

# REMOTE TEACHING COURSE EVALUATION SHEET AND CHECKLIST

## Rutgers English Language Institute

### Fall 2020

*Evaluation Criteria Informed by Quality Matters: (<https://www.qualitymatters.org/>), Conference on College Composition and Communication- CCCC Principles and Best Practices for Online Writing Instruction (<https://cccc.ncte.org/cccc/resources/positions/owiprinciples>), and Rutgers School of Arts and Sciences Keep Teaching Guidelines (<https://sasoue.rutgers.edu/teaching-learning/keep-teaching>) and align with the mission, principles, and best practices of Rutgers English Language Institute (RELI)*

#### **UNIVERSALLY INCLUSIVE AND ACCESSIBLE**

- Considers diversity of abilities, accessibility, socioeconomic factors, language backgrounds, learning styles, schedules, and time zones
- Surveys students to verify access to tools and resources necessary to succeed in the course
- Offers instructional materials in more than one medium: photos and videos with accompanying texts, subtitles or transcripts, audio or video to accompany text
- Provides information on disability and IT services and includes language stating that reasonable accommodations will be made for students when requested
- Includes explicit instructions written in plain language in multiple modes and contexts (announcements, within assignments- written, with examples and video modeling)

#### **TEACHING AND LEARNING STRATEGIES APPROPRIATED FOR UNIQUE FEATURES OF AN ONLINE ENVIRONMENT**

- Takes advantage of LMS features and tools that mirror online writing and communication: multiple modes, smaller chunks of text, juxtaposing and layering text, image, audio, and video, multiple spaces for conversations to take place, online resource links, collaboration, formatting, and editing tools
- Breaks assignments, exercises, and activities into smaller units to create opportunities for focused interaction
- Creates small, focused, asynchronous tasks to scaffold development of course goals
- Creates synchronous opportunities for one-on-one interaction and questioning, pair, small group or collaborative writing or peer review, or to address questions about asynchronous assignments
- Creates multiple spaces for communication and interaction: announcements, email, discussion boards, chat, enabling comment features, LMS feedback tool (SpeedGrader), open office hours (GoogleDocs, Collaborations)
- Creates space for informal, casual discussion, check-ins, and social interaction

#### **EXPLICIT AND THOROUGH INSTRUCTIONS AND FEEDBACK**

- Provides students with training on remote learning before the class starts. Example: "How to Succeed in an Online Course," Rutgers Learning Centers: <https://rlc.rutgers.edu/succeedonline>
- Creates a detailed syllabus with explicit and clear course expectations and instructions and follows up with Q&A and/or quiz with written confirmation of understanding from students
- Uses plain language and define technical terms, and include instructional links or videos when possible
- REITERATES and REINFORCES instructions and requirements in order to replicate "in class" reminders in multiple ways (self-contained slides, information sheets, videos, audio)
- Provides thorough, explicit, and constructive feedback to student writing incorporating models and/or descriptions. Avoids shorthand comments and abbreviations unless a guide was provided and avoid one-word, generalized comments ("unclear" "awkward" "?" "good") without explanation  
Creates a clearly defined feedback loop, detailing the timeframe (hours or days) that students will receive feedback