An E-CORE Checklist for

Remote Course Design

Course structure
❑ LMS course site setup and structured to clearly communicate course structure, activities, how to communicate with instructor, accessing grades, accommodations, required hardware/ software, recommended working time.
❑ Learning outcomes aligned with assessment and instruction, broken down by week/module
❑ Student learning time planned for all activities
❑ Course structured into weeks/blocks/modules
❑ Coordinate major activities with other courses as relevant

Assessments
❑ Build for multiple purposes (repeated practice, regular feedback, motivation/accountability, evaluation)
❑ Follow university policies about assessment
❑ Provide rubrics/evaluation schemes/examples
❑ Accommodations/equity access/academic integrity considered
❑ Provide sufficient time for technology issues, onboarding/uploading during tests
❑ Communication to students about exam requirements, materials, and handling issues

Synchronous teaching approaches
❑ Instruction provided to students about using necessary applications, notice that sessions are recorded
❑ Synchronous sessions recorded and posted
❑ Scheduled regular virtual office hours for Q&A
❑ Provide opportunity for engagement/activity using chats, short quizzes, on-screen annotations, etc.

Asynchronous teaching approaches
❑ Quality organized, and labeled audio/video recording
❑ Static versions of material useful for overview/review
❑ Videos in short segments (<10 min)
❑ Opportunities for tasks/practice periodically
❑ Permissions obtained for external resources used

Interactivity & Engagement
❑ Interaction between students (e.g. discussion forums, working groups)
❑ Opportunity for students to provide regular feedback to instructor
If teams used:
❑ Groups formed, instructions on effective teaming, professional behavior, opportunity for team contracts and regular peer evaluation

Equity
❑ Equitable access considering technology, network (including country-specific issues), timezones, language, access to specific hardware/resources
❑ Student privacy ensured
❑ Plan for universal design (i.e. flexible to handle range of needs)
❑ Plan for how to check in on student participation/engagement

Physical Materials
❑ Textbook - plan for electronic or shipped
❑ Specialized hardware/material shipped, with instructions including safety

Instruction team
❑ Training prepared for facilitating synchronous sessions, grading, etc.
❑ Necessary hardware and working space available for TAs
❑ Schedule periodic check-ins/training with TAs

Resources used to prepare this checklist: QM Course design guide, QM Emergency Remote, Teaching Checklist, Remote Teaching: A Practical Guide

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