













LectureGlyph Manual Draft

Chapters 1 through 7 with Quick Start and appendices

Quick Start - Make Your First Lesson in 5 Steps

LectureGlyph is for building an explanation before you present it. You write and draw in your own hand, place pauses where the audience should think, then reveal the lesson step by step. Recording is optional. You can use a notebook live without ever making a video.


1. Create a notebook. In the **Library** , tap **New Notebook** , choose a page format, orientation, and paper style, then tap Create.
2. Build the page. Use the **pen** , **highlighter** , **shape tool** , **text tool**  Aa, or **Import**  tool to prepare the material you want to explain.
3. Add pauses. Place a **pause point**  wherever the lesson should stop: before a question, after a step, or at a moment where the audience should catch up.
4. Rehearse the reveal. Use the **playback controls**  and the **playhead**  to check the pacing before you present.
5. Teach live, share, or record. Present from the notebook, use **Export**  for handouts or notebook sharing, or choose **Record**  only when you want a finished video.

The simplest first lesson is one page, three or four pause points, and a short rehearsal. If the reveal feels clear, you are ready to teach it.

Chapter 1 - Welcome to LectureGlyph

LectureGlyph is an iPad app for building handwritten lessons and demonstrations. You write and draw on a notebook page the way you normally would: notes, equations, diagrams, arrows, labels, sketches, and explanations. But unlike an ordinary whiteboard or notes app, LectureGlyph remembers not only what you put on the page, but the order in which you put it there.


That memory is the heart of LectureGlyph. Once a page has been built, LectureGlyph can reveal it again from a blank canvas, bringing your work back piece by piece in the same sequence you created it. Your handwriting does not simply sit on the page as a finished image. It becomes something you can teach with.

What turns that memory into a presentation tool is the **pause point** . As you build a page, you place pause points between the ideas you want to keep separate. When you present the lesson, LectureGlyph reveals your work up to the next pause point and then waits. Your audience sees one idea, then the next, then the next, instead of being shown a crowded finished page all at once.

This lets you control both the order and the pace of the explanation. It is the difference between handing someone a completed sheet of notes and walking them through the thinking step by step. If you have ever wished you could build a handwritten explanation the way a slide deck builds its bullet points, but still use your own handwriting, diagrams, and timing, that is the purpose of LectureGlyph.

LectureGlyph is for anyone who explains things to other people: classroom teachers, tutors, professors, trainers, presenters, artists, designers, lab instructors, and anyone whose ideas are easier to teach by writing, drawing, marking up, or demonstrating a process. It rewards planning. You can lay out a lesson ahead of time, adjust the pacing, add pause points where the audience should pause, and then deliver the explanation cleanly and consistently.

That preparation matters. When the page is already built, you do not have to spend the live moment copying everything onto a board while your class waits. You can focus on the room, the questions, and the idea itself. Students or viewers can see the structure of the explanation without being overwhelmed by the whole finished page at once.

Your work is organized into **notebooks**. A notebook contains one or more **pages** . Each page is a canvas you can write on, draw on, and reveal step by step. A notebook gathers related pages together, so a topic, unit, lecture, or complete lesson can live in one place. As you teach, you move through the pages in order, and each page carries its own writing, drawings, imported material, and pause points.

Most of the time, you may use LectureGlyph live, revealing a lesson step by step in front of a class or audience. You are in control of when the next part appears, so the lesson can move at the pace of the room.



LectureGlyph can also record a lesson as a video. Recording is optional; it is a way to capture a presentation after the page has already been built. When you record, LectureGlyph captures the lesson as it plays out, including your handwriting appearing in sequence, your pause points controlling the pacing, and your voice explaining the material. The result is a finished video file you can keep, share with students, or post for others to watch later.

You are not limited to a blank page. LectureGlyph can also import a PDF or picture, allowing you to write directly on top of existing material. A worksheet, diagram, article, chart, image, or prepared document can become part of the lesson, and your annotations can be revealed step by step just like anything you draw by hand.

You can also use LectureGlyph to make guided notes or handouts. A page can include the parts you want to provide and leave open spaces for students, participants, or an audience to complete during the lesson. In that way, the notebook becomes a scaffold for the explanation: enough structure to keep everyone oriented, with room for people to think, answer, and participate.

Chapter 2 - The Library

The Library is where your work is kept. It is the first screen you see when you open LectureGlyph, and it is the place you return to whenever you finish one lesson and want to begin another. Everything you create begins here, organized and ready when you need it: class lessons, studio demonstrations, worked examples, guided handouts, recorded explanations, and the pages you return to again and again.

The Library has two main areas: **Notebooks**  and **Videos** . You move between them using the selector at the top of the screen. The Notebooks side holds the lessons you build by hand. The Videos side holds the lessons you have recorded as finished video files. Most of your time will begin on the Notebooks side, because that is where lessons are created, opened, organized, and prepared for teaching. The Videos side becomes important later, after you begin recording lessons.

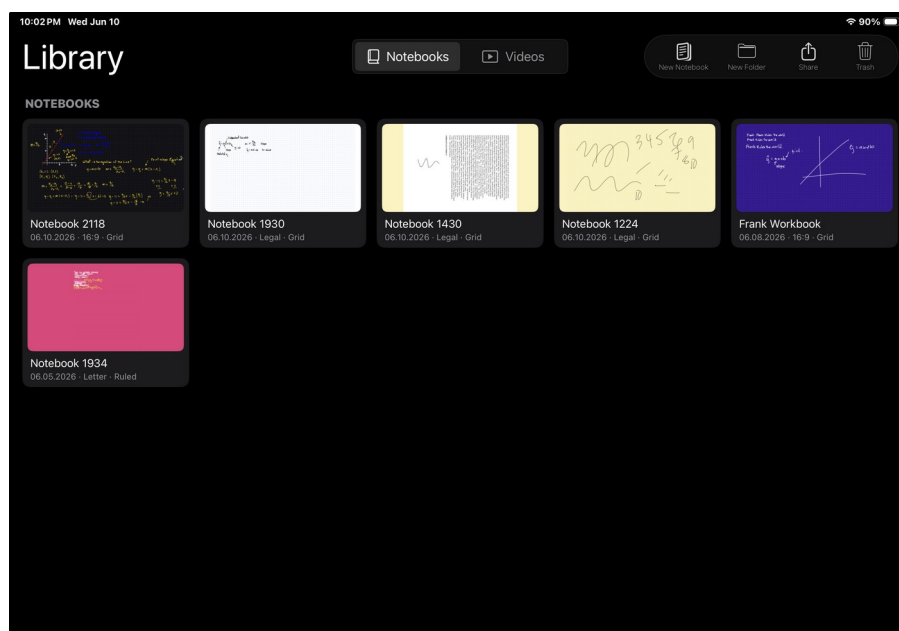








Figure 2.1 The Library with Notebooks selected. Notebook cards show a preview, name, date, paper size, and paper style.


Along the top of the Library, you will see the Library title, the Notebooks and Videos selector, and the main Library actions. On the Notebooks side, these include **New Notebook** , **New Folder** , **Share** , and **Trash** . These controls let you create new work, organize related lessons, export or share items, and remove items you no longer need.

Before going further, it helps to make a few words clear. A **notebook** is a lesson, topic, or collection of related pages. A **page** is the canvas you write and draw on. A **pause point**  is a marker you place in the lesson to control when the reveal pauses. The **playhead**  shows where you are in the lesson's timeline, or how far the reveal has progressed. A **recording** is a lesson captured as a video. A **folder** is a container you use to group related notebooks or videos together. The Library is the home for all of these things.

On the Notebooks side, each notebook appears as a card. The card shows a thumbnail preview of the notebook, its name, and a short line of details beneath it. If you do not give a notebook a name when you create it, LectureGlyph gives it one automatically, using the word "Notebook" followed by the time

it was made. This way, every notebook has a name even before you rename it. The details below the name show information such as the date, paper size, and paper style, so you can tell your notebooks apart at a glance.

As you build more material, those small details start to matter. A teacher might keep one notebook for a unit, a professor might keep one for a lecture series, and a trainer or artist might keep notebooks for different demonstrations. The Library gives each piece of work a visible home, so the lesson you prepared is easy to find when it is time to use it.

To make a new notebook, tap **New Notebook** . A setup panel opens before the notebook is created. At the top, you can give the notebook a **name**. If you leave the name blank, LectureGlyph uses the automatic name. You can choose a **cover color** from the color swatches, or open the color wheel to choose another color. You can also choose the **format**, which sets the size and shape of the page. LectureGlyph includes familiar paper sizes such as Letter, Legal, A4, and A5, along with a Video 16:9 format for lessons you plan to record.

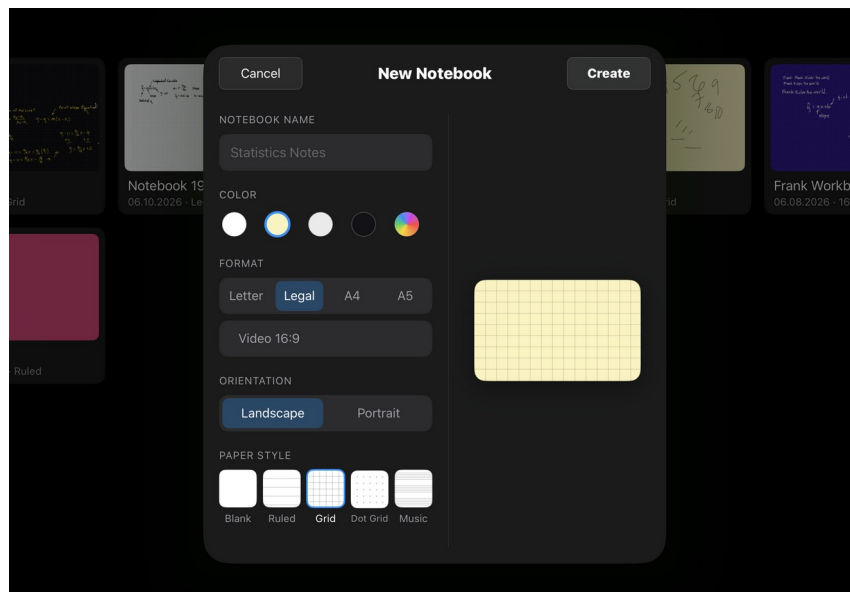





Figure 2.2 The New Notebook panel. Choose a name, cover color, page format, orientation, and paper style before creating the notebook.

You then choose the **orientation**, either landscape or portrait, and the **paper style**, which controls the pattern printed on the page. A page can be blank, ruled, grid, dot grid, or music staff paper. As you make these choices, the preview updates so you can see what the page will look like before you create it. When the notebook is set up the way you want, tap **Create**, and the new notebook opens.

To open an existing notebook, tap its card. To do more with a notebook, press and hold its card for a moment. A menu appears with actions such as **Rename** , **Share / Export** , and **Delete** . Rename lets you give the notebook a clearer title. Share / Export lets you send the notebook to someone else or move it to another device. A shared notebook includes its pages, handwriting, drawings, and imported material, so the lesson can travel as a complete piece of work.

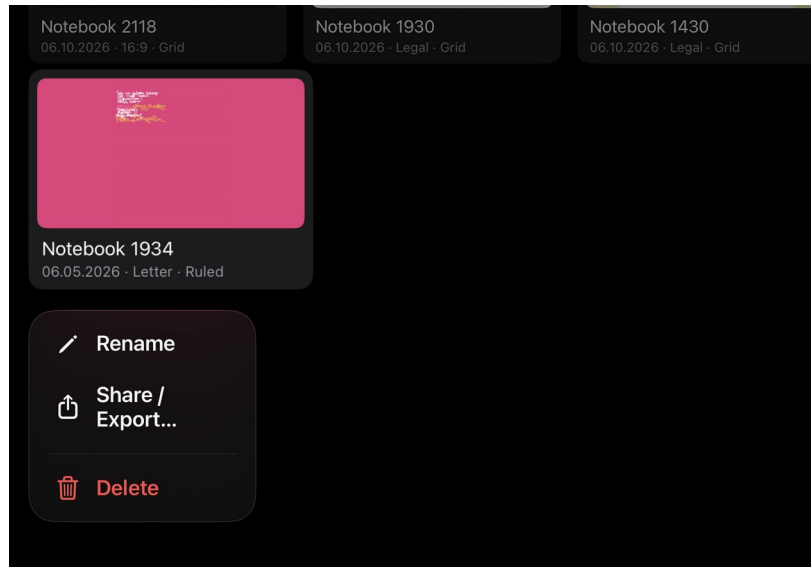



Figure 2.3 Press and hold a notebook card to open its menu. From here you can rename, share or export, or delete the notebook.

As your Library grows, folders help keep it organized. Tap **New Folder**  to create a folder, then give it a name. You might make folders for classes, subjects, units, courses, or different kinds of lessons. A folder can hold related work together, so you do not have to search through every notebook each time you teach. To place a notebook in a folder, use the folder options available from the Library, or move the item into the folder from its menu when that option appears.

The Videos side works in a similar way, but it holds recorded lessons instead of editable notebooks. A recorded lesson appears as a video card with a preview, name, date, and file size. Tap a video to play it. Press and hold a video card to open its menu, where you can play it, share or export it, move it to a folder, or delete it. Videos are covered in more detail later, when recording is introduced.

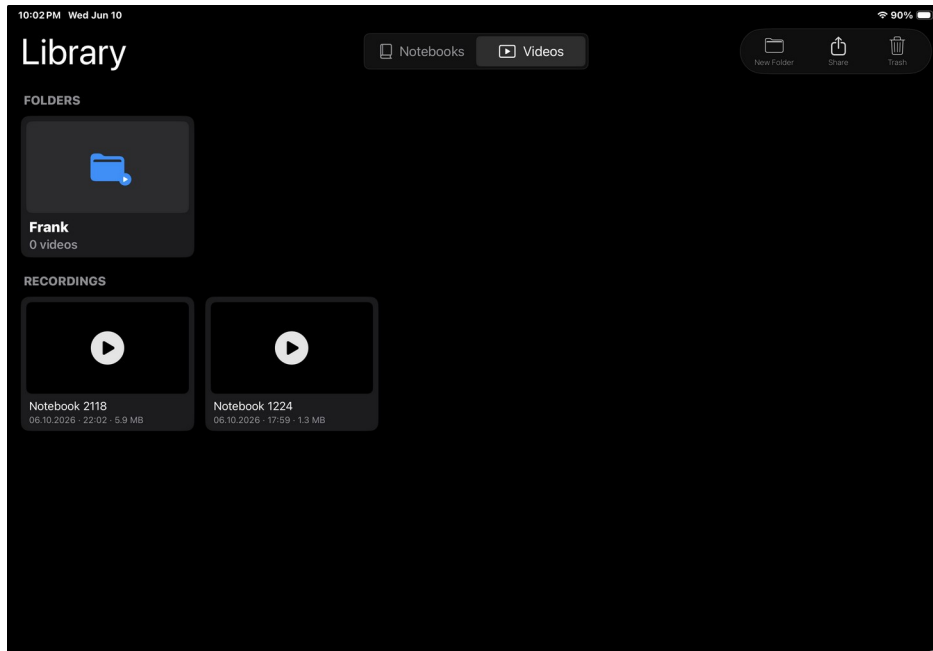


Figure 2.4 The Library with Videos selected. This side holds recorded lessons as finished video files.

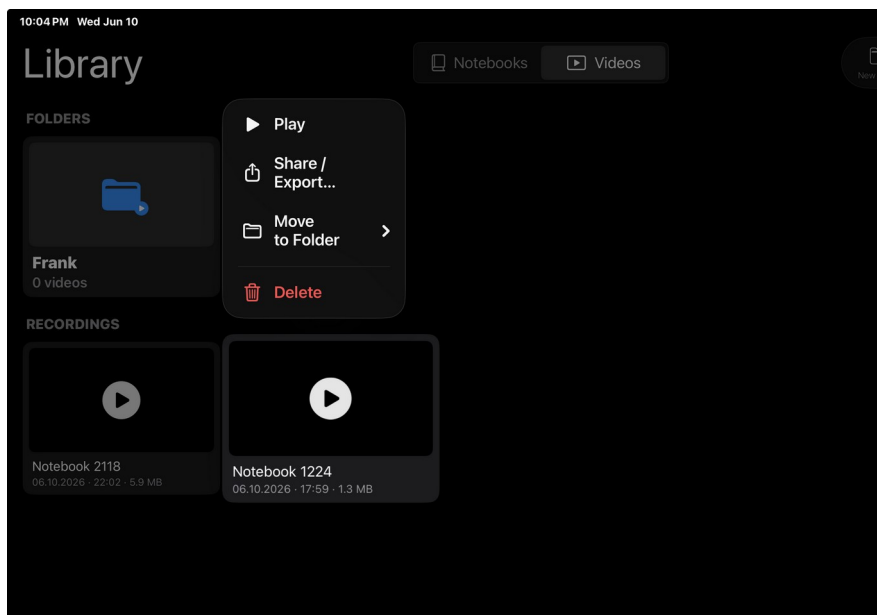



Figure 2.5 Press and hold a video card to open its menu. Video actions include Play, Share / Export, Move to Folder, and Delete.

When you no longer need a notebook or video, you can remove it. Deleting is available from an item's press-and-hold menu, and the **Trash**  action at the top of the Library lets you remove items from the Library when you are finished with them. Delete only work you are sure you no longer need.

The Library is meant to stay simple. It is where you begin, where you return, and where your lessons collect over time. Notebooks hold the lessons you are still building and teaching. Videos hold the lessons you have already recorded. Folders keep both organized, so the work you need is easy to find when it is time to teach.

Chapter 3 - The Page

When you open a notebook, you arrive at the page. This is where a lesson becomes something you can teach with.

The page is more than a blank space for handwriting. It is a place to prepare an explanation before you are standing in front of people. You can write the notes, draw the diagram, place the arrows, label the parts, import a worksheet or picture, and decide where the lesson should pause. Then, when it is time to teach, you are not trying to write everything from scratch while also watching the room, answering questions, and keeping the lesson moving. The work is already there, in your own hand, ready to unfold one step at a time.

That is one of the main purposes of LectureGlyph: to reduce the burden of writing during instruction. A science teacher can prepare a diagram before class. A math professor can build a worked example carefully, with each step appearing when the class is ready. An art instructor can reveal parts of a sketch or composition in sequence. A presenter can walk an audience through a process without showing the finished page all at once. The page lets you prepare the thinking ahead of time, so the live moment can be more about teaching, listening, and responding.

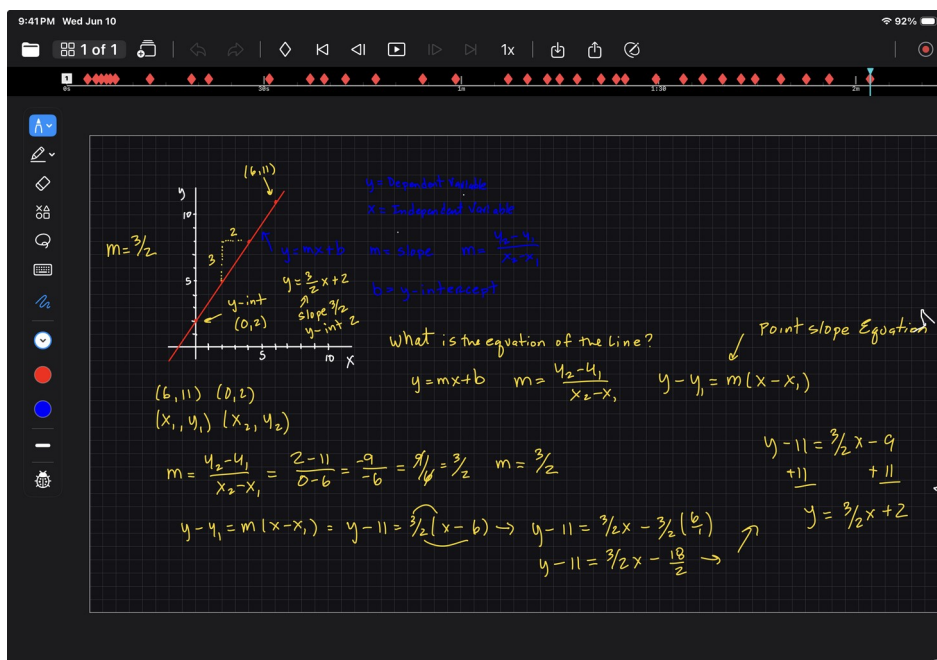














Figure 3.1 The page view. The page is the main canvas, with lesson controls across the top and drawing tools along the left.

Most of the screen is the page itself, the canvas you write and draw on. Across the top is a row of controls for managing the notebook, moving through the lesson, importing and exporting material, and recording. Along the left side is the floating drawing palette, where you choose the tools you use to write, draw, erase, select, and add text. The drawing palette is covered in the next chapter. For now, we will stay with the top bar, because it holds the controls that turn a handwritten page into a step-by-step lesson.


Reading from the left, the first controls are the document tools. The **Library button**  closes the notebook and returns you to the Library. The **page indicator**  shows where you are in the notebook, such as "1 of 1," meaning the first page of one. A notebook can hold many pages, and each page can be its own part of the lesson. Tapping the page indicator opens a page overview, where you can see the pages as thumbnails and move between them. The **Add Page button**  creates a new blank page when you are ready to begin another section.



Next are **Undo**  and **Redo** . These are different from erasing. Erasing removes marks directly from the page. Undo reverses the most recent action you performed. If you write something, add a pause point, type text, import an image, or make another change, Undo lets you step back from that action. Redo restores something you have just undone. These controls are there for correction while you build, so you can keep shaping the lesson without starting over.


The time controls are at the heart of LectureGlyph. The **pause point**  button marks a place where the reveal should stop and wait. Pause points are what let a lesson unfold in pieces. Instead of showing students a full page of notes, equations, or diagrams all at once, you can reveal only what they need right now, talk through it, answer questions, and then move on.




The nearby playback controls let you move through the lesson: **Skip to Start** , **Step Back** , **Play button** , **Step Forward** , and **Skip to End** . The playhead shows where you are in the lesson's timeline. During teaching, these controls let you guide the page at the pace of the room. You are not locked into a fixed presentation. You can pause, go back, replay a step, or move forward when the audience is ready. The **speed control**  lets you set how quickly the reveal plays.

This is especially useful for demonstrations. In STEM fields, many explanations depend on order: one line of reasoning leads to the next, one part of a diagram explains another, one step in a process depends on the previous step. In the arts, the same thing is true: a drawing, critique, layout, or design process often makes more sense when people see how it develops. LectureGlyph preserves that sequence. It remembers not just the finished page, but the path you took to build it.

The **Import**  tool brings outside material onto the page. You can import a PDF, picture, chart, worksheet, diagram, reading passage, or prepared handout, and then write directly on top of it. This is useful when the lesson begins with something students or viewers already need to look at. You can mark it up, highlight parts, add labels, or build an explanation around it.

The **Export**  and **Share**  tools work in the other direction. You can share a notebook, send it to another device, or export material for students. One powerful use is creating guided notes. You can prepare a page with some parts filled in and other parts left open, so students, participants, or an audience have space to complete key steps, labels, answers, or observations during the lesson. This gives them structure without turning the lesson into passive copying. They can follow the explanation and still take part in building the final page.

The top bar also includes the **Pencil**  control. When Pencil mode is on, LectureGlyph accepts writing from the Apple Pencil and ignores accidental touches from your hand. This lets you rest your palm naturally on the screen while you write, much like you would on paper.

At the far right is the **record control**  . Recording is optional. Many people will use LectureGlyph live, revealing a lesson step by step in front of a class or audience. But when you want a video, you can record the lesson as it plays. You might record after the page is fully prepared, revealing each part while you narrate. Or you might record while building and explaining at the same time. When recording is active, the top bar shows recording controls such as **Pause**  and **Stop**  . When you stop, LectureGlyph renders the presentation into a finished video, which appears in the Videos side of the Library.

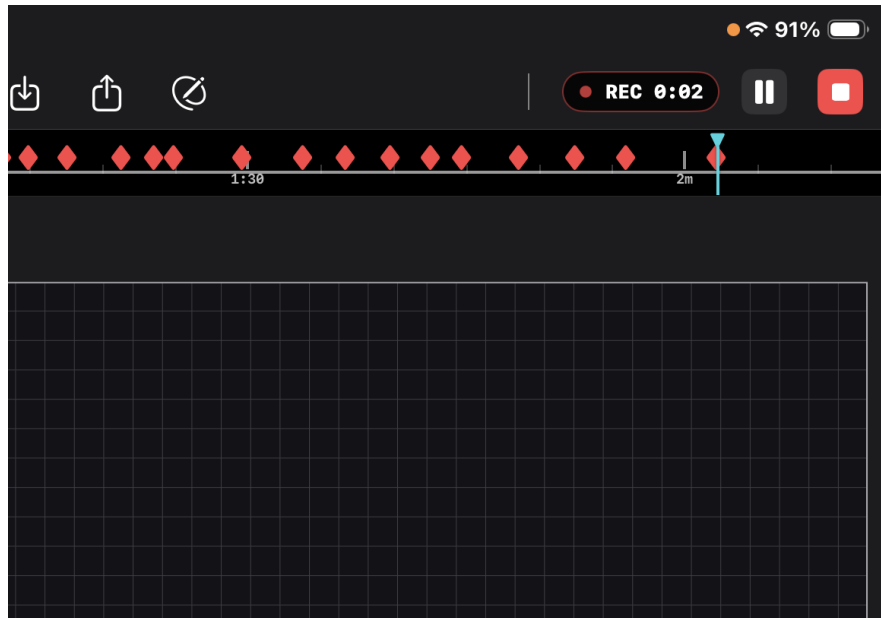


Figure 3.2 During recording, the top bar shows the recording timer and controls for pausing or stopping the capture.

The page is where preparation and teaching meet. It gives you the freedom of handwriting, the structure of a prepared lesson, and the pacing of a live explanation. It is not trying to be a slide deck. It is for people whose ideas are easier to teach by drawing, writing, annotating, demonstrating, and revealing the work step by step.

Chapter 4 - The Drawing Palette

Along the left side of the page is the drawing palette. This is the slim vertical panel that holds the tools you use to put your work on the page. It is where you choose how you write, what color you write in, how thick your lines are, how to erase, how to select and move things, and how to add typed text.

The palette is meant to feel familiar. If you have ever taught with pens, markers, highlighters, an eraser, or a whiteboard, the basic idea is the same. The difference is that LectureGlyph remembers what you do with those tools. Each mark becomes part of the lesson's history, so your writing can be revealed later in the same order you created it.

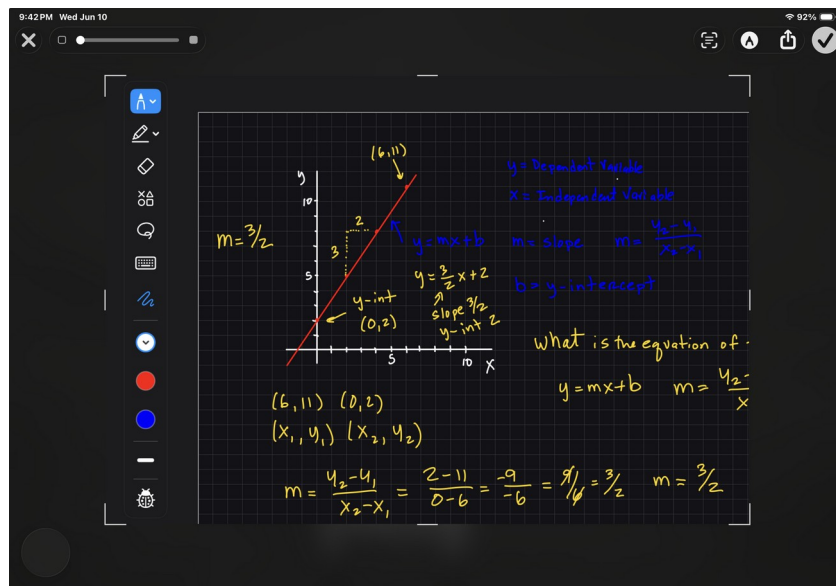



Figure 4.1 The drawing palette sits along the left side of the page, keeping writing, drawing, erasing, selection, text, color, and width tools close at hand.

The palette also keeps the screen from getting crowded. Each tool sits quietly in the panel until you need it. Some tools have extra choices inside them, so one button can hold several related options. Tap a tool to use it. Tap it again, or press and hold it, to see the choices it offers.

In the middle of the palette is **ink smoothing** . Ink smoothing gently refines the look of your handwriting as you write. It has four settings: Raw, Natural, Steady, and Polished. Raw keeps your marks closest to what your hand actually did. Natural and Steady add more control. Polished smooths the line the most.

These settings are not meant to change your handwriting into someone else's. They are there so the line feels right to you. Some people want every small movement of the hand preserved. Others want the writing to look a little steadier on screen. If your handwriting feels too shaky, or too smoothed out, adjust the setting until it feels natural.

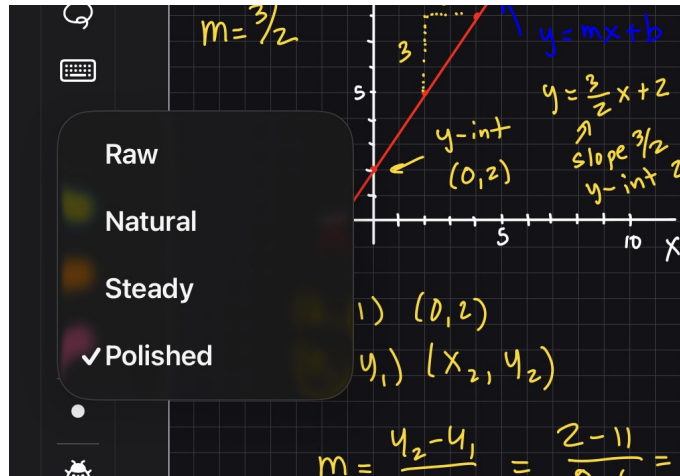






Figure 4.2 Ink smoothing is selected from the palette and offers Raw, Natural, Steady, and Polished writing styles.

The main writing tool is the **pen** . The pen comes in several kinds. **Gel Pen**  gives you a clean, even line and is a good everyday choice for notes, labels, equations, and diagrams. **Marker**  gives a broader, softer mark. **Chisel Marker**  has an angled tip, so the line changes thickness as your direction changes, like a real chisel-tip marker.

You can switch between these pen styles depending on the kind of explanation you are building. A fine pen may be right for a calculation or small label. A marker may be better for a heading, a boundary, or a point you want everyone to see from across the room.

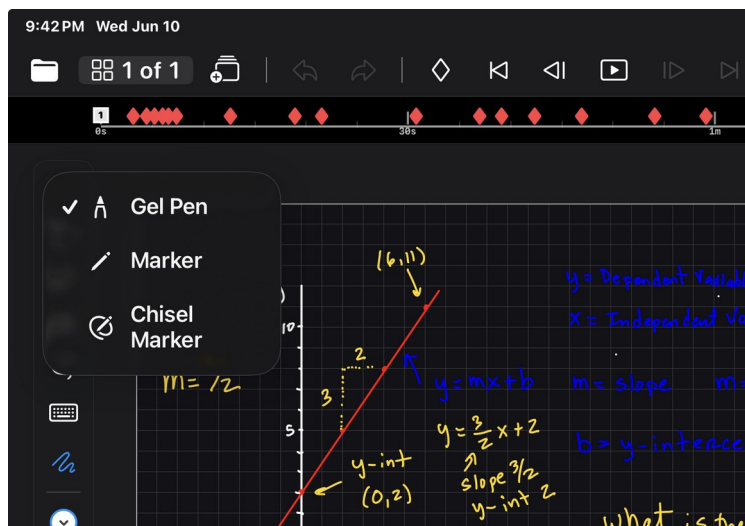



Figure 4.3 The writing tool menu lets you choose Gel Pen, Marker, or Chisel Marker.

The **highlighter**  is for emphasis. It lays a translucent band of color over your work without hiding what is underneath. You can use it to draw attention to a term, a step in a proof, a region of a diagram, a sentence in an imported PDF, or a part of a student handout. Highlighting is useful when you want to guide attention without rewriting the page.


The **shape tool**  helps when a freehand line is not enough. It gives you clean geometric marks, including straight lines, so you can draw an underline, a boundary, an arrow guide, a box, or a simple

diagram element with more precision. For STEM lessons, this can help with graphs, models, labels, and visual structure. For art, design, or process demonstrations, it can help mark layout, proportion, direction, or emphasis.

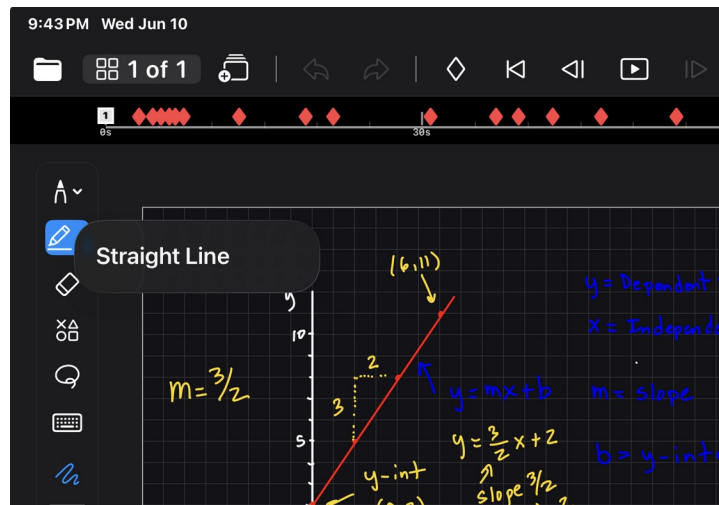










Figure 4.4 Some tools reveal small options, such as the straight-line choice shown here.

The **eraser**  removes marks from the page, but in LectureGlyph it is helpful to think of erasing as part of the lesson, not just a way to make something disappear. Because LectureGlyph remembers the order of what happens, an erase can become its own moment in the explanation. You can clear a first attempt, make room for the next step, remove a temporary label, or show a correction as part of the teaching process.

That matters because many lessons are not only about the finished answer. They are about how the idea changes. Sometimes students need to see the first version, the correction, and the final version. Sometimes an audience needs to watch a diagram simplify as the important part comes into focus. Erasing can help tell that story.

The **lasso**  is for selecting work you have already made. Draw a loop around handwriting, drawing, text, or other material, and LectureGlyph treats the selection as a group. You can move it, cut it, copy it, paste it, duplicate it, or delete it. This lets you revise the layout of a page without starting over.

The lasso is especially useful while preparing a lesson. You might move a diagram to make room for an explanation, copy a shape so you can use it again, duplicate a worked step, or gather related pieces together. It gives you the freedom of handwriting with the flexibility of editing.

The **text tool**  Aa lets you type when typed words are better than handwriting. Typed text is useful for titles, instructions, labels, prompts, or anything you want to read cleanly and consistently. When you place or select a text box, a formatting bar appears above it. From there you can set the **size**  AA , choose a **font**  Aa , pick a **color**  ☉ , adjust the **alignment**  \equiv , and create a **list**  \equiv .

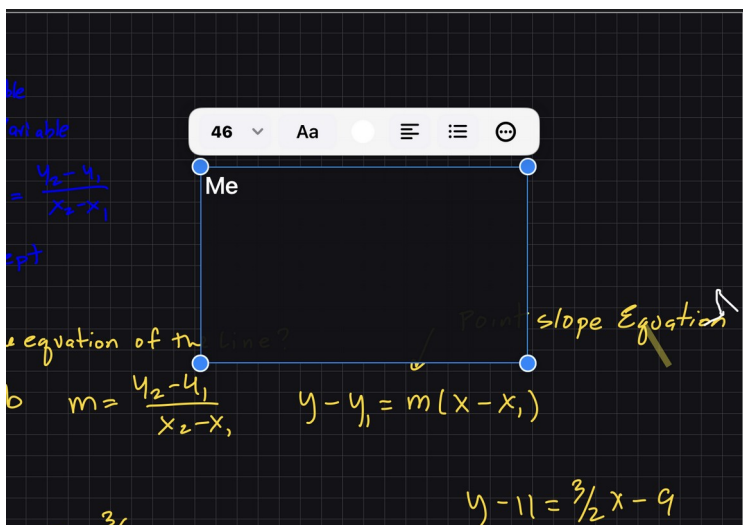


Figure 4.5 The text tool places typed text on the page and shows a formatting bar when a text box is selected.

A text box can also be cut, copied, pasted, duplicated, or deleted from its own menu, just like other objects on the page. This makes typed text useful for prepared materials, guided notes, directions, and repeated labels.

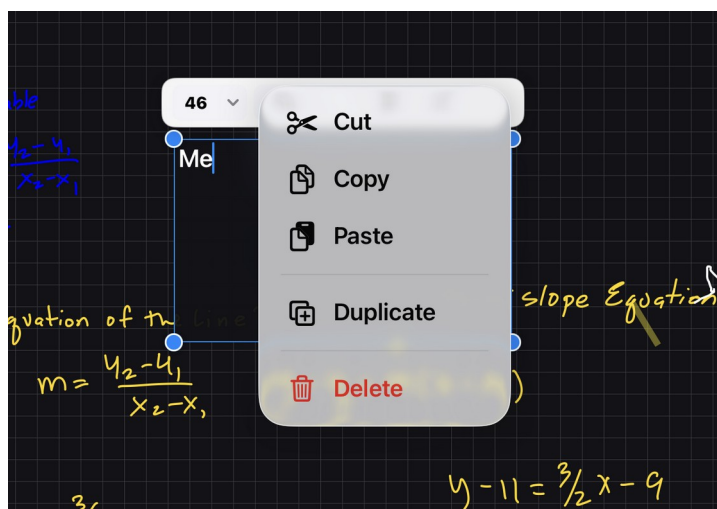





Figure 4.6 A selected text box has its own menu for common editing actions such as cut, copy, paste, duplicate, and delete.

Color and thickness complete the palette. The **color swatches**  give you quick access to ready colors, and the **color wheel**  lets you choose almost any color you need. Color can carry meaning in a lesson: one color for a definition, another for a correction, another for a student response, another for emphasis.

The **width control**  sets how thick your marks are, with Thin, Medium, and Thick options. A thin line works well for small notes or detail. A medium line is useful for everyday writing. A thick line can make headings, major steps, or important marks stand out.

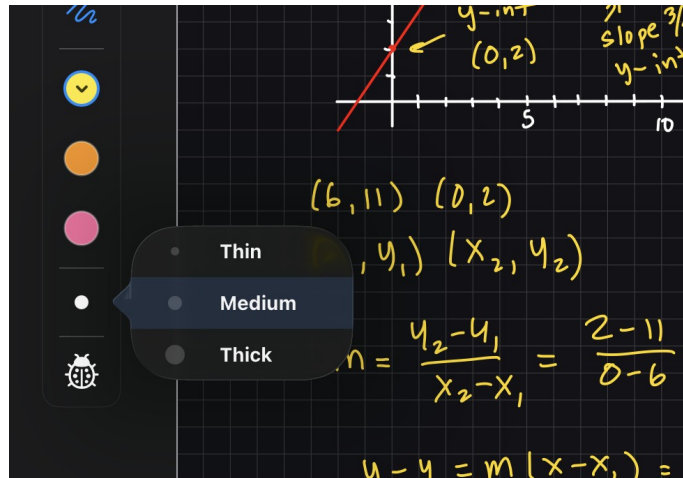




Figure 4.7 The width menu lets you choose Thin, Medium, or Thick marks.

Together, the drawing tools are meant to feel like the tools you already know: pens, markers, highlighters, erasers, shapes, and text. But they also do something ordinary tools cannot do. Every mark you make, every object you move, and every mark you erase becomes part of the lesson you are building. The page remembers the process, not just the final result.

Chapter 5 - The Timeline


Just below the top bar and above the page runs the **timeline** . The page shows your work in space: where each mark, diagram, label, text box, or imported image sits. The timeline shows your work in time: the order in which it was made and the moment each piece appears. Reading from left to right, it represents the length of the lesson, with **time markings**  for seconds and minutes so you can see the lesson as something that unfolds.

This is one of the places where LectureGlyph becomes different from a finished slide or a flat set of notes. A slide usually shows a prepared state. LectureGlyph can show the path that led there. It can bring back your handwriting, drawing, erasing, imported material, and typed text in the order you built it, so the audience does not have to take in the whole page at once.

That matters for teaching and demonstrating. When the writing is already built along the timeline, you are not racing to fill a board during class or trying to redraw a diagram while keeping everyone with you. You can let the work appear at the right moment and give more of your attention to the explanation, the questions, and the people in front of you.



Figure 5.1 The timeline runs below the top bar. It shows page markers, pause points, time markings, and the playhead.

Moving along the timeline is the **playhead** , the marker that shows your current position in the lesson. Wherever the playhead sits, the page shows what had been created up to that moment and hides what comes later. Move the playhead forward, and more of your work appears. Move it backward, and later work is hidden again. Nothing has been deleted; you are simply looking at an earlier moment in the lesson.

This is the basic movement behind every reveal. It lets a page begin blank, then grow one idea at a time. It also lets you pause on a step, go back to a previous moment, replay a part, or jump ahead when the room is ready. The playhead is the link between the lesson's time and what is visible on the page.



Figure 5.2 The cyan playhead marks the current moment in the lesson. Red diamonds show pause points along the timeline.


Each page in the notebook also appears on the timeline. A small numbered **page marker**  shows where that page begins. Because a page is a section of the lesson, these markers divide the timeline into parts. They help you see where one section begins and how the lesson is organized across pages. Adding a page gives you a fresh place to continue the explanation.



Figure 5.3 The numbered page marker shows where a page begins on the timeline. Nearby red diamonds mark early pause points.

You can also open the page overview to see the pages in a notebook as thumbnails. This is helpful when a lesson has several parts: a warm-up, a worked example, a diagram, a practice prompt, or a closing summary. Each page can hold its own writing and its own pacing, while still belonging to the same notebook.

Along the timeline you will also see small diamond markers. Each one is a **pause point** \diamond , and together they set the rhythm of the lesson. A pause point tells the playhead to stop and wait, so the reveal advances only to that marker and then holds. This is where the teaching happens: where a class catches up, where you ask a question, where students fill in a guided note, where an audience studies a diagram, or where one idea is allowed to settle before the next begins.

Thoughtful pause points make a lesson feel guided. They keep the page from pouring out all at once, and they give you natural places to talk, listen, check understanding, or invite participation. A math derivation, a lab diagram, a design process, a music staff, a language example, or a coaching demonstration can all benefit from that kind of pacing.

You are not limited to pressing play. You can tap a spot on the timeline or drag the playhead by hand, and the page jumps to that moment. This is useful while preparing a lesson, because you can rehearse the pacing before you teach. It is also useful during teaching, because you can return to a step someone wants to see again without replaying everything before it.

Taken together, the timeline is where the page becomes a lesson. The playhead carries you through it, the page markers divide it into sections, and the pause points set its pace. Once you can read the timeline, you can see more than what the finished page says. You can see how the explanation will unfold for the people you are teaching.

Chapter 6 - Building a Lesson

Building a lesson in LectureGlyph is not only a matter of filling a page. It is a matter of designing how an idea will unfold. The same page that would feel crowded if it appeared all at once can become clear when it is revealed in the right order, with enough time for each part to be seen, heard, questioned, and understood.

That is the real craft of LectureGlyph: thinking in reveals. As you build, you are not only writing the content. You are choosing the moments. You are deciding what should appear first, what should wait, what deserves emphasis, and where the audience should have time to think before the next part arrives.

This matters in a classroom, but it is not limited to school. The same approach can help with a workplace demonstration, a training session, a design review, a coaching conversation, a lab explanation, a studio critique, a project briefing, or any presentation where people need to follow a process step by step. LectureGlyph is for teaching, but it is also for showing how something works.

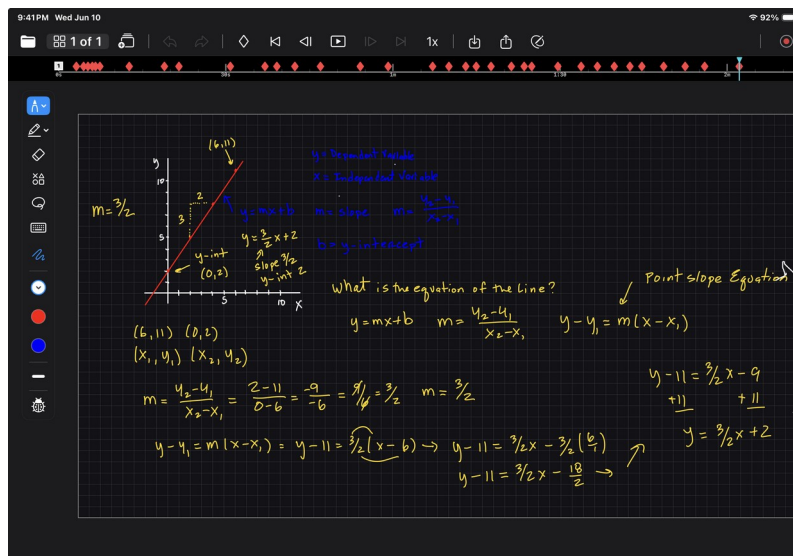



Figure 6.1 A prepared page can hold the full explanation while the timeline and pause points control how it unfolds.


There is a useful phrase for part of this: reducing cognitive load. In ordinary language, it means not asking people to look at everything, hold everything, and understand everything at the same time. When a full page of notes, diagrams, labels, or calculations appears all at once, attention scatters. People start reading ahead, looking sideways, or trying to guess which part matters now.


Revealing one piece at a time gives attention a path. The audience sees the part you are talking about now, and the rest waits its turn. This makes your thinking visible. Instead of only showing the finished result, you show the path toward it: the setup, the first mark, the correction, the example, the connection, and the conclusion. For many ideas, that path is the lesson.


The tool that shapes this experience is the **pause point** \diamond . A pause point is a decision about pacing. Place one where people should stop and look, where you want to ask a question, where a diagram needs a moment, where a worked step should settle, or where you want the audience to predict what comes next before you reveal it. A pause point is not just a marker on the timeline. It is a place where the explanation breathes.


This is one of the ways LectureGlyph differs from a slide deck. A slide presentation usually moves from one finished screen to another. You can add animations, but the slide is still built around finished objects. LectureGlyph is built around the history of your work. It can show the line being drawn, the label arriving after the diagram, the correction after the first attempt, or the final answer only after the reasoning has earned it. The breaks can fall where the thinking naturally breaks, not only where one slide ends and the next begins.

As the lesson grows, **pages**  help give it shape. A new page is a fresh section, a clean place to begin the next part. In a class, one page might hold the setup, another a worked example, another a guided practice problem, and another a summary. In a workplace presentation, one page might show the problem, another the process, another the evidence, and another the decision. Pages keep the lesson from becoming one crowded canvas.



LectureGlyph can also help you prepare materials for the people following along. You can create **guided notes**  or handouts by building a page with structure already in place and leaving spaces open for the audience to complete. A student might fill in a missing step. A participant might label part of a diagram. A team might add observations during a discussion. The prepared page gives people enough support to stay oriented, while still leaving room for them to take part.

You do not have to begin from a blank page. The **Import**  tool lets you build on top of material you already have: a worksheet, a diagram, a chart, a reading, a photograph, a design, a map, or a prepared PDF. You can annotate it ahead of time so the lesson is ready, but imported material is not frozen. During the presentation, you can still respond to the moment by writing directly on top of it.

That is where the **Pencil**  matters. You can circle a detail someone asks about, work in the margin, add a label, cross something out, or write down a question from the room. The prepared material gives you a foundation, and your handwriting keeps the explanation alive. A good LectureGlyph lesson can be planned without becoming rigid.

Before presenting or recording, it is worth rehearsing. The **playback controls**  let you move through the lesson and watch it reveal the way your audience will see it. Rehearsal shows whether the pacing feels right, whether a pause point is missing, whether a page is too crowded, or whether an idea appears before it has been prepared.

This rehearsal does not have to be formal. A few minutes of preview can show you where the explanation drags, where it rushes, and where the room will need a moment. It can also help before recording, because a recorded lesson works best when the reveal, the narration, and the pauses feel like they belong together.


When you are ready, you can use **Record**  to capture the lesson as a video, or **Export**  to share notebooks, handouts, or materials with others. Recording and exporting are outputs. The deeper work happens before that: deciding how the idea should unfold, where people should pause, and how much of the page they should see at each moment.

Building a lesson, then, is planning the experience of following it: what appears first, what waits, where people think, and where they respond. When that planning is done well, the live lesson, demonstration, or presentation is easier to deliver and easier to follow.

Chapter 7 - Recording and Sharing

Everything so far has been about building a notebook and revealing it. Recording is different. It is the step that turns a prepared lesson, demonstration, lecture, or presentation into a video you can keep and share. It is entirely optional.



This is important to understand from the beginning: opening a notebook does not start recording. Writing on a page does not automatically make a video. LectureGlyph remembers your work and its timing as part of the notebook, but that memory is not the same as a recording. A recording is a separate choice you make when you want to capture a video of the lesson playing out.


When you are ready to make that video, you choose **Record** . The reason to record is reach. A recorded lesson can be posted online, sent to someone who missed the live session, saved for review, used in a training library, or shared with a team that needs to watch on its own time. The live explanation happens once. A recording lets it be seen again.

When recording is active, LectureGlyph captures the lesson as it plays. Your handwriting appears in sequence, your pause points pace the reveal, and your voice explains what is happening. If you write or mark something during the recording, that live work becomes part of the video too. The result is not a slide export. It is your explanation unfolding in your own hand, with your narration alongside it.



Figure 7.1 While recording, the top bar shows the recording timer along with Pause and Stop controls.

Recording is controlled from the top of the page. Once recording begins, a timer shows that the take is active. The **Pause**  control lets you stop briefly without ending the recording, which is useful if you need to collect your thoughts or wait for a room to settle. The **Stop**  control ends the recording and tells LectureGlyph that the take is complete.

After you stop, LectureGlyph begins **rendering** . Rendering is the step where the app combines the recorded audio and the notebook visuals into a finished video file. A progress message shows that the video is being prepared. Short recordings may finish quickly. Longer recordings can take more time, so it is normal to wait while LectureGlyph finishes the file.

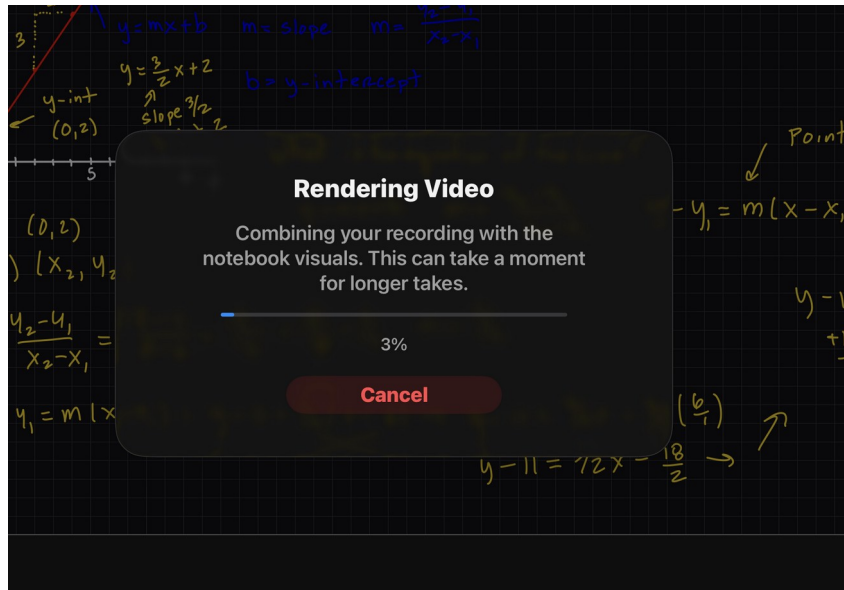



Figure 7.2 After recording, LectureGlyph renders the notebook visuals and audio into a finished video.

Finished recordings are saved on the **Videos**  side of the Library. Each video appears as a card with a preview, name, date, and file size. This makes it easier to tell recordings apart, especially when you have several takes of the same lesson or a set of videos for a class, workshop, course, or project.

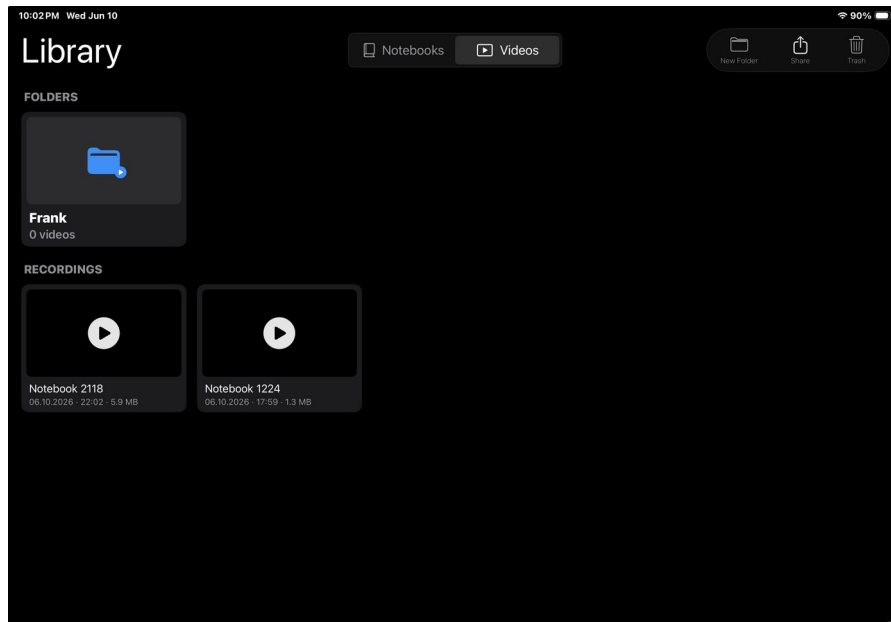





Figure 7.3 The Videos side of the Library holds finished recordings as video cards.

Tap a video card to play it back. This is useful for checking a recording before you share it. You can listen for pacing, make sure the reveal feels right, and decide whether this is the take you want to keep.

As recordings collect, you can organize them with **folders** . A folder might hold the recordings for one class, one unit, one training series, one client project, or one presentation topic. To move a recording, open its menu and choose **Move to Folder** , then place it where it belongs.

Sharing a video sends it beyond your iPad. From a recording's menu, choose **Share / Export**  to send the video by AirDrop, save it to Files, hand it to another app, upload it, or place it wherever your audience will find it. Because the result is an ordinary video file, it can be watched on many kinds of devices: a phone, a laptop, a tablet, or a classroom screen.

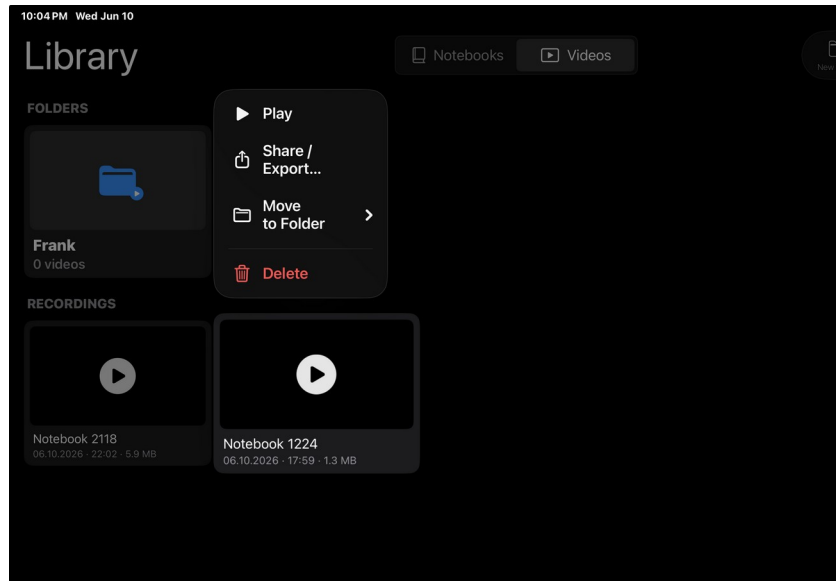



Figure 7.4 Press and hold a video card to open actions such as Play, Share / Export, Move to Folder, and Delete.

When you no longer need a recording, you can remove it with **Delete** . A video is separate from the notebook it came from, so deleting a recording does not delete the lesson. The notebook remains in your Library, ready to be presented again, edited, or recorded as a new take.

Recording, then, is not the beginning of the work. It is one possible output from work you have already prepared. You build the notebook with the care described in the earlier chapters, rehearse the reveal, then record when you want that explanation to travel beyond the live moment. A good recording lets people return to the lesson, review it, share it, and learn from it whenever they need it.

Appendix A - Glossary

This glossary gathers the main LectureGlyph terms in one place. The goal is not to memorize them, but to make the language of the manual easy to return to when a word appears again.

Add Page - The control that creates a new blank page in a notebook, beginning a fresh section of the lesson.

Chisel Marker - A pen type with an angled tip whose line varies in thickness as you change direction.

Eraser - A tool that removes marks. In LectureGlyph, an erase is recorded as its own moment in the lesson.

Folder - A container used to group related notebooks or related videos together.

Format - The size and shape of a page, such as Letter, Legal, A4, A5, or Video 16:9.

Gel Pen - A pen type that lays down a clean, even line and works well for everyday writing.

Highlighter - A tool that lays translucent color over your work to draw attention without hiding what is underneath.

Import - Bringing outside material, such as a picture or PDF, onto a page so you can write over it.

Ink smoothing - A setting with Raw, Natural, Steady, and Polished options that refines the look of handwriting.

Lasso - A tool that selects items by drawing a loop around them so they can be moved, cut, copied, pasted, duplicated, or deleted.

Library - The home screen where notebooks and videos are kept, divided into Notebooks and Videos.

Marker - A pen type that gives a softer, broader mark than the Gel Pen.

Notebook - A lesson, topic, or collection of related pages.

Orientation - Whether a page is landscape or portrait.

Page - The canvas you write and draw on. A notebook holds one or more pages.

Page indicator - The top-bar control showing your position in the notebook, such as 1 of 1; tapping it opens the page overview.

Paper style - The pattern printed on a page: blank, ruled, grid, dot grid, or music staff.

Pause point - A marker that tells the reveal to stop and wait so work appears one idea at a time.

Pen - The main writing tool, available as Gel Pen, Marker, or Chisel Marker.

Pencil mode - A setting that accepts marks from the Apple Pencil and ignores accidental touches from your hand.

Playhead - The marker showing your current position in the lesson; the page shows only the work created up to it.

Recording - A lesson captured as a finished video file, with the reveal, your handwriting, and narration.

Render - The step after recording where LectureGlyph combines audio and notebook visuals into a finished video.

Shape tool - A tool for drawing clean geometric forms, including straight lines.

Share / Export - Sending a notebook, handout, or video outward through AirDrop, Files, another app, or another location.

Text tool - The keyboard tool for adding typed text boxes with size, font, color, alignment, and list controls.










Timeline - The strip below the top bar that represents the lesson in time, including the playhead, page markers, and pause points.

Width - The thickness of your marks: Thin, Medium, or Thick.

















Appendix B - Icon Legend

LectureGlyph uses icons to keep the working space clear. This legend gathers the main Library, top-bar, timeline, and drawing-palette icons so you can match a symbol to its name while you read the manual.






Library

 Notebooks	 Videos	 New Notebook
 New Folder	 Share	 Trash
 Rename	 Move to Folder	 Play Video

















Page Top Bar

 Library	 Page Indicator	 Add Page
 Undo	 Redo	 Pause Point
 Skip to Start	 Step Back	 Play
 Step Forward	 Skip to End	 Speed
 Import	 Export	 Pencil Mode
 Record		

Timeline

 Timeline	 Playhead	 Page Marker
 Pause Point	 Time Markings	

Drawing Palette

 Ink Smoothing	 Gel Pen	 Marker
 Chisel Marker	 Highlighter	 Shape Tool
 Eraser	 Lasso	 Text Tool
 Color Swatches	 Color	 Width
 Text Size	 Font	 Alignment
 List		

Recording

 Record	 Pause Recording	 Stop Recording
 Videos	 Share Video	 Delete Video

Appendix C - Gestures Quick Reference

Most of LectureGlyph is controlled with familiar iPad gestures. The important thing is that the same gesture often means the same kind of action: tap to choose, press and hold for more choices, and drag to move through time or move something on the page.

Gesture	What It Does
Tap a notebook or video card	Open the notebook, or play the video.
Tap a tool	Select that tool for writing, drawing, erasing, selecting, or typing.
Tap a tool with a small arrow	Open that tool's choices, such as pen type, ink style, width, or color.
Press and hold a notebook or video card	Open its action menu, such as Rename, Share / Export, Move to Folder, or Delete.
Tap the page indicator	Open the Pages overview so you can move between pages.
Tap the timeline	Move the playhead to that moment in the lesson.
Drag the playhead	Scrub through the lesson by hand, revealing earlier or later work.
Draw with Apple Pencil	Write or draw on the page with the selected tool.
Draw a loop with the Lasso	Select a group of items so you can move, copy, duplicate, or delete them together.
Drag a selected item or lasso selection	Move the selected work to a new place on the page.
Drag a notebook onto a folder	Move that notebook into the folder.
Tap Done in a panel	Close the panel and return to the page.

Appendix D - Paper Formats and Styles

When you create a notebook, the format sets the shape and size of the page, the orientation sets the direction of the page, and the paper style sets the guide pattern you will write on. These choices are practical. They help the page fit the kind of lesson, demonstration, handout, or recording you are building.

Formats

Format	Best Used For
Letter	General classroom notes, handouts, worksheets, and lessons meant to export naturally to common U.S. paper.
Legal	Longer written explanations, extended examples, or pages where extra horizontal or vertical room helps.
A4	General notes and handouts for audiences or institutions that use international paper sizes.
A5	Compact notes, shorter demonstrations, quick examples, or smaller handout-style pages.
Video 16:9	Lessons you expect to record or present on a widescreen display, classroom screen, or video platform.

Orientation

Orientation	Best Used For
Landscape	Wide diagrams, timelines, side-by-side comparisons, and most video-style lessons.
Portrait	Reading passages, vertical worked examples, lists, and worksheet-style pages.

Paper Styles

Paper Style	Best Used For
Blank	Freeform drawing, diagrams, sketches, visual planning, and pages where no guide lines are needed.
Ruled	Written notes, definitions, short explanations, and guided handouts with fill-in spaces.
Grid	Graphs, tables, equations, layouts, scale drawings, and STEM demonstrations that need alignment.
Dot Grid	Light structure for diagrams, lettering, sketches, or notes where a full grid would feel too strong.
Music	Music instruction, notation examples, rhythm work, and demonstrations that need staves.

For many first lessons, a landscape page with a grid or ruled style is a comfortable starting point. If the lesson will become a video, Video 16:9 keeps the page shaped for the screen from the beginning.

Appendix E - Why It Works

LectureGlyph is built around a simple idea: when information appears can matter as much as what the information is. A page full of notes, diagrams, labels, or examples may be useful when it is finished, but it can be hard to follow if the whole page arrives at once. Revealing the page step by step gives the audience a path through the material.

One research idea behind this is Cognitive Load Theory, often associated with educational psychologist John Sweller. The plain version is this: working memory has limits. People can only hold and process so much new information at one time. When too much appears at once, some of their effort goes into deciding where to look and what matters instead of understanding the idea itself.

LectureGlyph helps by letting you reveal one part at a time. The audience can focus on the current step, while the rest of the page waits. This does not make the lesson simpler in a shallow way. It makes the path through the lesson clearer. The structure is still there, but it is introduced in an order people can follow.

This connects to the segmenting principle from Richard Mayer's work on multimedia learning. People often learn better when an explanation is broken into meaningful parts instead of delivered as one uninterrupted stream. Pause points are a practical version of that idea. They let you hold the lesson at a natural stopping place until the room is ready to move on.

There is also value in keeping the writing visible. Spoken explanation disappears as soon as it is said. Handwriting that appears and then stays on the page gives the eye something stable to return to while the ear follows the narration. The visual and spoken parts can support each other instead of asking memory to carry everything.

Writing directly on imported material follows the same logic. If a diagram is in one place and the explanation is somewhere else, the audience has to split attention between them. When you annotate a worksheet, chart, PDF, image, or diagram directly where the important feature sits, the source and the explanation stay together.

Step-by-step revealing also makes thinking visible. A finished answer can be impressive, but it may hide the process that produced it. Revealing the setup, the first attempt, the correction, the example, and the conclusion shows a path that others can imitate. For learners, trainees, colleagues, or an audience watching a demonstration, that path is often where the real understanding lives.

None of this means every lesson must be slow, or that LectureGlyph makes the teaching choices for you. The app gives you control: what appears, in what order, and at what pace. A beginner may need more pauses and smaller steps. An advanced audience may need fewer pauses and larger reveals. The point is that you decide how the explanation should unfold.