



Best Practices for Lecture Capture

If you are experiencing issues in the classroom, please contact [Technology Services](#) (x5555). If you are looking for a consultation on Panopto and out-of-classroom use, please contact the [Office of Educational Technology](#) (x5305).

Is lecture capture the right tool?

- Identify clear goals for your lectures and class time and consider the ways you want students to use the recorded lectures. Sometimes lecture capture is not the most effective method of delivery.
- Determine whether you have the time to prepare recordings consistently throughout the semester and identify any technology decisions you'll need to make (will you record in the classroom? will you record in your office?, etc.)
- Determine whether you will want to re-use these lectures for later use in other courses, since this may determine how and what you capture.

Technical considerations

- If you are doing lecture capture in a Loyola Maryland classroom, make sure to [check with our documentation](#) to make sure the room is properly outfitted to capture audio and video.
- When using PowerPoint in your lecture capture recordings:
 - Be Concise
 - Don't skip around, organize logically
 - Focus on main points, spend less time on minor details

- Use personal stories and examples
- Use visuals as much as possible, limit text on the screen
- If you mainly use the white/black board (not a PowerPoint), consider using a document camera or a wireless notetaking solution to annotate with your computer instead. This turns your computer into a virtual white board and ensures that your writing will be recorded clearly. Please contact the [Office of Educational Technology](#) for further consultation about wireless notetaking solutions.
- Make recordings available as soon as possible after a lecture, as well as right before an exam.
- Provide detailed instructions for accessing and playing lectures at the beginning of the course, and make recordings accessible during the class, so students can take notes during class.

Pedagogical considerations

- Watch your captures, note your performance, and learn from your mistakes. Tracy McMahon and Suzanne Monthie are both available for consultation if you'd like advice on your presentation methods.
- If you require students to listen to recordings before class, use the class time for problem solving, interactive activities, and other student-centered processes. Do not simply repeat content from the recorded lecture.
- Evaluate the use and effectiveness of lecture capture during and/or at the end of your course.