

Activity: 7-minute lecture and review

Purpose: To give lecturers an opportunity to familiarize themselves with the technology by trying it out, and identify problems with delivery.

Context: Tutors probably have not begun using it, but have heard about it or are planning to use it for their next module.

Resources: Working LC installation, various handouts providing basic information (tips, summaries, etc.)

Resource Summary

Topic: Basics workshop, trying it out

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Institution: Coventry University

Target audience: Staff Developers

Keywords: staff development; practice; delivery; feedback; audience; issues; planning

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Comment:

Discussion Points

Did anything about the recording jump out at you which you did not notice watching it live? Were they positive, negative, or of no importance?

How did being recorded impact their performance? Did it affect their comfort level, spontaneity, physical movement, etc?

Were they able to use other items in the room like whiteboard, etc. easily? Did using any of those affect the recording?

Did the lecturer realize when things would not be captured or when they had to make an adjustment?

Were there any technical problems? Mic turned off?

Does watching a lecture on video differ significantly from watching it in person? If so, in what ways? Would that be an issue for students? Attendance? Revision?

Facilitator Notes

Ask participants to arrive prepared for this activity, with some slides or materials from one of their usual lectures- they should be comfortable with the lecture.

Allow at least 7 minutes so they can get comfortable with being recorded and begin getting into their lecture. Do not interrupt them until they are 'into' it.

Interrupt 'naturally' a few times so you can illustrate some things while reviewing the video: For example, ask a question and see if they repeat what you said. Asking a question can also prompt a lecturer to begin moving around the room if they are staying up front. Try to make sure someone uses a whiteboard, etc.

Try to review each person's lecture in full, so everyone can get feedback. Use the review time to bring in the Discussion Points and link to delivery tips and issues with using lecture capture.

Some delivery mistakes can be very funny, and lecturers gain confidence with LC after seeing themselves using it in action, so this is generally a positive activity.

Related resources

ELTAC documents: "What About...?" topics as appropriate (Delivery tips, etc.)
Lecture capture demonstrations and recordings as appropriate

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