Course Design
- Use clearly labeled Canvas Modules.
- Modules should chunk content and be organized consistently.
- Chunks should contain videos, readings, and other sources.
- Upload all content and assignments in advance.

ASYNCHRONOUS LEARNING:
- Talk over slides to add a visual element to recorded videos.
- Build each video around one clear learning objective.
- Create multiple 10-15 minute objective-driven videos.

SYNCHRONOUS LEARNING:
- Limit class time and do not exceed set times.
- Create norms.
- Engage in varied instructional activities.
- Post recordings in zoom and provide options for those who can’t attend.
- Use novelty to break up long lectures every 6-10 minutes.
- Use the Annotate tool to add dynamism to presentations.

Discuss Content
- Create opportunities for reflection.

ASYNCHRONOUS LEARNING:
- Assign discussion boards with clear expectations on how to respond.
- Utilize Zoom breakout rooms to discuss content.
- Task the TechTA (available to aid Zoom classes) with responding to chat questions.
- Share a Word doc to use as a virtual chalkboard – post this doc in Canvas.
- Use Jamboard or Google Slides for group work.

Foster Critical Thinking
- Provide more offline options for engaging with course content.

ASYNCHRONOUS LEARNING:
- Share scholarly perspectives not contained in the assigned material.
- Create assignments that aim to deepening their understanding, encountering differing perspectives.

SYNCHRONOUS LEARNING:
- Activities can include discussions, presentations, and debates.

Build Community Engagement
- Engage in weekly “temperature checks”.
- Provide breaks that provide mental health check-ins.
- Identify multiple ways students can choose to participate.
- Use avatars, introductory posts, and video comments.
- Convey care for students.
- Acknowledge challenges of the current time.
- Share a bit about your own current experiences.
- Communicate early and often.
- Respond in a timely manner to student emails.
- Support creation of online social and study groups.

ASYNCHRONOUS LEARNING:
- Assign roles in Breakout Rooms (Timekeeper, Facilitator, Reporter, etc.).
- Use Polls in Zoom.
- Allow students to Chat in Zoom.

Assess Learning
- Be consistent (but flexible) with when work is due.
- Ensure assignments and expectations are clear.
- Include videos of the instructor talking about the assignments.
- Use varied ways for students to communicate what they’ve learned.
- Do not change posted assignments.
- Use Announcements in Canvas to provide deadline reminders.
- Use the Canvas Calendar to communicate what is due and when.
- Use Canvas Quizzes to assess prior knowledge.
- Use low-stake quizzes for students to check their understanding.
- Use Speedgrader to grade, use rubrics, and provide video feedback.

References & Other Resources:
- The Center for Learning & Teaching Blog
- Keep Teaching, from Oregon State University
- OSU CTL’s Twitter: @OSUTeaching
- Remote Teaching Scenarios, from Cornell University
- Keep Teaching, from Indiana University
- Inclusion, Equity, and Access While Teaching Remotely, from Rice University
- Putting Some of Your Course Content Online in a Hurry, from Vanderbilt University
- Flower Darby’s, “How to Be a Better Online Teacher,” from The Chronicle of Higher Education
- Michelle D. Miller, “Going Online in a Hurry: What to Do and Where to Start,” from The Chronicle of Higher Education
- Michelle D. Miller, “Minds Online: Teaching Effectively with Technology,” from JSTOR