

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 the University Center for Teaching and Learning website.

Best Practices Design and Planning

<input type="checkbox"/>	Course Overview and Introduction 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"/>	Learning Objectives 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"/>	Assessments 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"/>	Student Interaction 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"/>	Course Technology Technology tools and media are accessible and support and enhance teaching and learning.
<input type="checkbox"/>	Student Support Course activities and assessments contain clear instructions. Course shell includes links to technology and academic resources and tutorials.
<input type="checkbox"/>	Accessibility Videos are captioned. Images have alt text. Links have meaningful descriptions. See the Office for Equity, Diversity and Inclusion's Digital Accessibility page.

Best Practices Remote Instruction

<input type="checkbox"/>	Establish Instructor Presence 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"/>	Give Timely Feedback Give improvement-focused feedback and grades on student work in a timely manner (within 1 week of submission).
<input type="checkbox"/>	Offer Virtual Office Hours 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"/>	Collect Student Feedback Consider using a midterm survey or some other means of checking in with students prior to the end of the term. See the University Center for Teaching and Learning's OMET Midterm Course Surveys page to opt in to midterm surveys. If possible, make improvements based on student feedback.

