning](#), and there are many [communication, interaction and collaboration tools in FLO](#) that can help you design for this. With some thought, a lecture recording can be part of this mix.

### Lecture recording formats

#### Lecture theatre recordings

We generally think of a lecture as the live broadcast of content to a large audience – typically, in higher education, in a lecture theatre. At Flinders, all topic lectures booked in lecture theatres are automatically recorded, and the recording is published as a video file to the corresponding FLO site with its date appended. This can then be moved and/or renamed to suit. The intention of recorded lectures is to provide students with an opportunity to catch up on missed lectures, or, if they have attended, review the recording at their discretion to go over content more carefully. This is especially useful for students with learning disabilities or for whom English is a second/additional language. Rooms with lecture capture installed can also be booked for manual recording. For more information, see the [lecture recording FAQs](#).

#### Video recording options

It is possible to also record lectures as videos using your laptop, desktop PC with a camera installed, or mobile phone or tablet. You can also book a multimedia studio with green-screen capabilities for a more sophisticated approach. You can explore these video recording options in the [FLO Staff Support page here](#). When creating lectures by this method, it is possible to ‘chunk’ the normal 50-minute lecture into shorter, discreet videos. For more on this, see the Tip sheet [Considerations associated with planning the creation of videos for teaching](#).

### Tips for adding educational value to recorded lectures

*"Always design a thing by considering it in its next larger context -- a chair in a room, a room in a house, a house in an environment, an environment in a city plan." - Eliel Saarinen*

While a lecture recording is not itself an activity, it can record activity, prompt activity, support activity, and be part of a larger pattern of activity. Use these tips to help you think about the lecture recording in its possible wider contexts.

#### Think of your lecture recording as part of a larger educational ‘pattern’

A recorded lecture can be an important element in active learning, providing *rich content* as one component of a more broadly conceived linkage of content and activity elements. We can think of this as an [educational pattern](#) – a group of elements that hang together as a bundle, and can be repeated (e.g. in every module) and shared widely for interpretation in local contexts. [Flipped learning](#), for example, typically involves a pattern of individually engaging with content, then coming together as a class to explore the content in an applied or critical way.

A pattern that includes a lecture recording could look like this, for instance:



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## Practical tips for keeping active engagement in mind

- If you are not familiar with the options on the Panel in the Lecture Theatre contact IDS for a run-through well before you give your first lecture.
- Think about the experience of the students watching the lecture. Are there 'live' elements that may need explaining or extra context for those watching later?
- If the lecture is interactive in a lecture theatre, try to capture questions with a mic passed to students – or repeat their question into your mic.
- Practice your lecture in the space before the event to check timing and flow.
- Ensure the contents of your lecture comply with [copyright requirements](#).
- For synchronous lecture, look at tips for [engaging students in a synchronous session](#).
- Set up a companion forum to the lecture as a place to lodge questions and comments before and after the lecture.
- We want students to watch the whole lecture and engage with it carefully. However, if there is 'dead air' at the beginning of the recording, give students the time stamp on the recording for when to start watching.
- After you have finished recording the lecture you can change the title and description of your lecture to provide more context. You can also add a description and display this on the topic page.
- If there are key segments/concepts/ or times that guest lecturers are scheduled, you can consider providing a time stamp for these in the description.
- As part of the larger education pattern, at the end of the lecture include a prompt for action (e.g. review and post questions arising).
- Lectures are live and reflect current events. It is preferable they are updated and recorded to reflect this. Exceptions may be guest lecturers or other unique circumstances.
- Provide the lecture slides and transcripts and associated other accompanying materials on FLO. Provide these in their original PowerPoint or Word formats – PDFs are not accessible to those using screen-readers. See more information here on [accessibility and inclusivity in FLO](#).

## References / further reading

Goodyear, P. (2005). Educational design and networked learning: Patterns, pattern languages and design practice. *Australasian Journal of Educational Technology*, 21(1). <https://doi.org/10.14742/ajet.1344>

A couple of pattern banks:

- <https://www.jeckstein.com/pedagogical-patterns/>
- <https://www.europlop.net/content/educational-patterns>

Eliel Saarinen [https://en.wikipedia.org/wiki/Eliel\\_Saarinen](https://en.wikipedia.org/wiki/Eliel_Saarinen)