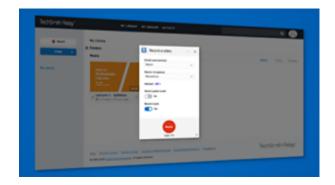
A Case for TechSmith Relay [1]

March 1, 2019 by Bradon Lewis | Office of Digital Education [2]

I know I'm biased when I say this, but it's hard for me to imagine an online course without media. In my opinion, media is one of the best formats for learning. It personalizes courses and gives students options beyond a textbook. YouTube has changed the way our culture learns. For instance, if you want to learn how to assemble Ikea furniture or explore some different cooking recipes, all you have to do is search YouTube and find high quality videos that show you the process step by step.



We live in a society that expects to have media at our fingertips. Which means that many students in higher education are expecting courses that are filled with audio and video. This can be quite intimidating for faculty teaching online. Not only are you expected to teach a course online, but you have to be your own media director/producer.

That's where Techsmith Relay comes in to make creating media easier for your online courses.

Techsmith Relay is a website that allows you to log-in and record video directly from your computer. The website allows you to choose if you want to record from your webcam or desktop. This means you can create introduction videos or record presentations from the comfort of your office or home. This way you no longer have to worry about the technology aspects of recording video. You simply do it from your computer and it's saved online. You no longer have to worry about getting another piece of software or figuring out how to share large files.

TechSmith Relay isn't just for faculty. In fact, students and staff all have access to TechSmith Relay. Anyone can log-in with their university account and get started recording and sharing their videos.

If you would like to find out more about Techsmith Relay make sure you attend one of our trainings. You can also go to Techsmith's tutorials page for detailed guides and videos.

Go to Techsmith Relay [3]

- Go to Techsmith Relay's tutorials [4]
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