Quick Start Guide

Lecture Recording

1. Why record high quality videos?
2. Prepare before recording your lecture
3. Record your lecture at home
4. Edit your video lecture
5. Publish your video lecture

Center for Digital Education (CEDE)
and Teaching Support Center (CAPE)

Feedback and Support: flexible-teaching@epfl.ch

More information: https://go.epfl.ch/flexible-teaching

Luca Ortelli recorded in his office

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1. Why record high quality videos

High quality (pedagogy & technique): audio, video, slides,..., all contribute to the learning

Serve your students better: have lectures available and easily searchable.

Flipped classroom: use on campus time for Q&A and exercises.

Transform your course into a MOOC: have an online version of your full course available for audiences worldwide.
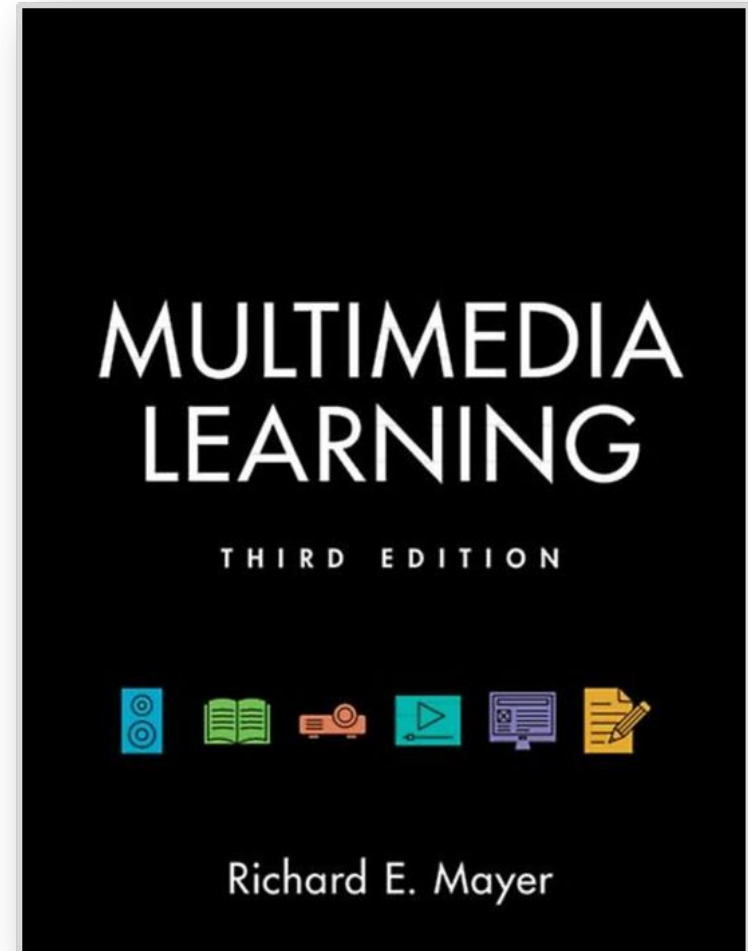
Prepare before recording your lecture

Following a few simple rules when preparing your videos will allow you to produce lectures that match the way students process information and learn while watching the videos. In this guide we focus on:

- Segmenting
- Slide Design
- Scenario
- Attention and presence

These few rules are inspired by the principles for multimedia learning defined by Mayer (2014).

MULTIMEDIA LEARNING

THIRD EDITION

Richard E. Mayer

Source: https://adlnet.gov/assets/uploads/Modernizing%20Learning.pdf

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2. Prepare - Segmenting

Split your lecture into distinct **segments of 12-15 minutes**.

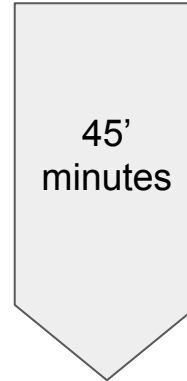Shorter segments are **easier to record**, edit, store and update (if necessary).

Shorter segments also **facilitate revisions** when students search for particular topics.

Plan the segments *before* **recording** rather than record a long video that has to be sliced afterwards.

A segment could correspond to **one concept**, one demonstration, one example, one challenge, one exercise solution, etc.

After each segment, **ask students to be active**: a quiz, reading a text, doing an exercise, etc.
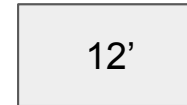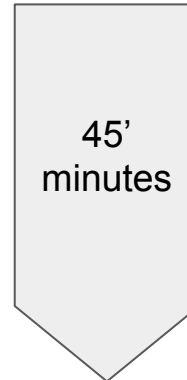
Lecture Hall	Video Lectures	
45' minutes	12'	*Video: Concept 1*
	12'	*Video: Concept 2*
	12'	*Video: Demonstration*
45' minutes	12'	*Video: Example*
	Exercise	*Ask students to do exercises*
	Live Q & A	*Interact with students to give feedback*
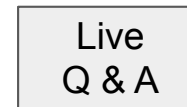
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2. Prepare - Slide design

Use a **16:9 format** that matches webcam and screen formats.

Make **visual information complementary** rather than redundant with the spoken text.

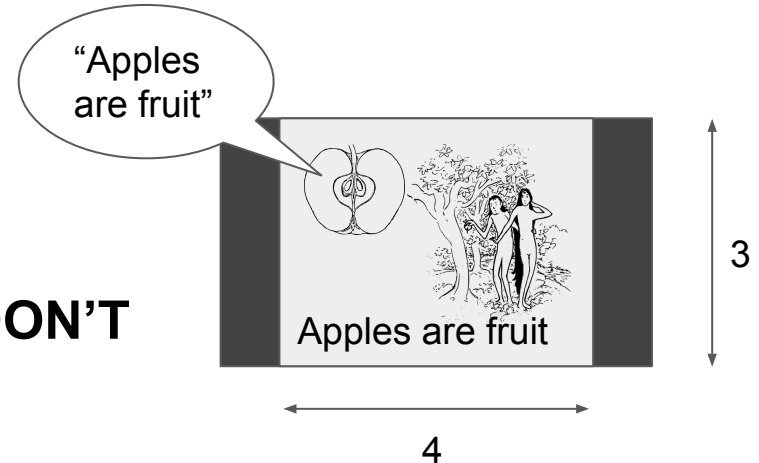Leave empty space for **annotations** and **writing**

Save your slides with annotations and make them available as PDF.

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"Apples are fruit"

flesh

DO

9

16

"Apples are fruit"

DON'T

Apples are fruit
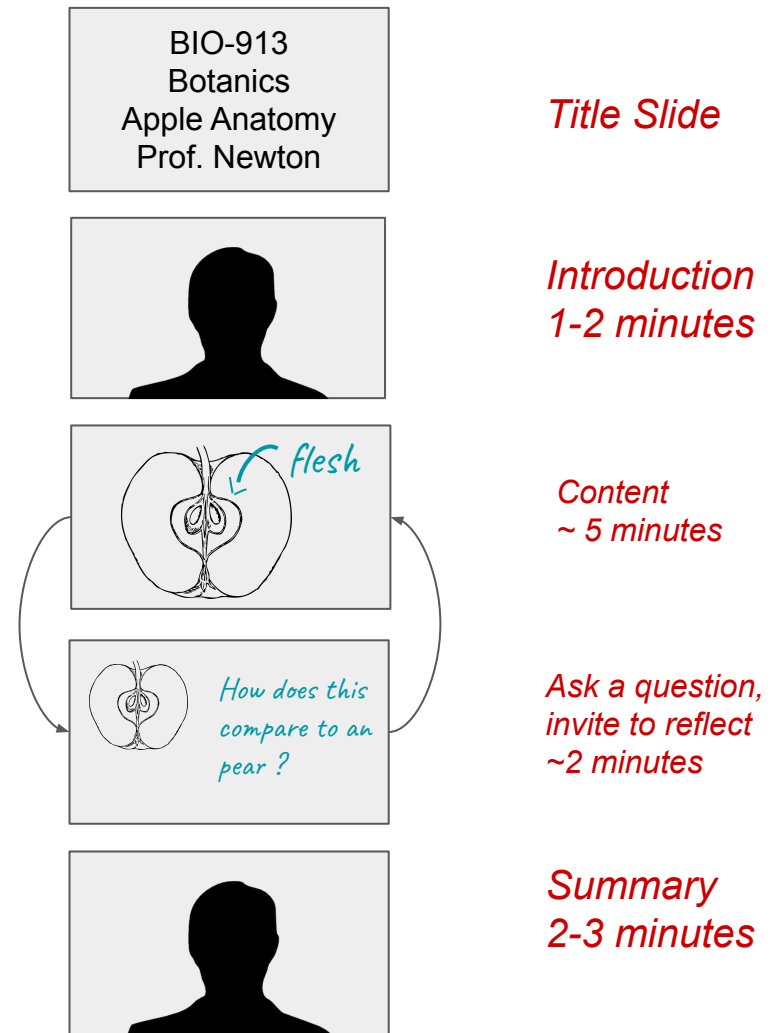
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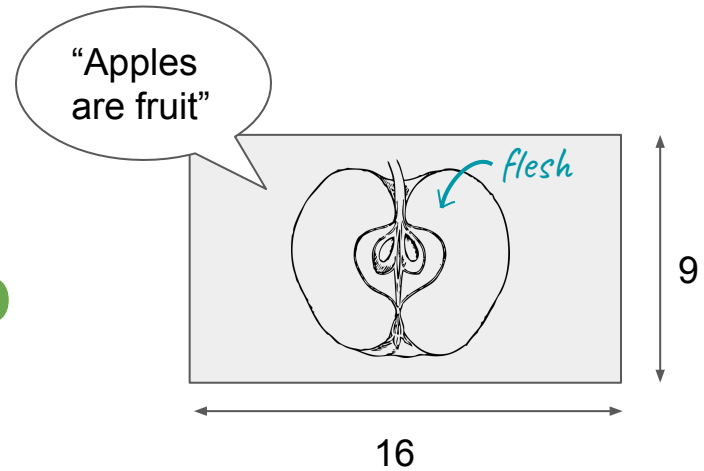
2. Prepare - Scenario

Insert a **title slide** for your video segments: include name and code of the course, topic of segment, and possibly some keywords.

An **introduction** presented in front of the camera, where you introduce the topic, link it to prior knowledge of the student, and explain the learning objective.

The **content**, slides that illustrate your content with annotations. Your image does not appear.

Imagine your audience and **interact:** ask questions, include small pauses, **activate** them to connect with your story.

A **summary** of your lesson presented in front of the camera where you mention the key points and next activities.

BIO-913
Botanics
Apple Anatomy
Prof. Newton

Title Slide

*Introduction
1-2 minutes*

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*Content
~ 5 minutes*

How does this compare to an pear ?

*Ask a question,
invite to reflect
~2 minutes*

*Summary
2-3 minutes*

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2. Prepare -
Attention and Presence

You should actively **steer students' attention** by:

- **Handwriting** and **annotations** to construct the explanations as you speak.

- A virtual **laser pointer** to make the mouse more visible (activate it in Goodnotes or in Powerpoint).

- Not including your face in a vignette, as **faces attract students' attention** away from the main content.

DO

DON'T

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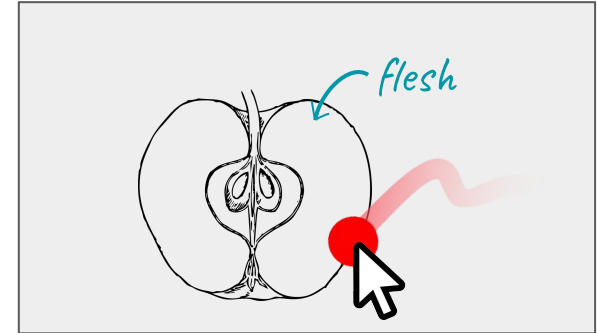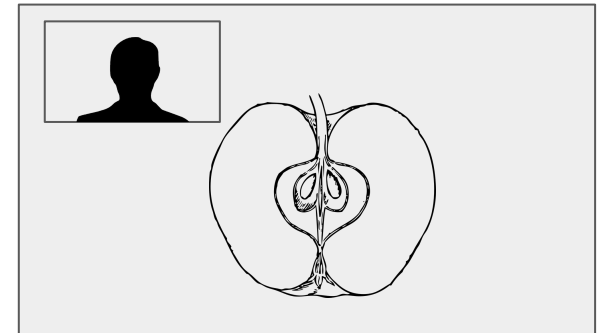
2. Prepare - **Examples**

Slide Design

Powerpoint templates you can use to prepare your slides.

- [The Lecture Recording template](#)
- [Copyright material guidelines](#)

Additional formats

These more advanced lectures can be done from home as well. Ask us for help to get advice.

- [A lab demo](#)
- [A tutorial](#)
- [An exercice solution](#)
- [An interview](#)

Scenario

- [The introduction](#)
- [The content](#)
- [The summary](#)

Attention and presence

- [Handwriting](#)
- [Annotating](#)
- [The laser pointer](#)
- [Table top](#)

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3. **Record your lecture at home**

- To keep things simple, we recommend you continue to use ZOOM to pre-record your lecture from your laptop or desktop.

- To ensure the best possible quality we recommend to:

  - Use a dedicated microphone
  - Record in high definition to the local computer
  - Use a setup that includes a graphical tablet.

- Follow the detailed home-recording guide to choose your option and setup.

OPTION 1 — **Computer only**

OPTION 2 — **Computer + iPad**

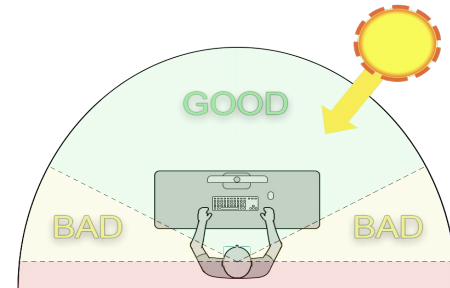**OPTION 3** — **MS Surface**

OPTION 4 — **iPad**

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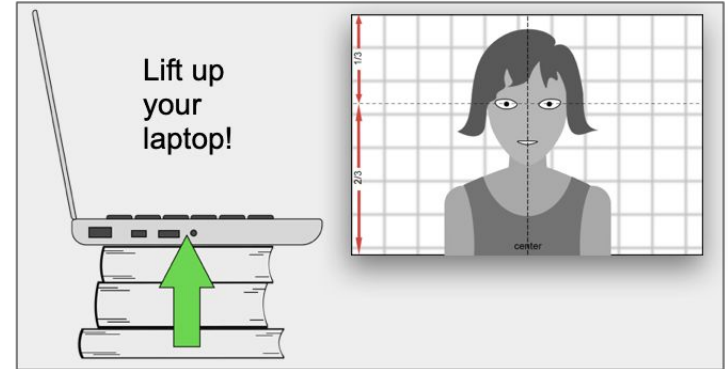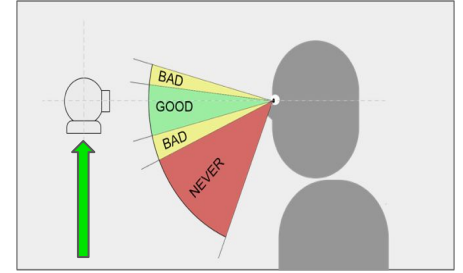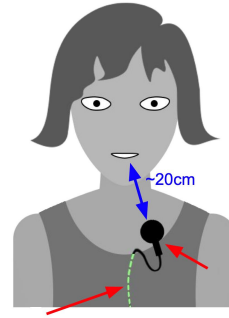
3. Record - Good Practices

- Microphone positioning

- Camera positioning

- Lighting setup

- Framing yourself

- Mesmerize your audience

- Sound proofing

You will find all the details for those points in the documentation detailed home-recording in the chapter (pages 30 to 37)

**Good Practice,
(Microphone, Framing, Lighting)**
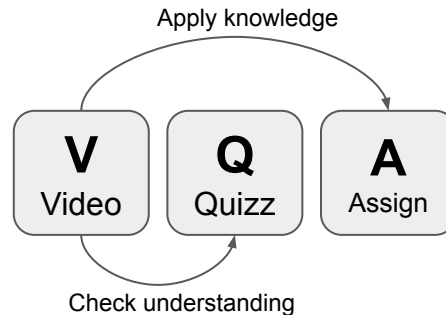
4. Edit your video lecture

- We recommend using Adobe Rush for editing because EPFL has a site license for Adobe products. Distrilog [documentation to install Adobe Rush](#) on your computer / iPad.

- Editing tutorials. We have created a [set of short tutorials about video editing](#).

  - Getting started. Tutorials **1**, **2** and **3** get you familiar with Adobe Rush.

  - Basic editing. Learn how to cut the beginning and end of your recording in tutorials **5** and **9** which cover basic editing.

  - Advanced editing. Tutorials **4**, **6**, **7** and **8** cover slightly more advanced topics, like adding media to the video and fine tuning audio.

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Make a MOOC

Typical MOOC structure
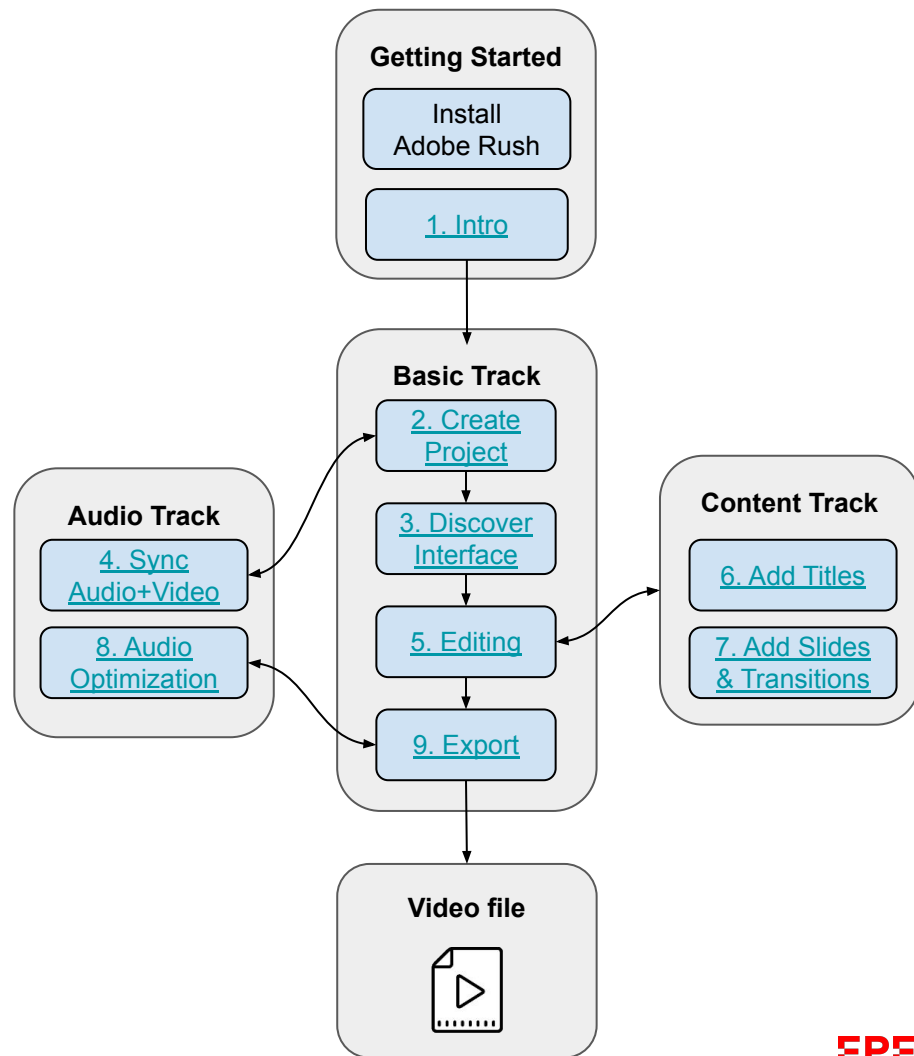
- Contact the Center for Digital Education (CEDE) to get feedback and support.

- Design an autonomous online course (plan before recording)

  - Specify learning objectives and guiding messages to accompany students

  - Create quizzes for each video

  - Create assignments, peer-assessments, auto-graded programming, Jupyter Notebooks, mini-projects as series of assignments.

  - Implement the course on the platform

- Publish the course on courseware.epfl.ch and possibly edX.org (after submission to the MOOC committee https://go.epfl.ch/dril).

Apply knowledge

V Video **Q** Quizz **A** Assign

Check understanding

Week 1 | V | Q | V | Q | V | A |

Week 2 | V | Q | V | Q | V | A |

...

Week n | V | Q | V | Q | V | A |

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Support

https://go.epfl.ch/flexible-teaching

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