# Remote Teaching Plan

The purpose of a Remote Teaching Plan is to assist you in planning your online learning environment and delivering effective instruction to students. This document contains a list of essential recommendations and considerations, as well as a series of brief exercises that encourage you to consider some of the factors that influence the success or failure of online/remote delivery of courses.

Complete as much as you feel is useful for your course – the idea of this is to help reframe your perspective on the content for how you can accomplish your essential objectives using methods which may differ significantly from your usual style. It may also be helpful to note where you *don’t* have a good answer, and use that as a self-check for where you could connect with a colleague or eLearning staff member.

# Strategies and Recommendations

### Communicate

* Reduce confusion and angst by identifying how and how frequently you will communicate with your students (e.g. via email every other day, via Announcements daily in Canvas, etc.).
* Post how you intend to communicate with students on the Canvas Announcements page and in your syllabus, with a clear expectation of your response time.
* Be clear with the logistics and expectations related to your class. Other instructors will have different requirements for their courses.

### Remain flexible

* Not all students have access to computers or the internet outside of COCC. Consider surveying students in advance to find out what access to technology they have (see: student technology assessment).
* Students may need extra time to learn the technology you are using or they may need an extension on due dates. Your response time to their questions about content or assignments and your availability will change as well.
* If you are offering synchronous class meetings using video conferencing on the day and time the class is scheduled to meet, do not require synchronous class meetings outside of the regularly scheduled class day and time. Record your meetings/lectures and post the recordings in Canvas for students whose new schedules do not allow them to attend synchronously.

### Consider the outcomes of the course

* Review your course outcomes. Consider which content, assessments, etc. are necessary and which are nice to have. (see: activity below)

### **Don’t spend too much time learning new tools – you don’t need to build an online class**

* Select essential tools. Need a place where students can submit assignments? Need a place you can upload files for students to access? Need to have a class discussion?

### Uphold COCC term start and end dates and other college policies

* Don’t require participation in a course before the start of the term or after it is scheduled to end.
* Familiarize yourself with the most current deadlines and dates related to Administrative Withdrawal, Registration and Late Approval, Tuition deadlines and Drop days.

# Course Essentials Activity with Backwards Design

Below are several prompts which will walk you through the major elements of your course through the lens of backwards design. If you are not familiar with this as a course design model, we recommend watching this 5-minute video from the University of Missouri: [What is Backwards Design?](https://youtu.be/7ChuS-arMVg)

Briefly, this method starts by focusing on your end results and walks you back up to the beginning of your instruction, as so:

Stage 1: Identify Desired Results

Stage 2: Determine Acceptable Evidence of Learning

Stage 3: Design Learning Experiences and Instruction

## Course Learning Objectives

List your course learning objectives. Which are the easiest to accomplish in a remote environment in the short term? Which can be accomplished long term?

1.

2.

3.

4.

5.

## Existing Assessments

List the major assignments that assess whether students are meeting the course objectives. Can any of these be collected using a remote submission method or online tool? Will any require use of campus resources, and are those resources presently available?

1.

2.

3.

4.

5.

## Existing Activities

List the major activities you use to promote engagement. Can any of these be recreated using an equivalent online tool (i.e.: a discussion board, zoom group meeting, survey)? What tools or access will your students need to participate in these activities?

1.

2.

3.

4.

5.

## Existing Resources

List the content that is web-ready or that can be modified easily, such as articles, documents, PowerPoint presentations, etc. If you have images you want to use, are they digitized? What external resources do you use that can be linked to your course space in Canvas? Will anything need to be converted in order to be ADA compliant?

Consider the principles of Universal Design here, and hone in on the exact purpose of the assignments and activities you are asking your students to complete.

[Universal Design for Learning](https://intranet.ad.cocc.edu/departments/elearning/universal-design/universal-design.aspx)

[Closed Captioning](https://intranet.ad.cocc.edu/departments/elearning/academic-technology/captioning.aspx)

[Academic Technology List](https://intranet.ad.cocc.edu/departments/elearning/academic-technology/default.aspx)

## Identify Gaps

In the course of this activity, have you identified any areas where there are gaps in your material or instruction which can be delivered in a remote format? List them here. Do they have anything in common?

Alternatively, are there resources you feel may lend itself to a new method of delivery, such as a learning object or assignment? Or, list where you might direct your search. Will you contact an instructor or a publisher who has incorporated content you are interested in using? Start the brainstorming here!