# **Best Practices for Remote Course Delivery**



### **Pacing**

Class-paced

### **Content Delivery**

- Synchronous and asynchronous mix
- Online lecture/guest lecture
- Content integration in synchronous class at least 50% of scheduled time. Use other 50% for planned lecture viewing
- Assess learning with synchronous polling tools



 Provide suggested prep times that map closer to the scheduled class time



#### **Experiencing Content**

- Best to do synchronously
- View/listen to multimedia
- Process material immediately after viewing
- Use breakout rooms for discussion/activities



## "Practicing" Content

- Synchronous/asynchronous
- Large group and breakout group practice
- Give time for tasks and report out as a group
- Explain how groups will be formed/disbanded
- Visit breakout rooms to ensure groups are on task



- Synchronous discussion with prompts, anonymous polling, self-check surveys
- Real time processing of triggers, conflicts, and disclosures optimal, but may need to be brought back to synchronous class





#### **Student Prep**

- Instructor-based reminders/ prompts via email, Zoom class reminders, encourage whole class to connect
- Reminder to read email and check LMS announcements

**Assignments General** 

Explicit due date, time and

explain use of technology Grading time frame/method

where to submit



- Plan out agenda and activities, keep to time frames, mix up delivery format to prevent cognitive overload.
- May be able to plan week to week
- Minimize need for internet exploration during class
- Prepare breakout rooms/





## Give feedback in live class

- Due dates/agenda learning activity completion
- Some flexibility provide clear opportunities for check-ins to see if adjustments are needed





## **Netiquette**

explicit

Must explain with examples

Forum for instructor questions

- Instructor models (students may be new to these tools)
- Include everything that would be in seated class

### **Contact Time**

**Schedule** 

- Weekly synchronous Zoom sessions as scheduled
- Frequent breaks
- Session may be split with synchronous and asynchronous elements





## **Technology**

- Minimum: Give easy-tofind links to live class, readings, etc.
- Promote student selfregulation through frequent reminders and consistent structures
- Use hyperlinks as few steps as possible

**Teacher Presence** 

Good structure for class

anonymous feedback

Build connection with

Thorough, timely feedback

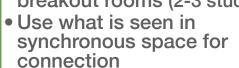
Use polling tools for real-time,

Video and camera on

Respond to emails

## **Social Presence**

- Give students formal and informal time together
- Assign small group activities/projects for breakout rooms (2-3 students)



Continuity between classes



## **Cognitive Presence**

#### Students show up, are engaged in synchronous discussions, are prepared, incorporate learning in papers, ask thoughtful questions that demonstrate they read the material, etc.





### **Instruction Creativity**

instructor into assignments

- Instructor troubleshoots planned activities in advance
- Fallback activities based on
- atmosphere, technology
- Pre-planned backups
- **Instructor Accessibility**



- Best way to contact
- Expectation of availability and response timeframe
- May stay after class



- May need to be scheduled
- Comments online on uploaded assignments or using comment features in Word, etc.
  - concerns live online





## **Exams/Quizzes**

- May be timed Perhaps during the live
- class session



## **Giving Feedback**

