ARE YOU READY TO TEACH ONLINE?

Answering "YES" to most or all statements is an indication that your class is a well-planned online experience. Note, if teaching a hybrid class, elements of synchronous or asynchronous online classes will apply to the online portion of the class.

ENGAGEMENT: SYNCHRONOUS CLASSES

My class will engage students in learning in these ways:

During class

- ☐ Zoom breakout rooms for activities such as pair/share and small group work
- ☐ Audience polling (e.g. Zoom polling, Kahoot, PollEverywhere, Mentimeter, DirectPoll)
- ☐ Solving Problems in Class
- ☐ Student presentations or debates
- ☐ Peer review and feedback
- ☐ Large group brainstorming using Whiteboard feature in Zoom or GoogleDocs
- ☐ Guest lecturers

Outside of class

- ☐ Assignments that allow students to explore their interests
- ☐ Group projects (problem solving, role playing, presentations, debates)
- ☐ Recorded lectures chunked into short (<10 min) instructional videos with or without embedded quiz questions.
- ☐ Canvas discussion boards or VoiceThread
- ☐ Student collaboration (e.g. Google docs/sheets/slides)
- ☐ Opportunities for community engagement
- ☐ Check your understanding quizzes

Multiple modes of delivery:

- ☐ Video (Ensemble Anthem, VoiceThread)
- ☐ Text
- ☐ Audio (podcasts, VoiceThread, voiceover PPT)
- ☐ Guest instructors/speakers
- ☐ Universal Design for Learning (UDL)

ENGAGEMENT: FULLY ASYNCHRONOUS

My class will engage students in learning in the following ways:

Active learning strategies such as:

- ☐ Regular announcements
- ☐ Discussion boards or VoiceThread
- ☐ Assignments that allow students to explore their interests
- ☐ Group projects (problem solving, role playing, presentations, debates)
- ☐ Peer review and feedback
- ☐ Short, instructional videos with or without embedded quiz questions
- ☐ Google docs/sheets/slides for asynchronous group work
- ☐ Asynchronous audience polling (e.g. Kahoot, Mentimeter)
- ☐ Opportunities for community engagement
- ☐ Check your understanding quizzes

Multiple modes of delivery:

- ☐ Video (Ensemble Anthem, VoiceThread)
- ☐ Text
- ☐ Audio (podcasts, VoiceThread, voiceover PPT)
- ☐ Guest instructors/speakers
- ☐ Universal Design for Learning (UDL)

ASSESSMENT

I'm confident the students will meet course learning goals because:

My activities and assessments:

- ☐ Allow students to show evidence that they have reached my course learning goals
- ☐ Measure the skills /thinking I want students to have when they leave the class
- ☐ When large projects and writing assignments, the work is staged/scaffolded
- ☐ Have clearly defined expectations
- ☐ Include a variety of assessment types instead of just one type (i.e., exams or papers)
- ☐ If online exam proctoring is used, students will be made familiar with the technology and expectations ahead of time

The timeline is clear. Students know what is expected and when it is due.

- ☐ Provide this information in weekly module overviews
- ☐ Send reminders about this information in weekly email announcements

TRAINING & SUPPORT

I have or will engage the following training and resources, as appropriate:

Training

- ☐ I have had Center for the Advancement of Teaching (CAT) or other training for online instruction
- ☐ I am using a Canvas course template designed for online learning Zor have created my own using principles for effective online course design

Resources and Support

If enrollment has been kept low, it is because:
- ☐ I am teaching a seminar-style class
- ☐ I have little experience teaching online
- ☐ There is no online model course, so I am developing from scratch

If enrollment is higher than I am used to, this is because:
- ☐ I'm an experienced online instructor
- ☐ The course is for advanced students and is primarily content-driven

If I feel more resources or support are necessary (for example, training for me, or a TA or graders for a high-enrollment course), I can consult with any of the following:
- ☐ Course coordinator, if available
- ☐ Department Chair
- ☐ My Dean's office
- ☐ A consultant from the Center for the Advancement of Teaching or the Office of Digital Education.