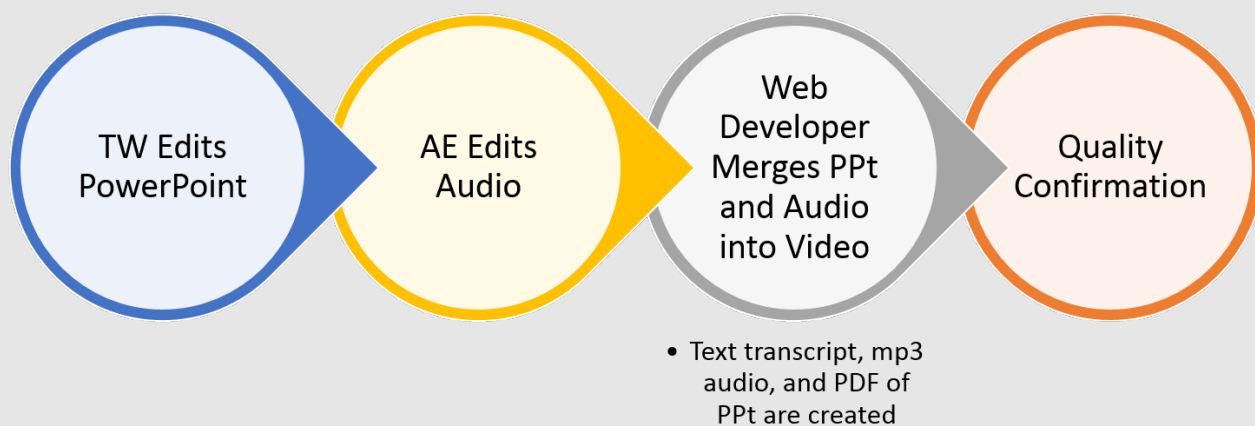# Preparing a Lecture for Recording

## PowerPoint File/Slides

Generally, faculty members either bring a PowerPoint file to the recording studio on a USB stick or email the file to themselves for downloading in the studio. *(The CTL PowerPoint Template is available for download, along with pointers for using it while keeping the presentation accessible, from the CTL Teaching Toolkit's Shelf!)* Before recording, you should email your slides to the instructional designer (ID) so the ID can get a sense of your style and needs. If there is time before the recording, the ID will have forwarded your slides to a Technical Writer (TW) for preliminary review.

**Faculty Prepares PowerPoint**

**ID Reviews Lecture**
- Submits to TW

**Studio Recording Scheduled**
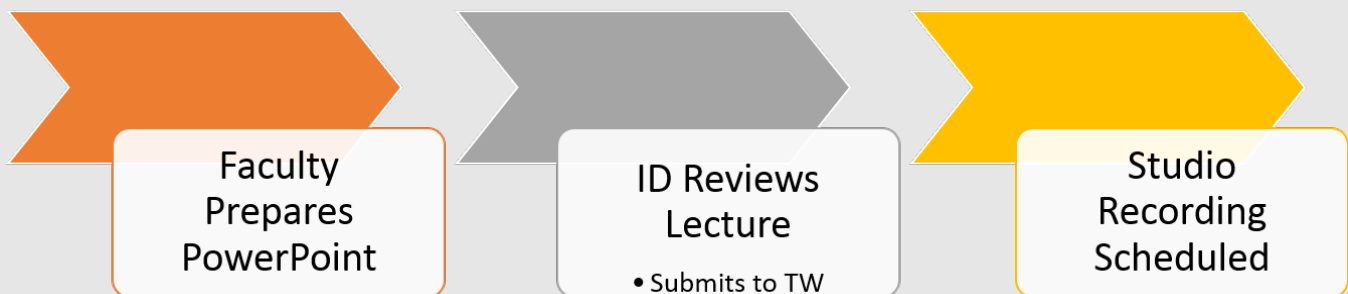
Following the recording, a technical writer will edit your slides in our template that is consistent throughout and across JHSPH courses; an audio editor will edit the recorded audio — removing umms, ahhs, and undesirable takes; and a Web developer will put the resulting products together into your course as a narrated slide presentation video and will post the accompanying MP3 audio files and PDF. Finally, a quality control expert will view the resulting files to make sure that everything works and makes sense. The ID will ensure that revisions get made.

**TW Edits PowerPoint**

**AE Edits Audio**

**Web Developer Merges PPt and Audio into Video**
- Text transcript, mp3 audio, and PDF of PPt are created

**Quality Confirmation**

When making your slides, keeping the following tips in mind will greatly enhance the end product:

# Format

1. Your ID can provide you with a **PowerPoint template** from our tech writers, or you can get it directly from the CTL Teaching Toolkit site. *If you choose not to use our template*, please use a plain template with white slide backgrounds and black font.

2. Please include a slide listing **three or four lecture objectives** that can be placed after your lecture title slide. These will be placed on the lecture page in CoursePlus.

3. **Include section breaks and a title for each section.** JHSPH lectures tend to be broken up into separate 10 to 15 minute sections – each with its own title (e.g., Section A: *Introduction;* Section B: *Delving In;* Section C: *Summary).* In order to accommodate students with slow Internet connections, **individual lecture sections should not be longer than 20 minutes.** When developing your slides, think about how you can logically break your lecture into smaller chunks. Inserting a title slide for each section—giving each section a letter (starting with A) and a descriptive title—will help the recording and postproduction process.

4. **Modularization:** sometimes faculty plan to use lectures in multiple courses, and on multiple platforms (online (.81), blended (.60), Coursera MOOCs, OPAL, etc…) If you think your content might be used like this now or in the near future, it would be a good idea to think of each recorded "chunk" of lecture content as being independent of the others so that they can be mixed and matched in various places according to your or students' needs. In this case, please bear in mind as you create your slides, and as you record audio narration, that you will want to avoid speaking about the name of a course, other lecture sections or "chunks", the course number, faculty or TA names that may change from year to year and so on. Saying things like "last week" or "in the next module" or session, or week, or lecture will build up dependencies among your lectures, rather than leave them modularized and independent of one another.

# Text

1. **Don't overcrowd a slide with too much text or too many images.** If all the elements on a busy slide don't need to be seen at the same time, spread that content out over two or more slides so that text can be made large enough to easily read and images large enough to easily see.

2. Standard CTL headings are in 24 point font, standard text on slides is in 16 – 18 point font. Designing your slides accordingly will help facilitate text and audio editing of your slides.

3. TOO MANY BULLETS! Find ways to avoid overusing bullets.

4. **A note about color and accessibility:** Avoid using colored text to indicate emphasis or meaning. If you do, always include a second identifying element (for the color blind), such as bolding, italics, or underlining. Lines, bars, and text on graphs and charts should be differentiated from each other using some treatment other than color (e.g., solid/dotted/dashed lines). When

recording, be mindful of whether information on a slide is being conveyed with color. If color is being used, use an additional way to help students locate information on that slide (e.g., "the red bar, which is the second bar from the left …").

## Images

1. Whenever possible, use images that are in the public domain or otherwise openly licensed, for example by searching for open images in Google and Flickr. (Also, see our Teaching Toolkit list of resources for open images.) While copyright protected images can be used in the classroom under the Fair Use exemption to the law, your lecture is being recorded and transformed into a more permanent resource and may be considered for distribution or further publication so we want to avoid relying on "fair use" images unless there is explicit permission to use the material.

2. The legibility and visual appeal of graphics in your presentation are important. It is possible that CTL staff will need to locate the original image of a graphic in order to increase its quality. **So please include citations, photo credits, and/or reference links for any and all charts, graphs, images, or graphics you include from publications or Web sites.** If you can, please provide the original URL link to the photo, chart, graph, etc., under each graphic. The DOI, when available, is an important part of a citation as it provides a permanent link to original source information – especially important for visual representations of data where the data is an important aspect of universal design toward accessibility.

3. **Avoid unnecessary images** —use only images that enhance understanding of your lecture. *Especially avoid copyrighted images, such as cartoons or clips from newspapers and magazines, unless you have express written permission to use them.* (You can, however, include a copyrighted image as an example of something you'd like our illustrator to recreate for you.)

4. **We need a picture of you!** We will place a photo of you on the course faculty page and on the first slide of each lecture. Please bring or email a photograph of yourself to the recording studio. If you don't have a photo, talk to your ID about setting up an appointment to have one taken.

## Web Links (Hyperlinks)

1. Because (1) links to Web sites and other online material can change frequently, and (2) students cannot click on or copy links in our lecture videos, we encourage you to **keep links in the Online Library for each lecture or in a separate "Links" section on the lecture page, rather than in your presentation slides.** For example, in a lecture you can refer to a link by name, such as "the Greenwald report link," and then provide a link on the lecture page/Online Library called "the Greenwald report link" which students can click on to view. Updating a URL in the

Online Library or in a "Links" section of a lecture page is far easier than updating a URL in the text and/or audio of a presentation (and its accompanying PDF).

2. If there are links on your slides when you come in to record, the audio producer may ask you to name the links and refer to them as such so that we can remove the links from the slides and place them into the Online Library.

## Videos

1. If you plan to include videos in your lecture, be sure to have an in-depth planning conversation with your instructional designer.

2. **If you plan to use a video from an external source, you must obtain copyright clearance rights to copy and/or distribute that video**.

## Scripts

- Scripts don't work well for some, but for others, they are just right. You may find it advantageous to insert some notes and/or a full text script in the notes section of your PowerPoint slides. Rehearsed presentations sound more natural and reduce takes, but you can also improvise when you come to the studio or ad lib on the spot.

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Have fun! It is our pleasure to work with you on creating a high quality end product.