A good checklist ensures that you are keeping track of all of the items requiring technology that can have a big impact on your remote teaching and students’ learning, the little details that can easily get lost in all of the big actions required to transition your face-to-face course to remote delivery. The following “Get Ready”, “Confirm You’re Ready”, and “Keep Ready” checklist approach will help you keep track of all assets (videos, lecture files, resources, etc.), activities (group work, assignments, labs or simulations, etc.), and assessments that you might want to implement in your course. This is by no means an exhaustive checklist, but it is a good place to start.

### GET READY

**Plan course design 2-3 months before classes start to help create, build, and implement your course**

- Review the [Getting Started](#) section of Remote Teaching & Learning (R-T&L) site to get ideas flowing!
- Review the [My Teaching Scenario](#) section of R-T&L site; situate your teaching in Ed-Tech context.
- Note ideas that are relevant, match teaching style, preferred strategies, and context in which you teach.
- Use the [Match your Pedagogy to Tools](#) resource in the OpenEd Ed-Tech toolkit to match tools to instructional needs and learning goals.

### CONFIRM YOU’RE READY

**Pre-Course items to consider 2 weeks before classes start for successful implementation**

- Send Course Welcome Video message (especially important as students might otherwise not “meet” you!).
- Course Orientation & Getting Started message to send shortly after Welcome and before 1st class
- Consider posting a Course [Honour Code of Conduct](#) in a prominent location in your course.
- Post syllabus, text and other resources (especially links to any ed-tech tools, publisher tools, virtual labs/simulations, etc., and any documentation needed for how and when to use these resources).

### KEEP READY

**Course items to check at start of course, throughout the course, and the last 2 weeks of classes**

- Post Welcome msg, Orientation & Getting Started msg in prominent location in your course, e.g., home pg. Students who register late might miss these.
- Consider copying the Orientation and Getting Started message as the first Module in your course, e.g. Module “0” with visuals, screen captures to guide students (more than just a message).
- Consider posting information/map out what a “typical” week looks like in your course, especially if you are using primarily asynchronous approaches.
- Schedule a virtual check-in meeting in the 1st or 2nd week to see how students are adjusting; a live session will increase instructor social presence.
### GET READY

- Use the [Remote Course Planner](#) resource in the OpenEd Ed-Tech toolkit to **plan** course at high-level.

- Consider tools you already use and ones you’d like to use (e.g., you use CourseLink but haven’t tried lecture videos).

- If you need more help thinking about the big picture, schedule a consultation to meet with Instructional Technology Specialists.

- Plan a schedule to **create** course assets so you can later import and **build** them into CourseLink (give ample time!).

**1-2 months before classes begin...**

- Set up course in CourseLink. Try our new template available in the OpenEd Ed-Tech toolkit; just add to it or delete what you don’t want.

- Use your [Remote Course Planner](#) to verify that you’ve included all you want to or cut out unnecessary assets.

### CONFIRM YOU’RE READY

- Provide clear communication about course expectations: how and when you expect students to participate.

- Provide guidance on your expectations for course communication: distinction between email communication, discussion board, other, *etc.*

- Plan for where you will post/host large resource files (e.g., videos).

### KEEP READY

- Set up [Dropboxes](#), [Quizzes](#), and other assessments in CourseLink. Avoid email submissions and keep everything within the UofG LMS.

- Set up your course [Grade book](#) in CourseLink.

- Set up [Intelligent Agents](#) to track student performance and plan outreach for at-risk students.

- Check that your course navigation is logical, consistent, and efficient throughout (this helps students stay on track).

- Check that all course links work, go the correct/intended location and that there are no broken or outdated links.

- Plan to send frequent reminders about due dates (this helps students stay on track; remote teaching & learning is new for many students too!).

- Provide course or University update as you receive them; keep students informed in timely manner as this helps relieve stress.
<table>
<thead>
<tr>
<th>GET READY</th>
<th>CONFIRM YOU’RE READY</th>
<th>KEEP READY</th>
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<tr>
<td>- Check our <a href="#">Ed Tech Toolkit</a> for anything else that might help refine course.</td>
<td>- Set up a <a href="#">Discussion Board</a> so students can report any technical or Ed-Tech problems (this will help keep course communications out of your email box).</td>
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<td>- <a href="#">Schedule a consultation</a> if you need help with the finer details.</td>
<td>- Consider a ½ way check-in survey around week 6 so students can provide formative feedback on course, leaving time for any necessary or critical adjustments. (OpenEd staff can help!)</td>
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<td>- Consider sending students an <a href="#">email message</a> that you are building a course for them and you’ll be in touch approx. 2 weeks before classes start with “getting started instructions”.</td>
<td>- Plan to conduct your usual end-of-term activities in CourseLink (e.g., updating Grade book)</td>
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Use these checklists for course specific and/or instructor specific items to do.

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<th>OTHER GET READY ITEMS...</th>
<th>OTHER CONFIRM YOU’RE READY ITEMS...</th>
<th>OTHER KEEP READY ITEMS...</th>
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