# Virtual Classroom Checklist for Faculty



This Virtual Classroom Checklist helps onsite faculty transition to online teaching. It's comprehensive and adaptable to individual course needs.

## Before the Term

| Timeframe/Notes | Responsibility | Date Completed |
| --- | --- | --- |
| As soon as possible. | Consider the mix of synchronous and asynchronous activities in the class to create a virtual teaching plan. |  |
|  | Learn or refresh your knowledge of virtual instruction technologies (i.e., CoursePlus, Zoom, Panopto, VoiceThread, etc.). |  |
| The assessments should align with the learning objectives. | 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. |  |
| As soon as possible. This helps students select courses by clarifying synchronous activity timing, which is crucial for those in different time zones or balancing multiple priorities (e.g., family, work, etc.). | 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. |  |
|  | Manage [non-student access](https://ctl-help.zendesk.com/hc/en-us/categories/6796785482779-Access-Management-TAs-Guest-Faculty-Guests) to your course site. Add TAs, editors, guest faculty, and guests. |  |
|  | 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 faculty and student responses to communications throughout the term. If there is a faculty team, decide who will be the students’ primary point(s) of contact. |  |
| As soon as possible. | Meet with teaching assistant(s) and distribute administrative responsibilities. Also inform TA(s) of CTL’s [Teaching Assistantship Training Course](https://www.ctltoolkit.com/ta-training-course). |  |
| 6 weeks before the term is preferred. | Submit and review any [eReserves](https://www.library.jhu.edu/library-services/course-readings/) to the Welch Library, if applicable. [Activate](https://ctl-help.zendesk.com/hc/en-us/articles/6418878224923-Welch-Library-eReserves) the eReserves Tool in CoursePlus. |  |
| As soon as possible. | Update the [Syllabus](https://ctl-help.zendesk.com/hc/en-us/categories/6797219715227-Syllabus-Builder): Overview page, [Faculty](https://ctl-help.zendesk.com/hc/en-us/categories/35188831165339-Faculty-Page) page, and [Content](https://ctl-help.zendesk.com/hc/en-us/categories/6797197773979-Schedule-Builder) page. |  |
| CTL recommends that faculty use their JHU-licensed Zoom account to set up sessions. [Zoom FAQ for Faculty and Staff](https://uis.jhu.edu/zoom-faq/) | Create Zoom meeting(s) for synchronous sessions. |  |
| CTL recommends creating Activity Pages for each Zoom session that are linked to the Course Schedule page. | Post the Zoom information in the course. |  |
|  | 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](https://ctl-help.zendesk.com/hc/en-us/categories/6797323870235-Online-Library) materials. |  |
| 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. | Set up the [Gradebook](https://ctl-help.zendesk.com/hc/en-us/categories/4417064382235-Gradebook) so that it aligns with the Methods of Assessment in the Syllabus (and BSPH Course System). |  |

## During the Term

| Timeframe/Notes | Responsibility | Date Completed |
| --- | --- | --- |
| Announcements and [Class Emails](https://ctl-help.zendesk.com/hc/en-us/categories/4417140402715-Class-Email) can be drafted ahead of time using the Scheduled Delivery feature for automatic posting on a set date. | Engage with students through weekly announcements or emails with course updates. |  |
|  | Create and post agendas for synchronous sessions. |  |
|  | Confirm Zoom links and post recordings of synchronous sessions. |  |
| Within 24 hours or as soon as possible. | Answer emails. |  |
| Consider Add/Drop period before setting up course groups. | Set up [Course Groups](https://ctl-help.zendesk.com/hc/en-us/categories/4417140406427-Course-Groups), if applicable. |  |
| Within 24 hours or as soon as possible. | Monitor the Discussion Forum. [Subscribe](https://ctl-help.zendesk.com/hc/en-us/articles/6418163737371-Manage-Email-Subscriptions-from-the-Discussion-Forum) to categories or topics. |  |
| For reserved office hours, the [Signup Sheets](https://ctl-help.zendesk.com/hc/en-us/categories/4417059392539-Signup-Sheets) tool will allow students to sign up for specific time slots. | Communicate and conduct virtual office hours. Include these times in the course schedule and communicate the Zoom link(s) with students in advance. |  |
| To access, go to the Faculty Tools page > Administrative Tools. | Monitor student activity [reports](https://ctl-help.zendesk.com/hc/en-us/sections/29322636161307-Report-Center), including site access. Send emails to students with low participation. |  |
|  | Manage special access settings for quizzes, if applicable. |  |
| The Gradebook enables [rubric-based grading](https://ctl-help.zendesk.com/hc/en-us/articles/18227037221787-Gradebook-Rubric-Based-Grading). | Manage grades and provide actionable and timely feedback. |  |
|  | Develop a teaching assistant management plan and regularly check in with TA(s), if applicable. |  |

## After the Term

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

## Further Resources

* [CTL Help’s CoursePlus Faculty Guide](https://ctl-help.zendesk.com/hc/en-us): Step-by-step instructions for all CoursePlus tools and features.
* [CTL’s Teaching Toolkit website](https://www.ctltoolkit.com/): Resources and materials to support teaching and learning in on-campus, blended, and online courses.