

# Making lecture recordings more usable

## From recorded access to source-grounded study routes

This handout sets out a portable method for turning lecture recordings and transcripts into active, source-grounded study support. The aim is not to replace teaching. The aim is to help students return to the teaching with structure, prompts, limits and assurance.

### Structure

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

### Activate

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

### Assure

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

## The reusable method

Step	Purpose	Student action
<b>Record</b>	The lecture captures teaching and keeps the source available.	Know the source exists.
<b>Transcribe</b>	The transcript gives a searchable source layer.	Find phrases, terms and moments.
<b>Structure</b>	Headings and signposts reduce the load of long-form content.	Navigate instead of scrolling.
<b>Activate</b>	Questions and short tasks move students beyond replay.	Retrieve, explain, compare and apply.
<b>Return</b>	Study support points back to the lecture, slides and course context.	Check meaning at the source.

## Four routes from one recording

### 10-minute catch-up

Orient after absence or overload. Focus on section headings, a small number of concepts and where to return.

### 30-minute consolidation

Revisit the main ideas after class through short summaries, recall questions and source checks.

### Revision check

Practise recall before assessment while keeping caveats and lecturer guidance visible.

### Support route

Reduce friction with clearer signposting, accessible structure and explicit return points.

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## 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?

### Pilot review

Can the method be reviewed with a controlled cohort, midpoint check and final report?

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

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## Reference basis

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Resource hub: <https://synlecto.com/connect-more>