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 (usccet@usc.edu)
  - Office of Online Education and Digital Media (pedm@price.usc.edu)
  - Fellow instructors through the Yammer forum.