Importance of Student Engagement in Recorded Lectures

Introduction
Often the first thought of converting an in-person class to an online format is to simply record your lectures and post the recording for your students to view per a schedule. However, without engaging a student in the recorded lecture, you may miss a tremendous opportunity for a student to learn at their own pace and comprehend the material, possibly even better than in a traditional classroom setting. One way to engage a student in a recorded lecture is to embed no point quiz questions throughout the lecture, offering opportunity for the student to "do" something as part of the lecture as well as building knowledge, especially with potentially difficult concepts. There are many ways to present quizzes and you may even find producing your lectures in this way becomes less tiring for you. In addition, you are building a quiz question bank for future assessment and/or you can use these questions later for demonstration of lecture participation.

Procedure
As you plan your lecture for recording, consider including 2-3 no point quiz questions per 55-minute lecture. The questions should be equally spaced throughout the lecture to add a break from the presentation and to provide a no cost quick check of comprehension. Remember, the quizzes do not have to always simply be a slide with text – be creative, possibly showing a short video clip demonstrating a concept and then asking the student to identify the concept from a list. If you enjoy humor, do not be afraid to incorporate a comic that potentially speaks to a concept and see if the student recognizes it also. Rather, you are providing a list of answers for the student to consider or asking the student to think of the answer on their own. You should pause during your recording to allow time for the student to consider their answer. Then, as you pick up the recording, you should identify the answer and discuss why the other answers presented or typical incorrect answers given are not acceptable. This process also offers opportunity to demonstrate ways to critically think through concept applications. After the brief explanation, you can continue with your presentation repeating the procedure at different points in the lecture. Each recording platform may differ as to the exact method to embed videos, pictures, etc., so you may need to seek technical help. Of course, you should always make sure that all recordings, videos, pictures, etc. meet your institution's disability services requirements.

Assessment
Response to this method has been very positive from students. They report lectures to be "less boring" and "easier to understand". Additionally, since the lecture is recorded,

students can revisit parts or entire lectures as a review tool, which improves exam scores while reducing your need to create additional review materials.

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