

Emergency Remote Instruction Checklist



The Emergency Remote Instruction (ERI) Checklist is a list of actions, tips, and strategies that can be used during a school's or district's move to temporary remote instruction. It is presented in three phases:

1. Start Here: Preparing for Success
2. Next Steps: Guiding Students and Their Learning
3. Longer Term Considerations: Teaching Effectively in a New Environment

The checklist is organized into two columns that provide instructors with recommended actions and then add a brief explanation of the action's importance.

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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 school/district web pages that explain shifts in policies, how to access support services remotely, etc.

Recommended Actions for Instructors	Why?
<p>Action: Provide explicit information about the structure of the online version of your class.</p> <p>Priority Tip: 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.</p>	<p>Quickly transitioning a course from classroom delivery to an online format is likely to change the structure of a course in ways that students might find foreign or confusing. This is especially true for students new to online learning or the tools you are using.</p>
<p>Action: Address communication and interaction expectations.</p> <p>Priority Tip: 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.).</p>	<p>Students may not understand how to communicate appropriately online. 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>Action: Tell learners what to expect from you and when to expect it.</p>	<p>In brick and mortar courses, you meet with students on a regular schedule. It can minimize the disruption for students if you bring a similar 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</p>



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Recommended Actions for Instructors	Why?
<p>Priority Tip: 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.</p>	<p>can expect from you might also make them feel at ease in a time of transition and uncertainty.</p>
<p>Action: Provide instructions on how learners can access their grades.</p>	<p>Ensure students know how to view their grades, both their course grade and individual assignment grades.</p>
<p>Priority Tip: Explain to students how they will receive grades, how to view grades online, etc.</p>	
<p>Action: Directly identify any relevant changes to any course, school, and district policies.</p>	<p>Students will need to be alerted to any changes in course, school, and district policies or schedules. Examples might include amended policies for students who lack a stable internet connection or who fall ill.</p>
<p>Priority Tip: Let students know immediately if there are changes to due dates/times for assignments.</p>	
<p>Action: Identify where you and your students can receive support for technology used in the course. Let students know in advance which technologies they will need to use, and how to find support.</p>	<p>Students 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>Tip: List the technology help contact information for your school or district, 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.</p>	
<p>Action: Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.</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>Tip: 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 remotely.</p>	



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Recommended Actions for Instructors

Why?

Action: Explain to students how to access the district or school accessibility services and be responsive to learners who have accommodations and need assistance in accessing digital course materials.

The online environment may be especially difficult for students who need learning accommodations. Connect with your district's special education office and/or accessibility services so you can easily direct students to their services.

Tip: Provide the contact information for your school's or district's office for accessibility and direct students to reach out early and proactively if they need an accommodation.

The law requires that you adhere to your students' IEP and 504 plans- even when teaching remotely.



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NEXT STEPS: Guiding Students and Their Learning

The Goal

Continue to ease the transition and build confidence by helping students to establish social presence online, providing guidance and explanation similar to what you'd say in class, and considering best practices for remote teaching with technology.

Recommended Actions for Instructors	Why?
<p>Action: Create a sense of community by encouraging and guiding learners to engage in online discussions.</p>	<p>Students who have not taken online courses may not understand how establish their own social presence and connect with others digitally. This may be very important when the move to online is sudden or unplanned.</p>
<p>Tip: An early “introduction discussion” activity gets students involved with using discussion tools, which they may need for upcoming assignments. If the class has already begun, however, students may have already done an in-class introduction. In this case, consider a different angle for a “get to know you” discussion post, such as describing where they’re logging in from. Activities such as these may seem unimportant, but they can be vital in helping students feel connected to you and their peers in ways that build rapport and camaraderie.</p>	<p>Synchronous discussions can be held via district/school-supported technology, such as web conferencing tools, or asynchronous discussions and collaborations can be done through the discussion tool, wikis, Google docs, or software such as Voice Thread.</p>
<p>Action: Explain to your students how the learning materials help them complete courses activities and achieve the course learning objectives.</p>	<p>Keep in mind that it may be difficult for students to all meet at the same time, so you may need to provide both synchronous and asynchronous options, such as recordings of live meetings.</p>
<p>Tip: Reflect on how you begin your brick and mortar class sessions, and use that to create a module/unit introduction that is text-based or a short video that you record. You can post this as an Announcement or send via email. In this Module Introduction, explain to students how what they’re reading or watching that week connects to the course learning objectives.</p>	<p>In class, students rely on your introductions and contextualization of instructional materials, and the same is true online. A short explanation of what material they’ll be interacting with that week, any particular areas of importance, and how they’ll use the material to do well on the aligned assessments will improve their ability to engage with the material.</p>
<p>Action: Specifically explain how each assignment is related to the course objectives and how you will evaluate submitted work.</p>	<p>In brick and mortar classes, instructors often provide additional information about upcoming assignments. Students will benefit from clear and detailed information about what to do, how you will evaluate it, and why.</p>



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Recommended Actions for Instructors

Why?

Tip: Just as you would in class, introduce an assignment using text, audio, or video by going over the instructions, providing relevant examples when useful/possible, and reminding students how the assignment is connected to learning objectives/outcomes. Include clear information, whether through an assignment prompt, rubric, or other means, about how the assignment will be graded.

Action: Provide learners with timely feedback to enable them to track their learning progress.

Tip: When teaching remotely, it's important to include acknowledgement feedback as well – let students know, for example, that their assignments have been received. Additionally, provide informative feedback in a timely manner, so that students can use it to improve future coursework. If possible, consider including “knowledge check” types of activities via creating low-stakes, simple quizzes or simplified online discussions that reflect the activities you'd already planned for in-class work.

Students may feel disoriented without regular classroom interaction. In the online environment, much of your interaction with learners can be through robust and timely feedback.

Additionally, when teaching at a distance, it is crucial to provide lower-stakes, formative assessments so both you and your students can proactively address any confusion before higher-stakes assessments. The use of smaller, formative assessments, like quizzes or discussions, can replace some of the planned in-class interaction, and can also give you timely insights into how students are learning.



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LONGER TERM CONSIDERATIONS: Teaching Effectively in a New Environment

The Goal

Develop additional components of the remote course to enhance the learning experience. If you feel you might be teaching remotely longer than anticipated, begin to acclimate students to the “new normal” by designing learning units within the school’s or district’s LMS and/ or creating online-specific materials or assignments.

Recommended Actions for Instructors	Why?
<p>Action: Consider using short multimedia pieces for interaction, and make sure students have easy access to any software, plugins, etc. they’ll need to access the multimedia content.</p> <p>Tip: If you’re comfortable, explore using video as a way to connect with your brick and mortar students, by posting short webcam announcements, recording shorter online lectures, or giving students screencasted feedback for assignments. Whether it’s existing video material or a new recording you create, however, refrain from sharing videos longer than 10 minutes. Instead, consider breaking these up into shorter chunks.</p>	<p>Multimedia can be used both for content and feedback (e.g., screencasted feedback, synchronous web feedback, etc.). Consider that students may have limited internet connectivity, and keep videos short, audio clear, etc.</p>
<p>Action: Organize your course online to guide students along the learning path and help them progressively navigate through the course each week.</p> <p>Tip: Focus on organizing weekly modules/learning units into folders that contain the materials and assignment information students will need for that week. If possible, also add explication and context by including a module introduction and/or summary, information on how materials and assignments are connected to learning objectives, and assignments prompts and/or rubrics.</p>	<p>Unclear navigation and disorganized materials present a significant barrier for all students. Creating an effective learning path in the LMS will reduce frustration for everyone and encourage students to be more self-sufficient.</p> <p>Consider organizing material by learning units/modules, and keep frequently-referenced items, such as the syllabus and course schedule, in a separate folder, or linked in the left-hand navigation. Connect with the appropriate office at your school or district to see if an LMS template exists for organization.</p>



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Recommended Actions for Instructors	Why?
<p>Action: Plan active learning opportunities and use course tools to meaningfully facilitate learners’ interaction and active learning.</p> <p>Tip: Consider how students will continue to interact with one another, you, and course material by engaging collaborative tools (e.g., Google docs, Wikis, Voice Thread), synchronous tools (e.g., Zoom, WebEx, Collaborate, Skype), and tools for asynchronous, online interaction (e.g., discussions, blogs, journals).</p>	<p>Active learning and engagement are facilitated by the interactions your students have with you, the content, and each other. Keep the active learning of your classroom-based course going by bringing discussion and collaboration online.</p>
<p>Action: Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.</p> <p>Tip: As the easiest approach, keep all course work inside resources that are already being used by your school or district.</p> <ul style="list-style-type: none">● If you are not aware of laws and policies regarding student privacy, ask for training and only use resources that require student accounts if they have already been approved by your school or district.● If you have been trained on student privacy laws and policies, ensure that FERPA, CIPA, COPPA, and other school or district policies regarding student privacy are being followed by any resources that require student accounts.	<p>Several laws, including FERPA, CIPA, and COPPA require that student data and privacy be protected while they are online. Requiring students to create accounts on sites that are not compliant with these laws and school or district policies may put students at risk of exposure to identity theft or make their information publicly available.</p>
<p>Action: Carefully consider and provide content that creates a safe and equitable learning environment.</p> <p>Tip: If you will be sharing digital content, focus on material and images that create a multi-cultural and bias-free learning</p>	<p>Students will look to the way you use and acknowledge materials as an example. Materials you are putting online must represent a culturally diverse perspective, which is free from bias. Especially in a time sensitive move to remote teaching, finding openly licensed material might be a solution- just be certain to review it to ensure the content avoids unnecessary advertisements and is free of adult or inappropriate content.</p>



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Recommended Actions for Instructors

Why?

environment. Ensure that all linked material is free of adult content and unnecessary advertisements.

Action: Provide accessible course materials and activities to meet the needs of diverse learners.

Tip: Check to make sure the materials you include in your course are accessible. In time-sensitive situations, be sure that you are providing equitable alternatives.

Every student is entitled to independently acquire the same information, engage in the same interactions, and enjoy the same learning experiences, regardless of disability.

Again, the law requires that you adhere to your students' IEP and 504 plans—even when teaching remotely.