

Checklist: **Are you ready for March 23, 2020?**

1. Technical Expectations

myCourses: I have made use of the content management system's features including:

- Uploaded a revised syllabus
- Uploaded revised assignments
- Updated posting, edited and reordered news announcements regarding alternative delivery
- Set up appropriate discussion prompts on the discussion board
- Set up quizzes and surveys

Checked for Broken Links: Keep resources fresh and current.

- Reviewed all course hyperlinks to readings and supplementary resources and updated broken links and removed dead links

Reference Citations: Model how to cite sources and images ethically and legally for students.

- Verified that all referenced sources are properly cited

Course Accessibility: Test and solve accessibility issues.

- Checked all media for proper display, video playback, and captioning
- Provided transcripts for embedded audio
- Used high contrast colors to improve readability of text
- Created alt tags for all images
- Contacted innovative Learning Institute, Access Services Office, Disabilities Services Office support staff for assistance in adding accessibility enhancements if needed

News and Announcements

- Posted announcements about any modifications to the course regarding alternative delivery
- Emailed students about any modifications to the course regarding alternative delivery

Gradebook Set Up

- Confirmed online gradebook settings are accurate for total assessment

Virus Protection

- Updated virus protection on my computer because files will be coming from many sources, and students may not be as careful with anti-virus updates

2. Course Organization Expectations

Revised Syllabus: Students need to be aware of both course and institutional policies.

- Provided contact information, preferred communication method, expected response times to email messages and questions, and expected response time for timely feedback on assignments
- Identified specific expectations for frequency of responses/postings on the discussion board
- Articulated the course "late and class participation policy" clearly
- Included links to RIT's academic honesty policy
- Published your Online Office Hours in several places on your course materials
- Defined your email response timing – students need to know how soon they can expect to get a reply from you

Communication Policy for Students

- Defined expectations for communicating professionally in an online environment
- Provided guidance on how students should contribute quality posts in online discussions, group work, etc.

Time Management Support for Students

- Updated course calendar to clearly outline due dates for readings and assignments
- Clearly communicated time parameters and that time management is vital to keep pace with the course

Course Technology Support for Students

- Listed what technology students need to know/use, how they can access/download any required technology for the course, and how they can get help or support when they have a technology problem

3. Instructional Design Expectations

Course Goals and Learning Outcomes

- Reviewed approved course goals, student learning outcomes, and assessment methods
- Confirmed all learning objectives/outcomes are measurable, performance-based statements describing what students are expected to be able to do by the end of the course
- Wrote all learning outcomes from the student perspective
- Ensured that there are no gaps or redundancies in the course, that students are only doing the work that is connected to your course objectives, and that only the most relevant content is included

Course Assignments provide evidence of student learning in a course

- Assignments are sequenced and include different types of activities in order to promote learning achievement and increase engagement, motivation, and self-efficacy
- Revised the course discussion prompts to encourage critical thinking
- Reminded students that RIT myCourses due date times are set for Eastern Standard Time: Students can change local time zone through myCourses Account Settings.
- Reinforced that students should not return to campus for any reason, including dropping off assignments.
- Reinforced that students should not use traditional mail to send assignments

Student Interaction and Engagement

- Provided a variety of ways for students to interact, such as: discussions, blog comments, and other group/collaborative work, and peer feedback

Assessment

- Provided rubrics to assess that students have achieved the course learning outcomes/objectives

Facilitating Alternative Delivery of Courses

Before Classes Resume on March 23, 2020:

- **Pedagogical** – Review past course evaluations to determine if enhancements for instructional strategies are required.
- **Managerial** – Send informational messaging including revisions to the course, what materials are needed and how to get them, and who to contact for technical assistance.
- **Technical** – Update hyperlinks to remove dead or broken links.

Throughout the Remainder of the Semester:

- **Pedagogical** – Summarize discussions.
- **Managerial** – Update the online grade book promptly after assignment due dates.
- **Technical** – Model competency with course management system delivery tools.
- **Social** – Organize collaborative projects to achieve strong social interaction.

During the Final Week of Class:

- **Pedagogical** – Provide feedback on final project.
- **Managerial** – Provide general information concerning the nature and format of the final assessment(s).
- **Social** – Send an email with a closing personal message to students.