Considerations for Reusing Materials/Videos

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About

This document is meant to be a resource for faculty and instructors who might be thinking about reusing materials created in a prior semester.

Such course-related materials you may want to consider reusing include but are not limited to:

Media: audio, video, simulations
- Instructor-created (i.e., Panopto, Lightboard)
- Publicly available (i.e., YouTube)
- Other externally-created media

In-class activity resources
- PPT slides/other materials used during lecture
- Group work (i.e., breakouts) instructions/handouts/worksheets

Assignments
- Problem sets, worksheets
- Project guidelines (group or individual)
- Readings, articles, other handouts

Formal assessments
- Quiz/exam formats
- Rubrics – for quiz/exam, projects, etc.
- Supplemental quiz/exam info or instructions

Considerations for Reusing Materials

If you are considering reusing materials you created for your course(s) in the past, such as assets created during the time of emergency remote instruction in AY20-21, consider the following:

Click on each question to jump down to examples and further explanation on how to take action.

- What was the learning goal of the material? Evaluate whether it meets its goal/continues to meet the goal for on-campus learning.

- Is the material "timeless"? Or was it "timely," made solely for remote teaching conditions?

- For video: Was it a recording of a Zoom session or lecture capture from an in-person/classroom session?

- Does the material complement other materials, resources, content, or activities in the course?

- Does the material advance students' understanding of the content and promote engagement?

- What is the overall quality of the material? (i.e., is it edited, accessible, readable?)

- Was the material for class preparation/an assignment (asynchronous), or used during live class (synchronous)?

- Was the material (particularly if a video) produced in brief/digestible/"chunked" segments?

- What was the learning goal of the material? Evaluate whether it meets its goal (or continues to meet the goal if transitioning from remote to on-campus use).
    - Most materials are associated with some sort of learning or engagement goal(s). When preparing to develop a course for the upcoming term, it can be helpful to revisit these goals.
    - *ACTION: When assessing materials to determine reusability, where possible, isolate the learning goal(s) of the material.*

- Is the material "timeless"? Or was it "timely," made solely for remote teaching conditions?
    - Timeless materials are more likely to be edited or polished to some degree, and the content is durable (i.e., not dependent on factors that were current as of creation).
        - *ACTION: If the material is timeless, ensure it is appropriately aligned with a specific activity, assignment, learning goal, and/or other part of the curriculum.*
    - Timely materials are more likely to have temporal references such as to recent events (i.e., "in the journal article that came out *last week*…") or might have been created in response to something that happened at the time.
        - *ACTION: If the material is timely, assess if it could be edited, adapted, or transformed to be used consistently going forward. For example, if a video includes a temporal comment, you could edit it out, or add a note around the video wherever it is posted (i.e., on a Canvas page). If edits/changes cannot be made, consider what you would replace it with.*

- For video: Was it a recording of a Zoom session or lecture capture from an in-person/classroom session?
    - A recording of a past class session, whether a recording from Zoom or lecture capture from a classroom, may not always be suitable for direct reuse or as a substitution for another live class because it may have content that has since changed or doesn't carry forward in some other way.
        - For example, if a student is out sick this year, you might not be able to send them a recording of the same class from a past year because you might cover different content this year. [Note: Learn more about options for recording lectures [here](#)].
    - *ACTION: Videos that were created for asynchronous study/engagement can likely be reused, but still consider if there are different ways to present or release them (i.e., on Canvas). For example, a video used last year might fit in a different area of the curriculum this year.*

- Does the material complement other materials, resources, content, or activities in the course?
    - For example, the material might have been:
        - Part of class preparation for a certain discussion, activity, or problem done in class
        - Part of/work toward assignment
        - A review or content covered or a primer/preview of content to be covered
    - *ACTION: If the material complements other learning experiences in the course, then it could be reused as long as it still fits in with the related activity. For example, a video created to demonstrate how to work through a specific problem might still be useful to students for review.*

- **Does the material advance students' understanding of the content and promote engagement?**
  - This speaks to how well the material stood up on its own. The material accomplished this if, for example, students were able to engage with it in an asynchronous way and then came to class prepared to work with or discuss the content.
    - *ACTION: In this case, the material is likely a good candidate for reuse.*
  - On the opposite side, recall if the material resulted in a lot of reiterating, reviewing, answering questions, clearing up confusion, giving more explanation, etc. in class.
    - *ACTION: In this case, you could reuse the material but think about how to integrate additional supports (i.e., clear instructions, guiding questions, checks for understanding).*

- **What is the overall quality of the material? (i.e., is it edited, accessible, readable?)**
  - This particularly pertains to videos, PPT slides, and quiz/exam formats.
    - *ACTION: For videos, assess the quality of lighting, audio/sound, strategic editing (i.e., long pauses or re-dos are cut out), and inclusion of other features like added titles or captions.*
    - *ACTION: For PPT slides, assess the slide design and ensure slides are readable.*
    - *ACTION: For a quiz/exam format, assess if it is simple, accessible, and allows students to focus on the content and not the process of taking the quiz/exam.*

- **Was the material for class preparation/an assignment (asynchronous), or used during live class (synchronous)?**
  - Materials created for asynchronous study/engagement do not necessarily have to change even if transitioning it between remote to on-campus use; keeping a mix of synchronous and asynchronous activities is recommended.
    - *ACTION: If a material was used in a remote live class (synchronous), assess the degree to which it was catered to the Zoom/online context. For example, consider how a shared document used by breakout groups in Zoom might be repurposed for similar group work planned for an on-campus class.*

- **Was the material (particularly if a video) produced in brief/digestible/"chunked" segments?**
  - A 45-90 minute long recording of a live Zoom class is already not a likely candidate for reuse (see above), but any video that is longer than 30 minutes, regardless of context or content, might be too long for students to effectively engage with outside of class.
    - *ACTION: If you want to reuse a video that is long (30+ minutes), consider editing it by cutting it at strategic/logical points and turning it into several short videos broken up by sub-topics of the lecture. To add opportunities for active engagement, follow up each video with a question or interweave questions between short videos in a series.*
    - *Additional Resource: If you have a Panopto video from a previous course that you would like to share with students in your current/upcoming course, see these instructions.*