



Oregon State University
Center for Teaching
and Learning

Onwards to Better: Key Considerations for Teaching

During remote learning, students conducted all their learning activities via a computer and instructors often provided notes, slides, and lecture recordings. As we return to classrooms, what should stay? In this series we address major questions educators face and provide evidence-informed answers (see references here <https://beav.es/3Vc>).

SHOULD YOU PROVIDE LECTURE RECORDINGS?



WHAT SOME FACULTY MAY THINK:

Students will not attend class.

WHAT SOME STUDENTS MAY THINK:

I can replay material I missed.

What the Evidence Suggests ---

Pros

- Can consolidate, clarify, deepen learning when used in *addition* to attendance.
- On-demand any time-any place access to lectures, increases inclusivity for students with ADHD/learning disabilities, student-athletes, and those who cannot attend.
- Recordings are valuable to international students who can view a recording multiple times to increase comprehension.

Cons

- Students may be less likely to attend class.
- Technical difficulties, less instructor-student interaction, increase in procrastination and surface learning.
- Students may make limited use of recordings.
- Students less likely to take notes during class.



BOTTOM LINE: If providing recordings, it is still important for students to attend and take good notes. Instructors should address how best to use recordings such as a revision aid (Nordman, et al., 2020).

In General: The effectiveness of your pedagogical choices on learning depend on a number of factors (e.g., the educator and student characteristics, discipline, course level, lecture, & slide quality). **Be intentional, transparent, and compassionate in pedagogical decision making. It always pays to be CCOMPE (Compassionate, Clear, Organized, Multi-faceted, Flexible, and Engaging).**



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