

Teaching Cloud Campus students: Tips for class recordings

Teaching units for both on-campus students and students studying online requires different approaches to meet the needs of each cohort. While class recordings may form part of the learning experience for students studying online, these need to be provided within a framework of social learning experiences. If class recordings are part of your students' learning experience, these tips will help you make those recordings as engaging as possible.

Say it loud

Turn the volume on your microphone right up, especially if you have a quiet voice. If you use the lapel microphone, check that it is turned on and that the battery will last through your class. Make sure the microphone is not muted in the control panel.

Get animated

When taking students through materials on projected slides always use the computer mouse or add animations into your presentation. Never use a laser pointer or point to the slides directly – this won't be captured in the recording and students studying online will wonder what you are talking about.

Repeat the question

Students studying online often can't hear when another student in class asks a question – it's hard to make sense of the answer when you don't know the question! Repeat the question before you provide the answer.

Future-proof it

If your recordings will be used in future trimesters, avoid highlighting current events like news and current affairs, sporting events and results or the weather. Students studying online will feel further removed from the synchronous learning experience if the recordings are obviously dated.

Share the learning

Recordings don't pick up any discussion away from the microphone. For breakout group discussions:

- assign students to take notes and share these on the discussion forum after class, or pass around the microphone when groups are reporting back to the whole class.
- pause the recording while the breakout discussions are taking place – just don't forget to turn it back on afterwards.

Mute it

When you finish the class, mute the microphone or stop the recording. Sometimes the students in the room will come and ask questions of a personal nature. It's best that these interactions aren't recorded and available for other students to hear.

Frame it

When you post the recording on the unit site, give some context and provide a roadmap for the class:

“Hi students, here's the class I delivered earlier today on [topic]. About 10 minutes in, I talk about [concept], this is a key concept that it can take some time to get your head around, so listen carefully here and don't hesitate to post in the discussion forum if you have any questions.”

Any questions?

Remind students of the class topic ahead of time, and invite students studying online to submit questions for you to answer during the class. Some of these may be answered by the existing class material you have planned, but there may be some questions you haven't thought of.

Get social

Create a Twitter hashtag or Facebook group for your unit and take the conversation to social media.

- Tweet or share key messages and relevant links from each class
- Encourage students to join the conversation, sharing their own responses and resources they have found.

Stream it

Why not make use of live streaming and give students studying online the opportunity to join the class live? The class will still be recorded for students who can't attend the live-stream. Make sure you give some thought to how you will truly involve the students studying online, and have a moderator watching the live chat to let you know when a question has been asked.

Try another approach

Discussions and other active learning activities help students learn and understand concepts, but don't necessarily translate into a recorded class. Consider other approaches to engage students studying online.

- Make a series of chunked, succinct, and sequenced videos to communicate key concepts.
- Use separate class time to bring the students studying online together for interactive online seminars and make use of the breakout groups to get students talking.

What Cloud Campus students say

Blackboard Collaborate helps me feel a part of the class and definitely improves the learning process to have that personal interaction. It is a lot easier to ask questions and get the answer you need on Blackboard Collaborate than in an email.

A huge disadvantage if online lectures are difficult to hear, especially if a question is thrown out to the students in the campus class and there is not a roaming microphone. You can't hear the conversation – this is frustrating.

Frustrating for a lecturer to say 'we will discuss this more in the tutorial' when we do not hear those discussions.

Perhaps develop opportunity for online students to ask questions that could be discussed by lecturer and students during the following lecture.

More live Blackboard or lecture sessions. The units that utilised these were very successful in doing so and I felt more connection to both the unit and other students.

Having a moderator is great as it means we can be part of the conversation, ask questions and find out what questions are being asked in the classroom.

All cloud subjects should have online tutorials otherwise I feel we miss out on a lot compared to campus students – online discussion forum not enough.

I was under the impression that all cloud students can sit in on all lectures and interact. It would be great if that was somehow made possible, and also to have the same available for tutorials.

Find out more

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► For more user guides and tips on the digital platforms and tools available, check out TeachAssist:
teachassist.deakin.edu.au

► eSolutions support staff are available 8am – 8pm Monday – Friday, and 11am – 5pm on weekends, on +61 3 5227 8888 or it-help@deakin.edu.au

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NOT WORKING
DURING CLASS?**

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