

Prompt bank and checklists

Copyable patterns for turning lecture transcripts into student study routes, plus checks for academic meaning, privacy, accessibility and institutional assurance.

Use these only where institutional policy permits AI use with lecture material. Remove names, personal data and private discussion before using any AI tool with student data or sensitive teaching material.

Transcript to study route

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

Rules:

- Do not add subject knowledge that is not present in the transcript.
- Do not call anything "key points" unless reviewed by academic staff.
- Do not say the guide is complete.
- Include reminders to return to the lecture, slides or course materials where context matters.

Route variants

Create four study routes from this lecture transcript:

1. a 10-minute catch-up route
2. a 30-minute consolidation route
3. a revision check route
4. a support route for students who need clearer signposting

Each route should tell the student:

- what to read
- what to answer
- what to check
- what to return to in the lecture

Keep every route grounded in the transcript. Show where the transcript is unclear or incomplete.

Review before sharing

Source

Is the lecture, transcript or caption track clearly identified?

Academic meaning

Has a lecturer or subject specialist checked meaning where needed?

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?

Assessment language

Does it avoid exam-loaded claims unless reviewed?

What to look for in any lecture-learning AI system

Academic assurance

Review routes, source basis and academic meaning.

Security and privacy

Assess consent, data handling and who can read what.

Accessibility

Review headings, reading order, contrast and cognitive load.

Integration fit

Check current compatibility, limits and setup.

Pilot model

Start small, review outcomes and support demand.

Procurement clarity

Separate clear evidence from roadmap promises.

Controlled pilot review

Week 0: kickoff

Scope, cohort, source types, policies and review responsibilities.

Week 4: midpoint review

Review usage, label comprehension, staff confidence and support demand.

Week 8-12: final report

Report findings, caveats, accessibility issues and next-step decisions.

Analytics caution

Treat usage data as design evidence. Treat learning outcomes as a separate evaluation question.

Safer language

Use

- student study route
- concepts or terms to review
- practice prompts
- return to the lecture source
- needs academic staff review

Avoid unless reviewed

- official notes
- everything you need to know
- exam-ready summary
- lecturer-approved
- proof of mastery

Reference basis

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8. CAST. Universal Design for Learning Guidelines 3.0. 2024.
9. Roediger, H. L. and Karpicke, J. D. Test-enhanced learning. Psychological Science, 2006.
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Resource hub: <https://synlecto.com/connect-more>