

Checklist for Effective and Inclusive Online Teaching

As you prepare to teach your course(s) for next semester, consider the following checklist as a way to guide you on making your online teaching effective and inclusive.

SYLLABUS

- Syllabus clearly explains objectives of course
- Syllabus clearly explains assignments, due dates, late-work policies, grade breakdown and scale
- Syllabus provides a detailed weekly schedule with expectations:
 - Topic(s) to be covered
 - Required reading(s)
 - Supplemental reading(s)
 - Assignment(s) due
- Syllabus has language explaining resources for diversity, equity, and inclusion
- Consider having your students watch the [Zoom Etiquette](#) video prior to the first class.
- Inform your students about the USC Price [Anonymous Feedback Tool](#).
- Inform your students about the [Student Resources](#) page, which is where all free resources offered by USC and Price are listed.
- CET offers [sample syllabi](#) for review/download

BLACKBOARD

- Become familiar with the basic but commonly-used Blackboard building functions:
 - Creating/building [learning modules](#), [folders](#), [items](#), [web links](#), and [course links](#)
 - Editing [folders](#), [items](#), and [course links](#)
 - [Uploading and embedding files \(e.g., readings, asynchronous videos\)](#)
 - [Attaching files](#)
- Become familiar with commonly-used assessments:
 - [Blackboard assignment submission links](#)
 - [Turnitin assignment submission links](#) (video link [here](#))
 - [Tests and quizzes](#)
- Become familiar with commonly-used Blackboard tools to engage students asynchronously:
 - [Discussion boards](#)
 - [Journals](#)
- Think about ways to organize content that makes sense for the course and easy for students to navigate (e.g. weekly folders, learning modules)
- Think about ways to format content, instructions, and prompts so the objectives and due dates are clear (e.g., bullet points vs. paragraph, due dates bolded and in red)

ZOOM

- ITS will pre-populate your weekly synchronous meetings in Blackboard through [Zoom Pro](#) which prevents Zoom-bombing and automatically records class sessions.
- Understand how to [share screen](#)
- Understand how to direct students how to [raise hand, lower hand, etc.](#)
- Understand how to [make students, course assistants, teaching assistants, or guest speakers co-host/host](#)
- Understand how to [use breakout rooms](#) (pre-assigned or prepared in real time)
- Understand how to [use the polling function](#)
- Understand how to [use the whiteboard function](#)
- Understand how to [show a video in class](#)
- Understand how to [trim a video](#) if you started recording too early or ended too late.
- Prepare to instruct students on how to [log in to their USC Zoom](#) account on both <https://usc.zoom.us> and their Zoom desktop application

ONLINE-TEACHING PEDAGOGY

- Explore existing teaching resources and tools:
 - [Price's Teaching website](#)
 - [OEDM Youtube Channel](#)
 - [USC's Virtual Desktop Interface \(CloudApps\)](#) (remote lab computers)
 - [USC's Keep Teaching website](#)
- Make sure you make materials [ADA compliant](#) (e.g., closed captions/transcripts for videos)
- Encourage students to provide DSP accommodation letters, if they have them, early in the semester
- Consider surveying students at the beginning of class to gather information that will help you tailor your course to their needs and interests:
 - Policy interests
 - Post-graduation goals
 - Expectations and potential challenges in this course
- Consider leaving space and opportunities for students to collaborate on the syllabus:
 - Including case studies related to students' policy interests
 - Including readings representative of students background and interests
- Consider ways students can comfortably give feedback such as keeping open throughout the semester a form where students can anonymously submit what they like about the class, what they don't like about the class, and how would they like to see the class improved
- Consider a [flipped-classroom model](#) to incentivize students to come to class:
 - Short asynchronous lecture videos on different topics
 - Short and incremental lectures during synchronous sessions
 - Multiple and diverse hands-on activities that are submitted through Blackboard
- Consider using mix and diverse range of tools to engage students asynchronously:
 - Discussion boards
 - Journals
 - Video presentations (e.g., voicethread)
 - Social media posts (e.g., Lesson of the week Instagram posts, TikTok videos breaking down theories and paradigms)
- Consider deliverables and assessments that students can utilize beyond the course based on their post-graduation goals:
 - Short and/or long writing samples
 - Op-eds
 - Analytical projects or papers
 - Case study presentations
 - Project and/or grant proposals
- Consider students' preferences to decide mix of medium(s) to use if feasible:
 - Powerpoint
 - Annotating with a tablet
 - Guest speakers
- Prioritize required readings and consider shortening reading requirements but still providing a supplemental and optional list for students
- Improve communication with students:
 - Consider using [Slack](#)
 - Send only one announcement through Blackboard a week with all the information students will need for that week so not to overwhelm them with constant emails
- If needing additional help, consult with:
 - Price CET Teaching Fellow (thaivle@usc.edu)
 - Center for the Excellence of Teaching (uscet@usc.edu)
 - Office of Online Education and Digital Media (oedm@price.usc.edu)
 - Fellow instructors through the [Yammer](#) forum.