



DISTANCE LEARNING INSTITUTE

Online Course Delivery Checklist – The Three Ps of Preparation

Plan

Plan for the content you wish to deliver to the students. Make sure to account for items that will be delivered outside and inside the classroom.

- Determine aspects of your content delivery that you wish to occur in your course sessions (group work, synchronous session, assessments, etc.).
- Remember that your online classroom spans beyond four walls. All of your course content can be displayed to your students at any time via the Blackboard Learning Management System. Use webcams, document cameras and shared computer screens to deliver your content to your students.
- For synchronous sessions, develop a videoconferencing etiquette summary for your students so they know to keep their microphone off when not speaking, talk to others from their remote learning environment while on the microphone, or inadvertently create other disruptions. You may also want to co-create these guidelines with students during your first week so that they feel actively connected to the process – what mutual expectations are important to them as participants? Display this information within Blackboard for all students to refer to.
- Determine alternative avenues for content delivery should technical issues arise. This could include having multiple options to connect to a session (e.g. another computer, mobile device, or tablet), or using alternative collaboration tools such as Blackboard or Google Drive to have students work “asynchronously” (offline).
- Remember to communicate ALL aspects of your course to your students. It is not enough to just "assume" that the syllabus contains everything they are required to know. Develop instructions and expectations for various aspects of your course and included them within Blackboard.
- Make sure you have technical support and instructional design contacts on hand in case of any issues during your class session.

Prepare

Prepare your online classroom for content delivery. Make sure your equipment is functional and your documents are prepared.

- Preload all course materials prior to the start of your class session (Word documents, PowerPoint presentations, websites, etc.). Organize your materials in folders on your computer. Navigate to any websites prior to the start of class. When class starts, it's recommended to share your entire screen so you can easily open and close items as necessary. If there is any audio associated with the course material, make sure to select the Share Computer Audio toggle before sharing your screen.
- For group assignments, use Blackboard's group functions to pre-assign group members. Blackboard gives you the ability to allow several items to be used by the groups, including file sharing, group discussion boards, and group Blackboard Collaborate Ultra instances.
- If available, set up a document camera with your primary computer. Use this to allow remote students to see items clearly, including documents and artifacts. You can also use a small whiteboard to write on while the document camera is pointed at it.
- Digital whiteboards (found in Zoom and Blackboard Collaborate Ultra) can be used as well. Make sure your screen is being projected to your in-person students when using.
- If you plan on having students present to the class, make sure to allow them to share their screens with the synchronous class sessions.
- Think about asynchronous opportunities for classroom engagement. This can include discussion boards, shared documents via Google Docs, or group meetings that take place online but outside of the classroom.
- Steps for Success
 - Login to [UM Blackboard](#) with your Cane ID credentials.
 - Navigate to your course under My Courses.
 - Once in your course, make sure you are in edit mode to add items to your course menu and within your content areas.
 - You can add text, files, video links (YouTube, Kaltura, etc.) within any of the content areas for your students to access.
 - You can add various tools to your menus (Zoom Meetings, Blackboard Collaborate Ultra, Discussion Boards, etc.) for easy access by your students.
 - You can add weblinks to content external to Blackboard.
 - Assignments, Tests and Quizzes can be added to the course and graded via the built-in gradebook. Grades can be calculated within the system. Grade will still need to be entered into Canelink.
 - Items added can have their access time restricted. You can also set due dates for graded items. Late items will be indicated in the gradebook.

Present

Deliver course content via Blackboard. Leverage video conferencing options, Doc Cams, and any shared media to full effect within your online classroom.

- It is recommended that you start your scheduled virtual meeting in your classroom fifteen minutes early to make sure all is in order.
- Have all your resources available to present: webcams setup and items ready to present, electronic documents loaded and ready to share, websites open in various tabs.
- Make sure to share your computer audio for your remote students if you are presenting anything with audio. Make sure to remind students to do the same when they are sharing audio to the group.
- If possible, share related documentation within Blackboard prior to the in-person course. Remember you in-person students also have access to Blackboard.
- If you intend to record a class session, let all the student know at the beginning of class. Although synchronous meetings in Blackboard Collaborate Ultra and Zoom can be recorded for future reference, session recordings may constitute protected educational records per FERPA. For more information, refer to [Virtual and Other Classroom Recording and Student Privacy \(FERPA\)](#).
- Remember, this is your class! Use the technology to impart your knowledge and expertise onto your students. There may be minor issues and learning curves but do not let the technology or the situation stop you from giving our students what they need.
- If you need assistance, guidance, or have questions, please do not hesitate to reach out to the **Distance Learning Institute** at help.dli@miami.edu.

Proper Netiquette to share with students

Netiquette: the correct or acceptable way of communicating on the Internet.

9 Crucial Netiquette Guidelines

1. NO YELLING, PLEASE

Writing in ALL CAPS is often perceived as SHOUTING and will detract from the message you're trying to get across.

2. Sarcasm can (and will) backfire

Remember that while discussing online, your peers cannot hear your tone of voice and may not know you well enough to understand your joke. Sarcastic comments could come across as off-putting or rude to your fellow learners. As a rule of thumb, it's best to avoid sarcasm all together in an online classroom.

3. Attempt to find your own answer

Try to think where you might find answers to your questions. Questions related to the class and policies are often found in the syllabus. Others may be answered by searching online, looking through the "Blackboard Help" section, or asking a classmate. If your questions remain unanswered after a bit of effort, feel free to bring them up with your instructor.

4. Stop ... grammar-time!

Always make an effort to use proper punctuation, spelling, and grammar. Take the time to spell check any message you send, and consider using a grammar checker like [Grammarly](#). Also, realize that it's important to be reasonable about others' grammar mistakes and practice proper netiquette. If a classmate makes a simple mistake in a message that is otherwise coherent, give them a break.

5. Don't get cute with text colors

Stick to basic black text at a 4 (14pt) font so your writing is accessible for all your classmates. **Bold** or *italicize* your writing if something needs emphasis.

6. Brevity rules

Keep email messages short and to the point by focusing on essential information. This will ensure your question doesn't get lost in the noise and saves time for everyone involved. Bulleted or numbered lists can be helpful if you're asking multiple questions.

7. Read first

Take some time to **read** through each of the previous discussion post responses before writing your own response. Submitting an answer that is eerily similar to a classmate's indicates to the instructor that you haven't paid attention to the conversation thus far. Instead, building upon a classmate's thought or attempting to add something new to the conversation will show your instructor you've been paying attention.

8. Don't overshare

Think of your online classroom as a face-to-face class, and only share what you'd be comfortable saying in front of an entire classroom.

9. Be kind

Communicating online is unique in that there tends to be a level of anonymity between the people who are interacting. This sometimes results in individuals being more impolite than they might be in person. Make a point to be respectful in your comments, even if you disagree or dislike someone's stance on a topic. Remember that your name is always connected to your posts, and realize that you can get to know your classmates better by paying attention to their introductions and the messages they share.