Baseline Recommended Actions for Distance-Delivered Instruction

Approved by Leeward CC's Faculty Senate on May 7, 2020
Effective for Fall 2020

Purpose: To provide a baseline list of recommended actions (including tips and examples) to enact as a contingency for distance-delivered (remote) instruction. (For a comprehensive list of guidelines to design fully online DE courses, refer to Leeward's DE Guidelines.)

1. **Explain how to get started in the course and what the course structure and format is.**
   ○ Provide instructor contact info where it's easy to find. (E.g. Laulima Overview page and syllabus)
   ○ Establish instructor presence by providing a welcoming message and context for what they will be learning, setting a tone for success from the start of the course.
   ○ Explain how students are to proceed when they first access the course.
   ○ Orient students to the format and structure of the course by providing an overview. (E.g. Is the course hybrid or distance-delivered? Are there synchronous class sessions to attend? Where can students find and submit assignments?)

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.).
      ■ Netiquette Tips for Instructors
      ■ Netiquette Quick Guide for Students

3. **Inform students what to expect from you and when to expect it.**
   ○ Inform students when they will receive an answer to emailed questions (e.g. for a 16-week course, 24 hours response time during the week and 48 hours response time on the weekend).
   ○ Inform students when they can expect feedback and grades on assignments.

4. **Setup online gradebook for students.**
   ○ By providing access to an up-to-date gradebook (e.g. Laulima Gradebook), you provide students with the ability to check in on their progress continuously throughout the term.

5. **Provide an online/printable course syllabus with required syllabus statements, course policies, and institutional policies.**
   ○ For a quick-start, consider using Leeward's unofficial [accessible syllabus template](#).
   ○ Include [Leeward's mandatory syllabus information and statements](#). Consider including optional statements, especially the Title IX and Student Conduct statements.
   ○ Communicate any relevant changes to any course and institutional policies.

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.**
   ○ For UH supported technologies such as Laulima and Google@UH apps:
      ■ [UH ITS Computer Help Desk](#) – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
      ■ Laulima Assistance – Click on the [Request Assistance](#) link at the bottom of any Laulima page to fill out and submit a question and get your answer via email.
      ■ [Laulima Student Support](#)
      ■ [The Hub Leeward Student Help Desk](#)
      ■ [Information Security for Students](#)
   ○ Include links for software students might need to download and install, as well as links to student tutorials for using the technology.

7. **Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.**
   ○ [Leeward Services for Students](#) - You may want to mention/include specific services that your students may need.
   ○ [COVID-19 Student Information 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.**
   ○ [KI Program - Disability Services](#)

9. **Recognize the importance of creating a sense of community.**
   ○ Encourage and guide learners to introduce themselves in the online classroom/platform and/or engage in online discussions. (E.g. Laulima Forums, synchronous meetings)

10. **Provide opportunities for regular and substantive interaction between instructor and student.**
    ○ [ACCJC Policy on Distance Education and Correspondence Education](#)
    ○ Examples of instructor-student interaction:

- ■ Follow-up questions on assignments
- ■ Forum discussion posts that include instructor participation
- ■ Instructor provides a summary post for forum discussions
- ■ Instructor feedback on assignments
- ■ Course announcements that provide general feedback to students
- ■ Synchronous chat
- ■ One-on-one synchronous meetings

11. **Organize your course online to guide students along the learning path and help them progressively navigate through the course each week.**
    - ○ For example:
        - ■ Organize materials and assignment information in folders in Laulima Resources.
        - ■ Create traditional weekly or topic modules in Laulima Lessons or a website.
        - ■ Suggestion: Request the [Leeward Quick-Start Laulima Template](#).
    - ○ Consider adding context by including an introduction, information on how materials and assignments are connected to learning objectives, and assignment prompts and/or rubrics.

12. **Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.**
    - ○ Students entrust the university with their personal information and expect that information to be protected. Web-based applications and other technology tools may be collecting data in the background, and students need to be advised and know that their data is safeguarded.
    - ○ Provide links to privacy policies for all websites and services that require students to create a username and password. (E.g. [UH Account Privacy Policy](#), [G Suite for Education Privacy Policy](#))
    - ○ If you will be utilizing and/or recording synchronous sessions, reference the [UH Institutional Data Governance FERPA Guidance for Online Lectures and Recordings](#) to determine whether participants need to fill out the [recording/media release consent form](#).

Note: The Baseline Recommended Actions for Distance-Delivered Instruction are based on the [Quality Matters (QM) Emergency Remote Instruction Checklist for Higher Education](#).