M2 How do you plan for reuse of learning materials and artifacts in your course

BRIAN BEATTY: when I’m thinking about how I’m going to teach the course especially how I’m building the course, I do believe that if I build something once and I can reuse it in all the modes that I’m teaching in or that students are learning in we're all better off all right we have consistent documentation we have consistent resources uh and hopefully they're designed so that they work uh in all the different modes and so when I when I create readings or assign videos to watch or create other documents for them to be interacting with they're all made digital these

days if I have something that has been traditionally just a physical object like perhaps a book I use in a regular classroom I make a digital copy of that or I get institutional support to make a digital copy and that all becomes digital resources another aspect of reusing materials is acknowledging that the discussions that I have in the classroom are generating content that's not available anywhere else and so I try very hard to capture all of those discussions in the classroom so that those can be used as learning materials for the students who are participating online asynchronously online synchronous learners are joining into that conversation so they're getting that information there or the opportunity for learning so the recording there is primarily for the asynchronous owners but I also hear from my other students who go back and revisit those conversations especially since they're all automatically transcribed now students are now telling me that I’m not watching the video perhaps but I am looking at the transcript and I’m taking notes in the transcript and I’m um I’m using that as a learning resource as well I also believe that the asynchronous discussions I might have students doing as part of learning through the course are important for all of my students and so, I create asynchronous online discussions that are application focused which are different than the focus of the discussions in the class and now I’m assigning that as an assignment for all of my students to be part of even if they're in the classroom with me during the regular class periods that I count that as part of them contact time as participating in the online discussions that make it a richer discussion and allows me to reuse those discussions and the information that students are sharing as well as I’m sharing for all students no matter what mode that they're participating in the classroom

ANNELIES RAES: so, for that I think it's important to have recordings um records of some session but uh I’m also not uh claiming that all sessions should be recorded I even think that some sessions should not be recorded because interactive sessions uh are not sessions that can easily be recorded again, and you don't you won't have a high quality recording of a session which is really if it is if the objective is talking about discussing some things then uh as I already said earlier this is then a session that you expect students come to classes or in book or remote or on sites but for these kind of sessions recordings are not needed but for other courses you can make sure that you have a high-quality recording and then reuse is of course very effective and efficient for the teacher but also for the students

TAPATI DUTTA: out of it of course the pop-on slides some of the guest speakers who have been with whom we have had long term relationships they can always be reinvited pop on presentations with some bit of audition uh with current information they can also be reused um I’m not very sure how much of the recordings we are can be really effective because as I said the population with covid scenario I would say a student's and a faculty's relationship with the course especially because I teach public health relationship with the course per se whether the person is doing it has a commitment to the community to the society or the person is doing it just as a curriculum just as a credit fulfillment has changed over the time I think there's far much more commitment in terms of learning courses like program planning and management learning things like global health especially because many of my students are being are working as contact racers so, meaningfulness of course is changing so I guess some of those PowerPoint slides I of course I need to add or that uh last semester onwards I’m not using a textbook because there is so much out there both in the form of ore and so much out there which is changing and evolving I thought using a textbook would build in some bit of redundancy and again learning would make it much more I would say cover to cover, a book cover to book cover, which doesn't make sense at this point in time where you have to be very open to learning uh not just accessing open resources but also very open to learning very acceptable to things like resilience, things like disparity things like the community level trauma which is happening lots of things which we do not actually, ideally want in an ideal world are happening and if you are not open to that those kinds of figures data pictures graphs that openness and mindfulness have to be created and so yes some but a bit of it can be used but much of it has to be, has to be developed, has to be ongoing, and it has to be more open.

GLORI HINCK: all the content developed for all the modalities are available to all of the students via the learning management system um we also use the evergreen concept for most multimedia content we don't mention the date or day of the week or the due date etc. so that these artifacts can be reused in other contexts.

SIDNEY SHAPIRO; I think this is a really good question particularly in my area were things rapidly change technology changes all the time and the video that I made explaining something two years ago might not be relevant anymore so what I do is I create archives inside of each module in the course where I’ll have old videos from previous years if you're interested in watching them you can go back some people don't want to put past performances that may not have been fantastic and they just erase the video that's okay too but I want to think about in this context for this upcoming course for this upcoming semester what are the artifacts that I’ve used from previous semesters look like when combined maybe they need to be cleaned up or maybe, they're doing fantastic so designing those elements can be really useful and really helps accelerate startup in the next semester so I recommend curating whatever happens inside of those modules and looking at how they best factor together

MELANIE LEFEBVRE: so, planning for the reuse of materials and artifacts in my course is a little tricky because of the field that I teach within so because I’m teaching in a helping profession and we're learning about different resources across the province, different types of funding, different agencies, things are always changing so to an extent it is difficult for me to have these reusable artifacts whereas I’m thinking in something like maybe math it might be a bit more conducive for that and so, what I will do is if there is something that I can reuse I might have it as a separate video that it's just like a mini condensed version of a particular concept a particular item that is something that can be recycled but when we're talking about the current climate of what's going on across the various sectors that's something that it's important that I’m always updating and then it also allows me to speak directly to students and use current terminology and things that are happening in the news and I think that also helps students to feel more engaged because they know you know this is current this is information that's relevant to me right now