UNIVERSITY OF NORTHERN COLORADO

Center for the Enhancement of Teaching & Learning

Continued Remote Teaching Toolkit
Summer 2020

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More information and a regularly updated Remote Teaching FAQ can be found on the CETL website. You can link to online chat, schedule a consultation, view or attend webinars, and find other resources to help you as you transition your summer course online.

Faculty Preparation Checklist

Before you begin transitioning your courses to Canvas consider the following steps:

- ☐ Reach out to students for information about any issues or barriers they encounter (e.g. illness, lack of internet connectivity, technical issues, needing to care for family members, etc.), and be prepared to consider accommodations equitably. You can find sample questions in the [Remote Teaching FAQ](#)
- ☐ Make sure you can log into all UNC systems such as Canvas, OneDrive, Outlook, Teams, and Zoom from off campus
- ☐ Familiarize yourself with Canvas tools including discussion boards, quizzes, assignments, gradebook, and Zoom integration
  - o [IDD On Demand](#)
  - o [UNC Canvas Help](#) (also includes the Canvas login link)
  - o [Canvas Instructor Guide](#)
- ☐ Begin course revisions. Review *Planning for Remote Teaching* (pp 3-4) and the *Remote Teaching Course Revision Worksheet* (pp. 5-6)

Planning for Remote Teaching

Some things to consider as you begin your course revisions:

Determine Priorities

As you determine your priorities, it's best to let your student learning outcomes lead you. What do you want students to know, or to be able to do, by the end of the semester? Whether or not they reach those goals is far more important than how you help them get there. In particularly challenging teaching contexts, you may need to reevaluate your goals for the semester. Think about what's most important to keep in your class, and areas where you can compromise. It's important to be flexible in your contingency planning.

Focus on the tasks you need to accomplish

Determine which tasks are essential and which are not. For example, do you need a set class time when everyone is online at the same time (synchronous sessions), or can students access course materials and work at any time (asynchronous)? Pick tools and approaches that best accomplish these tasks. Don't overload yourself with too many tools.

Choose Synchronous or Asynchronous (or both)

Determine if you will hold class synchronously, asynchronously, or both. You might consider hosting online discussions in Zoom or Microsoft Teams during class time. Additionally, you can create discussion boards and interact with your students asynchronously. Communicate this choice clearly to students.

If you plan to hold class synchronously be sure to schedule this during the regularly scheduled class time. Consider time zone differences since students may not be on campus. If your course meets at 8 am, and you have students in California, Hawaii, or a different country this could be very difficult for them.

Prepare an alternative assignment for participation if a student cannot attend the virtual sessions due to lack of internet or illness.

Identify Changes

Rethink how you usually do things. Do you break up your lectures with active learning strategies? Then you might want to use Zoom's breakout rooms where students can work together. Likewise, you will want to redesign any discussion or collaboration components of your course to take advantage of the collaboration features Zoom, Teams, and Canvas offers.

Replace a topic or activity. Most classes cannot be taught online in exactly the same way that they would have been in person. If something does not seem possible in the online setting, consider dropping it or replacing it with another activity that works toward the same learning goal.

Assess students in different ways. Your interactions with students online will take a different form than in a physical classroom. Any assignments, quizzes, or exams previously administered in class and/or collected on paper can be administered and collected in Canvas. A participation grade might have very different criteria in an online class.

Distribute Course Materials

Decide how you will distribute your learning materials. Lectures may need to be adapted from in-class presentations to narrated PowerPoints and then emailed or posted to Canvas. Be sure course readings are posted in Canvas if you are providing course readings.

Determine Student Collaboration and Communication

Set expectations on how students will be communicating with each other (tool and frequency) and how they should collaborate throughout the remainder of the course.

Collect Assignments

Develop a plan for collecting assignments. Some assignments may need to be adapted from their current state to be submitted through Canvas, email, or OneDrive. Avoid different methods to submit your various assignments. REMEMBER – It is crucial to be clear and state your expectations of when and how students should send submissions to you.

Determine How you Will Assess Learning

What exams and other assessments need to be completed? Determine if your planned assessment method is transferable to the online environment. For example, if you are assigning a group project is that still feasible? Consider giving students different options for meeting course outcomes, such as a group project, individual project, or a paper in lieu of a presentation.

Communicate with Students Early and Often

Frequent communication with students is a key aspect of online teaching under any circumstances. It's doubly important during a crisis. Here are some tips for student communication:

- Clearly communicate if you plan on meeting virtually during the already established class time in Canvas. Students may need to find a location with an internet connection or negotiate use of home computers with siblings and parents working from home.
- Let students know how to communicate with you. Will you hold virtual drop-in office hours, or do you prefer students to email questions and suggest a virtual office hour or phone call? Clearly outline this in your communication with students and in the syllabus.
- Checking in with your students regularly—as often as once daily—is a good way to keep them on track. Make use of Canvas's inbox function to email the whole class at once. Or make a daily announcement that students can expect each morning.
- Let students know whenever you post new content. Students may still be uncomfortable in an online learning environment and you don't want them to miss anything critical. Again, announcements are useful for this. Perhaps the best way to ensure that everyone stays on track is to create a module in Canvas for each unit of the course, and have students check each module for relevant content.
- You can absolutely still have office hours while teaching online. Teams or Zoom is a great tools for holding virtual office hours.

> **The *Remote Teaching Course Revision Worksheet* on p. 5 can help you organize your thoughts about moving to a remote environment.**

Remote Teaching Course Revision Worksheet

Consider your current syllabus and course schedule and begin to ask yourself these questions: What are you doing that you can keep doing? What are you doing that you could move online if you found the right tool? What parts of the course require more substantial revisions? Below is a chart to help you consider different aspects of your course and organize your plan for teaching remotely.

To Do Checklist	Things to Consider	My Plan Use this space to organize your plan
Communicate with Students	• How will you communicate with students? • How will students communicate with you? • What tool (or tools) will you use to communicate with students and how will you use it (or them)? • What will your initial communication to students include? • How will you communicate updates and changes to students?	
Distribute Course Materials and Readings	• What course materials are likely to change (schedules, syllabus, etc.)? • How will you make students aware of changes in course materials and readings? • What tools will you use to distribute this content?	
Deliver Lectures/Course Activities	• What do you typically do during class? • Which lectures in your course will be impacted? • How will you deliver these lectures if you cannot meet face-to-face (slides/notes, recorded lecture, live lecture)? • What activities in your class will be impacted? • How will you deliver these lectures if you cannot meet face-to-face (slides/notes, recorded lecture, live lecture)?	

To Do Checklist	Things to Consider	My Plan Use this space to organize your plan
Collect Assignments	• What types of files will students be required to submit? • How will you collect assignments (Canvas? Email)? • Are there small assignments that can be omitted?	
Assess Student Learning	• What quizzes, exams, or other assessments will be altered? • How can you change the delivery and collection of exams (Canvas)? • Which exams could be converted to large assignments, projects, or papers?	
Student Collaboration and Communication	• If collaborative activities/projects will be affected, how will you alter the collaboration? (alter assignment, change to individual assignment, etc.) • What tools can you use to enable student collaboration and communication in your course? • How will you make students accountable for group work done at a distance?	
Facilitate Lab Activities	• If lab activities need to be changed, how will you alter each of these activities to achieve your learning outcomes? (simulations, provide data, etc.) • If labs are collaborative, how will you alter the lab? (Alter lab assignment, change to individual lab assignment, etc.?)	

Adapted from University of Cincinnati CET&L 3/12/2020

UNC Resources

[CETL Remote Teaching Website](#)

The CETL can provide support in online pedagogy, assessing learning using Canvas, strategies for online student success, and Canvas basics. Contact CETL for help with determining course priorities and selecting the best tools for your needs.

[Instructional Design & Development](#)

IDD works with you to translate your teaching models into online content. This includes everything from the course structure to the way content is presented to how you will encourage discussion and interaction, establish methods for evaluation and measure outcomes.

[IM&T COVID Information Page](#)

IM&T has created a page for best practices when working in an online environment. This provides an overview of online tools discussed in this toolkit, including Teams and Zoom.

[UNC COVID-19 Information Page](#)

Updated information on UNC response to COVID-19.