Strategies and Resources to Teach On!

The Faculty Checklist

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|  | **Action Item** | **Actions and Resources** |
|  | **1.Utilize Canvas** | * Use [Canvas](https://www.csus.edu/information-resources-technology/canvas/canvas-for-faculty.html) to provide course content, grade assignments, and communicate with students * Install the [Canvas Student app](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-is-the-Canvas-Student-app/ta-p/31) and ask your students to install the app on their phones and mobile devices * Anticipate students’ possible technology limitations and help students [request equipment loans](https://www.csus.edu/information-resources-technology/teaching-learning/laptop-checkout.html) * Consider having students complete [“Hornet Learning Online 101”](https://csus.instructure.com/enroll/YCNYDP) and earn an online learning readiness badge * Use the [“2020 Summer Camp”](https://csus.instructure.com/courses/70351) self-paced course to design your Canvas remote learning |
|  | **2. Post Syllabus** | * Post your syllabus in your [Canvas](https://www.csus.edu/information-resources-technology/canvas/canvas-for-faculty.html) course * Add to your syllabus items I-J in the [Course Syllabus Policy (Interim)](https://www.csus.edu/umanual/acadaff/aca-170.htm) dated August 15, 2020, including ADA compliance and COVID-19 specific policies. |
|  | **3.Communicate** | * Let your students know communication plan. Will you use [Canvas announcements](https://csus.instructure.com/courses/56207/pages/canvas-%7C-communicating-with-canvas), [messaging](https://csus.instructure.com/courses/56207/pages/canvas-%7C-communicating-with-canvas), [Q and A discussion forums](https://csus.instructure.com/courses/56207/pages/canvas-%7C-communicating-with-canvas), [email](https://csus.instructure.com/courses/56207/pages/canvas-%7C-communicating-with-canvas), or text? This will help you and your students establish a remote teaching and learning routine. * As soon as possible, inform your students about any changes in instruction, what those changes may be, and how you plan to manage those changes to optimize their learning path. * Be efficient and concise and avoid information overload. |
|  | **4. Set up your Classroom** | * Prepare to deliver class from home or non-campus location. Check internet speed and wireless bandwidth with provider and if needed [contact IRT for a WIFI hotspot.](https://www.csus.edu/information-resources-technology/teaching-learning/laptop-checkout.html) * Set your [zoom default settings to maximize safety](https://csus.instructure.com/courses/56207/pages/zoom-%7C-security-tips). Enable the waiting room feature, disable “join before host” and “participant recording” options. * Set netiquette expectations and “community agreements”. * Check your instructional materials for accessibility including compatibility with mobile devices and video captioning. Visit the [Universal Design for Learning page](https://www.csus.edu/information-resources-technology/universal-design/) for “how to” instructions, and consultation contact information. * [Check the library](https://library.csus.edu/) to see if there is online access for your textbook, e-books, or [Open Educational Resource (OER) versions](https://www.oercommons.org/) of your curricular materials. * Continue any accommodations you have provided in your face to face courses through Services for [Students With Disabilities (SSWD](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/)). Take the time to assess how you plan to deliver similar accommodations online. * Plan to [record synchronous sessions in zoom](https://csus.instructure.com/courses/56207/pages/zoom-%7C-recording-with-zoom) and make recordings available in your canvas course. |
|  | **5. Engage Students** | * Consider using the Zoom [“polling”](https://csus.instructure.com/courses/56207/pages/zoom-%7C-teaching-with-zoom) and “chat” features to engage students during synchronous sessions * Consider using Zoom [“break out rooms”,](https://csus.instructure.com/courses/56207/pages/zoom-%7C-teaching-with-zoom) Canvas [“Collaborations”](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-Microsoft-Office-365-collaboration-as-an/ta-p/629) documents, and Canvas [“Discussion Tools”](https://csus.instructure.com/courses/56207/pages/canvas-%7C-communicating-with-canvas) to support small group discussions and project work * Encourage students, when possible, to engage in synchronous zoom sessions with their camera on or profile photo visible. * Prepare Canvas pages and video lectures that [“chunk”](http://theelearningcoach.com/elearning_design/chunking-information/) content into 3-7 minute segments and contain “pause and think” or “check for understanding” features. |
|  | **6. Assess Learning** | * Provide [multiple opportunities and formats](https://www.campusintelligence.com/blog/2016/07/01/multiple-measures-better-assessment/) for students to demonstrate what they have learned and what they might need more help with. * Use Canvas “assignment” and “quiz” features to deliver both [formative and summative assessments](https://www.cmu.edu/teaching/assessment/basics/formative-summative.html). Formative assessments are quick checks for understanding that may not be graded (ex.“[muddiest point](https://www.unl.edu/gradstudies/current/teaching/muddy)”, “[the one minute paper](https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback.)”, “[ticket out the door](https://mflamd.org/2014/01/a-ticket-out-the-door/)”, writing drafts) Summative assessments are comprehensive exams or projects that evaluate learning and contribute to the course grade (ex. midterms, finals, term papers, capstone projects) * Use [“rubric”](https://csus.instructure.com/courses/56207/pages/canvas-%7C-creating-assignments), [“speed grader](https://csus.instructure.com/courses/56207/pages/canvas-%7C-grading)”, and [“grade book”](https://csus.instructure.com/courses/56207/pages/canvas-%7C-grading) features in Canvas to communicate clear grading criteria, provide feedback, and grade assessments. |
|  | **7. Minimize cheating** | * Provide frequent opportunities for students to demonstrate what they have learned, ex. weekly quizzes instead of one midterm and final exam or a series of writing drafts, graphic organizers, and annotated bibliographies, instead of only a thesis statement and final essay. Eliminating infrequent [“high-stakes”](https://ep.jhu.edu/files/assessment-types.pdf) assessments reduces the motivation to cheat. * Consider the use of alternative assessments * Use [“TurnitIn”](https://csus.instructure.com/courses/56207/pages/turnitin-plagiarism-checker?module_item_id=2046706), plagiarism software available in Canvas to allow students evaluate their writing before it comes to you for grading. * Visit [“Chegg”](https://www.chegg.com/study/qa) to understand how easy it is for someone to post your exam problems and receive a solution from a tutor. * Use [Respondus Lockdown](https://csus.instructure.com/courses/56207/pages/respondus-lockdown-browser-secure-exams?module_item_id=2046707) browser to discourage students from using a computer to search the internet with the same device they are using to complete an assessment. |
|  | **8. Ask for Help** | * Keep your zoom session and Canvas module agendas simple and have a no tech backup plan in case your Zoom or canvas technology stops working * Contact an [Instructional Technologist through IRT](https://www.csus.edu/information-resources-technology/teaching-learning/) to help you with the nuts and bolts (settings, function, navigation etc.) of your technology (Canvas, Zoom, Media site etc.) * Consult with a [CTL faculty mentor](https://www.csus.edu/academic-affairs/center-teaching-learning/professional-development.html) to discuss your instructional strategies, assessment plans, or to troubleshoot a teaching and learning challenge.  [please click here for a request to meet.](https://forms.office.com/Pages/ResponsePage.aspx?id=AZC0tj-L-kOZoXBujH41mDS_wg-WmuNKrgfg6Yni08VUODc1NDA2VDNaWVBNUENOS0xUOURGWTRaVi4u) * Consult with a [faculty mentor](https://forms.office.com/Pages/ResponsePage.aspx?id=AZC0tj-L-kOZoXBujH41mDS_wg-WmuNKrgfg6Yni08VUODc1NDA2VDNaWVBNUENOS0xUOURGWTRaVi4u), [Quality Assurance for Online Teaching mentor,](https://www.csus.edu/academic-affairs/center-teaching-learning/quality-assurance-program.html) or instructional designer to trouble shoot or brainstorm solutions to unexpected challenges in your online course. * During synchronous Zoom sessions consider asking students to take turns facilitating or taking notes in breakout sessions, monitoring the chat, discussion, or other collaborative documents. * Contact CTL if you are not sure what you need or just want to talk to someone! We are here: [**ctl@csus.edu**](mailto:ctl@csus.edu) |