



Checklist for Remote Teaching

Preparation before the Course Begins

Synchronous Sessions

- 2 Weeks prior to the start of the course:
 - Ensure that your Zoom account is configured correctly.
 - Test your setup at <https://zoom.us/test>.
 - Set up a recurring meeting for the class.
 - Import the meeting [into the Zoom integration in Canvas](#).

Asynchronous Content

- 2 Weeks prior to the start of the course:
 - Copy course material in Canvas (if pre-existing material is being reused).
 - Update syllabus, assignment due dates, group project assignments, etc.
 - Organize and segment course content into modules.
 - Review assigned readings.
- Review pre-recorded lectures.
- Review discussion boards.
- Upload quizzes.

1 Week Prior to the Start of the Course:

- Send a welcome email to students to introduce yourself and invite them to browse the Canvas site.

During the Course

Synchronous Engagement

- Is there live interaction with the instructor outside of class?
 - Hold an office hour by Zoom or phone
- Are synchronous class sessions planned and delivered well?
 - Activate your video and request students do so as well.
 - Plan an agenda that includes multiple modes of instruction (e.g., lecture, demonstrations, activities, and discussions).
 - Plan opportunities for students to interact with each other by utilizing discussion forums or breakout rooms.
 - Align the live session with other course content, like recorded lectures, assignments, etc. We recommend not duplicating content, but synthesizing knowledge exploring in the course content.
 - Record the live session and share with students in a timely manner (if configured correctly, it should appear in Canvas automatically).



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During the Course

Asynchronous Engagement

- Ensure a steady cadence of communication with students.
 - Send a welcome email to students.
 - Initiate and participate in a welcome and introduction discussion thread.
 - Respond in a timely manner (ideally within 24 hours) to emails from students.
 - Instructor and TA participate in asynchronous discussion (e.g., drop in at least a couple times to encourage or guide student discussion).
- Formulate and articulate clear expectations for students.
 - Disseminate expectations about group projects and respectful interactions in discussion boards.
- Provide formative and summative feedback on students' work.
 - Provide timely and personalized feedback on assignments (within 1 week for major graded assignments).
 - Set up feedback mechanisms during course such as a mid-course evaluation.
 - Grade assignments and quizzes in a timely manner.

After your Course

Submitting Grades

- Use the gradebook in Canvas; fill in each column for each student.
- Follow your programs' guidelines around submitting grades

Evaluation and Revision

- Review student feedback with Teaching and Learning staff member.
- Identify and plan revisions based on lessons learned.

Questions?

Please contact the UCPE Teaching and Learning Team at online@uchicago.edu