**This template is designed to assist instructors as they develop their course conversion plan from in-class to remote teaching.**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **HOW DO I DO THIS IN-CLASS?** | **WHY DO I NEED TO DO THIS?** | **IS IT STILL IMPORTANT?[[1]](#footnote-1)** | **HOW ELSE CAN I DO THIS?** | **WHAT WILL THIS SUBSTITUTE LOOK LIKE IN AN ONLINE ENVIRONMENT?** | **HOW WILL I ASSESS STUDENT PERFORMANCE IN THE NEW ACTIVITIES?[[2]](#footnote-2)** | **WHAT IS THE IMPACT OF THIS CHANGE ON THE REST OF THE COURSE?** | **HOW WILL I INFORM MY STUDENTS ABOUT IT?** |
| **What is to be done?** | **What is this supposed to achieve?** | **Can students achieve the learning outcomes without this?** | **What other activity or task could I use to substitute for this online to serve the same purpose?** | **How will the substitute be created, formatted, structured, scheduled, submitted, and logistically managed?** | **What will I measure/assess to determine whether students were successful?** | **What else (e.g., follow-up activity) do I need to modify to align the rest of my course with the change I am introducing now?** | **What do I need to do to communicate these requirements with my students?** |
| *List all the in-class activities that need to be accomplished.* | *What is the specific purpose of this activity or assessment for which I included it?* | *Can I successfully complete this course without this activity?* | *What alternatives are available to me?*  *List all your options.* | *What specific modifications do I need to do to implement this?* | *What are my performance standards or evaluation criteria? What rubric do I intend to use?* | *How can I align all activities with each other?* | *What is (are) my communication strategy (strategies)?* |
|  |  | ☐ Yes Do without it  ☐ No |  |  |  |  | ☐ Timetable or schedule  ☐ Email  ☐ Course announcement  ☐ Dedicated document  ☐ Live announcement  ☐ Forum post  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | ☐ Yes Do without it  ☐ No |  |  |  |  | ☐ Timetable or schedule  ☐ Email  ☐ Course announcement  ☐ Dedicated document  ☐ Live announcement  ☐ Forum post  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | ☐ Yes Do without it  ☐ No |  |  |  |  | ☐ Timetable or schedule  ☐ Email  ☐ Course announcement  ☐ Dedicated document  ☐ Live announcement  ☐ Forum post  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. Ask yourself: What is essential to keep? What can go? It takes more time to teach and learn online (Freeman, 2015; Morrison, 2015; Kenny & Fluck, 2017), and it can be hard to assess how much time online learning activities take for students, particularly with home confinement stressors. They will be dealing with multiple courses delivered remotely as well as concurrent family and personal constraints. For these reasons, you may want to pare down on your content and activities if and when possible.  [↑](#footnote-ref-1)
2. Some students may need more time to complete assignments. Keep in mind any accommodation needs of students in your classes. [↑](#footnote-ref-2)