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, Poll Everywhere, Mentimeter, Direct Poll)
- Solving Problems in Class
- Student presentations or debates
- Peer review and feedback
- Large group brainstorming using Whiteboard feature in Zoom or Google Docs

**Guest lecturers**

**Outside of class**
- 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)

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
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- Guest instructors/speakers
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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 or 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