Online Teaching Guidelines Checklist for COVID-19

VALENCIA

Faculty Online Teaching &
Review Committee

COURSE:

SEMESTER:

PROFESSOR:

DATE:

The Online Teaching Guidelines Checklist for COVID-19 was created to serve as a guide for faculty who are teaching online in any capacity for the 2020-2021 Academic Year. The goals of this self-assessment instrument are to: provide minimum criteria for design & delivery of course material, to determine what areas need to be addressed with training and workshops, and for the FOTRC to determine how we can best support you! This is not an evaluative or observational instrument and will not be used for annual review purposes.

Please use the checkboxes in the right columns to mark if a criteria is complete or if you need help revising and implementing it.

Your time in completing and submitting this checklist to the Distance Learning Coordinator- Alexa Wheeler - alexa08@unm.edu is super appreciated!

For general help in teaching online from UNM Valencia Campus, please see the Faculty Online Teaching website.

For one-on-one help or Open Labs at UNM Valencia Campus, please contact the Director of the Teaching & Learning Center- Soledad Garcia-King at sgking@unm.edu

For general help in teaching online from UNM Abq Campus, please see the Center for Digital Learning website.

For one-on-one help or Open Labs at UNM Abq Campus, please see the Center for Digital Learning Workshop and Open Lab website.

Syllabus and Introductory Material

Strategy	Rationale and Resources	Complete	Need Help
1. Help orient your students by prominently posting an updated syllabus and course schedule.	In a face-to face course, in addition to providing students with a syllabus, instructors typically reinforce course expectations, schedules, and deadlines through daily class announcements or casual conversations with their students. In a remote environment, without daily reminders, students often need more reliable (and often asynchronous) access to explicit expectations for the course. Therefore, posting a detailed syllabus and course schedule is essential for student success. Let students know if your course assumes any prerequisite knowledge or competencies. The syllabus should also clearly outline expectations for how communication will work and how students will be graded.		
2. Introduce yourself to your students. Instructor self- introductions can be created in a video, audio, or text format.	When instructors first meet with their students in a face-to-face classroom, they often provide background on why they are passionate about the material, why the material may be important professionally, strategies for navigating the course successfully, and what resources are available if students start to struggle. In a remote environment, an instructor self-introduction can help students feel supported and welcomed into the classroom.		

Strategy	Rationale and Resources	Complete	Need Help
3. Encourage your students to introduce themselves to each other and to you.	In a face-to-face course, ice-breakers or introductory activities are often used to help establish an early sense of community. A remote environment can feel a little lonely and may cause students to disengage. Much like a face-to-face icebreaker, an early, low-stakes activity that allows students to connect to the course and to their peers can be very beneficial. It can help students recognize that they will be learning in a community and encourages interactions with other learners. When assigned early, this type of activity can also help instructors quickly identify students who may be struggling with course access. The activity could take the form of: • Introductory discussion post (using text, video, or audio) • Activity/Prompt in Flipgrid (O365 App) • Activity/Prompt in Zoom and/or MS Teams		

Course Navigation and Technical Requirements

Strategy	Rationale and Resources	Complete	Need Help
1. When building your course materials, keep your components consistent, easy to navigate, and organized sequentially.	In face-to-face classroom, instructors guide students along a planned path using carefully designed and implemented learning experiences. In order to help guide students through a sequence of learning experiences in a remote environment, instructors must carefully organize online materials so that the path is easy to find and easy to follow. Rather than having students click into one folder for readings, another for assessments, and yet another for discussion, organize activities, content, and contextual materials for each section of the course - units or modules. This can help students approach learning in bite-sized chunks and not waste cognitive resources trying to find their way along the path.		
2. Ensure that students can readily access any required technologies in the course and provide links to useful documentation.	Teaching and learning in a remote environment requires technology. Some courses may even require additional content specific technology. It is important that all students know where and how to access the necessary technology. In a remote environment, technology challenges can become major barriers to student success. Minimize frustration by providing links and clear directions for support. • How to Use Learn (UNM Learn Student Documentation) • Create a Support Ticket (this is linked in the left-hand menu of your Learn course. Be sure it is prominent for students) If the course uses tools outside of Learn, instructors should also include links and descriptions helping students access technical support for those tools.		

Interaction

Strategy	Rationale and Resources	Complete	Need Help
1. Interact with your students. Plan for regular, meaningful, and substantive interactions that engage students in the course and respond directly to their learning.	In face-to-face classrooms, many interactions can happen in the spur of the moment: you might make announcements at the beginning of class, students might ask questions about upcoming assignments, or ask one another questions about a concept. As noted earlier, instructors need to intentionally design opportunities for interactions with students and between students in a remote environment. Not only does this help promote a sense of community for the students but regular feedback from the instructor can help alleviate student concerns and give them a sense of how they are doing in the course. Regular interactions and feedback can take several forms: • Announcements to give students regular updates • Discussion forums to facilitate whole class or small group discussions • The rubric tool and/or comments box to provide feedback on student work. Feedback can also be provided using video or audio		
2. Help students establish a routine. Let students know your expectations for how often they should log into the course, your response time for general communication, and your timeframe for returning graded work.	Student success in remote environments is supported by routine. Establish a regular schedule for engaging with course content, for completing assignments, and for receiving feedback. This will help students manage the course workload and progress in a timely manner. Routines can be established: • In the syllabus • In introductory materials • Using consistent and predictable learning experiences and activities • Using consistent and predictable deadlines		

Learning Activities/Instructional Elements

Strategy	Rationale and Resources	Complete	Need Help
1. Make it clear what work students should be completing each week, and distinguish between required and optional (or supplemental) materials.	Use a course map, course schedule, or weekly overviews to give students a clear sense of expectations, due dates, and the purpose of their work. Learners often feel more motivated to complete work when they understand the why behind each task and see a clear path to success. Providing clear course learning objectives as well as clear unit/module level objectives will foster overall course alignment.		
2. Help students understand how they will be graded. Provide specific criteria for all graded assignments.	Students often have a lot of anxieties around being assessed. Students want to know how to be successful in a course. Providing explicit rubrics or grading checklists in a remote environment supports student success by helping students understand your expectations. Instructors can also provide annotated models of successful or unsuccessful work to illustrate grading criteria.		
3. Take advantage of resources to provide students with accessible content.	UNM Learn courses all have accessibility software (Ally) enabled. Ally lets instructors know how accessible their course materials are. Briefly, Ally gives students access to alternative file formats that may benefit their learning. A few tips to start creating a more accessible course include: • Using heading structures in documents • Creating alternative tags for images • Including captions and/or transcripts for all video and audio • Using descriptive links • Choosing OCR PDFs • Avoid using color as the only directional identifier (e.g."Click the blue button.")		

Learning Support

Strategy	Rationale and Resources	Complete	Need Help
1. Help students find academic and student support.	Many students did not expect to be taking remote courses and may feel very unprepared to learn in this modality. Giving students quick and easy access to academic support and student support resources within your course not only reminds students that instructors (and UNM-Valencia) are committed to helping them succeed, but it also helps shorten the path for accessing resources. • The Learning Center • The Writing Center: • Advisement • Library • Coronavirus Information • Any discipline specific student support resources		