Tips for Making Sustainable Lectures

Do not reference the textbook.

Although the content of the lecture might overlap with the textbook, try not to reference the textbook since the book might change. Instead try to cover the content where the online lecture complements, but is not dependent on, the textbook. Stay away from saying things like "This is covered in chapter 4 of your textbook" or "See page 25 for more details."

Do not reference yourself by name.

Although you want to present real-world examples and personal-professional experiences, try to refrain from using your name or detailing your personal characteristics (ex: saying something like "As a Mexican American, I've always…"). This will enable other instructors to assist in teaching your course any time you are unavailable without creating discrepancies about these details.

Do not reference the other modules, assigned readings, or assessments.

Try to make sure the lecture stand-alone. Try to refrain from saying things like "Remember in Module 2 when we discussed needs assessments?" or "Just like the Smith article mentioned" because these things might change and shouldn't require the lecture to be re-recorded.

Do not use due dates.

Do not mention due dates for the course. These change each semester and students should be referred to the location of the information, such as by saying "see the due date listed in the schedule." Also, use specific language rather than general references. For example, instead of saying things like "The updated version of the Guidelines were released last year" or "The updated CHES will be released next year" say something like ""The updated version of the Guidelines were released in 2015" so there is a specific reference.

Place constantly updated materials as supplemental readings/videos.

Some things constantly change. If guidelines or criteria are frequently updated, consider not including those in the lectures, but as supplemental readings or videos. The lecture could be used to cover the overall topic but the reading or video link could direct the students to learn more about the current version. Consider the long-term utility of this – wouldn't it be more helpful for students to learn where to go to get the most updated information rather than memorize what is used today and will be different by the time they graduate?

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