

Guidance on the use of video content in lecture design and how this should be reflected in terms of contact time for the module

Overview

There are many ways to use video content as part of your lesson design, from flipped lectures where the expectation is that students watch the video before the beginning of the session and use knowledge gained from those videos in practical sessions, to bite sized content available around specific topics at key points in the lessons to interactive lectures with a video complement as part of the planned teaching time of the session. This document aims to elaborate a little in terms of what expectations come with video content in lectures, what this means for contact time and how to decide how you should deploy video content in your module.

Asynchronous video lectures

If the video is to be viewed outside of class hours, then it should not be counted towards actual contact time as the tutor would not be available for a timetabled allocated slot. How and when the students interact with this content is up to them and is considered guided non-contact hours in which students should still be engaging with the module content. This is the standard flipped-lecture approach, where the lecture part of the session is delivered pre-recorded and online and the standard 3 hours of class time is used to work on activities based on that content. The contact time here is still considered 3 hours, but only related to the time spent in the classroom with the tutor, and not to the time students spent outside of classroom hours watching the video.

Synchronous video lectures

The idea of a synchronous video lecture is that the lecture will still be delivered in a video format, but a specific time will be allocated when the students are expected to view the video, with the expectation that students should 'virtually' attend just as they would a normal lecture, and the tutor will be on hand to offer support and answer any questions while the video is being viewed by the class. This will allow for the video to run alongside class hours. It would also be expected, just as with a regular session, attendance is recorded for these sessions. In simple terms, if the lecture should last for an hour, then an hour is timetabled for the students and some collaborative platform is used during that period such as [Blackboard Collaborate](#). This ensures the actual contact time with the tutor doesn't change but only the platform for delivery is altered from that of a classroom to that of a virtual environment. A selection of possible approaches here could include:

- The online session using Blackboard Collaborate – a virtual session (but no-pre-recording)
- A pre-recorded lecture session to be viewed at a specific time with the tutor and students online, allowing for interaction with the content such as pausing the video for questions.
- A live lecture which is simultaneously recorded and accessed online by some students at a distance, through a tool like Blackboard collaborate

Support sessions for the use of Blackboard Collaborate are regularly run by the University for those hoping to learn more and when available can be found under [Staff Development Workshops](#) on the staff pages.

Bite Sized Video Support

As students often find it easier to absorb content when they need it the most, bite sized videos related to specific topics that students can find challenging or related to targeted aspects of an activity can help students get the right information just when they need it. This approach often tries to keep an individual video below 10 minutes and sits alongside specific activities as a form of additional support

for the students that can be used both during lecture time with activities and as study material outside of classroom hours. Clearly this also doesn't count as contact time, and is more aligned to the Asynchronous approach mentioned above.

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