

# Remote Instruction Design Checklist

This Remote Instruction Design Checklist will help you plan and self-assess a fully online or remote course.

For more instructional resources, please visit [teaching.pitt.edu](https://teaching.pitt.edu)

## Best Practices Design and Planning

<input type="checkbox"/>	<b>Course Overview and Introduction</b> Course shell includes a course introduction statement, navigational instructions, an instructor introduction, a means for students to introduce themselves, and technology/resource/prerequisite requirements.
<input type="checkbox"/>	<b>Learning Objectives</b> Course shell contains measurable course and aligning module-level student learning objectives that clearly state what students will know and be able to do as a result of completing coursework.
<input type="checkbox"/>	<b>Assessments</b> Course includes a mix of low- and high-stakes assessments which will allow students to practice and receive feedback and will allow the instructor to evaluate student mastery of learning objectives.
<input type="checkbox"/>	<b>Student Interaction</b> In addition to promoting achievement of learning objectives, course activities allow for regular (ideally, weekly) student-student interaction. Course shell includes information about how the instructor will communicate with students.
<input type="checkbox"/>	<b>Course Technology</b> Technology tools and media are accessible and support and enhance teaching and learning.
<input type="checkbox"/>	<b>Student Support</b> Course activities and assessments contain clear instructions. Course shell includes links to technology and academic resources and tutorials.
<input type="checkbox"/>	<b>Accessibility</b> Videos are captioned. Images have alt text. Links have meaningful descriptions. See: <a href="https://www.diversity.pitt.edu/digital-accessibility">https://www.diversity.pitt.edu/digital-accessibility</a>

## Best Practices Remote Instruction

<input type="checkbox"/>	<b>Establish Instructor Presence</b> Communicate with students regularly. Consider posting weekly overview videos or announcements to discuss important information, deliver whole-class feedback, and to give important reminders. Facilitate discussion boards.
<input type="checkbox"/>	<b>Give Timely Feedback</b> Give improvement-focused feedback and grades on student work in a timely manner (within 1 week of submission).
<input type="checkbox"/>	<b>Offer Virtual Office Hours</b> Give students the opportunity to participate in remote office hours by phone, email, Zoom, and/or Big Blue Button web-conferencing. Office hours might be regularly scheduled or by appointment, per your preference.
<input type="checkbox"/>	<b>Collect Student Feedback</b> Consider using a midterm survey or some other means of checking in with students prior to the end of the term. See <a href="https://teaching.pitt.edu/omet/midterm/">https://teaching.pitt.edu/omet/midterm/</a> to opt in to midterm surveys. If possible, make improvements based on student feedback.

