

Guidelines and Rubrics for Recording Slide Lectures

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Introduction

Recorded lectures can be an efficient way to convey information to students online. This document presents guidelines and rubrics designed to help you prepare and develop effective recorded lectures with PowerPoint, Google Slides and most other similar presentation software. They are based on research and best practices into the use of media in education.

Guidelines for Recording PowerPoint/Google Slide Lectures

Review these guidelines before creating your presentation.

Planning

1. Before you begin, think about what your **objectives or goals** are for the video. Be sure to incorporate learning objectives into your video. Ask yourself “how am I achieving my goals and objectives”?
2. Keep narrated lectures **short**, about 15 minutes maximum (Berg, Brand, Grant, Kirk & Zimmerman, 2014; Brame, C.J. (2015) and Inman J., Myers S., 2018). If your material requires a longer presentation, break it up into chunks.
 - a. Chunk presentations by specific and narrow topics. For example, instead of creating a 30-minute lecture on motivation, consider two separate presentations- one on intrinsic motivation and one on extrinsic motivation.
3. Best practices suggest that you should write a **script** or use the Notes section of the PowerPoint/Google Slides file to remind you of what you need to say. Script-writing or using the Notes section will help you organize and edit your thoughts before you begin recording.
 - a. To get started with your script, you can practice giving your lecture and use Google voice to text, or the voice to text options on your phone, to record a transcript. While your final recording might not align completely with this script, practicing before you make your final recording will help you create a better product by allowing you to determine what you want to say on camera.
 - b. Treat your PowerPoint/Google Slides file as your storyboard for your script. Once the recording has been produced, the script or notes in PowerPoint/Google Slides can be used to create transcripts, closed captioning and note-taking handouts for the students.
4. Comply with **copyright** guidelines when you include images or any materials created by others in your slides. If you want to use a copyrighted image or other copyrighted material, seek permission first- before you develop your slides- as this can take time.
 - a. For the most part you cannot incorporate other videos into your presentation and claim fair use for educational purposes. Check with the Office of General Counsel (OGC) for further guidance.

Creating Content and Slides

5. Create an engaging **introduction** that will draw people in and make them want to view the rest of the video. You don't need to mention the introductory information that is already on your title slide.
 - a. Your lecture should take your audience on a mental journey. One way to do this is to think of it less as lecturing and more as telling a story, which can engage learners and make them more likely to remember your content (Green, 2018; Peterson, 2017). Grab your audience's attention at the start. If you don't grab your audience's attention in the first 30 seconds, they will mentally tune out your presentation (Karia, 2013).
 - i. One idea would be to use a personal story related to how you became a subject matter expert on the topic, or showing the real-world implications of an abstract concept you will be discussing.
6. Your **PowerPoints/Google Slides should contain mostly visuals**; you'll need to reduce text to a few words per screen at most.
 - a. Use bullet points rather than complete sentences or paragraphs. Studies show that students will try to read whatever text appears on the screen—which means they're missing whatever the narrator happens to be saying at the same time. (Clark and Mayer, 2008).
 - b. The on-screen text should highlight important points or contain the “take-aways” or critical notes you would expect students to take, not simply explanations or nice-to-have details.
7. Select **graphics** for your slides that complement the words you use in the video rather than compete for the viewer's attention. This follows Clark and Mayer's (2008) Coherence Principle, which highlights the need to avoid unnecessary text, sounds, and images in multimedia teaching so that you focus only on the presentation of the necessary information. Adding interesting but unnecessary material can hurt the learning process since it increases the cognitive load.
 - a. Use quality graphics that are easily seen by the viewer and are not blurry.
 - b. Graphics should not be word heavy. You don't want to show a busy flow chart with lots of words on the screen. Offer that as a handout or break up the flow chart into different steps or phases and show them on different screens.
8. If you plan to incorporate **animations** (or automated builds), keep in mind that these are most effective when they are conveying a process; they aren't necessarily the best choice for conveying textual information. (Clark and Mayer, 2008)
 - a. Avoid having text “fly in” to the screen in a video- effects like this can confuse and distract the students who are watching.
 - b. As stated earlier use bullet points rather than complete sentences. The on-screen text should highlight important points. Do not put a full paragraph or multiple sentences on one slide. Studies show that presenting text on a slide causes student to try to read it—which means they're missing whatever the narrator happens to be saying at the same time. (Clark and Mayer, 2008).
9. Time any **text or images** that appear on your PowerPoints / Google Slides to display at the same time that you, the narrator, speak the text or discuss the graphic. Think about how news or opinion programs present images to accompany the dialog.
 - a. Multimedia learning theory suggests that displaying graphics and talking about them later isn't as effective as introducing the images at the very time you begin speaking about them. (Clark and Mayer, 2008)

10. Maximize the **shelf life of your presentation** by avoiding mention of items that might not be current a year or two from now.
 - a. For example, eliminate phrases like “last week’s assignment” or “this week’s football game.”
 - b. Also consider that students may view lectures out of order, and referring to “the previous lecture” may be confusing. When referencing another lecture, be sure to refer to the specific lecture by topic or name.
 - c. Finally, If you wish to refer to websites as part of your presentation be aware that websites, apps, and other online content may become out of date. Consider what you are showing and why. Also note that our current technology does not provide for active hyperlinks for the students to click on within the video. If you want the students to click on the links, you’ll need to provide the links in a document that is separate from the video, with explanations of what they are and when (and why) students should click on them.

Recording the Lecture

11. Your **speaking style** should be professional, but still relatable and personable. Use conversational language and frequent stories or real-world examples, plus incorporate elements of your personality into your lecture. You can do this by thinking about how you would describe the content to someone at a social event (Clark and Mayer, 2008 and Huges, 2009)
12. Do not read **content** directly from your slides. Instead, expand upon the concepts presented in the slides.

Rubrics to Support Lecture Recording

There are two rubrics in this section to help you prepare and review your lecture recordings:

1. Rubric for Reviewing PowerPoints/Google Slides Prior to Recording
2. Rubric for Evaluating your Final Presentation or Practice Sessions

Rubric for Reviewing PowerPoints/Google Slides Prior to Recording

The following rubric is designed to help you prepare for recording by ensuring that your PowerPoints/Google Slides meet the Guidelines for Recording PowerPoint/Google Slides lectures.

Category One: PowerPoint/Google Slides Setup				
<i>This category focuses on the overall setup of the PowerPoints/Google Slides and objectives</i>				
	Yes	No		NOTES (identify any items that need attention in notes)
Uses USU slide template				
Has opening slide with subject and module/ course title				
Has introduction slide(s)				
Provides an outline for the lecture at the beginning of the PowerPoint/Google Slides file				
Provides objectives at the beginning of the presentation				
Provides closing slide that also re-emphasizes objectives				
Includes contact information				
	Good	Fair	Poor	NOTES (identify any items that need attention in notes)
Objectives use active verbs				
Objectives are measurable				
Uses primarily visuals – very little text on PowerPoint/Google Slides screen (bullet points rather than complete sentences or paragraphs)				
Graphics are clear, not blurry or pixelated				
Graphics and slides do not include much, if any, text				

Text and visuals are complementary, not repetitive				
If builds/animations are used, they are used appropriately				

<u>Category Two: Mechanical</u>				
<i>This category focuses on language use, grammar and spelling, organization, and use of citations and references.</i>				
	Good	Fair	Poor	NOTES (identify any items that need attention in notes)
Grammar, spelling, and punctuation are correct				
Fonts, spacing, positioning of text are used consistently				
Citations and references are formatted correctly				

<u>Category Three: Content</u>				
<i>This category focuses on the accuracy and appropriateness of the content in the PowerPoint/Google Slides.</i>				
	Good	Fair	Poor	NOTES
Introduction is engaging				
Objectives are emphasized throughout the presentation				
Content is tightly focused on a small number of key points				
Topics are covered at a depth that is appropriate for a 15 - 20 minute lecture				
Material is presented in a way that is relevant for the learners				
Slides do not contain content that is or could be copyrighted				
Slides do not contain content that could become outdated				

Rubric for Evaluating your Final Presentation or Practice Sessions

The following rubric is designed to help you review your recorded lectures, or have a colleague review your practice session.

<u>Category Four: Procedural</u>			
<i>This category focuses on the preparation elements</i>			
	Yes	No	NOTES (identify any items that need attention in notes)
Created script or extensive notes			
Practiced before recording at least twice			
Practiced in front of another person and received feedback			

<u>Category Five: Presentation</u>				
<i>This category focuses on the final presentation or practice sessions by the faulty.</i>				
	Good	Fair	Poor	NOTES
The presenter clearly explained the material				
The presenter used a conversational style				
The presentation includes examples and stories				
The presenter verbally added to text that appeared on screen				
Content enhances, rather than repeats, the textbook or other content.				
Connections between different topics are clear				
Structure of presentation provides clarity and flow (no skipping around)				
Citations are used when appropriate for material that comes from other sources				

The guide, rubrics and associated documentation were developed by members of the USU ETI team.

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