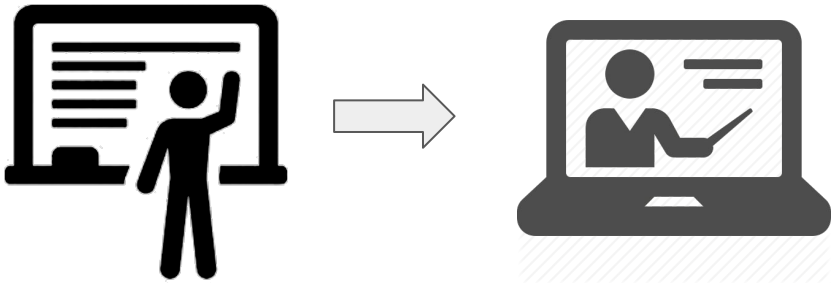
Use Case

Combining Pre-recorded lectures with streaming Q&A

Experience

Oleg Yazyev- Solid state physics II (PHYS-310) and Computational physics III (PHYS-332)



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Experience: Oleg Yazyev- Solid state physics II (PHYS-310) and Computational physics III (PHYS-332)

Preparation

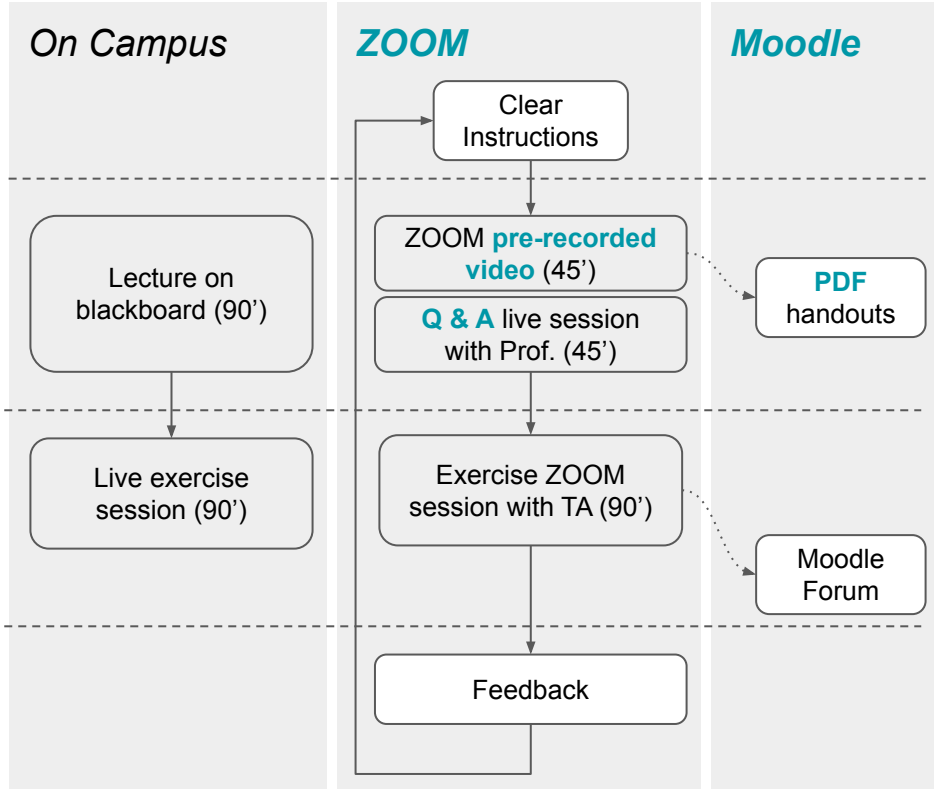
- Course has a well-organized Moodle page
- Teacher sends clear **instructions** by e-mail

Lecture

- Lecture was shortened as a 45' **pre-recorded video**
- Blackboard demonstrations were replaced by pictures of handwriting on white paper, assembled into a **PDF** provided separately through Moodle.
- Student watch the pre-recorded lecture
- Oleg then holds a live **Q&A live streaming** meeting with students for the last 45 minutes of the lecture time (i.e Zoom)

Exercises sessions

- Lecture is followed by a live streaming meeting for the exercise sessions with a TA
- **Moodle forums** are used for the remaining questions



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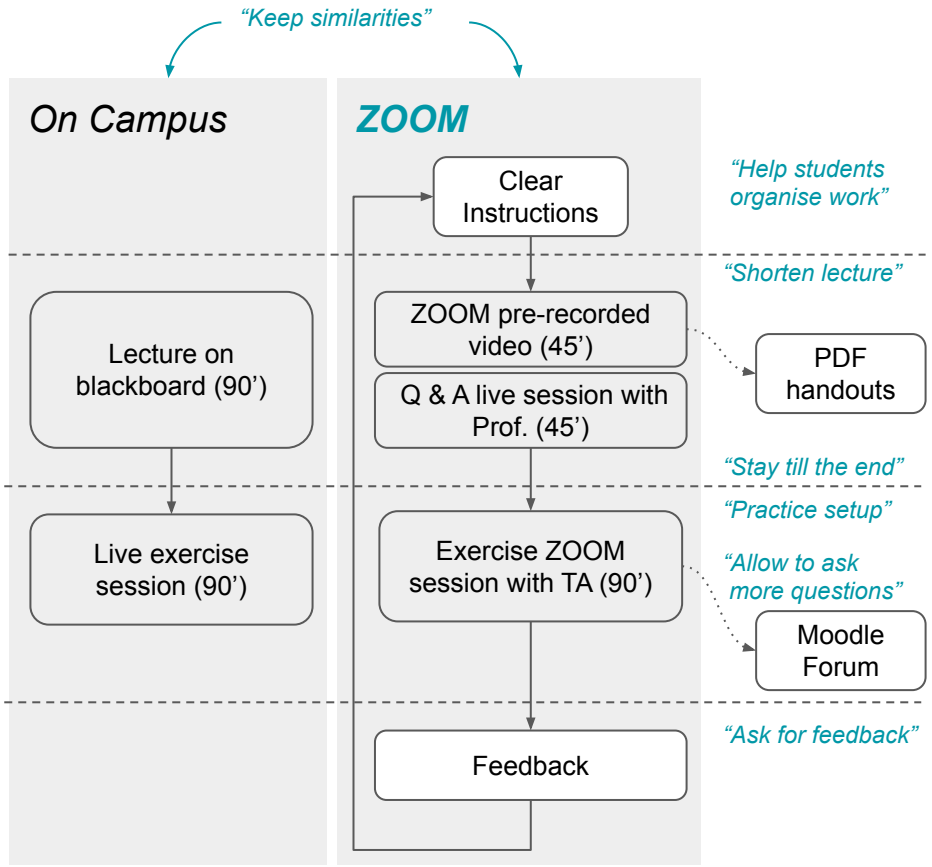
Recommendations

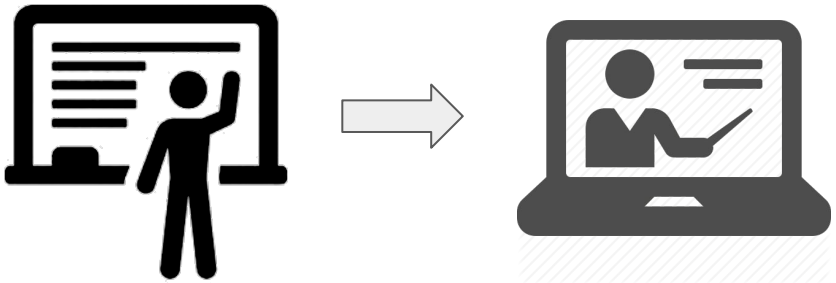
- Good organization and clear communication are especially important.
- Keep some similarities with the face-to-face course, such as same style of slides and similar build-up.
- Put blackboard writing on white paper to create a slide with annotations or Goodnotes.
- Not writing on the board meant shorter lecture and longer Q&A live session. Students appreciated it.
- Ask students for feedback after each session.
- Assign precise time to live Zoom sessions and stay to end because this provides an opportunity for students to digest the content and ask specific questions.
- Check video recordings for quality.
- Practice live session setups with assistants.
- Check recording demonstrations that open multiple windows and pop-ups (e.g. Matlab demonstrations with plots) – only the main window might be recorded



Use Case

Structuring pre-recorded lectures that encourage students to ask questions during Q&A

Experience
Bruno Correia- Biological Chemistry II (BIO-213)



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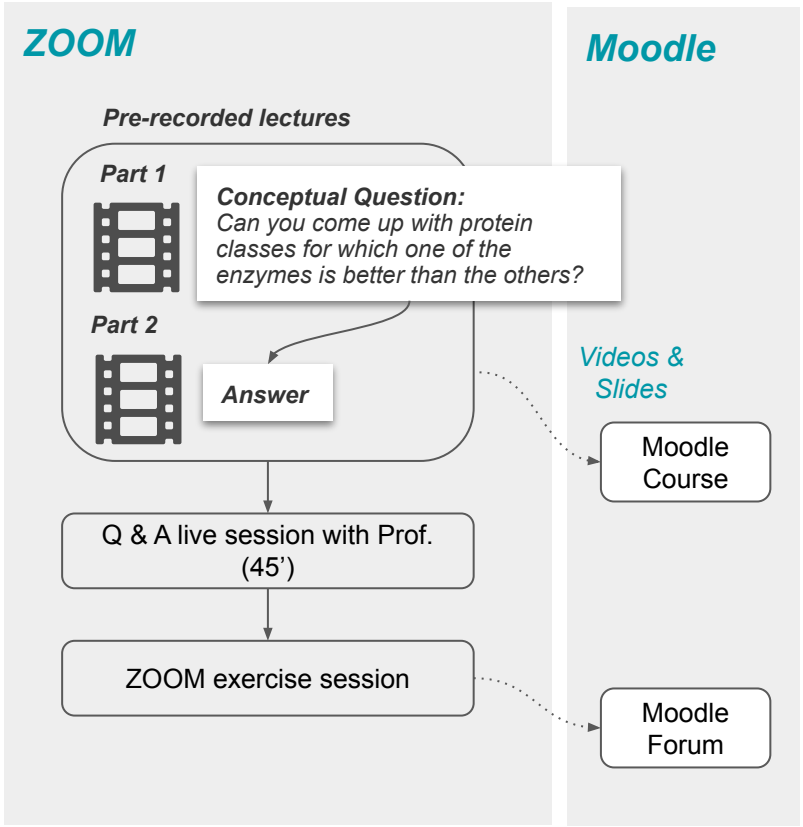
Experience: Bruno Correia- Biological Chemistry II (BIO-213)

Pre-recorded Lecture

- Human presence at beginning and end of recording.
- Lecture broken down in **two parts**.
- **Conceptual questions** asked by the teacher in part one get answered in part two.
- For example: *Can you come up with protein classes for which one of the enzymes is better than the others?*
- Student watch the pre-recorded lecture at their own pace.
- Slides and exercises are posted before the lecture.

Live sessions

- A live Q&A meeting with students for questions (in presence or via Zoom).
- Followed by live meetings for the exercise sessions (in presence or via Zoom)
- Moodle forums for the remaining questions

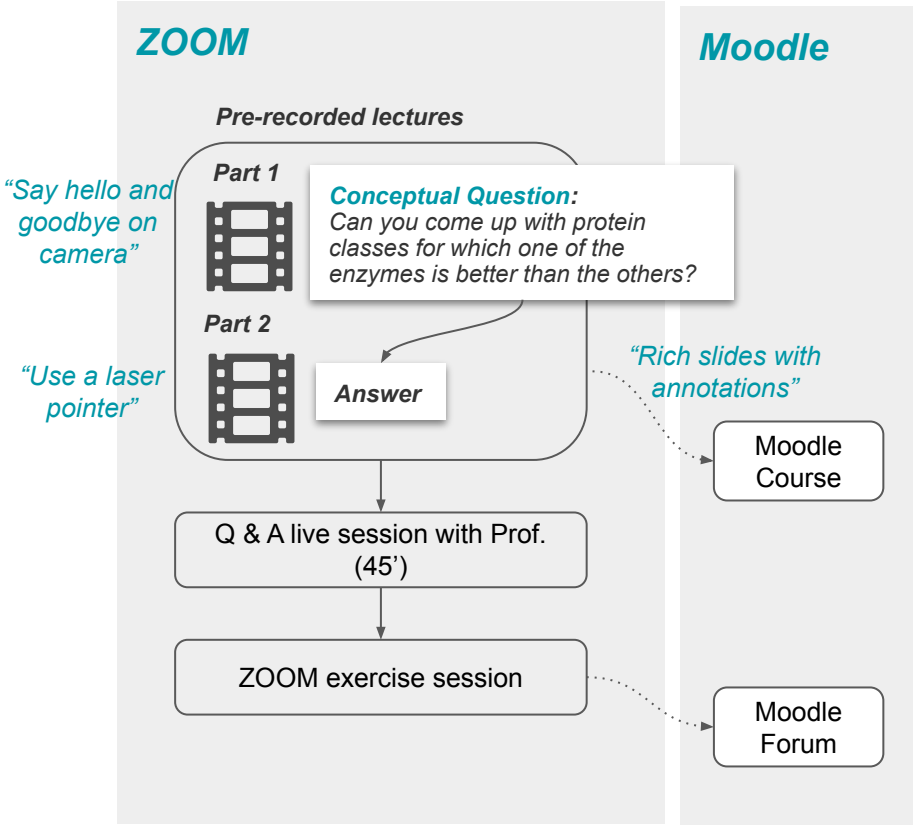


Experience: Bruno Correia- Biological Chemistry II (BIO-213)

Recommendations

- Give extra care to additional material
  - Share slides and pre-recorded lectures in advance.
  - Produce “rich” slides with annotations for students’ reference.

- Sustain attention and presence
  - Use **conceptual questions** to raise interest during the lectures.
  - Use a **laser pointer** during lecturing to sustain attention.
  - Say “**hello**” and “goodbye” on camera at beginning and end of recording.



Support

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