# Prioritizing What to Put Online

It is likely that at least some aspects of fall courses will need to be available online in Canvas, UC’s Learning Management System, to account for social distancing measures. Start planning for fall by reviewing what you would typically do in a course and assess whether it is already digital or can easily translate to an online environment.

It may be helpful to start going through your syllabus week by week to sort through materials you, as the instructor, use each week and materials your students use each week. Then prioritize adding course materials that are already digital or easily translates online to your Canvas course. In addition, consider how other aspects of teaching such as communicating with your students, delivering lectures and activities, and student collaboration may translate to the online environment.

For each aspect of your course, select the digital tool that will help you achieve your goal or indicate that you need to find a tool to fit your needs. These tools may include features in [Canvas](https://www.uc.edu/cetl/canvas/instructor-resources.html) or other [UC supported tools, such as Kaltura, WebEx, or Teams](https://www.uc.edu/cetl/remoteteach/DigitalTools.html).

## My Plan

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| **To Do Checklist** | **Things to Consider** | **Already Digital or Easily Translates to the Online Environment**  **(Identify a tool and start setting it up in Canvas now)** | **Needs Heavy Modification or Rethinking to Move Online (Take some time to explore how you would put this online or how it could be reimagined)** |
| **Communicate with Students** | * How will you initially introduce yourself to your students? * How will your students initially introduce themselves to the class? * How will your students contact you if they have questions? * How will you communicate updates and changes to your students? * How will you conduct office hours? |  |  |
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| **Distribute Course Materials and Readings** | * What course materials do you already have from teaching this course previously or from a colleague? * What course materials do you already have from a publisher? * What additional course materials do the students need? |  |  |
| **Deliver Lectures/ Course Activities** | * What do you typically do during class? * How will you deliver lectures if you cannot meet face-to-face (e.g., asynchronous/pre-recorded lecture video, live/synchronous lecture via video meeting, slides/notes)? * How will you facilitate activities if you cannot meet face-to-face (e.g., live/synchronous discussions via video meetings, virtual student group meetings, Canvas discussion boards, etc.)? |  |  |

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| **Assess Student Learning through Assignments, Projects, Quizzes, or Exams** | * What types of assignments will students be required to submit? * What quizzes, exams, or other assessments will students complete? * If you have high stakes exams and you cannot meet face-to-face, how could you convert the exams into something else (e.g., large assignments, projects, or papers)? |  |  |
| **Student Collaboration and Communication** | * How will students communicate with each other (e.g., for questions, group projects, study groups)? * If you have any collaborative activities or projects and you cannot meet face-to-face, how could you convert the activities or projects into something else (e.g., alter assignment, change to individual assignment, introduce online meetings for collaboration, add group contract, add self/peer assessment)? |  |  |
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| **Facilitate Lab and Studio Activities** | * If you cannot meet face-to-face, how will you alter lab or studio activities to achieve your learning outcomes (e.g., simulations, provide data, pre-record demos, live/synchronous virtual demos, identify alternative materials students likely have access to)? * If labs or studios are collaborative, how will you alter classes if you cannot meet face to face (e.g., alter assignment, change to individual assignment)? |  |  |