Digital recording of lectures & teaching sessions: 
Educational considerations

Advantages to students

Providing digital audio recordings has significant advantages for students. They can:

- Facilitate review of lectures for clarification purposes
- Provide review for exam preparation purposes
- Suit the needs of part-time and other students who are unable to attend lectures because of other commitments
- Cater for students for whom English is a second language
- Cater for students who have a disability affecting note taking
- Allow students to concentrate more on critical listening, and less on frantic note taking
- Allow students to participate in units which might otherwise be precluded because of timetable clashes or campus location limitations
- Enable distance/offshore students to access more or less the same lecture material as on-campus students.

[Adapted from Murdoch University: http://www.murdoch.edu.au/teach/lecture/teach_learn.html
Accessed 17/2/06]

In summary digital recordings allow students to review their learning, and provide them with greater flexibility with regard to the when, where and how of learning.

Risks you need to manage

- Drop-off in lecture attendance (because of perceptions below)
- Perceptions that lectures are simply verbal presentations, with associated handouts and/or PowerPoint display (which they can get off the web).

Consider your major purpose(s)

The table over the page illustrates some of the recording and access implications according to educational purpose.
### Consideration | Implication
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**Purpose for making the recording**
Primarily to allow students to review the lecture they attended and, secondarily, for those who missed the class | • Recording need not necessarily replicate the lecture in full – audio alone of presentation may be sufficient (This may also discourage absenteeism)
• Quality of recording not critical

As an alternative to the face-to-face lecture – e.g. for cross-campus/offshore teaching purposes where F2F is not possible | • Recording needs to be more ‘stand alone’ (i.e. comprehensively capture the main lecture elements – audio, PowerPoint, activities) and/or be recorded to complement other planned teaching & learning strategies (e.g. integration with Vista activities, or face-to-face tutorials/workshops)
• Quality of recording more critical

### Student access
Secure (non-reproducible); online access only | Will need to be streamed from a University server, or provided as a file that can only be opened (but not downloaded) whilst online (e.g. from within Vista)

Off-line access for playback | Files need to be downloadable to either:
• Local computer
• Mobile device (e.g. CD-ROM, MP3 player, mobile phone)

### Innovating with digital recordings
Not only can students use digital recordings for review purposes. You can blend digital recordings with face-to-face teaching in a variety of ways. For example, you might set listening to a pre-recording as preparation for a class. Or you might shift some of the information heavy aspects of a face-to-face lecture to digital form, freeing up lecture time for more discussion and interaction.

From more ideas and information, see the Lectopia Staff Support Booklet available as a download at: [http://www.utas.edu.au/itr/lectopia/staffsupport.html](http://www.utas.edu.au/itr/lectopia/staffsupport.html)