

Roadmap to

Repurposing Pre-Recorded Lectures

There are two main things that you need to consider:

1.

Making your Course Content available.

2.

Creating Opportunities for Students to ask Questions and get Answers.



**How to transform
your on-campus
teaching to an online
format using existing
video recordings**

I. Making your course content available

Sorting the resources



Striking the right balance between videos and live Q&A sessions

Video lectures are typically more time-efficient than face-to-face delivery for covering the same material. Online live Q&A sessions play a vital role in maintaining student engagement:

- Edited pre-recorded video lectures can occupy around two-thirds of the scheduled lecture time.
- Live Q&A sessions can take up the remaining one-third of the scheduled lecture time.

What will you make available?



Video lectures



Slide presentations



Textbooks



Link to live Q&A sessions

Editing for shorter videos improves engagement!

It is recommended to refine your existing video lectures into a series of concise, topic-focused videos (approximately 8–12 minutes each) because they:

- Are easier for students to follow and digest.
- Work well when interspersed with complementary activities, such as quizzes and readings.



Lectures – Pre-recorded videos

I. Making your course content available

Basic configuration

Design a well-structured [Moodle](#) course page that includes:

- [Edited video lectures](#) broken into shorter, concise segments with time stamps and removal of any dead air.
- Links to the videos hosted on [Mediaspace](#).
- Access to live Q&A sessions held via [Zoom](#).
- Weekly descriptions and objectives.
- Downloadable PDF handouts of course slides for student note-taking.
- Links to assigned readings, available for download.

Advanced configuration

Enhance the basic configuration of your Moodle course by:

- Alternating video content with short quizzes, tests, or exercises each week to keep students engaged and active.

Additionally, include:

- Transcripts of the videos.
- Links to external activities, such as online labs, simulations, or slideshows.
- Weekly summaries highlighting key points ("abstract of the week").
- A link to the Ed Discussion forum to boost interactions.

Additional resources:

- [Tutorial for editing a video yourself.](#)
- To book a student assistant to edit your videos click [here](#).



II. Facilitation of Questions & Answers

Principles of Q&A



As a teacher, getting questions from your students is a key source of feedback on what they have understood and what is challenging. When your students are participating remotely, it is particularly important to create opportunities for all students to interact with you in order to support their learning.

Discussing course material is an excellent way for students to process and learn, to feel connected, to stay up-to-date, and understand what is expected of them. Does your course offer opportunities for each of the 3 kinds of interactions?

- Students **asking questions to the teaching team**
- Students **asking each other questions**
- Students **discussing and collaborating as they learn**

These interactions will give you feedback from students, and also help build community that will motivate students to engage and learn.

II. Facilitation of Questions & Answers

Basic configuration

Host live Q&A sessions on [Zoom](#) by:

- [Scheduling weekly live sessions](#), allocating around one-third of the lecture time for students to ask their questions.

Manage questions outside live sessions via [Ed Discussion](#) by:

- Structuring the discussion forums by topics, such as exercises, course logistics, etc.
- Assigning a member of your teaching team to monitor and actively contribute to the forums at least once a week.

Advanced configuration

Enhance the basic configuration of your course by:

- Encouraging student participation with activities that provide feedback on their learning, such as creating polls in [EchoPoll](#) and/or [Zoom](#).
- Keeping a record of the key questions raised during live Q&A sessions in [Ed Discussion](#).

Make participation more comfortable for students by:

- Forming small groups in [Zoom breakout rooms](#).
- Assigning collaborative tasks, like solving quantitative problems or comparing two solutions.
- Utilizing breakout rooms, which are not recorded, to foster a less intimidating environment that encourages active participation.

Additional resources:

- Read these EPFL use cases on how to [combine pre-recorded lectures and live Q&A sessions](#).
- Attend a [teaching development workshop](#).
- Consult the [Teaching Methods](#) section of the EPFL teaching portal for Active Learning strategies.
- Watch this [EPFL video](#) on interactive teaching.
- Refer to this [EPFL guide](#) on how to use Zoom functions to increase opportunities for interaction (polling, raising hand, comments, etc.).