QM Emergency Remote Instruction Checklist

This checklist is adapted from the Quality Matters Emergency Remote Instruction (ERI) Checklist.

This version of the QM ERI Checklist is organized into three columns to first provide instructors with recommended actions (and the QM specific review standards that are addressed by these actions), a brief explanation of the action's importance and impact, and a column with examples and tips for instructors. More information on the QM Rubric can be found on the [QM Higher Education Rubric™, Sixth Edition](#) webpage.

	Preparing Students for Success Use these strategies to organize your Canvas course shell to help students succeed in the remote teaching environment.		
	Recommended Actions	**Why?**	**Examples**
☐	**1. Provide explicit directions and clearly identify where students can find course components and what they should do to get started. (QM SRS 1.1, 1.2)**	This will help students new to online learning and/or using Canvas.	- Explain how the class will be structured. - Specify if and when there are synchronous sessions and how to log on - Explain where students can find assignments and how they should be submitted.
☐	**2. Address communication, interaction, and feedback expectations. (QM SRS 1.3, 5.3, 5.4)**	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. Be clear about how soon you will have assignments graded to help ease anxiety and uncertainty.	- Decide on a regular pattern of class communication and share that with students. - Explain how students should contact you for help (email, Zoom office hours, Canvas Inbox) - Tell students when they should expect an answer from an emailed question (e.g., within 48 hours, etc.) - Explain which activities are synchronous. - Share any communication expectations or guidelines (e.g., Netiquette). - Tell students how quickly they should expect assignment grades and feedback.

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	Recommended Actions	Why?	Examples
☐	**3. Provide instructions on how learners can access their grades. (QM RS 3.2)**	Students may not be used to checking their grades in Canvas. Ensure students know how to view their course grade and individual assignment grades.	**Share this link in your syllabus or Canvas shell:** https://community.canvaslms.com/docs/DOC-16532-4212829286
☐	**4. Identify any required technology needed for the course and where your students can receive support. (QM SRS 1.5, 1.6, 7.1)**	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.	Be clear about what technology is required for your course (e.g., Zoom, Adobe tools, Excel, SPSS). **Share the following ITS information in your syllabus or Canvas shell:** ● ITS Resources for Students: http://www.calstatela.edu/its/helpdesk/studentresources ● ITS Helpdesk Information: http://www.calstatela.edu/its/helpdesk
☐	**5. Provide information on the campus academic or student services support offices and resources. (QM SRS 7.2, 7.3, 7.4)**	Students faced with a changed learning environment may be unprepared for online study and uncertain about how to get assistance. Ensure that students have access to contact information for academic support, and student support offices and resources.	**Share the following information in your syllabus or Canvas shell:** ● Center for Academic Success (Tutoring and Writing Center): https://www.calstatela.edu/academic-success ● Office of Students with Disabilities (OSD): http://www.calstatela.edu/osd ● University Library: ● Student Advising Services: http://www.calstatela.edu/advising ● Dean of Students Office: http://www.calstatela.edu/deanofstudents ● Counseling and Psychological Services (CAPS): http://www.calstatela.edu/studenthealthcenter/caps ● Student Health Services: http://www.calstatela.edu/studenthealthcenter

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Guiding Students in the Online Environment
During the course, use these strategies to keep students engaged in the remote learning environment.

	Recommended Actions	Why?	Examples
☐	**6. Create a sense of community by encouraging and guiding learners to introduce themselves in Canvas via their profile and in an online discussion forum. (QM SRS 1.9, 5.2)**	An early "introduction discussion" activity gets students using the Canvas discussion tool, which they may need for upcoming assignments. 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 community.	For more information on creating discussion forums, please visit: http://www.calstatela.edu/cetl/edtech/discussions or take CETL's Online Activities and Assignments self-paced tutorial: https://calstatela.instructure.com/enroll/GXFN4E **Share the following information in your syllabus or Canvas shell**: https://community.canvaslms.com/docs/DOC-10561-4212190706
☐	**7. Explain to your students how the learning materials help them complete course activities and course SLOs. (QM SRS 4.1, 4.2)**	A short explanation of what material they'll be interacting with that week/module, any particular areas of importance, and how they'll use the material in upcoming activities or assessments will improve their ability to engage with the material.	Be clear about how students should engage with your course materials. Use language such as: ● When you view the video, look out for… ● As you read the article, think about… ● As you read the chapter, jot down….
☐	**8. Explain (be specific) how each course activity/assignment will be evaluated/graded. (QM SRS 2.4, 3.3, 5.1)**	Students will benefit from clear and detailed information about what to do, how you will evaluate it, and why. Consider creating rubrics or using the Transparent Assignment Design Template so that students are clear about your grading expectations.	For more information on using Rubrics in Canvas please visit: http://www.calstatela.edu/cetl/edtech/rubrics For more information on Transparent Assignment Design, please visit CETL's TILT webpage: http://www.calstatela.edu/cetl/transparency-learning-and-teaching-tilt:

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☐	**9. Organize your course so that students can easily follow your learning path which includes multiple opportunities to track their progress. (QM SRS 3.5, 8.1, 8.5)**	Unclear navigation and disorganized materials present a significant barrier for all students, particularly those who have never taken an online course. In the online environment, much of your interaction with students can be through supportive and timely feedback. Additionally, with remote teaching, it is crucial to provide lower-stakes assessments so both you and your students can address any confusion before higher-stakes exams. The use of low stakes activities like quizzes or discussions, can replace some of the planned in-class interaction, and can give you insights into how students are learning.	Always begin a new module with a short overview of what to expect. Remember to decide on a regular module pattern and pacing such as: ● Read article, reading quiz, discussion prompt ● Read chapter, watch video example, reading quiz, submit short answer response ● View video, quiz during video, submit homework assignment ● View simulation, answer assignment questions, post additional questions on discussion forum Regularly review these activities to be sure ALL students are learning. Make sure the low stakes activities help students succeed in any higher stakes exams.
☐	**10. Use low-bandwidth activities and make sure multimedia and synchronous activities are short. (QM 6.2, 8.5)**	Many students may have limited internet connectivity and/or access to technology. By keeping synchronous activities brief (Zoom office hours), and video content short (< 10 mins), you reduce access issues.	See CETL's Low Bandwidth Teaching Matrix found here.

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