

Overview

The **MSU Moving from F2F to Online Checklist** is intended to support faculty with expertise in face to face teaching as they re-develop their courses for online teaching. The checklist is aligned with the MSU [CANVAS Universal Guidelines](#), ITDS' guidance on [preparing for online](#), and with the most frequently cited Teaching and Learning principles (including evidence-based principles of learning from [Robert Gagne](#), [Arthur Chickering & Zelda Gamson](#), [Peralta Online Equity Initiative](#), and the [How Learning Works](#) Applied Neuroscience partnership with Digital Promise). We also include the components most experienced online teachers identify as essential.

This F2F to Online Checklist is designed to enable faculty to use it in a few ways:

- Work through the drawer format laid out below, taking advantage of the links that provide examples, instructions, and templates (and know that this will continue to grow)
- Download the pdf, print it, and use it as a basic checklist

BASICS

1. Establish logistics and requirements

- Course Identification: for example, WRIT105:43 College Writing I
- Term information: for example, Fall 2020 semester
- Course format (online, hybrid, blended); synchronous/nonsynchronous
- Instructor information: name, title, office number, telephone, email, web address, office hours, preferred ways for students to make contact
- Required resources: textbooks, technology/software, web sites, documents, videos, other resources, with estimated costs and sourcing information
- Communication methods: establish a method for regular communications to students, for students to communicate and collaborate with each other, and your preferred way that students can communicate back to you.
- Prerequisites, if any.

2. Define Course Expectations

- Course learning objectives (broad and specific, including some that can't be assessed and others that are clearly measurable)
- Student learning outcomes (statements of what students will show they know, are able to do, or which they demonstrate through an assessment)
- An explicit statement of expectations, including:
 - High expectation for learning and engagement with materials and peers
 - High expectation for time on task -- time plus effort equals learning
 - Expectation for peer to peer engagement

- ❑ Course policies that cover: attendance, participation, making up work, late assignments, tests or exam conditions, extra credit opportunities, academic honesty and plagiarism
- ❑ Schedule of assignments: readings, viewings, quizzes, exams, papers, projects, presentations, and other required, assessed activities
- ❑ Grading standards and criteria -- elements that are included and criteria that used to determine final grades
- ❑ **3. Provide information about student support resources**
 - ❑ The Academic Success Center and, as appropriate, the Center for Writing Excellence
 - ❑ The Disability Resource Center
 - ❑ Counseling and Psychological Services (CAPS)
 - ❑ Advising opportunities available in department and/or college/school
 - ❑ Support services provided by department or college/school (advising office at least)

Best Practices for Online Learners

- ❑ **4. Consistently design and organize the course in CANVAS through**
 - ❑ Modules that chunk course content into smaller units, organized by learning objective(s), content, time period, or major assessments.
 - ❑ Inclusion of due dates for all activities and assignments
 - ❑ Strategic use of repetition within modules, enabling students to learn the system for providing instruction and engagement, and for assessing student learning.
 - ❑ Aligning assessments with course learning objective(s) and module content and activities
 - ❑ Providing consistent, uncomplicated aesthetic design that communicates course information clearly and demonstrates professionalism
- ❑ **5. Foster engagement through active learning**
 - ❑ Varying the ways content is delivered: readings, demonstrations, videos, presentations, podcasts, etc.
 - ❑ Drawing connections between course content and the real world, encouraging students to identify applications to their own contexts
 - ❑ Following content delivery with engagement activities
 - ❑ Practicing or apply course content to gain facility, improve skills, and/or achieve learning objectives
 - ❑ Requiring frequent peer to peer interaction in more than one modality
 - ❑ Demonstrating faculty presence by engaging with students in multiple ways
- ❑ **6. Redesign your assessments for the online environment**
 - ❑ Ensuring that assessments are aligned with both course content and student learning outcomes
 - ❑ Including many formative assessments for engagement and to enable students to gain an understanding of their own learning progress

- Emphasizing and rewarding time on task -- time plus energy equals learning
- Providing rubrics or other methods for students to understand evaluative standards and criteria
- Spacing out due dates for assignments to support consistent, manageable pacing
- Completing assessment grading within a defined and announced period of time to ensure student awareness of progress
- Reviewing Canvas Gradebook set-up to ensure it provides accurate grade-to-date information
- 7. Check that you have the technological capabilities for engagement and motivation of students**
 - Post accessible course content
 - Create video lessons, or to post professional, curated videos
 - Run synchronous video conferencing, including usage of break-out rooms, polls, and other tools to enhance engagement, as well as recording and re-posting
 - Communicate through Canvas Announcements and email
 - Design online assessments appropriate to course
 - Provide discipline-specific engagement -- through a disciplinary organization, nonprofit educational associations, and/or publisher-provided online content
 - Facilitate peer-to-peer interaction and collaboration through such tools as Google Suite collaboration tools, Discussion, Wikis, digital whiteboard, Padlet, student-student video conferencing, Groupme or other group text service.
 - Explain or provide technical support or resources for all tool used.
- 8. Support diverse learners and ensure accessibility**
 - Designing for accessibility: providing course content and activities in multiple formats, and allowing students to demonstrate learning and engagement in multiple formats.
 - Making hard-copy content accessible.
 - Magnifying text displayed live.
 - Providing detailed descriptions of all images/graphics used.
 - Ensuring that course materials are accessible to screen readers and other assistive technologies
- 9. Professionalize course design**
 - Checking that all links work.
 - Making sure left navigation items that are visible to students are populated.
 - Publishing modules, assignments, and assessments in a timely fashion.

ITDS trainings, and resources

Contact us for assistance and support in implementing any of these steps into your teaching plan.

Date revised May 28, 2020.

Suggestion box.