**Course Revisions Worksheet – Preparing to Teach Remotely**

Consider your current syllabus and course schedule and begin to ask yourself these questions: What are you doing that you can keep doing? What are you doing that you could move online if you found the right tool? What parts of the course require more substantial revisions? Below is a chart to help you consider different aspects of your course and organize your plan for teaching remotely. Please visit CET&L website on Teaching Remotely <https://www.uc.edu/cetl/remoteteach.html> for additional resources including: [Tips for Communicating with Students](https://uc.edu/cetl/remoteteach/Communicating.html), [Tips for Modifying your Teaching](https://uc.edu/cetl/remoteteach/Modifying.html), [Tips for Selecting Digital Teaching Tools](https://uc.edu/cetl/remoteteach/DigitalTools.html), and [Remote Teaching Case Study Examples.](https://uc.edu/cetl/remoteteach/CaseStudyExamples.html)

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| **To Do Checklist** | **Things to Consider** | **My Plan**  Use this space to organize your plan |
| **Communicate with Students** | * How will you communicate with students? * How will students communicate with you? * What tool (or tools) will you use to communicate with students and how will you use it (or them)? * What will your initial communication to students include? * How will you communicate updates and changes to students? |  |
| **Distribute Course Materials and Readings** | * What course materials are likely to change (schedules, syllabus, etc.)? * How will you make students aware of changes in course materials and readings? * What tools will you use to distribute this content? |  |
| **Deliver Lectures/Course Activities** | * What do you typically do during class? * Which lectures in your course will be impacted? * How will you deliver these lectures if you cannot meet face-to-face (slides/notes, recorded lecture, live lecture)? * What activities in your class will be impacted? * How will you deliver these lectures if you cannot meet face-to-face (slides/notes, recorded lecture, live lecture)? |  |

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| **Collect Assignments** | * What types of files will students be required to submit? * How will you collect assignments (Learning Management System – Canvas or Blackboard, email)? * Are there small assignments that can be omitted? |  |
| **Assess Student Learning** | * What quizzes, exams, or other assessments will be altered? * How can you change the delivery and collection of exams (Learning Management System – Canvas or Blackboard)? * Which exams could be converted to large assignments, projects, or papers? |  |
| **Student Collaboration and Communication** | * If collaborative activities/projects will be affected, how will you alter the collaboration? (alter assignment, change to individual assignment, etc.) * What tools can you use to enable student collaboration and communication in your course? * How will you make students accountable for group work done at a distance? |  |
| **Facilitate Lab Activities** | * If lab activities need to be changed, how will you alter each of these activities to achieve your learning outcomes? (simulations, provide data, etc.) * If labs are collaborative, how will you alter the lab? (Alter lab assignment, change to individual lab assignment, etc?) |  |