RUTGERS
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Checklist for Remote Teaching

Use this checklist as a guide to prepare for remote instruction during COVID-19. See page 2 for more information about online, asynchronous remote, and synchronous remote modalities.

- All SAS courses must use a learning management system (LMS), either Sakai or Canvas.
  - Sakai: How do I create a new course site?
  - Canvas: Request course site in the course scheduling system
- Post the syllabus and course description with students before the semester begins (if possible) and well before the last day students can withdraw from the course.
- Set up a course homepage within the LMS. Include pertinent information about your course such as basic course information (your name, the course title and number) how students can contact you, and links to important course components (syllabus, modules/lessons, etc).
  - Sakai: How do I edit the site information?
  - Canvas: How do I change the Course Home Page?
- Ensure that your students are comfortable in an online/remote course. The Learning Centers developed helpful material for students, How to Succeed in an Online Course. Consider assigning this material as the first assignment in your course.
- Provide multiple forms of substantive student-instructor interaction. Examples of substantive interaction include direct, synchronous instruction; providing timely feedback on coursework; responding to student questions; and facilitating group discussions.
- Use the gradebook tool to post grades so students can keep track of their progress.
  - Sakai: How do I set up my Gradebook?
  - Canvas: How do I use the Gradebook?
- For video lectures, "chunk" (divide) large lectures into multiple shorter videos. Ideally each video should run about 5-10 minutes per video. Very short assignments, such as responding to a few questions, can be interspersed between the videos. Synchronous courses should also consider "chunking" and recording the sessions for asynchronous viewing, if possible
- Wherever possible, develop assignments and exams in an open book/take-home format. Consider developing multiple lower-stakes assessments throughout the course. For more tips see the Remote Exams and Assessments page. Focus on assignments that will help the students retain what they are learning. Avoid reliance on ProctorTrack. It requires more expensive computer equipment than some students have access to; even in the best of circumstances it generates many false positives; and, it has been experiencing technical difficulties as its capacity is being overwhelmed.
- Develop an organization structure that works for your course. Ideally every week, unit, or theme should generally be structured the same way. Examples are provided on the next page:

Weekly Template Asynchronous	Weekly Template Synchronous
Complete by Day 1 of the Week: • Weekly Overview Complete by Day 3 of the Week: • Readings • Lecture/Videos Complete by Day 4 of the Week: • Quiz • Discussion Board Complete by Day 7 of the Week: • Assignment • Respond to Discussion Board	Before synchronous meeting: • Weekly Overview • Readings • Quiz Hold synchronous meeting After synchronous meeting • Complete assignment

About Modalities

COVID-19 disruptions have required us to significantly extend opportunities for students to take courses remotely. We are doing this using three modalities:

- OL - Courses that have been designed and approved as online (OL) courses.
- AR – Courses temporarily adapted for asynchronous remote instruction during the COVID-19 restrictions on in-person gatherings.
  - o These courses may, and should, also include some synchronous opportunities for interaction; these should be mindful of the range of challenges students may be facing in doing synchronous work including being located in global range of time zones.
- SR -- Courses temporarily adapted for synchronous remote instruction during the COVID-19 restrictions on in-person gatherings.
  - o These courses will have required synchronous sessions during the times listed in the schedule of classes, with some accommodations made for those student facing challenges in doing synchronous work.

This checklist should be used across remote-instruction modalities during the COVID-19 period. The SAS Curriculum Committee will continue to review proposals for courses explicitly designed as online courses under its standing policy on Online and Hybrid Courses. Approval through this process will be required in order to offer a course online post-COVID-19 restrictions.

More Support

The SAS Keep Teaching page continues to be updated with relevant guidance.

The University Teaching and Learning with Technology page provides resources.

The SAS Instructional Design and Technology Specialist Eliza Blau eliza.blau@rutgers.edu can also provide assistance and refer instructors to additional resources.