# Virtual Classroom Checklist for Faculty

This is a Virtual Classroom Checklist for faculty of onsite courses that are transitioning from in-person to online. This checklist is comprehensive and may be adapted as needed to address individual course needs. The activities in this checklist may be carried out with the support of the Department’s Faculty Peer Teaching Mentor(s) and Senior Teaching Assistant(s). Please refer to the [JHSPH Resources for the Virtual Classroom Approach webpage](https://my.jhsph.edu/sites/ctlt/Pages/resources.aspx) for more resources.

## Before the Term

| Date completed | Responsibility | Timeframe/notes |
| --- | --- | --- |
|  | Review the [JHSPH Resources for the Virtual Classroom Approach webpage](https://my.jhsph.edu/sites/ctlt/Pages/resources.aspx) and consider the mix of synchronous and asynchronous activities in the class to create a virtual teaching plan. | As soon as possible. |
|  | Join the JHSPH Microsoft Teams Channel “Discussions on Virtual Instruction Strategies” to stay informed. | A community for faculty and TAs to discuss and ask questions about the virtual classroom approach. |
|  | Learn or refresh your knowledge of virtual instruction technologies (i.e., CoursePlus, Zoom, Panopto, VoiceThread, etc.). |  |
|  | Review course learning objectives and aligned learning activities, including instruction and assessment. Identify which activities will require revisions or alternatives for online delivery. Identify new opportunities afforded by online delivery. | The assessments should align with the learning objectives. |
|  | Fill out the “Virtual Classroom Approach” section in the syllabus to indicate the mix of synchronous and asynchronous sessions and any expectations regarding attendance at live, synchronous sessions. | As soon as possible.  This will help students in their fall course selections. Knowing the extent and timing of synchronous activities is especially important for students in other time zones or with competing priorities, such as family or work obligations. |
|  | Within CoursePlus, go to the Site Administration group on the Faculty Tools page. Select “Add TAs, Editors, Guest Faculty, and Guests.” Add any standard teaching assistants (TAs) in the “TA” role. If consulting with a senior TA or faculty mentor, add these individuals in the “Course Coordinator” role. |  |
|  | Develop a communication plan that details introductions (e.g., course welcome message, welcome email), proactive communications (e.g., weekly emails, announcements, or discussion forum posts), office hours, and reasonable expectations for both faculty and student responses to ongoing communications throughout the term. If there is a faculty team, decide who will be the students’ primary point(s) of contact. |  |
|  | Meet with teaching assistant(s) and distribute administrative responsibilities. Also inform TA(s) of [CTL Teaching Assistantship Training Course](https://sites.google.com/site/ctltteachingtoolkit/teaching-assistants/ta-training). |  |
|  | Submit and review any eReserves to the Welch Library, if applicable. Activate the eReserves Tool in CoursePlus. | 6 weeks prior to term is preferred. |
|  | Update the Syllabus: Overview page, Faculty page, Schedule page. | As soon as possible.  CTL recommends using the Schedule Builder instead of the Class Sessions tool for the Schedule. |
|  | Create Zoom meeting(s) for synchronous sessions. | Zoom resources are posted on the [JHSPH Resources for the Virtual Classroom Approach webpage](https://my.jhsph.edu/sites/ctlt/Pages/resources.aspx). |
|  | Post the Zoom information in the course. CTL recommends creating Activity Pages for each Zoom session that are linked to the Course Schedule page. |  |
|  | Make certain that any communication from DSS regarding student accommodations for the term be appropriately addressed throughout the course. |  |
|  | Review and update the course online library materials. |  |
|  | Set up the CoursePlus Gradebook so that it aligns with the Methods of Assessment in the Syllabus (and JHSPH Course System). Beyond the itemized assessments, include any items that provide an opportunity for student feedback, such as extra credit and activities excluded from the final grade. |  |

## During the Term

| Date completed | Responsibility | Timeframe/notes |
| --- | --- | --- |
|  | Engage with students through weekly announcements or emails with course updates. | CoursePlus Announcements can be written in advance of a scheduled posting date. Similarly, the CoursePlus email tool allows for scheduled delivery. |
|  | Create and post agendas for synchronous sessions. |  |
|  | Confirm Zoom links and post recordings of synchronous sessions. CTL recommends creating Activity Pages for each Zoom session that are linked to the Course Schedule page. | CTL recommends creating Activity Pages that are linked to the Course Schedule page for each Zoom session to ensure that only students enrolled in the course may access the Zoom links. |
|  | Answer emails. | Within 24 hours. |
|  | Set up Course Groups, if applicable. | Consider Add/Drop period before setting up course groups. |
|  | Monitor the Discussion Forum (check daily—see Discussion Forum options to subscribe to various categories or topics). | Check daily. Recommend answer within 24 hours. |
|  | Communicate and conduct virtual office hours. Include these times in the course schedule and communicate the Zoom link(s) with students in advance. | For reserved office hours, the CoursePlus signup sheets tool will allow students to sign up for specific time slots. |
|  | Monitor student activity reports including site access. Send emails to students with low participation. | All student activity reports are linked in the Administrative Tools group on the Faculty Tools page. |
|  | Manage special access settings for quizzes, if applicable. |  |
|  | Manage grades and provide actionable and timely feedback. | The CoursePlus Peer Assessment tool is a convenient way to create and use custom rubrics to share feedback with students. The faculty/TA assessment type allows faculty to share a completed rubric, with comments, to students without requiring student interaction. Alternately, peer feedback is often an effective method of communication. |
|  | Develop a teaching assistant management plan and regularly check-in with TA(s), if applicable. |  |

## After the Term

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| Date completed | Responsibility | Timeframe/notes |
|  | Send wrap-up email to students. | Week 8 of the term. Be sure to encourage students to complete the course evaluation as part of the course wrap-up. |
|  | Post final grades in CoursePlus Gradebook. |  |
|  | Report final grades in SIS. | Reference the Grading Period (unique for graduating students). |
|  | Gather data from course evaluations and CoursePlus to identify areas for improvement for future offerings. |  |

## Further Resources

* [Resources for the Virtual Classroom Approach](https://my.jhsph.edu/sites/ctlt/Pages/resources.aspx)
* [JHSPH Microsoft Teams Discussions on Virtual Instructional Strategies](https://teams.microsoft.com/l/team/19:c679efc1e2a54e0db328785d277f7666@thread.tacv2/conversations?groupId=4af7ca86-4039-4e0c-a718-a31c58ae1ab4&tenantId=9fa4f438-b1e6-473b-803f-86f8aedf0dec)
* [CTL CoursePlus Technical Help Guide](https://ctl.jhsph.edu/help/views/cpGuide/faculty/!SSL!/Responsive_HTML5/index.htm#t=Index_1.htm)
* [CTL Teaching Assistantship Training Course](https://sites.google.com/site/ctltteachingtoolkit/teaching-assistants/ta-training)