Checklist for Remote Teaching

Preparation before the Course Begins

Synchronous Sessions

● 2 Weeks prior to the start of the course:
  ○ Ensure that your Zoom account is configured correctly.
  ○ Set up a recurring meeting for the class.
  ○ Import the meeting into the Zoom integration in Canvas.
  ○ Schedule topics for discussion and activities for each synchronous session.

Asynchronous Content

● 2 Weeks prior to the start of the course:
  ○ Copy course material in Canvas (if pre-existing material is being reused).
  ○ Update syllabus, assignment due dates, group project assignments, etc.
  ○ Organize and segment course content into modules.
  ○ Review assigned readings.

● Review pre-recorded lectures.

● Review discussion boards.

● Upload quizzes.

1 Week Prior to the Start of the Course:

● Send a welcome email to students to introduce yourself and invite them to browse the Canvas site.

During the Course

Synchronous Engagement

● Is there live interaction with the instructor outside of class?
  ○ Hold an office hour by Zoom or phone

● Are synchronous class sessions planned and delivered well?
  ○ Activate your video and request students do as well.
  ○ Plan an agenda that includes multiple modes of instruction (e.g., lecture, demonstrations, activities, and discussions).
  ○ Plan opportunities for students to interact with each other by utilizing discussion forums or breakout rooms.
  ○ Align the live session with other course content, like recorded lectures, assignments, etc. We recommend not duplicating content, but synthesizing knowledge exploring in the course content.
  ○ Record the live session and share with students in a timely manner (if configured correctly, it should appear in Canvas automatically).
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During the Course

Asynchronous Engagement

- Ensure a steady cadence of communication with students.
  - Send a welcome email to students.
  - Initiate and participate in a welcome and introduction discussion thread.
  - Respond in a timely manner (ideally within 24 hours) to emails from students.
  - Instructor and TA participate in asynchronous discussion (e.g., drop in at least a couple times to encourage or guide student discussion).

- Formulate and articulate clear expectations for students.
  - Disseminate expectations about group projects and respectful interactions in discussion boards.

- Provide formative and summative feedback on students’ work.
  - Provide timely and personalized feedback on assignments (within 1 week for major graded assignments).
  - Set up feedback mechanisms during course such as a mid-course evaluation.
  - Grade assignments and quizzes in a timely manner.

After your Course

Submitting Grades

- Use the gradebook in Canvas; fill in each column for every student.
- Final grades are due two weeks after the course ends (verify this due date with your program staff).
- Export grades from Canvas to an excel document and affix letter grades for each student and send to program staff.

Evaluation and Revision

- Review student feedback with Teaching and Learning staff member.
- Identify and plan revisions based on lessons learned.

Questions?

Please contact the UCPE Teaching and Learning Team at online@uchicago.edu