Jisc Connect More 2026

Making lecture recordings more usable

From recorded access to source-grounded study routes

Ethical and inclusive

Higher education

A recording gives access.
A transcript gives a source.
A study route protects the learning process.

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What you will take away

A portable way to turn lecture recordings and transcripts into active, source-grounded study support.

1 Structure

Chunk the source into headings, concepts and places to return.

2 Activate

Use recall, reflection and short tasks so students still do the work.

3 Set limits

Make clear what AI can support and what it cannot claim, and where review is needed.

4 Assure

Show source basis, caveats, quality checks and review routes.

The central shift: from replaying a video to designing a route back into the teaching.

Takeaway frame: structure, activate, set limits, assure.

From access to a learning route

This is a path from reliable access, to purposeful design, to visible assurance.

1 Access

Policy work
Panopto guidance

Make lecture recording reliable and usable.

2 Design

Accessibility lens
Active checks

Reduce load and keep students doing the learning.

3 Assurance

AI experiments
Study route

Keep source, caveats and academic trust visible.

The question changed: what should students do with the recording once it exists?

The digital study environment is already here

The sector already has recordings, platforms and student AI use.
The leadership question is how to shape them.

89%

UCISA HE responding institutions report lecture capture used by students

UCISA 2024

34%

students reported using AI tools for learning

Jisc 2024/25

23%

students had institutional AI access

Jisc 2024/25

37%

lacked access to a suitable device at some point

Jisc 2024/25

The next maturity step is not more tools. It is clearer study design, boundaries and support.

Sources: UCISA Digital Education Survey 2024; Jisc Digital Experience Insights 2024/25 HE student survey.

The question is not AI or no AI

It is whether digital support keeps students in the learning process.

Recordings work best as a second chance

The research points away from passive catch-up and toward targeted consolidation.

1

Live teaching

attention
questions
community
application

2

Recorded source

pause
search
rewind
transcript

3

Consolidation

recall
reflection
return to context

The recording itself is not the innovation. The innovation is the designed learning activity around it.

Sources: Nordmann & McGeorge (2018), Lecture capture in higher education: time to learn from the learners; Jisc Digital Experience Insights 2024/25 HE student survey.

Attendance questions are valid. The evidence is mixed. The answer is design.

Independent research suggests the better question is not only whether recordings affect attendance, but what recordings tell us about pedagogy, student practice and self-regulated study.

34 attendance studies in vendor synthesis

Reported decreased attendance

Reported little or no negative impact

Design for purposeful study behaviour

Recordings have the most value when students are shown how to use them as revision, consolidation and targeted review.

Live teaching keeps its value when it gives students space for application, clarification, interaction and belonging.

Sources: Nordmann & McGeorge (2018), Lecture capture in higher education: time to learn from the learners; Panopto (2020), 75 studies reveal the impact of lecture capture. Panopto is used here as a vendor synthesis, not as a single causal claim.

Accessibility-first design becomes better design

The accessibility and neurodiversity lens reveals what many learners need.

Pace control

pause, slow down, repeat difficult moments

Predictability

clear sections, next steps, return points

Reduced load

separate listening from note-taking

Language support

transcripts, terms, phrases and context

Designing for students who benefit from structure often creates a clearer route for everyone.

Sources: CAST Universal Design for Learning Guidelines; Jisc Digital Experience Insights 2024/25 HE student survey; Nordmann & McGeorge (2018).

A summary can be accurate and still limit learning

The concern is not only accuracy. It is the learning behaviour the output invites.

Gist issue

A short summary can feel like enough.

Voice issue

It may sound academic staff-authored when it is not.

Priority issue

It may appear to signal exam priority content.

Academic judgement issue

Academic judgement needs to stay visible.

The answer is not a more polished shortcut.
It is better learning design.

From summary-first to study route

The responsible design move is to make students more active, not less.

Summary-first

- gives the gist
- uses key points language
- looks authoritative
- can reduce useful effort
- selection logic may be unclear

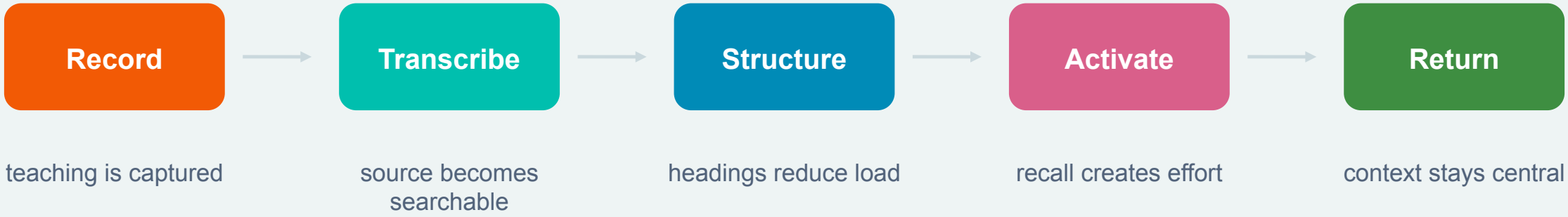
Study route

- points back to source
- uses starting points
- labels status clearly
- adds recall and reflection
- shows caveats and checks

The design question is not simply how to summarise a lecture.
It is how to help students access the lecture while still doing the work of learning.

The reusable method

One workflow. Several tool routes. The student always returns to the teaching source.



Manual templates, approved AI tools, source-grounded workspaces, quiz tools or purpose-built workflows: the method is portable.

Why this fits Beyond Blended

Lecture recordings sit across place, platform, pace, blend, flex and support.

Place live time for application and belonging

Platform VLE, capture, AI tools

Pace pause, revisit, consolidate

Blend lecture, transcript, practice

Flex absence, overload, revision routes

Support labels, prompts, assurance

Beyond Blended is a design lens, not a list of technologies.

Sources: Jisc Beyond Blended guide, 2024; Jisc Beyond Blended in Action report, published 22 October 2025.

Four routes from one recording

Students need different entry points at different moments. This is inclusion through design.

One recording

Students choose the route they need now.

10-minute catch-up

Orient after absence or overload.

Revision check

Practise recall before assessment.

30-minute consolidation

Revisit main ideas after class.

Support route

Reduce friction with clear signposting.

The move is from “watch the lecture again” to “choose the route that fits the study moment”.

Same method, different implementation routes

The method comes first. A tool is only useful if it protects the learning behaviour.

Any institution could apply the method with its own approved tools, policies and review processes.

Manual

template + prompts

good for starting safely

Approved AI

local policy first

use with clear boundaries

Source-grounded workspace

Organise source material

Keeps work close to the source, still needs learning design

Quiz tools

low-stakes checks

turn content into practice

Purpose-built workflow

route + assurance

worked example of the full pattern

The method is portable. The final route shows what it can look like when structure, active recall, return points and assurance are designed together.

Sources: Jisc Student perceptions of AI 2025; Jisc Beyond Blended guide; Synlecto used as a worked example.

Seven-minute comparison: same source, three routes

We will inspect the prompt, the result and the study behaviour each route encourages.

Shared lecture excerpt

Lecture recordings give students a second chance to revisit complex explanations.

But access alone is not enough. A long video or raw transcript can still be hard to navigate.

The aim is not a short answer. The aim is a route back to the teaching source.

1. **General AI** — fast and familiar
2. **Source-grounded** — better source relationship
3. **Purpose-built study route** — structure + recall + assurance

Which route keeps students active, source-grounded and supported?

Route 1: a general AI assistant shows the familiar pattern

Useful as a first pass, but it needs careful prompting, review and a clear next step for students.

Typical Prompt

Summarise this lecture transcript for students.

Include the key points and anything they need to revise.

Typical result

This lecture explains why recordings help students revisit content.

Key points:
- Recordings support catch-up.
- Transcripts make content searchable.
- AI can make study faster.

Review

Useful first pass

Needs more precise language

Caveats could be clearer

Return to source could be stronger

Active study needs adding

What would help this route point students back to the lecture?

Route 2: a source-grounded workspace strengthens the source relationship

Source grounding helps, but the student-facing learning route still has to be designed.

Source setup

Source file:
lecture-transcript.txt

Prompt:
Using only this transcript, create a study route with sections, concepts to review and active recall questions.

Do not call anything key points.

Result

Study route:
1. Why recordings matter
2. Why transcripts help navigation
3. Why active recall matters

Concepts:
- second chance
- cognitive load

Recall:
What problem does the transcript solve?

Review

Source grounding improves

Questions are stronger

Language still needs review

Limits need to be visible

Institutional fit depends on setup

What is stronger here, and what still needs academic or institutional guidance?

Route 3: what the full pattern can look like

One worked example of designing the access layer, study-design layer and assurance layer together.

1 Source

same lecture material

2 Study route

starting points, concepts, practice prompts

3 Return

return to source, check source moments

- no key points promise
- no complete guide claim
- student still practises
- source remains central
- return points visible

I am showing this as a worked example of the criteria we have just discussed: structure, active recall, return to source and visible assurance.

What assurance should look like

Not a prettier summary. A clearer way to show source, limits, review status and student purpose.

Source basis	How was the guide created?
Coverage caveats	What is included and what may be missing?
Quality status	What checks were completed?
Practice boundary	What is practice, not proof?
Review route	What should be checked by academic staff?

Status stays clear

- Not official lecture notes
- Not academic staff-approved unless reviewed
- Not proof of learning outcomes
- Not a replacement for the lecture

Trust is designed in. It is not assumed from a polished output.

Comparison: maturity, not winners and losers

Keep the full rubric in the handout. On the slide, show the behaviour each route encourages.

General AI

Can help

Fast and familiar

Prompt-dependent

Source-grounded

Can ground work

Source relationship improves

Still needs learning design

Purpose-built

Can show assurance

Route, recall, return points

Worked example of the full pattern

- Source grounded
- Active study
- Return to lecture
- Safer labels
- Visible assurance

The maturity step is not “which AI tool is best?”
It is whether the workflow keeps students active, source-grounded and clear about limits.

Takeaways

Transcript activity

Try the method on a short sample.

Prompt bank

Copy structure, recall and review prompts.

Accessibility check

Review headings, labels and caveats.

Institution check

Assurance, privacy, integration and pilot.

Worked example

See how the full pattern can be implemented. Contact Patrick for follow-up.

Session resource hub
synlecto.com/connect-more

Resources open. Contact and sign-up are optional for questions, updates and the worked example trial.

A recording gives access.
A transcript gives a source.
A study route protects the learning process.

Copyable prompt pattern

Use only where your institution permits AI use with the material. Remove names, personal data and private discussion first.

Use the transcript below as the only source.

Turn it into a student study route.

Include:
1. clear section headings
2. a one-sentence summary for each section
3. concepts or terms to review
4. active recall questions
5. three short study tasks
6. points where the transcript is unclear or needs academic staff review

Use only the transcript as the source.
Use “concepts to review” unless academic staff have identified formal key points.

Review before sharing

A safer workflow for AI-supported lecture guidance.

Source Is the lecture, transcript or caption track clearly identified?

Academic meaning Has academic staff checked the teaching meaning?

Privacy Have names, personal data and private discussion been removed?

Accessibility Are headings, reading order, contrast and links usable?

Boundaries Is it labelled as study support, not official notes or proof of mastery?

Only use AI tools with student data, private discussion or sensitive teaching material where your institution has approved that use.

What to look for in any lecture-learning AI system

Tool-agnostic due diligence for universities.

Academic assurance

source basis, caveats, review routes

Security and privacy

access control, data handling, audit trail

Accessibility

keyboard use, reading preferences, testing evidence

Integration fit

current compatibility, limits and roadmap

Pilot model

cohort, review cadence, support expectations

Procurement clarity

clear scope, evidence and support model

Pilot model

A practical route for universities that are interested but cautious.

1 **Kickoff**

scope, cohort, roles, caveats

2 **Week 4**

midpoint review, issues, support

3 **Week 8-12**

final report, next decision

Evaluate behaviour, label comprehension, academic staff confidence and support demand. Use usage data as design evidence. Treat learning outcomes as a separate evaluation question.

The positive impact is institutional

Designed well, this benefits accessibility, teaching quality, support teams and institutional digital strategy.

Universities	better value from existing recording, VLE and AI investments; clearer responsible-AI adoption
Academic staff	judgement stays central; student support is labelled, bounded and active
Students	more manageable routes through long recordings, with recall, reflection and flexibility
Support teams	scalable structure and navigation support without replacing reasonable adjustments

Analytics should be design signals

Use aggregate evidence to ask better questions, not to judge individual students.

1

Open

Who accesses recordings?

2

Complete

What counts as meaningful use?

3

Replay

Where do students return?

4

Timing

What happens before assessment?

5

Captions

Are transcripts part of study?

Caution: minutes watched can signal attention, difficulty or revision.
It does not prove learning on its own.

Learning analytics should support transparent curriculum design and cohort support, not individual monitoring by default.

Sources and further reading

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