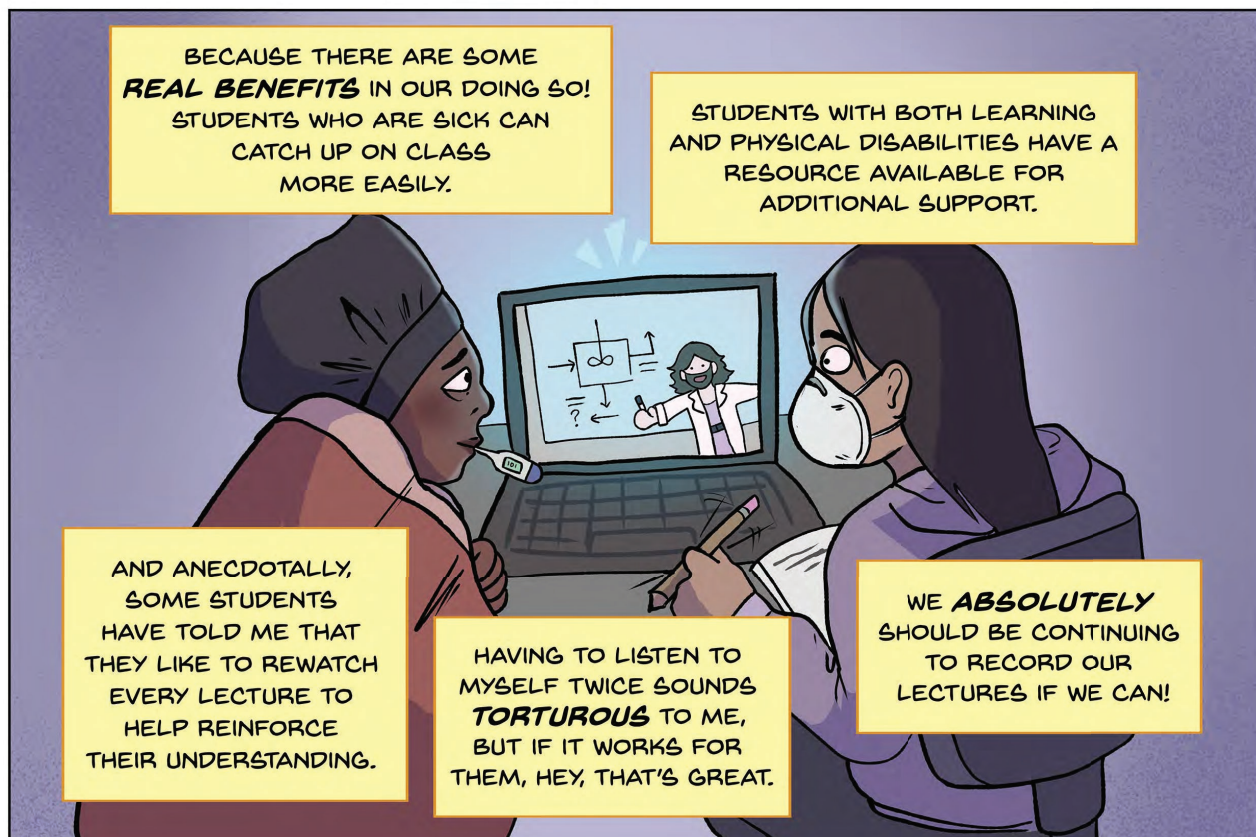
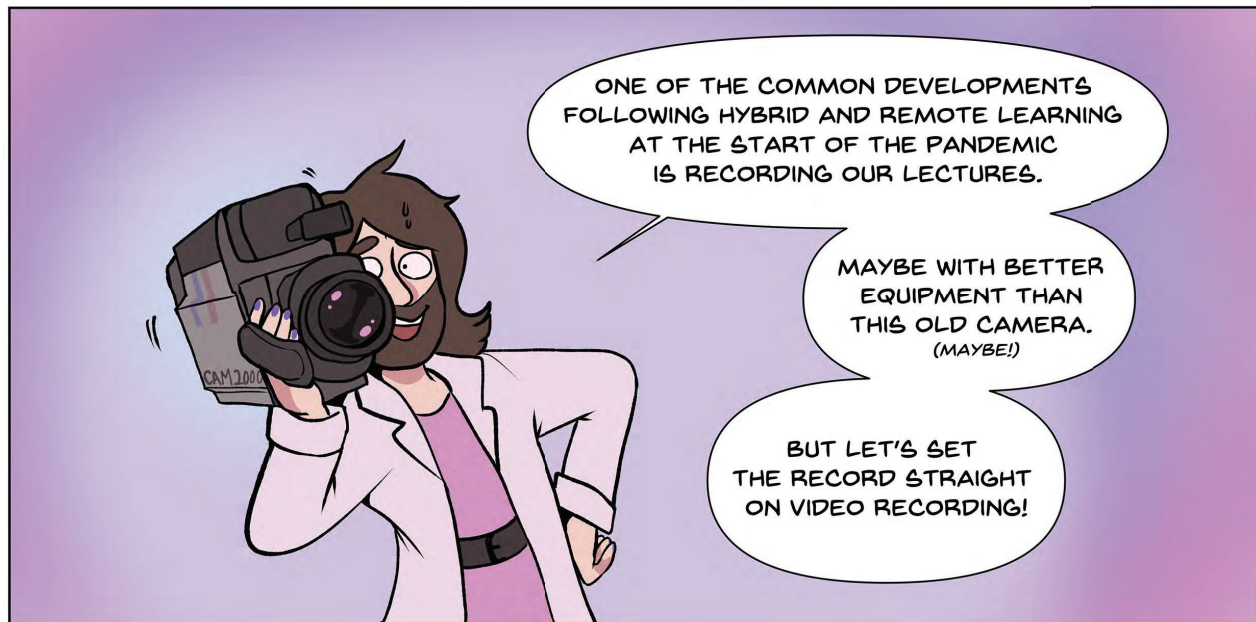
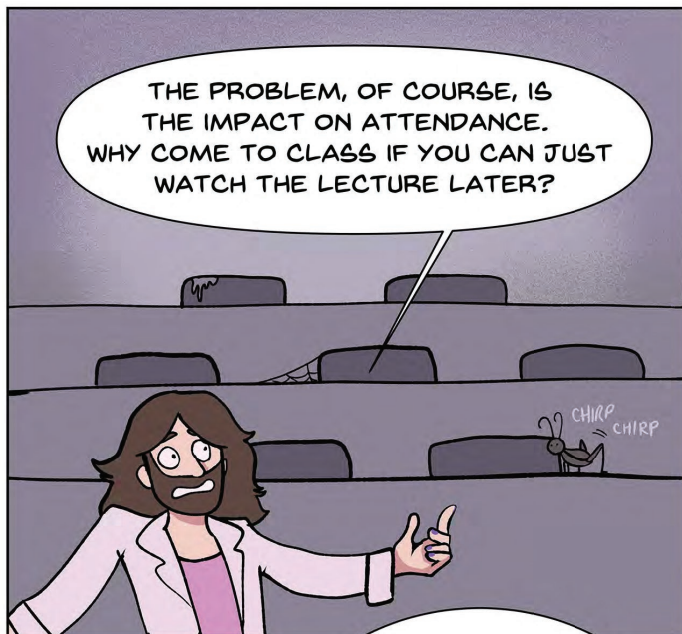


Real-to-Reel: The Perks of Lecture Recording

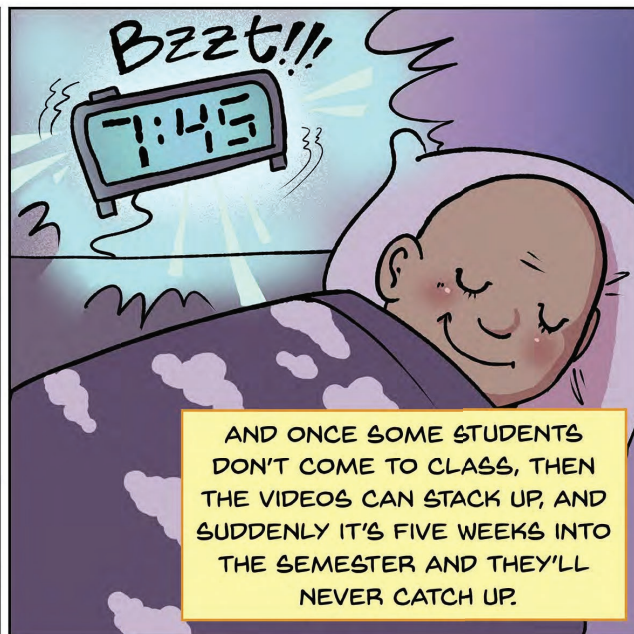
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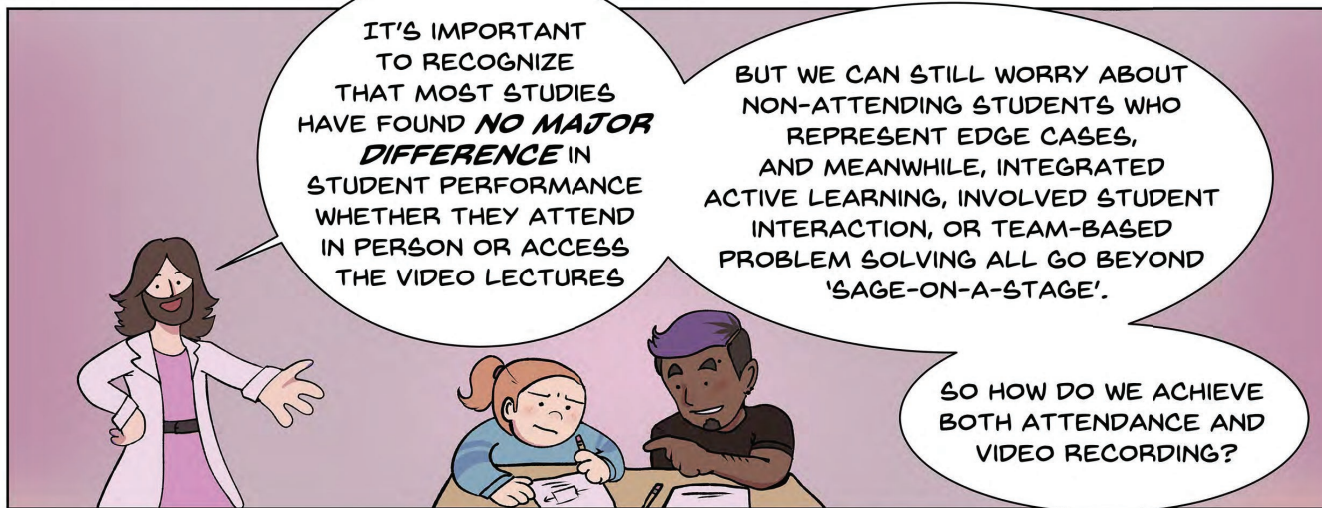




THE PROBLEM, OF COURSE, IS THE IMPACT ON ATTENDANCE. WHY COME TO CLASS IF YOU CAN JUST WATCH THE LECTURE LATER?



AND ONCE SOME STUDENTS DON'T COME TO CLASS, THEN THE VIDEOS CAN STACK UP, AND SUDDENLY IT'S FIVE WEEKS INTO THE SEMESTER AND THEY'LL NEVER CATCH UP.



IT'S IMPORTANT TO RECOGNIZE THAT MOST STUDIES HAVE FOUND **NO MAJOR DIFFERENCE** IN STUDENT PERFORMANCE WHETHER THEY ATTEND IN PERSON OR ACCESS THE VIDEO LECTURES

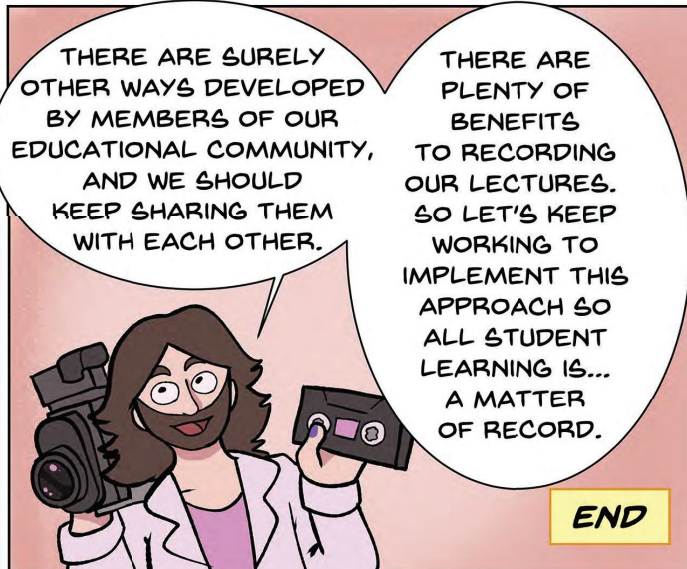
BUT WE CAN STILL WORRY ABOUT NON-ATTENDING STUDENTS WHO REPRESENT EDGE CASES, AND MEANWHILE, INTEGRATED ACTIVE LEARNING, INVOLVED STUDENT INTERACTION, OR TEAM-BASED PROBLEM SOLVING ALL GO BEYOND 'SAGE-ON-A-STAGE'.

SO HOW DO WE ACHIEVE BOTH ATTENDANCE AND VIDEO RECORDING?

IT MAY BE PRIORITIZING WHERE THE VALUE LIES FOR BOTH ATTENDANCE AND VIDEO. ACTIVITIES THAT CAN ONLY BE DONE IN PERSON BENEFIT **ATTENDANCE**. AND DELAYING THE AVAILABILITY OF THE RECORDED LECTURES, WITH EXCEPTIONS FOR SICK STUDENTS, EMPHASIZES THAT VIDEOS ARE MAINLY FOR REVIEW.



ONE COLLEAGUE DELAYS SHARING THE VIDEOS BY A WEEK, SO HE REGULARLY ACHIEVES **100% ATTENDANCE** AS STUDENTS WORK TO KEEP UP WITH COURSE CONTENT!



THERE ARE SURELY OTHER WAYS DEVELOPED BY MEMBERS OF OUR EDUCATIONAL COMMUNITY, AND WE SHOULD KEEP SHARING THEM WITH EACH OTHER.

THERE ARE PLENTY OF BENEFITS TO RECORDING OUR LECTURES. SO LET'S KEEP WORKING TO IMPLEMENT THIS APPROACH SO ALL STUDENT LEARNING IS... A MATTER OF RECORD.

END