

# Short Form Quality Matters Higher Education Checklist for Emergency Online Instruction

Adapted from

[https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hlxiUZrzwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSlc/pub?utm\\_source=Quality+Matters+Digital+Communications&utm\\_campaign=59c8c41e3a-E MAIL\\_ERIC\\_2020&utm\\_medium=email&utm\\_term=0\\_355a0627da-59c8c41e3a-34144673&mc\\_cid=59c8c41e3a&mc\\_eid=edfa7574c3](https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hlxiUZrzwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSlc/pub?utm_source=Quality+Matters+Digital+Communications&utm_campaign=59c8c41e3a-E MAIL_ERIC_2020&utm_medium=email&utm_term=0_355a0627da-59c8c41e3a-34144673&mc_cid=59c8c41e3a&mc_eid=edfa7574c3)

## START HERE: Preparing for Success

**The Goal:** Set students up for success by quickly preparing the environment before students begin work and orienting them to their new “classroom” – this may include collecting links for technology help, setting communication policies, drafting an explanation of what's different, linking to synchronous meeting tools, and revising the schedule. Address the biggest questions students might have, and help allay any immediate concerns in moving to remote instruction.

**HINT:** *Reach out to your local support services. They may have shortcuts for you, such as an LMS template or institutional web pages that explain shifts in policies, how to access support services remotely, etc.*

Recommended Actions for Instructors:	WHY?
<p><b>Provide explicit directions and comparisons of the structure of the online version with the F2F version, clearly identifying where students can find course components and what they should do to get started.</b></p> <p><b>Priority Tip:</b> <i>Explain how the remote class will be structured, if students need to log on for synchronous sessions (and how), where they can find assignment information, and how they should submit assignments.</i></p>	<p>Quickly transitioning a course from F2F delivery to an online format is likely to modify the structure of a course in ways that students might find foreign or confusing. This is especially true for students new to online, the LMS, or new to the format being used.</p>

Recommended Actions for Instructors:	WHY?
<p><b>Address communication and interaction expectations.</b></p> <p><b>Priority Tip:</b> <i>Explain to students how they should contact you (email, via online office hours, through the LMS, etc.), how often they should log in to the class site, which activities are synchronous vs. asynchronous, and any guidelines for communicating with peers (e.g., professional communication, “Netiquette”, etc.).</i></p>	<p>Students may not readily translate classroom communication expectations to the online format. Setting these expectations from the start, and modeling expectations in all communication, will help students engage in the online format more quickly and confidently. Since it often isn’t obvious to students how to replicate their in-class interactions in the online environment, explain how they should interact with you, the course, and their peers.</p>
<p><b>Tell learners what to expect from you and when to expect it.</b></p> <p><b>Priority Tip:</b> <i>Tell students when they will receive an answer to an emailed question (e.g., 24 hours, 48 hours, etc.) and when they can expect assignment grades and feedback.</i></p>	<p>In F2F courses, you meet with students every week -- same day and time. It can minimize the disruption for students if you bring this rhythmic structure online by telling students when they will receive a reply to a question, and when they will receive assignment feedback and grades. Sharing with students what they can expect from you might also make them feel at ease in a time of transition and uncertainty.</p>
<p><b>Provide instructions on how learners can access their grades.</b></p> <p><b>Priority Tip:</b> <i>Explain to students how they will receive grades, how to view grades online, etc. Depending on how long you will be remote teaching, you may want to set up an online gradebook so that students can determine their current course grade as well.</i></p>	<p>Students may not be used to checking their grades via the LMS. Ensure students know how to view their grades, both their course grade and individual assignment grades.</p>
<p><b>Directly identify any relevant changes to any course and institutional policies.</b></p> <p><b>Priority Tip:</b> <i>Let students know immediately if there are changes to due dates/times for assignments.</i></p>	<p>Students will need to be alerted to any changes in course or institutional policies or schedules caused by the rapid move from F2f to online or by the underlying crisis that precipitated such a move. Examples might include amended policies for students who lack a stable internet connection or who fall ill.</p>

Recommended Actions for Instructors:	WHY?
<p><b>Identify where you and your students can receive prompt support for technology used in the course and inform students in advance about what technologies they will need to acquire and/or use, and how to find support.</b></p> <p><b>Priority Tip:</b> <i>List the technology help contact information for your institution, as well as a brief description of the help that is offered. Include links for software students might need to download, such as web conferencing software, as well as links to student tutorials for using the technology.</i></p>	<p>Students and their instructors may be challenged by technology requirements necessitated by a sudden move to online delivery. Students will need to be alerted to the technology required and will need assistance with accessing and using remote technologies. Consider options for students who are not equipped with the necessary technology for remote instruction.</p>
<p><b>Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.</b></p> <p><b>Priority Tip:</b> <i>Provide information about support offices and resources who might've altered services due to the shift to remote teaching. For example, check with your Library to see if they have information for how to access resources from off-campus, and ask tutoring centers if they'll be holding synchronous web sessions.</i></p>	<p>Students faced with a changed learning environment may be unprepared for online study and uncertain about how to get assistance. Ensure that students have quick and easy access to contact information for technology help, academic support, and student support offices and resources.</p>
<p><b>Explain to students how to access the institution's accessibility services and be responsive to learners who need assistance in accessing digital course materials.</b></p> <p><b>Priority Tip:</b> <i>Provide the contact information for your institutional office for accessibility and direct students to reach out early and proactively if they think they might need an accommodation.</i></p>	<p>The online environment may be especially difficult for students who need learning accommodations. Connect with your institutional office for student accessibility services so you can easily direct students to their services.</p>