
Top tips for getting up to speed with remote instruction

In order to move your teaching to remote instruction, you will need to review each component of your course to decide the ways in which these need to be adapted. Here are some of our top tips to consider.

Pedagogical considerations

Syllabus

- Do not change the Student Learning Outcomes (SLOs). The course was approved to meet certain SLOs and these will need to be met in an online modality.
- Consider alternate ways to teach content in the syllabus. For example, use a reading to replace a lecture and then summarize key points through an online class discussion.

PowerPoint & presentation

- Students are generally less willing to spend time attending to a PowerPoint given over a virtual medium. Break the lecture into 7-10 minute chunks. To keep students engaged, mix lecture material with class activities (use the breakout room feature in Zoom), full-class discussions or by showing relevant videos.

Create a friendly classroom environment

- Consider alternate ways to build rapport with your students. If you arrived early for class so that you could chat informally with your students, let them know that you will be online before or after class if they want to connect. Hold frequent online office hours and be accessible.
- Encourage students to spend a few minutes getting to know each other before completing a group activity. This could develop rapport among students, which is conducive to student engagement.

Active learning

- For activities, think about the thrust of what you'd like to accomplish, and how that might be preserved in an online environment. For example, if you would like to do a think-pair-share, consider an activity that requires a breakout room instead.
- If your class relies heavily on discussion, consider asking your students to submit discussion posts ahead of time for you to bring up during class.
- "Reading" students in online environments may be different. Consider using frequent temperature checks. Ask questions that spark discussion, administer a pre-planned poll or encourage students to 'raise their hands' to ask questions.

Assessment

- Before you make any changes to assessments, consider how they might impact the measurement of the SLOs identified in the syllabi.
- Timed, closed-book assessments will need remote proctoring tools to function successfully. Consider offering an open book exam or several lower-stakes quizzes in place of one, high-stakes assessment.
- Use peer evaluation as a component of the grading process for group work, and consider asking students to share their assignments via google docs and reviewing those in real time.

Logistical considerations

Communication

- Make sure that students are aware of all the changes that are to occur. These could include:
 - Course meeting logistics
 - ✓ Technological requirements
 - ✓ What are the norms for participation? Should students just speak up if they have questions or should they use the 'Raise Hand' button?
 - ✓ How will you make PPT slides available?
 - Changes to assignments/projects
 - Changes to group work
 - Changes to assessments
 - Changes in office hours and communication policies
 - Overall 'netiquette' (e.g. cameras on, students paying attention)
- Students may not be on email all the time. A useful and effective way of getting your students' attention is to use the Announcements feature in Canvas to send messages to your class.
- Make sure students know when new material is posted. If you post new materials in Canvas, be sure to let students know what you posted and where. You might even ask that they change their Canvas notification preferences to alert them when new materials are posted.

Check-in with students

- Once expectations are set, ensure that students have the resources/ability to meet them. Will students be able to join class sessions from a quiet, private place with adequate WiFi? Do they have a webcam/mic that will work?

Keep your sanity

- **Prepare to be flexible.** Students may not have access to reliable technology and therefore instructors will need to be flexible. However, a number of tools already exist (such as Zoom or Canvas) and a team of specialists is there to support you.
- **Start with what you already know.** Instead of trying to learn several new tools all at once, focus on using the resources you are already familiar with, such as Canvas. Work with the Online Curriculum & Instruction team to get comfortable with Zoom.
- **Manage your communications load.** You might get frequent questions from your students. Keep track of them and consider developing an FAQ to manage your workload.

Support and resource guides

For questions and support: cusps.zendesk.com
[Remote Instruction Guide to Technology \(for Faculty\)](#)
[Remote Instruction Guide \(for Students\)](#)