A Note for Faculty

The goal in an emergency remote teaching situation is to adapt your current plans to make the best of things in a difficult situation. Remember—your students are probably shell-shocked at this point. Taking things slow and in manageable chunks will help to facilitate their ability to learn the required material.

Perfection is not expected or possible (and that’s okay). This is triage; pick the top 3-5 things you need your students to know by the end of the semester and figure out the least complicated way for them to learn it.

Recognize that one approach may not work for everyone during times of significant disruption or changing circumstances. Ask students to communicate 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 may need to provide multiple ways for students to complete assignments given their situation.

Here are some quick tips:
- Drop everything that’s non-essential
- Keep it simple
- Be flexible
- Be generous

Remember that you have a support network. In addition to colleagues who may be working through similar challenges, consult IDD, CETL, and IM&T. The Disability Resource Center is also available to help you meet the accommodation needs of students.

More information and a regularly updated Remote Teaching FAQ can be found on the CETL website https://www.unco.edu/center-enhancement-teaching-learning/

You can link to online chat, webinars, workshops, and other resources to help you with this transition.
Preparing for Remote Teaching Checklist

Part 1: What to do before you transition your course

☐ Send an initial communication to students letting them know the course will continue online. This will help students anticipate upcoming changes. Here is a sample message:

_The University of Northern Colorado is suspending face-to-face instruction for the time being. I will be in touch with you very soon about how we will continue the course remotely. I recognize that this is a disruption to your daily lives, and I am modifying the course so that we can stay on track in this atypical environment. I will be communicating updates and changes via xxx. The best way for you to contact me at this time is via xxx._

☐ Make sure you can log into all UNC systems such as Canvas, OneDrive, Outlook, Teams, and Zoom from off campus

☐ Save your teaching materials to OneDrive or an external hard drive so that you can access them from home

☐ Check your access to technology from off-campus using your personal devices. For example, can you use a personal desktop, laptop and/or mobile device such as a phone or iPad to access our systems remotely? This is a good opportunity to make sure that all your operating systems are up-to-date and compatible with any software you might use

☐ Save the UNC voicemail number to your phone (970-351-2456). Information on making/receiving calls is located on the [IM&T COVID page](#)

☐ Bookmark the following pages:
  - [CETL Remote Teaching Webpage](#)
  - [IM&T COVID-19 page](#)
  - [UNC COVID-19 Faculty FAQ page](#)
  - [IDD On Demand](#)
  - [UNC Canvas Help](#) (also includes the Canvas login link)
  - [Canvas Instructor Guide](#)

Part 2: Planning your transition to online

☐ Review the _Tips for Planning for Remote Teaching_

☐ Review the IDD Instructional Continuity Plan for Online Learning

☐ Determine your course priorities. Review _Planning for Remote Teaching_ and the _Remote Teaching Course Revision Worksheet_ in this toolkit to help you make curricular decisions about what needs to be maintained and what could be removed or postponed depending on the duration of the online period

☐ Make decisions about synchronous or asynchronous course delivery

☐ Consider what class participation and attendance look like in this emergency circumstance

☐ Determine how you will administer assessments (e.g. quizzes, tests, papers)
Determine your Communication Plan - how will you communicate with students and how do you want students to communicate with you? **NOTE:** Canvas provides a roster for each course and you can email directly to all students or select specific students.

**Part 3: Final checklist before class begins**

- Update syllabus and schedule
- Load new syllabus and schedule to Canvas
- Put content into Canvas
  - Create Canvas discussions, assignments/assessments
  - Record or schedule the first lecture (if applicable)
- Communicate with students the following:
  - How the course will continue
  - How they will communicate with you
  - Changes to assignments and exam
  - How they will participate
  - How they will be assessed
  - Ask them to communicate any issues or barriers they encounter (e.g. illness, lack of internet connectivity, technical issues, needing to care for family members, etc.)
- Publish your Canvas Course
Tips for Planning for Remote Teaching

Some things to consider as you begin your course revisions:

**Determine Priorities**

Review your plans for the rest of the semester. Identify your priorities during the disruption—providing lectures, structuring opportunities for discussion or group work, responding to students’ assignments in progress, etc. 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.

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.

**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.

*Note:* 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 or Hawaii, this could be very difficult for them.

**Identify Changes**

When moving your class online, you’ll want to consider modifying your syllabus to reflect your new online framework. This may require you to do the following:

**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. Remember—your students are probably pretty shell-shocked at this point. Taking things slow and in manageable chunks will help to facilitate their ability to learn the required material.

**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. And, all remaining course assignments should be submitted in the same way. Avoid different methods to submit your various remaining 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 still need to be completed? Are there low-stakes quizzes that can be omitted from the course? Investigate tools that will allow you to facilitate your remaining assessments at a distance. Using Canvas is a good first choice. You may also decide to BCC email your student roster a word or pdf version of your quiz. Note: Creating Canvas quizzes is the easiest way to collect quizzes and exams working remotely.

The *Remote Teaching Course Revision Worksheet* on p. 8 can help you organize your thoughts about moving to a remote environment.
# Tips for Selecting Digital Teaching Tools

<table>
<thead>
<tr>
<th>Technology</th>
<th>Resources</th>
<th>Description</th>
<th>Tech Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Tools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC Email / Outlook</td>
<td>Office 365 Training</td>
<td>Primary form of communication with students and others at the university.</td>
<td>Beginner</td>
</tr>
<tr>
<td>Teams</td>
<td>Create a meeting in 10 minutes</td>
<td>Teams is available for online chat and video/audio conferencing. It can also hold files if you need to share documents with students.</td>
<td>Beginner</td>
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<tr>
<td></td>
<td>Teams training</td>
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<td></td>
</tr>
<tr>
<td>Zoom</td>
<td>UNC Zoom Support</td>
<td>Zoom is embedded into Canvas. It can be used for online office hours and course meetings. You can also record lecture for synchronous use.</td>
<td>Intermediate</td>
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<tr>
<td>Limit of 40 minutes of lecture/meeting.</td>
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<tr>
<td>OneDrive</td>
<td>OneDrive Overview</td>
<td>Used for file sharing and collaborative editing of documents in the UNC Network of tools.</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td>Office 365 Training</td>
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<tr>
<td><strong>Lecture Tools</strong></td>
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<tr>
<td>Teams</td>
<td>Create a meeting in 10 minutes</td>
<td>Faculty and students can use Teams to hold and record class content. Teams can be used for class discussions and small group work. This is the best option as it creates closed captioning. It is also the easiest to set up.</td>
<td>Beginner</td>
</tr>
<tr>
<td></td>
<td>Teams training</td>
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<tr>
<td>Powerpoint Recording and file Upload</td>
<td>Recording Powerpoint slides Upload a Video to YouTube Insert a YouTube Video to Canvas</td>
<td>Record voiceover on powerpoint slides and upload them to Canvas. If you upload these to YouTube you will also get closed captioning. You can link the video from YouTube to Canvas.</td>
<td>Beginner to Intermediate</td>
</tr>
<tr>
<td>Zoom</td>
<td>UNC Zoom Support</td>
<td>Zoom is embedded into Canvas. It can be used for online and course meetings. You can also record lecture for synchronous use. If you record Zoom you must determine how you will develop closed captioning.</td>
<td>Intermediate</td>
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<tr>
<td>Limit of 40 minutes of lecture/meeting.</td>
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<tr>
<td><strong>Assignments and Assessments</strong></td>
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<tr>
<td>*<strong>Discussion Boards</strong></td>
<td>Create a Canvas Discussion Board</td>
<td>Discussion boards can be used to generate asynchronous class discussions.</td>
<td>Beginner</td>
</tr>
<tr>
<td>*<strong>Assignments</strong></td>
<td>Create a Canvas Assignment Grade a Canvas Assignment Canvas SpeedGrader</td>
<td>Asynchronous online assignments and submission.</td>
<td>Beginner</td>
</tr>
<tr>
<td>*<strong>Tests &amp; Quizzes</strong></td>
<td>Create a Canvas Test Grade a Canvas Test</td>
<td>Asynchronous online tests and quizzes.</td>
<td>Beginner to Intermediate</td>
</tr>
</tbody>
</table>
Supporting Students

Students will be navigating a variety of different expectations and changes to syllabi while face-to-face courses are suspended. Some may not have dependable access to the internet or tutoring and other supports. To help students navigate the change, think about the following:

Students may need to go to a location with an internet connection to access your course materials.
- Clearly communicate if you plan on meeting virtually during the already established class time in Canvas.
- Prepare an alternative assignment for participation if a student cannot attend the virtual sessions due to lack of internet or illness.

How should students communicate with you if they have questions?
- 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 revised syllabus or course schedule.

Students will be experiencing changes in all their classes, making it challenging to manage shifting due dates, assignments, and expectations.
- Provide students with a revised syllabus or course schedule in a central location for students to refer to. Clearly label the most current schedule.
- You may send additional reminders close to due dates to help students keep on task.

Frequent communication with students is a key aspect of online teaching under any circumstances. It’s doubly important during an unexpected switch from face-to-face teaching.
- Let students know your plan for continuing the course as soon as you have one. Where can they find course content? How can they reach out to you? How will you have office hours? Will any due dates change?
- 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 not be used to 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 is a great tool for holding virtual office hours.
- Rapid change can be stressful. Using assuring language and reiterating you are here to support student success can help mitigate student anxiety.
**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.

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

CETL Emergency Remote Teaching Section
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 Zoom and Teams.

UNC COVID-19 Information Page
Updated information on UNC response to COVID-19.