

The Teach Online Toolkit

Week Three: Video Lectures

Your Institution

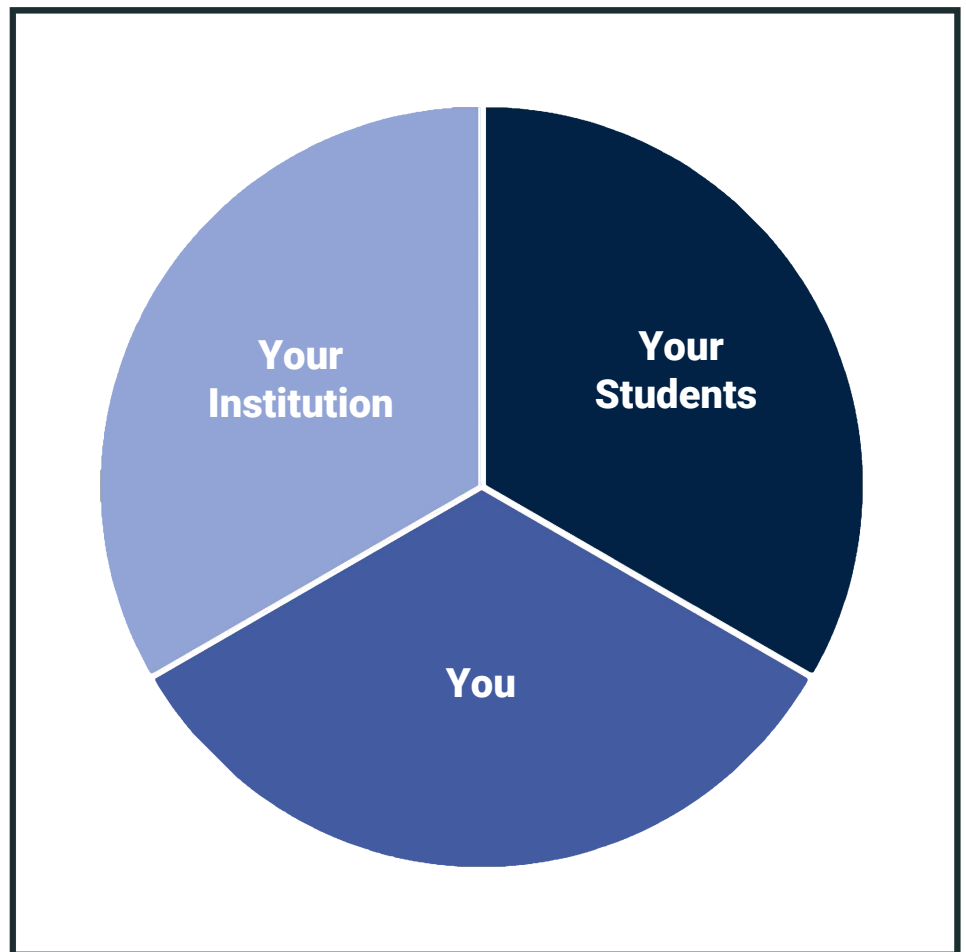
Your Students

You

CHOOSING YOUR APPROACH: PRE-RECORDED VIDEOS OR LIVE LECTURES?

Video lectures, online lectures, remote lectures? For our purposes, the useful differentiation is between pre-recorded lectures which your students can watch in their own time (asynchronous) and those that are run live with your students (synchronous).

Consider which approach is the best fit for your institution, your students, and you.



Your Institution:

Your ed-tech team will be able to tell you which tools are available to you and your students remotely – and how they are supported. They'll have advice on accessibility and may be able to help you get up and running quickly with recording and editing - or even assist you in developing material. You may also like to check out some of the **Courses and Resources**.

The Teach Online Toolkit: Week Three

Video Lectures

Your Institution

What are your institution's guidelines? Consult your departmental leads and your ed-tech team. You may be required to carry out a certain number of live lectures for example.

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Which tools are supported by your ed-tech or IT team? These will have been selected to ensure compliance with GDPR and security, but also to ensure you have access to the support you need?

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What training, coaching or mentoring on video lectures is available to you through your institution? Who could provide guidance and feedback?

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Your Students:

Depending on how your students have been taught previously, they may be at different stages of preparedness for learning online. Make sure they can contact the experts with any teething troubles so you can concentrate on teaching.

Student needs

Practical needs

Students have intermittent WiFi or may be sharing devices with others.

Students have conflicting responsibilities such as childcare.

Students are learning in a second language.
There is a wide range of abilities in the cohort.

Students have many online lectures.

Recommendations

Students may prefer **Recorded Lectures** that can be downloaded and viewed without interruption. Avoid making live attendance and participation mandatory.

Recorded Lectures allow students to learn at their own pace as they can pause and replay key points.

Retaining focus online can be tiring. **Recorded Lectures** allow students to take breaks and engage with content when they are ready to study.

Live Lectures can be recorded for students who were unable to attend or for rewatching.

Check in with your school or department for best practice and institutional policies on supporting international students, students with additional accessibility needs, students who are affected by device poverty.

How does this apply to you and your students? How can you support their needs?

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Student needs**Recommendations****Emotional needs**

What do they need from this lecture? Think about emotional needs such as reassurance, confidence building and achievement.

Research suggests that students have a subjective preference for **Live Lectures**. Human interaction can be inspiring and motivating when students feel isolated.

Get feedback from your own students regarding their preferences.

How does this apply to you and your students? How can you support their needs?

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Student needs**Recommendations****Learning needs**

Where are they in their course of study?

What are the learning objectives?

Recorded Lectures can be scripted and structured and can be combined with visuals and slides to create a highly efficient learning tool for students. Stepped walkthroughs and summaries make excellent revision tools.

Face-to-face contact is often limited and highly valued by students, even when it is virtual. Make the most of **Live Lectures** with higher order tasks and thinking such as applying, analysing, evaluating and creative. Encourage students to engage and ask questions.

How does this apply to you and your students? How can you support their needs?

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You

You:

This section can be difficult to consider, particularly if you are anxious about developing new skills and managing students in an online environment. Think broadly about experiences that will help you.

Using new technology can be daunting. It is useful to remember that your students highly value your teaching skills and research expertise, so they should remain centre stage.

Do you instinctively prefer the idea of pre-recorded or live lectures? Why?

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What experience do you have with creating short, asynchronous learning activities? What experience do you have of using asynchronous learning activities, for example on a training course?

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Have you presented a video lecture or attended a video lecture?

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What is your teaching style? Do you engage your students in discussion and problem solving, or are you primarily presenting information?

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Speak to colleagues who know you. What recommendations do they have for you?

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