



Remote Instructional Delivery Formats

It is possible to deliver instruction using a variety of video formats when teaching remotely. This matrix presents key features of some common instructional video formats and gives some pros and cons of each format, as well as recommendations for how they can best be used to facilitate instructional interactions in particular instructional contexts (e.g., primary instruction, greetings and updates, office hours and tutorials.)

This is not an exhaustive list of the various ways that video can be used in remote teaching, nor does it list all of the tools available in Zoom or other tools to deliver remote instruction. This is intended as an aid for thinking about some of the features of different video formats and how these features can interact with pedagogy. Choose the format that works best for your students, you, and your instructional circumstances. In making a decision about which format to use, you may want to take into account your students' experience with remote learning (you can assess this with a pre-course poll), their access to technology, your own level of experience with instructional technology, and the amount of time you have available to learn new technologies. Keep in mind the potential drawbacks to introducing many new technologies and modes of instruction into your class. While a number of technologies can be leveraged to enhance student learning, if you invest the majority of your time in learning new technologies, it will be difficult for you to also find the time to support students who may encounter challenges as they make the transition to remote instruction while trying to understand course content and potentially address issues at home related to the current public health situation.

A note about captioning videos: It is important to add closed captions to your course videos. Read [this resource](#) for information about video captioning requirements. Information about how to add captions to videos by saving them on your computer and then uploading them to [Aggie Video](#) for automated captioning can be found [here](#).

Examples 1-3 in the matrix below are options for lecture and office hours using synchronous instruction. Examples 4-6 are asynchronous options for tutorials, short (20 minutes or less) lecture videos and informal communications.

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Synchronous Delivery Formats using Zoom

Features	(1) Primary instruction via Synchronous, Interactive Lecture	(2) Primary instruction via Synchronous, Traditional Lecture	(3) Office Hours via Synchronous Conversation
Format: Lecture/conversational	Interactive lecture	Traditional lecture	Conversational format
Recording during synchronous instruction recommended	Yes	Yes	Yes, for group office hours
PowerPoint via shared screen possible	Shared screen possible	Shared screen possible	Not necessarily, but possible
Instructor visible to students	Yes	Yes	Yes
Verbal Q & A from students to instructor	Yes	Yes	Yes; can be individual or group office hours
Zoom breakout room for group work	Yes, (for classes with 200 students maximum, with Zoom add-on; up to 50 rooms possible.)	No, not if using traditional lecture format	No, not if holding simple office hours
Zoom chat (written chat room)	Yes (see footnote below)	Yes (see footnote below)	Yes (see footnote below)
Zoom polling	Yes	Yes, allowing for limited interactivity	Not necessarily, but possible



Long or short presentations	Both	Both, though shorter are preferred	No presentation; conversational Q&A held for duration of office hours
Pros/Cons and Tips	<p>Pros: More interactive for students; better for active learning</p> <p>Cons: May be more complex for instructors unfamiliar with remote teaching; requires learning Zoom breakout room function. To participate in live-streaming, students need to have access to reliable, high-speed Internet (or unlimited data plans for live-streaming via phone. Live-streaming via phone may not be most beneficial to learning.)</p> <p>Tip: Write a detailed instructional plan to coordinate student-to-student interactions (via Zoom breakout rooms and Zoom chat), on-screen technology (e.g., PowerPoint, video, and PDFs and Word docs) and your presentation</p>	<p>Pros: Less complex for instructors unfamiliar with remote teaching</p> <p>Cons: Not interactive for students; does not promote active learning. To participate in live-streaming, students need to have access to reliable, high-speed Internet (or unlimited data plans for live-streaming via phone. Live streaming via phone may not be most beneficial to learning).</p> <p>Tip: Have students raise hands or colored cards during lecture in answer to questions; write a detailed instructional plan to coordinate on-screen technology (e.g., PowerPoint, video, Word docs) and your presentation.</p>	<p>Pros: Conversational Q&A format may be easier to implement</p> <p>Cons: Best used for office hours, as lectures often transmit complex information best conveyed with the aid of visuals (e.g., PowerPoint). To participate in live-streaming, students need to have access to reliable, high-speed Internet (or unlimited data plans for live-streaming via phone. Live streaming via phone may not be most beneficial to learning.)</p> <p>Tip: Be aware of students' need for privacy – schedule group and individual Zoom meetings. Use the Waiting Room feature in Zoom to admit students into the meeting individually. If individual Zoom meetings are not possible for individual office hours, let students know you are available over e-mail to discuss individual issue</p>



Asynchronous Delivery Formats

Features	(4) Informal communication (e.g., instructor introductions, weekly updates, greetings, short notifications and updates) using Zoom or Kaltura Capture	(5) Short 20-minute lecture videos for primary instruction or short tutorials for supplementary instruction using Zoom or Kaltura Capture	(6) Short 20-minute lecture videos for primary instruction or short tutorials using supplementary instruction using PowerPoint narration or Kaltura Capture
Format: Lecture/conversational	Conversational format	Traditional lecture	Traditional lecture
Recording options	Recorded via Zoom, Kaltura Capture or other tool (e.g., uploaded video from phone or computer)	Recorded via Zoom, Kaltura Capture or other tool (e.g., uploaded video from phone or computer)	Recorded via Powerpoint narration or Kaltura Capture
Shared screen for PPT	Not necessarily; Possible on Zoom and Kaltura Capture	Shared screen possible on Zoom and Kaltura Capture	Screen is the featured visible element in PowerPoint narration; possible on Kaltura Capture
Instructor visible	Yes	Yes	Instructor not visible with PowerPoint narration; can be visible with Kaltura Capture
Verbal Q & A from students to instructor	No	No	No
Zoom breakout room for group work	No	No	No
Zoom chat (written chat room)	No	No	No
Zoom polling	No	No	No



Long or short presentations	Short (1-2 minutes)	Short (20 minutes or less)	Short (20 minutes or less)
Pros/Cons and Tips	<p>Pros: Videos are relatively easy to make; excellent for inserting instructor presence into remote course</p> <p>Cons: Best used for greetings and short notifications rather than complex topics</p> <p>Tip: Use this more informal format to show your enthusiasm for the course and motivate students</p>	<p>Pros: Best used for tutorials, materials that are supplements to main instructional delivery mode; can be used for main delivery if short</p> <p>Cons: Can take a lot of time to produce if accuracy and fluency of speech become a concern; not interactive for students</p> <p>Tip: Use synchronous, traditional lecture that you simultaneously record (see above) to remove any perceived need for a perfect performance; provide lecture notes to students as PDFs</p>	<p>Pros: Best used for tutorials, materials that are supplements to main instructional delivery mode; can be used for main delivery if short</p> <p>Cons: Instructor is not visible to students, which can make material more difficult for some students to understand</p> <p>Tip: Provide your lecture notes to students as PDFs</p>

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