HOW TO ORGANISE THE RECORDING OF AN ONLINE COURSE

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Introduction

This document provides educators with:

- tips on how to plan and realise the recording of an online course
- additional links and references for further research on the topic

This information applies to all types of online teaching: synchronous, asynchronous or hybrid

1. Recommendations from the IDEA Quality Assurance Framework:

Course delivery

- Replays are available after the course, for students to make up for interrupted/ perturbated/missed sessions due to technical difficulties, or to overcome learning difficulties…)

2. Examples and recommendations

Recorded lectures including videos and narrated PowerPoints, can be an effective way for students to make up for interrupted or missed sessions or to overcome learning difficulties. The following guidelines may help prepare and realise recorded lectures for an online course.

1. Prepare the script and materials in advance. Outline clear objectives and use them to write the script. Consider any extra materials that can be used such as pictures, charts, and graphs, or even supplementary notes.

2. Begin with accessibility in mind and try to recognise issues that can limit usability for diverse learners. For example, jumpy transitions, low contrast text and background colours may create viewing difficulties while certain colours may be unperceivable.

3. Choose the appropriate setting by opting for a quiet area with the door closed and sufficient light. Do not sit directly in front of a window or other powerful light source as the camera will have difficulty capturing the scene, resulting in a video that is too bright or too dark. Avoid any location with a lot of distractions, such as bright colours and patterns or moving objects. Turn the phone off and log out of email apps to prevent notification beeps. Using a headset with a microphone produces the clearest audio.

4. Test the equipment. Assess quality with a short test recording to determine if the audio is clear and loud enough and if there is sufficient lighting.

5. Keep it short. Divide content into manageable chunks and narrated lectures about 10 minutes maximum. If the material requires a longer presentation, break it up into chunks by specific and narrow topics to allow learners to engage with small pieces of new information. Instead of creating one 30-minute lecture, consider two or three separate presentations.

6. Connect with the audience, lectures should be relatable and personable. Use a conversational style and include real-life examples to incorporate elements of your personality into the lecture and stay energetic. If you are recording a video lecture of yourself, sit up straight or stand because good posture and gestures come across in video and help engage students' attention. You can also engage the audience with integrated visuals, multimedia, hyperlinks to additional information, interactive features, or other active learning strategies.

7. Signal important information to viewers. Use on-screen text, symbols, or a change in colour or contrast to highlight important information. Highlighting key information helps direct learner attention, thus targeting particular elements of the video for processing in the working memory.

8. Eliminate inessential information. Use images to illustrate points, not as decoration. When selecting images for your slides, make sure that they complement your words rather than compete for the viewer's attention. Use quality images with appropriate resolution and sizing. Similarly, avoid using music, complex backgrounds, or extra features that do not reinforce your main points. Be sure to comply with copyright guidelines for images, music or any other material that is not your own.

9. Match modalities. When possible, use both the audio/verbal channel and the visual/pictorial channel to convey new information, fitting the particular type of information to the most appropriate channel. Using both channels to convey information has been shown to increase students' retention and ability to transfer information and to increase student engagement with videos.

10. Edit the video. Take advantage of a video editing software to put the final touches on your video.

11. Be aware of lifetime. Maximise the lifetime of your presentation by avoiding mentioning items that might not be current in future semesters, such as dates, events or deadlines that fall in the current semester. Be aware that links may become out of date, so if you wish to refer to them, include them in an accompanying document.

12. Embed the video. Embed the video in your course or provide the link in the Learning Management System rather than just sending the link to your students.

3. Useful links and references

The links below are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the IDEA partners

Additional guidance on how to record a course can also be found here: https://blog.coursify.me/en/6-softwares-to-record-videos/.