

Classroom Readiness Checklist for Teaching Remote and Hybrid Modalities

Before the Term Starts

- Revise syllabus to include options for remote students and review how missed work will be handled in the event of an absence
 - Remove penalties for missed class
 - Provide an alternate assignment, activity to replace any required F2F ones
 - Provide guidance on when a student should reach out to you in the event of a missed assignment or test due to medical or other reasons, and how that process works from a grading and timing perspective.
 - Review these "[Syllabus Statements Related to Remote Teaching](#)"
- Complete the [Remote Teaching Readiness Self-Assessment Tool](#)
- Review the [Remote Teaching at Drexel Resources](#)
- Ensure your computer has the most updated software as recommended by IT (operating system, Microsoft Office Suite, [Zoom](#), etc.). [Check Drexel's IT site](#) to ensure you are downloading the recommended versions (not always the latest).
- Go to your assigned classroom a week before the term starts to ensure you understand how to use the classroom equipment and have all of the appropriate cords, adapters, etc.
- Reach out to [Instructional Media Services \(IMS\)](#) with any needs or questions and go over with them your specific needs
- Practice speaking while wearing a mask. Perhaps videotape yourself for a minute or two speaking while in a mask to help you identify ways to improve your delivery such as slowing your pace, using more visuals to help illustrate your content, or even speaking a bit louder or trying to project your voice more.

- Determine in advance how you will include the remote learners
 - If synchronous – how will you read/respond to questions in the chat?
 - If asynchronous – how will you encourage (if possible given potential time differences) these students engage with their F2F peers?
 - Consider requesting a [Remote Course Facilitator \(RCF\)](#)

- [Review Zoom Best Practices](#) to avoid Zoom bombing and other security breaches

- Classroom sessions may be recorded and shared with students in the same section without violating [FERPA](#), but may not be shared with other sections. This means F2F and remote sections that operate separately (even if the same course content) are considered different classes. The table below further outlines FERPA guidelines regarding recording course lectures.

FERPA GUIDELINES WHEN RECORDING COURSE MATERIAL	
One section containing F2F and Remote Students	Two (or more) sections: 1 section F2F and other section remote students
<ul style="list-style-type: none"> • Recordings may made and placed in the BbLearn Course • Recordings may include identifying student information (names, images, voice) 	<ul style="list-style-type: none"> • Recordings containing any identifiable information (student names, images or voices – such as asking a question) may NOT be shared from a F2F course to the remote course (unless all students in the F2F course sign waiver) • Recordings of the instructor only, no identifiable student information may be shared and posted in a remote BbLearn course

- Email your students a reminder about the first class including time, location (and any helpful hints if it is a challenging location to find), reminders to follow the most recent university COVID requirements, and any software you recommend they load on their machines prior to the start of class. For those attending remotely, include the Zoom link and other details. You may also want to include the link to Drexel’s IT site, along with the link to Public Safety in the event they have any trouble accessing the building before class.

Best Practices for In Class Interactions

- Arrive to class early to connect your computer to the classroom technology, and while system downtime is unusual, it is a good idea to check the service status about an hour before class just to ensure there are no issues to provide adequate time to notify students if you will need to make a change due to unscheduled downtime.
- Keep the IMS help number in your favorites on your phone so you can reach out to them quickly (215-895-2020) in the event of an issue. Take note of their hours of operation.
- Don't forget to greet the remote students when you greet the F2F students
- Record lectures (reach out to [VCaP](#) to request assistance) and upload them to BbLearn, for both remote students and F2F students who may have had difficulty following the lecture. Utilize graphs and illustrations to help emphasize your points. Summaries at the end of each section are a helpful way to tie the material together and aid in comprehension of the material. Some faculty also include a discussion thread associated with the post of the recording, so the discussion can continue asynchronously.

Having one or two group activities during the class is a great way to engage both those physically present, and those attending remotely with the material and a chance for you to walk around the classroom physically and get feedback on how things are going, check for questions, and dedicate time specifically for those attending remotely.

- Speak more slowly while wearing a mask and check Zoom and the physical classroom often to gauge the nonverbal cues to help identify signs of confusion or any other issues.
- Be honest with the students and ask them for some patience upfront. Let them know there may be some technical hiccups during the class, and to kindly alert you if something isn't working. Remind everyone not to panic in the event of an issue. All lectures will be recorded, so if the technology isn't

working for some reason, the material will be recapped and available to you via BbLearn.

- At the beginning of the term/semester remind students to test their microphones and equipment, along with checking for software updates. They should have the phone in number for the Zoom session handy, so in the event of a computer issue on their end, they can always call into the session.
- Pause more often during your lecture and ask if students need you to repeat anything or if they have any questions.
- Repeat online and F2F questions, so all students have the benefit of hearing the question. At the beginning of the lecture, let students know your preferred time for asking questions (i.e. at the end of each section, at the end of class, or ask questions whenever they arise) and method for asking questions (i.e. asking verbally during the lecture, using the raised hand feature, or posted in the chat).
- When asking questions to the class, also include remote learners.
- Don't forget to also look at the camera periodically, while speaking to make the remote students feel included. It might be helpful to elevate the laptop (i.e. a box or some books) a bit when you are standing so aren't bending over the laptop, and are more eye level with the screen with the students, but do keep in mind there may be limitations based on the location of the technology in the classroom
- If you have a student with an accommodation letter that requires additional technology or assistance, seek assistance from Disability Resources

Resources

[Resources for Remote & Hybrid Teaching \[PDF\]](#)

[Disability Resources](#)

[Instructional Media Services \(IMS\)](#)

[Zoom](#)

[Video Collaboration and Production \(VCaP\)](#)

[IT](#)

[IT Trainings/Workshops](#)

[Blogs by IT, ITG, VCaP, Microsoft Office 365 Training](#)

[Remote Teaching Task Force Blog](#)

[Remote Course Facilitator \(RCF\) Program](#)

[Public Safety](#)