Best Practices for Lecture Capture

If you are experiencing problems with Panopto, please contact their support team at 1-855-765-2341 or support@panopto.com.

Step 1: Is lecture capture the right choice for me?
- Identify clear goals for your lectures and class time and consider the ways you want students to use the recorded lectures. Sometimes lecture capture is not the most effective method of delivery.
- Determine whether you have the time to prepare recordings consistently throughout the semester and identify any technology decisions you'll need to make (will you record in your classroom? will you record in your office?, etc.)
- Determine whether you will want to re-use these lectures for later use in other courses since this may determine how and what you capture.

Step 2: Technical considerations
- Once you decide to use lecture capture, make sure to set up a consultation with AV or Blackboard to experiment with different recording options to optimize video and audio quality.
- Before making a recording, restart your computer and only have the programs you need to use open. This can help prevent your computer from crashing.
- When using PowerPoint in your lecture capture recordings:
  - Be Concise
  - Don't skip around, organize logically
  - Focus on main points, spend less time on minor details
  - Use personal stories and examples
  - Use visuals as much as possible, limit text on the screen
- If you mainly use the white/black board (not a PowerPoint), consider using an annotation tablet with your computer instead. This turns your computer into a virtual white board and ensures that your writing will be recorded clearly. Contact AV for details.
- Make recordings available as soon as possible after a lecture, as well as right before an exam. If possible, annotate the recordings to add emphasis and focus.
- Provide detailed instructions for accessing and playing lectures at the beginning of the course, and make recordings accessible during the class, so students can make notes.

Step 3: Pedagogy considerations
- Watch your captures, note your performance, and learn from your mistakes. Marilyn Goldhammer in CTRL is available for consultation if you'd like advice on your presentation method.
- If you require students to listen to recordings before class time, provide them with content-related questions or other learning activities (such as applied problem solving, etc.). It can be very effective to assign tasks (e.g., activities based on the recorded lectures) to be handed in during class, which you will count in students' grades.
- If you require students to listen to recordings before class, use the class time for problems solving, interactive activities, and other student-centered processes. Do not simply repeat content from the recorded lecture.
- Evaluate the use and effectiveness of LC during and/or at the end of your course.

Adapted from St. Louis University's *Lecture Capture Policies & Guidelines*, Campus Technology's *Best Practices in Lecture Capture*, and Faculty Focus' *Adapting PowerPoint Lectures for Online Delivery: Best Practices*.