

# WHAT HAPPENS TO MY LECTURE?

## INTRODUCTION

Your online lecture may be presented in any of a variety of delivery formats including:

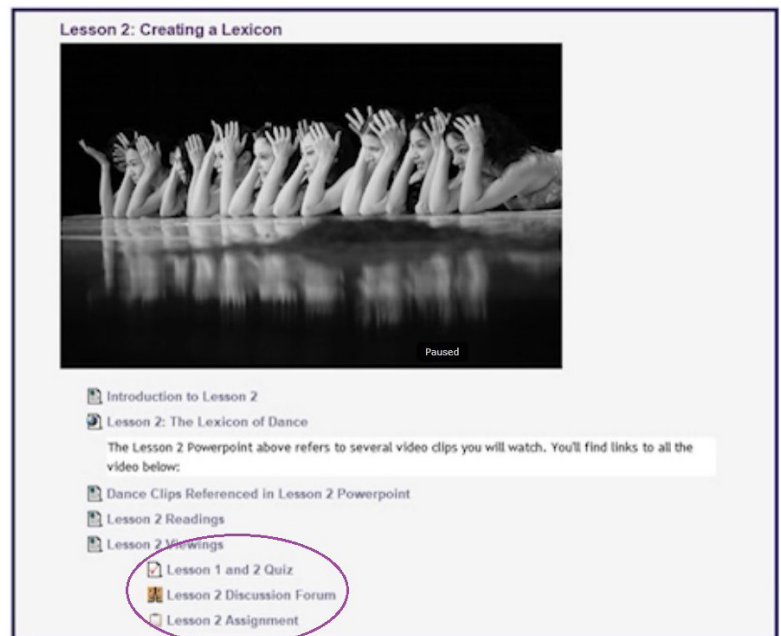
- Video
- Narrated PowerPoint
- Graphics
- Audio & Video Clips

It's important to remember that no matter what the format—content is key. It's not about flashy productions. It's about involving and engaging students using the most suitable delivery format. Your lecture can also take the form of a variety of activities—assignments, discussion forums, quizzes, exams, labs, practice exercises, and so on. So rather than one class-length lecture, you can cover the material using a variety of integrated activities.

## A CLOSER LOOK

Keep these best practices in mind as you consider the best format for your lectures:

- 1. Chunk information.** Keep segments short—5–7 minutes. A 1-hour lecture does not need to translate equally to any one online presentation. Consider instead, creating several shorter videos with one or more integrated activities.
- 2. Design presentations around learning objectives.** Creating presentations that align with objectives ensures students that what you're teaching is what they need to learn.
- 3. Accommodate different learning styles.** Vary your presentations by including a variety of formats and activities, and use well-designed pages or slides that integrate text, pictures, diagrams, or other media to amplify and clarify your content.
- 4. Include assessments.** Conclude each segment with a short assessment that helps determine if students are grasping the content.
- 5. Keep learners engaged.** If you follow the four practices above, you're well on your way to achieving this goal.



In this example, the introduction is followed by an audio presentation, quizzes, a forum, and an assignment. Posting to a forum stimulates discussion among the students, but also allows the instructor to check in. Students ultimately submit individual essays that require larger, more comprehensive responses—something for everyone.

## EXAMPLES

### Video

Some examples of effective uses of video in online courses include:

- **Course Introduction:** Introducing yourself in a short video and providing key goals or concepts can go a long way into getting your students engaged from the very beginning.
- **Lessons/Lectures:** Consider how much richer this lesson's 'lecture' is showing salmon running the fish ladder, than showing, say, a still slide in the classroom.
- **Instructor Productions:** Of course, you may not have access to video equipment or a team to help produce an entire lecture. Instructors can use a webcam in an online meeting to capture video of himself welcoming students to the course and demonstrates how to submit an assignment.

### Narrated Presentation

There are also other effective tools you can use that can engage students in the material. Consider a slide presentation combined with audio. In the first example, the course developer makes effective use of the narrated PowerPoint format through his engaging script and delivery, his use of visuals, and his focus on one main topic.

### Audio and Video Clips

Some developers have enhanced content by embedding video (as in the second example) and audio clips (as below) directly into the course material. In the language course, for example, audio files embedded directly in the lesson allow students to listen to the correct pronunciation of words on the page.



**What is political economy?**

Political economy is in the price of peanut butter

The price of peanut butter includes:

- Peanuts, oil, glass, labels, marketing, transportation, etc.
- Government licenses
- Government subsidies (price floors)
- Tariffs and taxes (incl. corporate taxes)
- Safety/health regulations

Rent-seeking behavior

To learn the correct pronunciation of *montagne*, follow along in your textbook on page 202 while you listen to **Prononcez bien!**

### Graphics

In the second example, the graphics illustrate the content in the lesson, breaking up the monotony of large blocks of text. Note also there's an embedded video on the page as well.

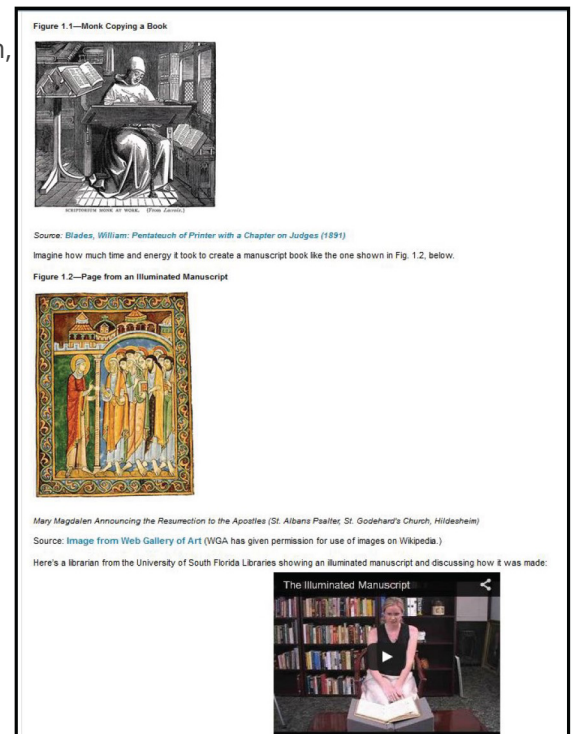


Figure 1.1—Monk Copying a Book

Source: Blades, William: *Pentateuch of Printer with a Chapter on Judges* (1891)

Imagine how much time and energy it took to create a manuscript book like the one shown in Fig. 1.2, below.

Figure 1.2—Page from an Illuminated Manuscript

Mary Magdalen Announcing the Resurrection to the Apostles (St. Albans Psalter; St. Godehard's Church, Hildesheim)

Source: Image from Web Gallery of Art (WGA has given permission for use of images on Wikipedia.)

Here's a librarian from the University of South Florida Libraries showing an illuminated manuscript and discussing how it was made:

The Illuminated Manuscript

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