

Microlectures

Khadija Mahsud, Instructional Consultant
June 2020

What are they

Where to use them

Why use them

How to get students to watch them

Material

How to create them

Resources


What are they

A microlecture is a short recorded audio or video presentation on a single, tightly defined topic. Microlectures are typically produced by an instructor, who might begin by drafting a rough script that includes an introduction, a list of key points to cover, and a conclusion.

Khan Academy
TED-Ed

<https://library.educause.edu/resources/2012/11/7-things-you-should-know-about-microlectures>

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them
Resources

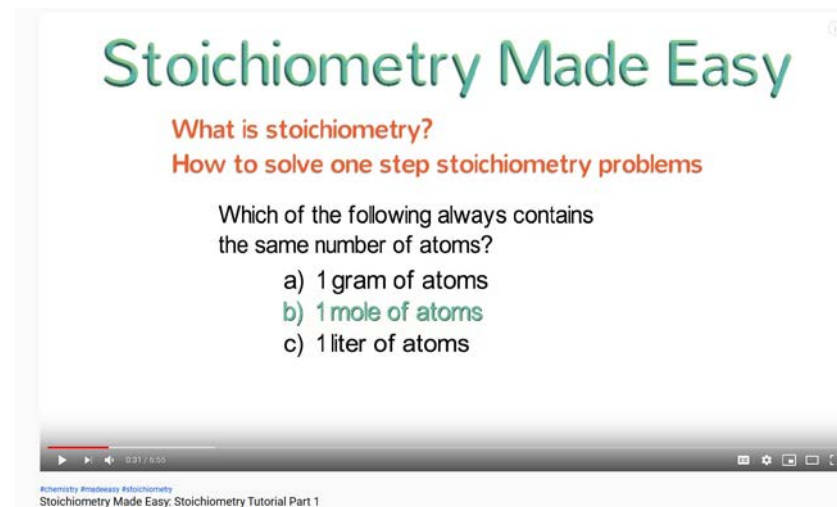


What are they



<https://youtu.be/MDDQF9HF1tA>

Microlecture about microlectures



<https://www.youtube.com/watch?v=Gle1bPAZsgg>

Example of a microlecture

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them
Resources

Where to use them

Online 100% asynchronous

Online, synchronous and face-to-face

- Students watch them before attending class
- Class time is spent adjusting pacing and direction based on student queries
- The microlectures remain sharply focused



Where to use them

Note: here's the language on how classes will be categorized

How will I know if my course is remote, fully online, or face-to-face?

Your schedule in HOWDY will clarify which course type you are enrolled in like this:

- Face-to-Face — Your schedule will have a meeting day(s) and time AND a room number
- Remote — Your schedule will have a meeting day(s) and time and NO room number
- Online — Your schedule will say “web”

<https://www.qatar.tamu.edu/reopening-fall-2020>



Why use them

Promotes self-directed learning

supports learner variability (option to pause, replay etc.)
students then use to the microlecture to do something

Frees up class time

cover foundational concepts outside of class and use class time for problem solving

Makes difficult concepts easier to understand

providing first exposure through a video that can then be reinforced by reading the textbook, coming to class, etc.

Establishes instructor presence

which is in turn linked to motivation, retention and learning



How to get students to watch them

Embed them in the LMS – tracking function

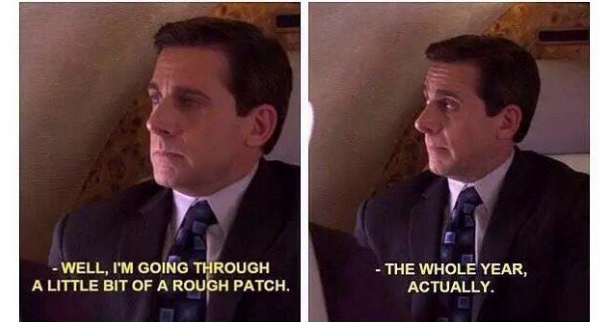
Tie it to a grade (homework)

give students something to do after watching it (1 – 2 questions, point them to another resource, have them post a question on the discussion board)

Rule of thumb: every minute of video counts as two – three minutes of student time

me: can you please round up my grade to an A

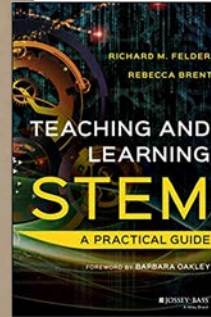
teacher: you have a 55% in the class



Scenario 3

Almost every day, Josh boots up his computer, connects to his course website, reviews the assignment schedule, and works for one to two hours. This week, he does the following:

- Quickly reads through last week's posted handout on Mendel's experiments and reviews a seven-minute screencast of the course instructor lecturing on that topic.
- Works through a virtual genetics lab session that enables him to simulate and replicate Mendel's experiments.
- Takes a short quiz about the lab. If he misses a question he is given a hint and asked to try again. If he misses again, he is given the answer.
- Logs in to a threaded discussion on the course website to review a thread dealing with a confusing homework problem, and posts a question about the problem that had not been addressed.
- Views another screencast in which cell mitosis and meiosis are illustrated with animations and linked with Mendel's inheritance principles. He is confused by one step in meiosis and replays that part of the screencast, which clears up his confusion. He then takes and submits a quiz about the screencast and gets instant feedback.
- Begins an assignment that requires him to make predictions about fruit fly experiments and then simulates the experiments and tests his predictions using the virtual genetics lab.
- Checks his messages and finds one from his instructor answering a question he had sent late the previous night. Sends a message to the other members of his class project group reminding them of their scheduled virtual meeting and logs off.



Re: give students something to do after watching it

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them
Resources



Material

1. Concepts/theory

2. Application/solving examples

3. Housekeeping

- What to do this week – watch this video, read x, practice problems 3 – 12

Note: please make sure your naming logic is airtight W2_filename (week number and file name), C2_filename (class number and file name) and also reflected in the syllabus (e.g. syllabus mentions class numbers or week numbers)

- What to expect on the exam

- How to get started with assignment X

4. Community

Introducing yourself

Why you're teaching this subject

Why this class is important



Search ID: aba0846

"A hacker broke into our computer and, in an act of random kindness, organized our student files."

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them
Resources



How to create them



How to create them



KISS

used as a reminder to keep it simple, stupid *US, 1960*

- Rear Adm. Paul D. Stoop, chief of the navy's weapons bureau, has instituted "Project KISS" to increase the reliability and reduce the cost of the military gadgets his organization produces. — *Chicago Daily Tribune*, p. 43, 4th December 1960
- Which brings us full circle back to the basic Claiborne philosophy: KISS—Keep It Simple, Stupid. — *Washington Post*, p. D7, 10th October 1979
- Her primary role model seems to be Gwen Stefani at her fluffiest, and the guiding musical principle here is the time-honored "KISS"—keep it simple, stupid. — *Los Angeles Times*, p. E3, 22nd August 2006



What are they
Where to use them
Why use them
How to get students to watch them
Material
[How to create them](#)
Resources



How to create them

Audio only
weekly housekeeping matters

Video
introductions
what to expect on an assignment/how to start it

Zoom

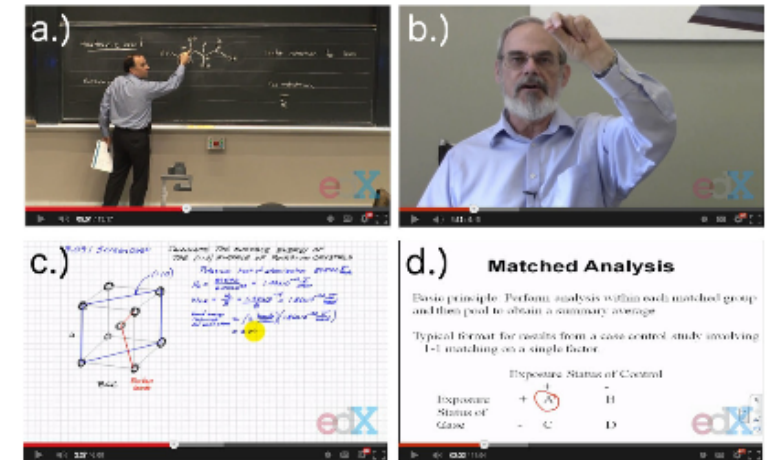


Figure 1. Video production style often affects student engagement in MOOCs. Typical styles include: a.) classroom lecture, b.) “talking head” shot of an instructor at a desk, c.) digital tablet drawing format popularized by Khan Academy, and d.) PowerPoint slide presentations.

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them
Resources



How to create them

Recording your screen/screencasting

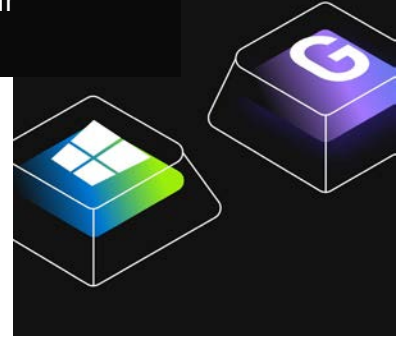
Open Broadcaster Software
record feature on Apple devices
record feature on Windows 10

Camtasia (free 30 day trial)

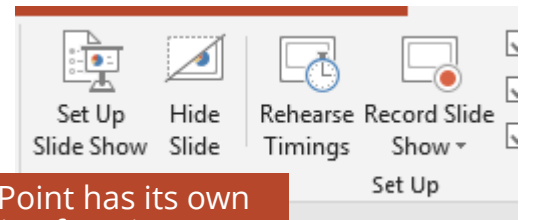
ScreenCast-O-matic (free up to 5 minutes)

Avoid browser plugins, download a program, *but* ... Screencastify is free for up to 5 minutes

Windows 10
Will record apps
Xbox game bar



How to
**Record
your screen**



PowerPoint has its own recording functions

How to create them

Script

talk directly to one student (i.e. "you" not "all of you")
end with something for them to do/hand over

Less is more

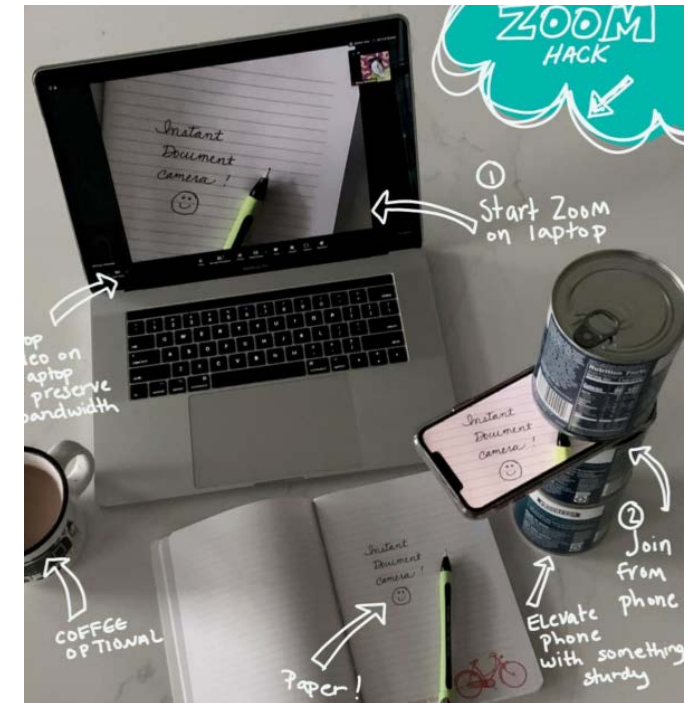
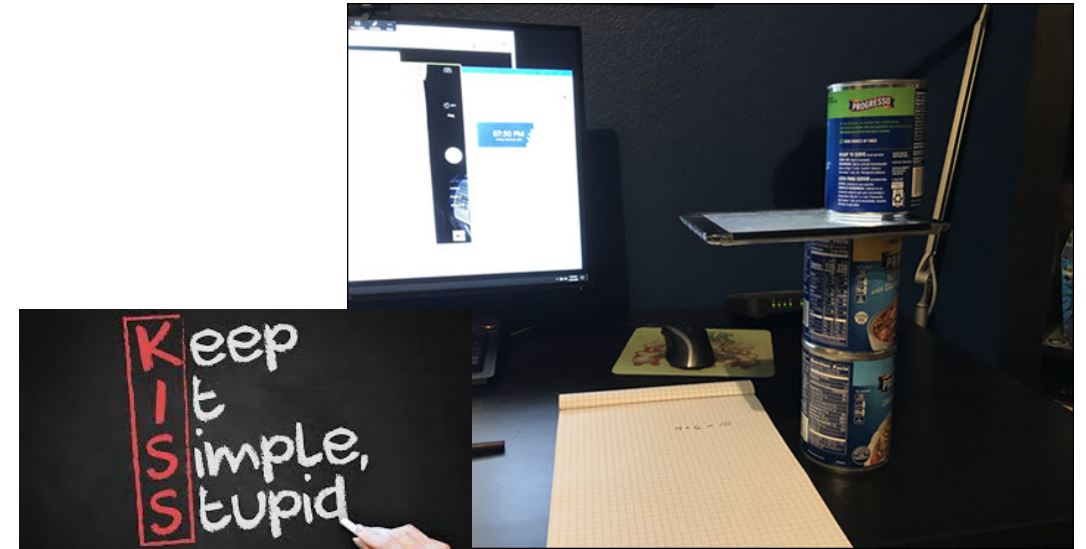
Keep formatting consistent

Ask guiding questions (and encourage students to write out the answers as they go along)

Don't read everything on the screen (if using slides, for example)

Watch samples online

IT has webcams on request

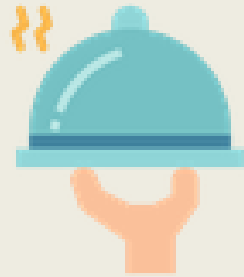


4 Steps to Creating a Microlecture



Record

1. Select a video tool appropriate for your content.
2. Record your microlecture
3. Export your recording to a video file (usually an .mp4) and save it on your computer



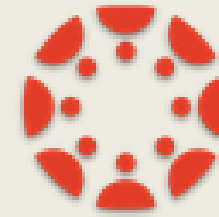
Host

1. Select a hosting method
2. Upload your video from your computer to the hosting provider



Caption

1. Add accurate captions to your video
2. If mechanical/automatic captions are provided, these may need to be edited to ensure they include punctuation and capital letters.



Embed

1. Copy the Embed Code from the hosted video
2. Embed the video on a Page or Assignment in your Canvas course

1

USE FRONTAL LIGHT



Where is your light source? Record so your face is illuminated.

2

BE AWARE OF WHAT'S BEHIND YOU



A background can be a great way to convey a sense of who you are, but may also share more than you'd like.

3

GET A GOOD MICROPHONE



Buy a USB microphone and test your sound before recording.

4

BE REAL



Don't try to be perfect. Mistakes simply make you more human.

5

IT GETS BETTER!



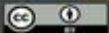
Over time, it won't feel so weird to talk to your webcam.

6

KEEP IT BRIEF



Aim for 5 minutes max. Identify your goals before you record.



Resources

[7 things you should know about microlectures](#)

[How to record the screen on your mac](#)

[How to record video of an app in Windows 10](#)

[How to Use OBS Studio \(Beginner's Guide\)](#)

[How to Record your Computer Screen & Webcam \(OBS Studio\)](#)

[How I record written math solution videos](#)

[Scrcastify overview \(Chrome extension\)](#)

[4 Ways to Make Sure Students Are Watching Your Videos](#)

What are they
Where to use them
Why use them
How to get students to watch them
Material
How to create them

Resources

