



Checklist for Teaching Remote Courses

Remote is not the same as online. While online courses prioritize the use of an LMS and are asynchronous, remote courses can be established quickly and are mostly synchronous. Listed below are a few items to consider when preparing for a remote course. If you have any questions about preparing your remote course, please contact the Reinert Center and request a consultation: ctl@slu.edu

INDEX

[Preparing for your Remote Course](#)

[During Remote Course](#)

[Wrapping up](#)

[Pick Drill for Remote Teaching](#)

[Temperature Check for Students](#)

[Netiquette Strategies Instructors can communicate to students](#)

Preparing for your Remote Course

Technical Prep for Faculty

with Zoom 1-minute video links - <https://support.zoom.us>

- Scheduling a meeting ([link](#))
- Scheduling a reoccurring meeting ([link](#))
- Test your microphone and camera ([link](#))
- Know how to manage participants students ([link](#))
- Know to mute all participants ([link](#))
- Make sure you know how to share your screen or desktop ([link](#))
- Make sure you know how to stop sharing your browser or desktop ([link](#))
- Find where the chat window is - private chat and public chat ([link](#))
- Clear up your computer desktop, browser tabs, and bookmark folders
- Clear the space you will be presenting in - limit distractions around you
- Try participant features like “raising hands” or answering “yes/no” questions from the teacher **AND** student side
- Know how to record your session ([link](#))

Instructional Prep for Faculty

- Prepare for both synchronous and asynchronous teaching
- Consider good habits of [online time management](#)
- Have slides, course materials, and supplies ready
- Be mindful of time - take breaks if needed/build them into slides, or set a timer
- Tell students how long you will be together
- Practice looking at the camera as often as you can
- Prepare questions for your session ([consider active listening practices](#))
- Simplify and practice transparency
- Consider ways to humanize your approach to the course by prioritizing care towards your students. (see [Humanizing Remote Teaching](#) document)

During Remote Course

Starting your remote course

- Greet each attendee as they log in
- Start with [Pick Drill](#) designed to help students walk through the technology you will be using for the course. Do not assume students know how to use any technology.
- Engage students in a [“temperature check”](#) at the beginning of class
- Take time to make announcements or celebrations - invite students to share
- Let students know you are recording the session
- Provide an overview/outline of your session to help students follow along
- Distribute handout of slides and other materials before class
- Check to see if students mute microphones
- Communicate to students to get in the good physical space for learning (see [Setting up your Learning Workspace handout for Students](#))
- Communicate rules for [netiquette and behavior expectations](#) at the start of class

Effectively teaching your remote course

- Take breaths and check for understanding. Consider using active learning techniques: consider asking students to type the “muddiest point” in the Zoom chat; offer a brief 1-2 question quiz; provide a reflection prompt, or ask students to type a summary of what was covered in the session.
- Periodically, take a break and ask questions in the chat - Consider assigning an attendee to notify you when a question is raised.

Wrapping up

After class

- After your remote class, resend and/or post handout material
 - Make sure your course recording has been uploaded
 - Send reminders when you will meet again and what will be covered during your next meeting.
 - Ensure students know where they can get support (emotional, medical, spiritual, ...) through this trying process. Offer links to IT, Tutoring Services, Campus Ministry, and Student Health and Counseling to ensure students know there are others within the community who can help with challenges outside of coursework.
-

Pick Drill for Remote Teaching

Some fitness classes begin each session a ***pick drill*** - a quick overview of the correct form needed to protect yourself from injury during a workout. In remote classes, the same ethos applies because you will need to take time to show students the correct way to participate in each course. Take a little time at the start of the class to show students the correct way to participate in your meeting. Show an overview of the tools you will be using as well as the proper way to interact.

Here are a few steps you may want to take before beginning each course:

- Walkthrough tools students will be using
 - Zoom: Show the “wave hand” feature
 - Talk about how students can ask questions using the chat function
 - Talk about camera/mic muting - recommend keeping their mic muted
- Have students send you a private chat answering a question
 - Eg: “How are you doing?” “Where are you?”
- Then have students send a public chat to all:
 - Eg; “What is the strangest thing you have seen this week?”
- Set ground Rules

Temperature Check for Students

Engage students in a “temperature check” at the beginning of class. You may wish to do this weekly. It is harder to tell how students are doing when you are in a virtual space, so this can help to get a read of the virtual room. It can also help students to feel more comfortable, warming up to speak online. You may get creative and come up with a check-in prompt that both allows students to share how they are and is related to your class content. Some general examples of temperature checks are:

- A high and a low
- A rose and a thorn
- Represent your week in an emoji or hashtag
- Share how you are doing in the form of a weather pattern or forecast
- Fist to five (fist being a ranking of zero, up to all five fingers) on how you are doing and explain why
- What is one joyful practice that is energizing you (as a student or human in the world)?
- *Perhaps when you first see students online after a school closure:*
 - What is on your mind most in this time?
 - What support do you need, and do you have what you need to get it?
 - What is something or who is someone bringing you joy and hope in this time?
 - Identify a [basic human need](#) you have, and how you are already fulfilling it or can fulfill it

Raygoza, M., León, R., & Norris, A. (2020). *Humanizing online teaching*.
<http://works.bepress.com/mary-candace-raygoza/28/>

Netiquette Strategies Instructors can communicate to students

- Encourage students to introduce themselves and meet one another to form a learning community where they will feel safe to share and discuss.
- Develop discussion questions that allow the student to critically reflect on the material and synthesize it with their own experiences.
- Encourage students to participate early and often.
- Create their presence in the classroom but not interfere with the flow of the discussion.
- Intervene when the discussion is veering off in the wrong direction and help move the discussion back on track.
- Ensure that the discussion forum is a safe learning environment.
- Promote further thinking and reflection by posing more thoughtful and engaging questions within any given discussion.

Adapted from Owens, R. (2009). Eight Tips for Facilitating Effective Online Discussion Forums. *Faculty Focus*.
<http://www.facultyfocus.com/articles/online-education/eight-tips-for-facilitating-effective-online-discussion-forums/>