[**Quality Matters: QM Emergency Remote Instruction Checklist**](https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hlxiUZrzwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSIc/pub?utm_source=Quality+Matters+Digital+Communications&utm_campaign=59c8c41e3a-EMAIL_ERIC_2020&utm_medium=email&utm_term=0_355a0627da-59c8c41e3a-33654837&mc_cid=59c8c41e3a&mc_eid=cc2234327d)

**START HERE:**

1. Provide explicit directions and comparisons of the structure of the online version with the F2F version, clearly identifying where students can find course components and what they should do to get started.
2. Address communication and interaction expectations. Explain to students how they should contact you (email, via online office hours, through the LMS, etc.), how often they should log in to the class site, which activities are synchronous vs. asynchronous, and any guidelines for communicating with peers (e.g., professional communication, “Netiquette”, etc.).
3. Tell learners what to expect from you and when to expect it. Tell students when they will receive an answer to an emailed question (e.g., 24 hours, 48 hours, etc.) and when they can expect assignment grades and feedback.
4. Provide instructions on how learners can access their grades.
5. Directly identify any relevant changes to any course and institutional policies. Let students know immediately if there are changes to due dates/times for assignments.
6. Identify where you and your students can receive prompt support for technology used in the course and inform students in advance about what technologies they will need to acquire and/or use, and how to find support.
7. Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.
8. Explain to students how to access the institution’s accessibility services and be responsive to learners who need assistance in accessing digital course materials.

**NEXT STEPS:**

1. Create a sense of community by encouraging and guiding learners to introduce themselves in the online classroom/platform and/or engage in online discussions.
2. Explain to your students how the learning materials help them complete courses activities and achieve the course learning objectives.
3. Specifically explain how each activity or assignment is related to the course objectives and how you will evaluate submitted work.
4. Provide learners with timely feedback to enable them to track their learning progress.

**LONGER TERM CONSIDERATIONS:**

1. Consider using short multimedia pieces for interaction, and make sure students have easy access to any software, plugs-ins, etc. they’ll need to access the multimedia content.
2. Organize your course online to guide students along the learning path and help them progressively navigate through the course each week.
3. Plan active learning opportunities and use course tools to meaningfully facilitate learners’ interaction and active learning.
4. Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.
5. Provide appropriate citations and permissions for the materials you use in your course.