

Colorado College Transitioning to Online Instruction Checklists

(adapted from the Quality Matters Emergency Remote Instruction Checklist, <http://tiny.cc/hv55mz>)

Support Resources

- The CC Transition to Remote Instruction Canvas Course, with templates and student surveys you can use in your Canvas course, as well as suggestions for assignments and interactions: <https://canvas.coloradocollege.edu/courses/32133>
- Academic support resources for students: <https://www.coloradocollege.edu/other/coronavirus/teaching-learning-support.html>.
- Wellness and mental health resources: <https://www.coloradocollege.edu/other/coronavirus/wellness-mental-health.html>.

If you have concerns about any of your students during the block, please email Director of Student Support, Teresa Leopold who will connect them with the correct support center on campus.

Checklist One: Orienting Students to Your Online Course

As you plan your course, you'll want to set students up for success by preparing the environment before students begin work and orienting them to a structure that will be new to them.

- ☐ **Send students the technology & access survey before the course begins.**
 - The Transition to Remote Teaching and Learning team has created a survey for students about their technology and internet access so you can understand what challenges they may face. The survey and instructions for using it are on the Canvas course: <https://canvas.coloradocollege.edu/courses/32133>
- ☐ **Describe communication and interaction expectations, and when to expect replies.**
 - Explain to students how they should contact you, how often they should log in to the class site, etc. Telling students when they will receive a reply to a question and when they will receive assignment feedback and grades helps establish a reliable structure.
- ☐ **Provide instructions on how students can access their grades in Canvas.**
- ☐ **Explicitly identify any relevant changes to usual course and institutional policies.**
 - Examples might include amended policies for students who lack a stable internet connection, appropriate technology, or who fall ill.
- ☐ **Inform students in advance about technologies used in the class and support options.**
 - List the Solutions Center contact information (its@coloradocollege.edu or 719-389-6449). Include links for software students need to download and links to tutorials for using the technology. You can find such tutorials in the Canvas Resources course.
- ☐ **Provide quick and easy ways for students to find academic or student support services.**
 - Include the links to the academic and wellness support resources listed at the start of this document on your syllabus and in an announcement or email so students can find them quickly.
- ☐ **Explain to students how to access the Colorado College Accessibility Resources Office (719-227-8285 or <https://www.coloradocollege.edu/offices/accessibilityresources/>) and be responsive to students who need assistance in accessing digital course materials.**

Checklist Two: Guiding Student Learning

Continue to ease the transition and build confidence by helping students to establish social presence online, providing guidance and explanation similar to what you would offer in class, and considering best practices for remote teaching with technology.

- ❑ **Create a sense of community by encouraging and guiding learners to introduce themselves in the online classroom/platform and/or engage in online discussions.**
 - An early “introduction discussion” activity gets students using the Canvas discussion tool, which they may need for upcoming assignments.
- ❑ **Explain how you will evaluate submitted work.**
 - Include clear information, whether through an assignment prompt, rubric, or other means, about how the assignment will be graded
- ❑ **Provide learners with timely feedback to enable them to track their learning progress.**
 - Students may feel disoriented without regular classroom interaction. In the online environment, much of your interaction with learners can be through robust and timely feedback. Additionally, when teaching at a distance, it is crucial to provide lower-stakes, formative assessments so both you and your students can proactively address any confusion before higher-stakes assessments
- ❑ **Consider using short video or audio pieces for interaction, and make sure students have easy access to any software, plugs-ins, etc., they’ll need to access the multimedia content.**
 - Many students taking online classes really want to see and hear their professors, and particularly in an uncertain time, it may be reassuring for students to see and hear from you. Video can be used both for content and feedback. Consider that students may have *limited internet connectivity* and keep videos short and audio clear.
- ❑ **Organize your course online to guide students along the learning path and help them progressively navigate through the course each day.**
 - Unclear navigation or materials present a significant barrier for all students. Creating an effective learning path in Canvas will reduce frustration for everyone and encourage students to be more self-sufficient.
- ❑ **Plan active learning opportunities and use course tools to meaningfully facilitate learners’ interaction and active learning.**
 - Consider how students will continue to interact with one another, you, and with the course material by using collaborative tools (e.g., Google docs, editable pages, or group discussions in Canvas), synchronous tools (e.g., Zoom or Webex), and tools for asynchronous, online interaction (e.g., online Canvas discussions).
- ❑ **At the end of week one, ask students to complete the reflection and feedback survey.**
 - The survey is available on the Transitioning to Remote Instruction course and can be copied to your course in the same manner as the pre-class technology survey:
<https://canvas.coloradocollege.edu/courses/32133/quizzes/4993>