About

This document is meant to be a resource for faculty resuming in-person teaching for the 2021-2022 academic year, and thinking about reusing materials created for last year’s emergency remote instruction. 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 from AY20-21

If you are considering reusing materials you created for your course(s) 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.
- Does the material advance students’ understanding of the content and promote engagement?
- Is the material “timeless”? Or was it “timely,” made solely for online teaching conditions?
- What is the overall quality of the material? (i.e., is it edited, accessible, readable?)
- Was the material a substitute for live class sessions during the period of emergency remote instruction?
- Was the material for class preparation/an assignment (asynchronous), or used during live class (synchronous)?
- Does the material complement other materials, resources, content, or activities in the course?
- 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/continues to meet the goal for on-campus learning.
  o 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.
  o **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 online teaching conditions?
  o 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.
  o 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., Canvas page). If edits/changes cannot be made, consider what you would replace it with.

• Was the material a substitute for live class sessions during the period of emergency remote instruction?
  o This mostly pertains to videos/recordings, since other types of materials might not have been a “substitute” for a live class session.
    - Videos that were full substitutes for live class sessions have content that may not carry forward for reuse. 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 last year because you might cover different content this year.
  o **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?
  o 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
  o **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?
  o 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.
  o 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?)
  o 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)?
  o Materials created for asynchronous study/engagement do not necessarily have to change with
    the transition back to campus; 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 your on-campus class.

• Was the material (particularly if a video) produced in brief/digestible/“chunked” segments?
  o 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.