

Prep List for Recording Lectures	
Conduct a Test	Always start out by conducting a test recording to check your audio levels and video set-up if you're using a camera. Audio should be clean and easy to hear. Video should have sufficient lighting and good resolution.
Introduce Yourself	Introduce yourself at the beginning of your lecture (name, affiliations, etc.). What interests you about this topic? Why is the topic relevant to the class? What do you intend to accomplish in delivering the lecture? Give an overview or state the learning objectives.
"Be Real"	Aim for a relaxed, conversational delivery and a spontaneous feel. Do not read a prepared script but keep a list of topics that you want to cover out of camera sight.
Engage and Connect	Engage your audience. Pose provoking questions; describe memorable experiences; make connections with a current situation; share a "truth" you've learned over the years. As you speak, imagine you are speaking to just <i>one</i> student. Make imaginary eye contact, as though you're having a conversation in a face-to-face class. However, do not refer to any particular student by name if you want to reuse the lecture each term. Use the singular "you." This makes students listen up and creates a more active listening experience.
Lecture Content	Provide thorough explanations of difficult concepts or topics. Do not refer to due dates, assignments, the weather, holidays or seasons, as these elements may change over time.
PowerPoint & Video	Use the PowerPoint widescreen (16:9 aspect ratio) slide size to create title slides. Use a widescreen recording frame format to match the widescreen PowerPoint slides. If using the Standard (4:3) PowerPoint slide size, adjust the recording frame to fit the actual slide area. Insert graphics, photos, or live action demos into the presentation. If longer than 15-20 minutes, divide your lecture into separate 10-12 minute videos. Insert a title slide for each topic section, and introduce each section. Make slides clean, not busy. Keep text away from the edges of the slide. Provide a simple closing for each topic, and introduce what's coming next. Include contact information in the opening or closing slide. Include the Goucher College copyright symbol in the closing slide. Save the video recording on your computer as a MP4 file to upload in the course site. Video files can also be saved on a video-sharing website like Vimeo or YouTube if file space is limited in the course site. Save a separate copy of each PowerPoint as a PowerPoint file to be used as a printable handout that can be uploaded separately from the video in the course site.

Pause	Stop and restart as needed by using the pause button; avoid excessive ums, ahs.
Close	Close the lecture with a brief summary and a thought-provoking question.
Panopto Help	Receive hands-on Panopto training from Goucher College: submit a consultation request form, or contact the IT helpdesk@goucher.edu (410-337-6322). Get help from Panopto: http://support.panopto.com/videos .
Improve Your Lecture Recording	<p>For many teachers, lecturing is a preferred method of delivering information to learners. But is it an optimal method? Research shows that students capture only 20-40 percent of a lecture's main ideas in their notes (Kiewra, 2002). And if there is no review of the material, students may remember less than 10 percent after three weeks (Bligh, 2000).</p> <p>So how can we ensure that students learn the content of our lectures and retain it? Strategies:</p> <ol style="list-style-type: none"> 1. Aim for 3 to 5 main points in each lecture. 2. Begin the lecture by asking a high-level question that the upcoming information can answer. 3. Prepare a handout of the lecture's main points. 4. During a lecture, be explicit about what students should focus on. 5. Throughout a lecture, give students short breaks to review their notes and ask questions. 6. Include a formal activity or assignment after every 15 to 20 minutes of presentation. 7. Don't use too many different types of presentation materials at once. 8. Don't give students two conflicting things to attend to at the same time. 9. Use examples from student life, current events, or popular culture. 10. Ask students to generate their own examples from personal experience. 11. Tell students how new information relates to previous lectures in your course. 12. Show students how specific skills can be applied to real-world problems. 13. Create activities and assignments that ask students to fit new information into the overall themes of the course. <p>Source: Tomorrow's Professor, The Stanford University Center for Teaching and Learning. Photo: Aaron M. Sears. Creative Commons BY-NC-ND.</p>