Plan to teach. Prepare to learn.
Quick Start to Spring 2020 Course Completion Online -- Blackboard

Students must complete your course remotely. Use this prioritized checklist to assure your course is remote-ready for students no later than March 23, 2020. Additional resources on each topic are available on the Innovative Learning website [here](#), and are regularly updated. Email [innovativelearningteam@purdue.edu](mailto:innovativelearningteam@purdue.edu) with questions or if you need further assistance.

- Click here for [Blackboard Essentials 1](#), covering navigating your course, adding content and uploading media.
- Click here for [Blackboard Essentials 2](#), covering group work, assignments, and assessment.

Create your plan to course completion

- What are essential course content, activities, and assignments to complete the semester? Develop remote alternatives that allow for independent, asynchronous completion by all students.
- Revise assignment due dates and submission methods, and flex your policies as needed. Remember that the current Purdue [academic calendar](#) is still in effect.
- Revise your grading scale as needed. If you require/offer points that require face-to-face interaction, (e.g. attendance), be flexible and provide alternatives such as check-ins or small activities.

Communicate with your students

- Contact your students by March 23rd.
- Post your plan and schedule to your course Blackboard. Review it with your students, highlighting changes.
- Use Blackboard to facilitate communication between students and with you (e.g. course site email, discussion boards, groups).
- Review with students how to use your course site for communication, assignment submissions, assignment feedback, checking grades, etc.
- Assure that students download or otherwise have remote access to required or alternate resources.
- Run a small, remote test activity with students. Offer a few points or extra credit for those who successfully complete the activity. Adjust your plan if needed.

Deliver essential content/materials

- Make it easy for students to find essential content for the rest of the semester (e.g. hiding past or non-essential materials and/or developing a downloadable course packet). Click [here](#) for help with specific categories of content (e.g. lecture, labs). Visit the [Purdue Repository for online Teaching and Learning](#) for other considerations in online teaching.

(See other side)
Purdue-supported alternatives to in-person lectures are using Kaltura from any computer that can record its monitor and your audio and/or BoilerCast in your classroom while campus is open. Click instructions for [Creating a Video Using Kaltura Capture](#) and [Requesting and Using BoilerCast](#).

- Make sure hyperlinks are accessible to all students, including those whose countries might block some content. This Wikipedia link provides more specifics.
- Provide a path for all students to achieve the course learning outcomes this semester. This may mean responding to a variety of special situations, such as documented accommodations and student whose access to Internet is limited.

**Complete remote learning activities**

- Post announcements to your course site and link to FAQs as they arise.
- Establish regular check-in times – when students should check the LMS (but use live check-in sparingly).

**Assess student learning**

- Update student grades to reflect their progress toward course completion as of March 23, 2020.
- Establish reasonable turnaround time for feedback, based on your schedule and student needs.

**Other critical factors in creating a successful plan**

Keep in mind the following five factors when creating an equitable plan for your remote course:

1. There is no longer an opportunity for face-to-face interactions with your students. This includes class meetings, assessments/exams, and outside course components (e.g., labs). The campus remains open, however ALL course elements are to be completed online.

2. There are serious bandwidth and system concerns to a reliance on the use of live-streamed and/or synchronous lectures/tests/activities. Students are not guaranteed to have access to technology off-campus or be on the same time one. Asynchronous work is the most effective way to AVOID critical failures for your remote course.

3. This is not a time to add Proctor Track or other online proctoring services.

4. ALL communication with your students should go through either Blackboard or Brightspace learning management systems (LMS). Sharing grades or graded work outside of your LMS is a FERPA violation.

5. Most students will be unable to purchase additional materials or resources (not required when the semester started) to complete the course.