Seven reasons why you should consider capturing your classroom lecture

The following seven reasons for using lecture capture are well-supported by the research literature (Newton, Tucker, Dawson & Currie, 2014):

1. **Increased student satisfaction**
   - Students report having a more positive attitude toward classes using lecture capture.
   - Students appreciate the convenience and flexibility of lecture capture.
   - Students want more lectures posted online.

2. **Enhanced content understanding and issue clarification**
   - Students can review difficult concepts and complex information.
   - Using the videos increases overall student understanding of the course and enables students to recall more information.

3. **Active control over learning**
   - Using the pause, rewind and fast forward playback controls allows students to review and learn at their own pace.
   - Students can focus on specific areas and this can be done at any time.

4. **Ability to produce better course notes**
   - Students take notes during video playback and feel their notes are more valuable.

5. **Increased accessibility for students with disabilities and for non-native English language speakers**
   - Students with special needs scored higher when lecture capture videos were available.
   - Students reported that lecture capture resources enhanced their learning.
   - Non-native English speaking students’ grades improved when using lecture capture.

6. **Improved student performance**
   - Availability of lecture capture is positively correlated with raising student grades.

7. **For instructors: decrease in requests for content clarification**
   - Students are less dependent on the instructor for clarification.
   - Student content questions are at a more intellectual level.

Best Practices for Classroom Lecture Capture…

Break your lecture into chunks!

To enable your students to receive the maximum benefit from your lecture, break your lecture into 10-12 minute, but no more than 15 minute sections. This means that for a one hour lecture you will be pausing for student questions 4 or 5 times.

This recommendation is strongly supported by the literature. Student attention span is 10-12 minutes. Studies have shown that pausing for questions, enables students to think about the previous 10-12 minute lecture content and start the process of relating it to something they already know.

Using this method of breaking up your lecture will also help you to produce and manage more robust, focused lectures. Students will find it easier when they play back your lecture to pinpoint specific areas that they need to work on. **If there is a lot of content to address, provide it to your students in a separate handout and reference the document during your lecture.**

Keep your lectures simple!

If you are using PowerPoint for your lecture use the 10/20/30 rule:

- 10 slides = 20 minutes (30 slides per hour or **6 slides per 10-12 minute recording**)
- 20 minute lecture focused on the content (avoid reading the slides) (10-12 minutes is better!)
- 30 point type font (focus on the big ideas!)

**Use the 7x7 Rule:** No more than 7 lines of text per slide and no more than 7 words per line!

During classroom lecture recording…

- Make sure any 1:1 student conversations occur before the recording begins or after the recording ends. You may want to step outside the classroom to ensure confidentiality.
- During your lecture, be sure to repeat all student questions before you answer them so the question and your answers are captured as part of your lecture.

After you make your first classroom recording…

**View/Listen to your recording!**

- Was your voice clear?
- Were the key points addressed per your learning objectives?
- Did you use examples?
- Did you summarize the important points?
- Would you want to listen to you?