

Chicago
Center for
Teaching

THE UNIVERSITY OF CHICAGO

Getting Started with Remote Teaching: A Framework in Five Steps

Learning Objective

You will be able to identify five basic steps for transitioning to remote teaching.

Framework



Articulate your learning objectives.



Reflect on the teaching strategies that are aligned with those objectives.



Identify a mix of asynchronous and synchronous tools.



Set and communicate expectations.



Be intentional about creating an inclusive environment.



1. Articulate your learning objectives.

What do you want your students to know or be able to do?

Bloom's Revised Taxonomy



Creating

Generating new ideas, products, or ways of viewing things

Designing, constructing, planning, producing, inventing



Evaluating

Justifying a decision or course of action

Checking, hypothesizing, critiquing, experimenting, judging



Analyzing

Breaking information into parts to explore understandings & relationships

Comparing, organizing, deconstructing, interrogating, finding



Applying

Using information in another familiar situation

Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts

Interpreting, summarizing, paraphrasing, classifying, explaining



Remembering

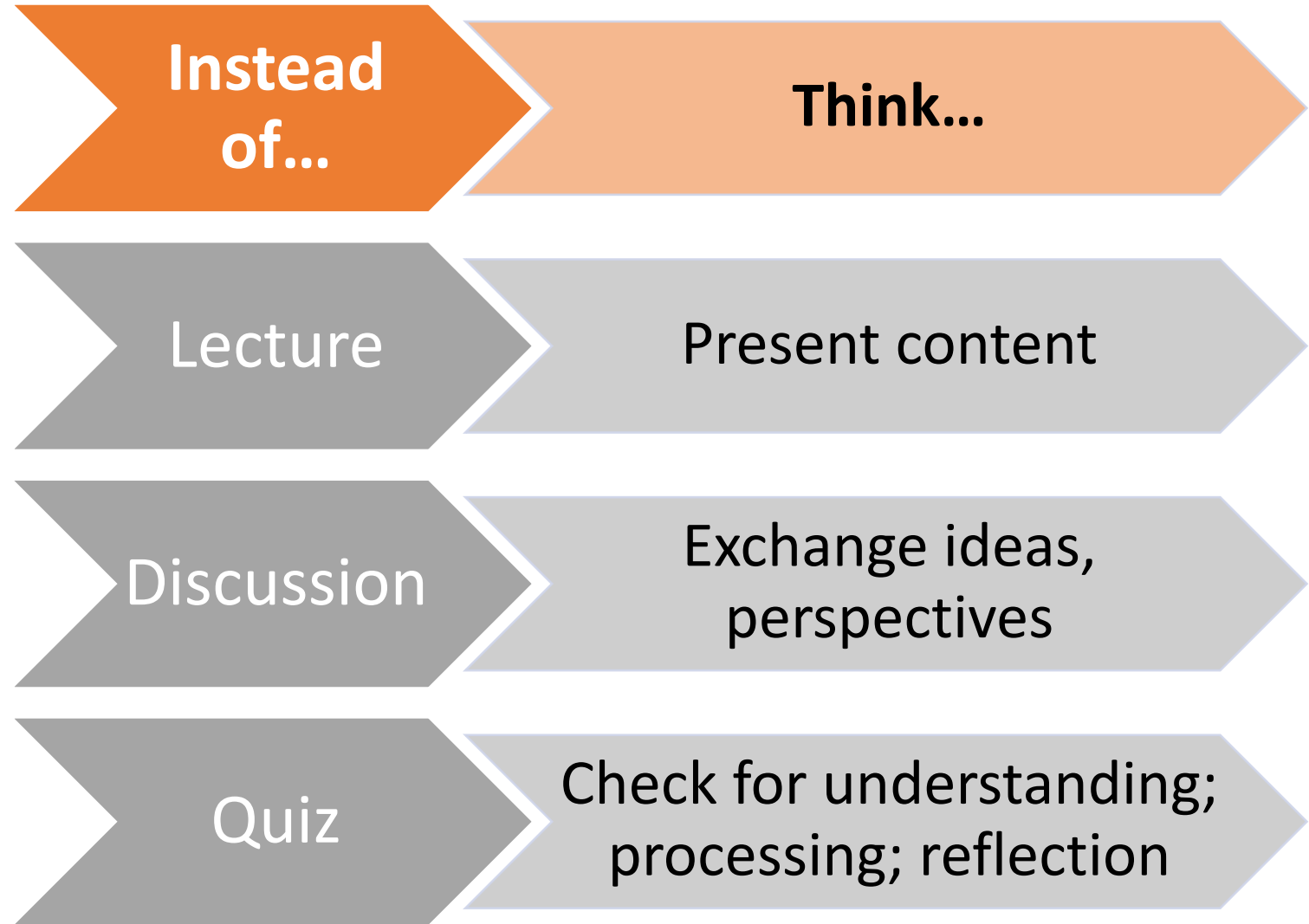
Recalling information

Recognizing, listing, describing, retrieving, naming, finding

2. Reflect on the teaching strategies that are aligned with those objectives.

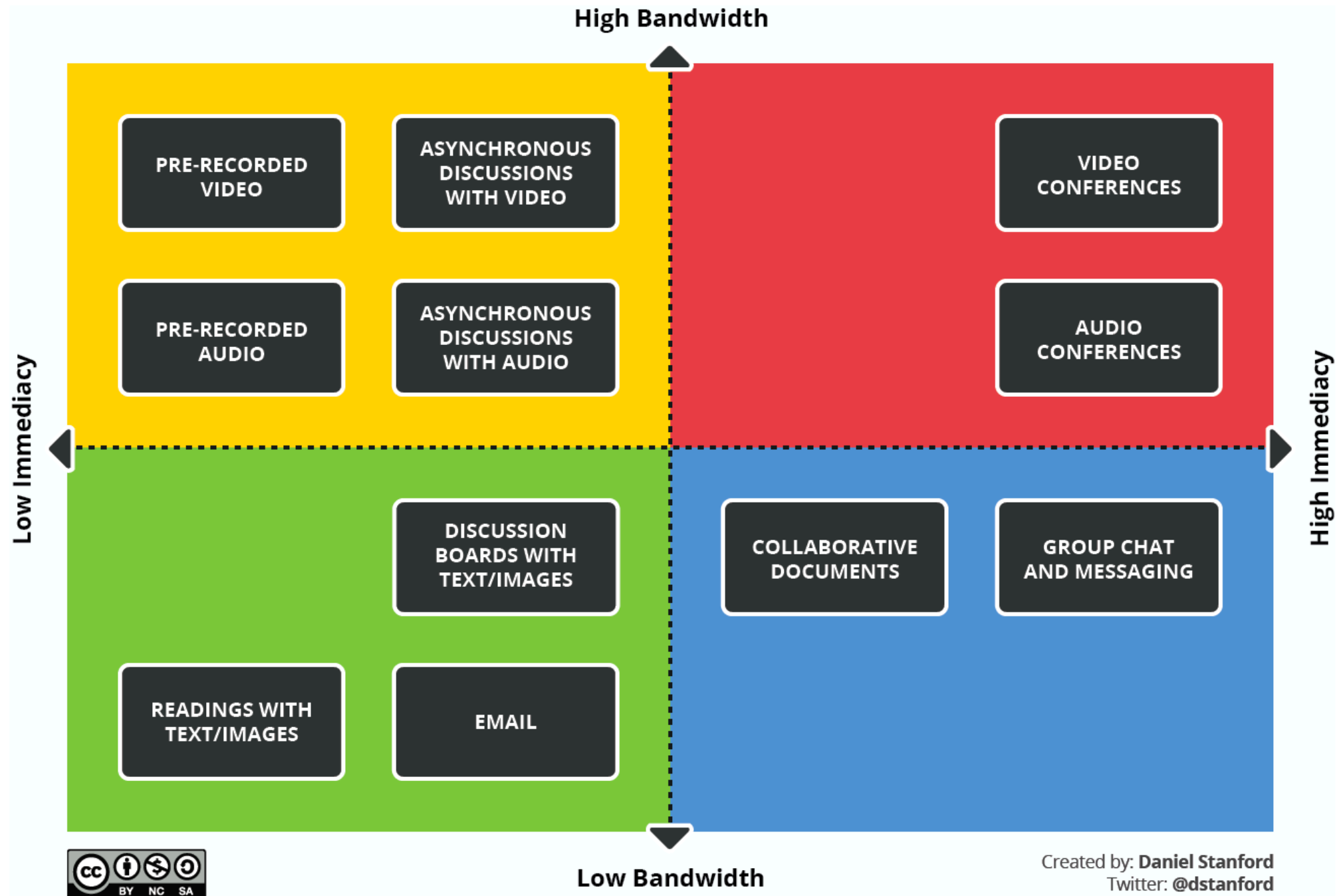
What kinds of learning activities will your students engage in?

Think “one level up,” in a broader, more goal-oriented fashion.



3. Identify a mix of asynchronous and synchronous tools.

What are the multiple modalities that I can make available for students to engage in their learning, practice it, and receive feedback?



Pre-recorded
video
(Panopto)

Live video
(Zoom)

Canvas page
with
text/images

Email

Present
Content



```
graph TD; PC((Present Content)) --> PV[Pre-recorded video (Panopto)]; PC --> LV[Live video (Zoom)]; PC --> C[Canvas page with text/images]; PC --> E[Email];
```

Discussion
boards; Chat
(Canvas)

Collaborative
documents
(Google)

Live video
(Zoom)

Email; Piazza

Exchange
ideas



```
graph TD; A((Exchange ideas)) --> B[Discussion boards; Chat (Canvas)]; A --> C[Collaborative documents (Google)]; A --> D[Live video (Zoom)]; A --> E[Email; Piazza];
```

Discussion
boards/ Chat
(Canvas)

Low-stakes
writing

Polls, quizzes,
surveys (Zoom,
Panopto,
Google)

Email; Piazza

Check-in,
processing,
reflection

```
graph TD; A((Check-in, processing, reflection)) --> B[Discussion boards/ Chat (Canvas)]; A --> C[Low-stakes writing]; A --> D[Polls, quizzes, surveys (Zoom, Panopto, Google)]; A --> E[Email; Piazza];
```

4. Set and communicate expectations.

What are the multiple ways you can adjust expectations?
How will you make these transparent to students?

Adapt your “regular” expectations to remote teaching

What are the *materials* you expect students to have access to?

What are the multiple ways students can *participate*?

How might you adjust your *deadlines* and policy on late work?

How can you allow for *flexibility* if students are in different time zones, have tech difficulties, or face difficult circumstances?

5. Be intentional about creating an inclusive environment.

How can you create a virtual space in which every student feels a sense of belonging?

Think about
the materials
and norms
that structure
your students'
learning.

Review guidance for *accessible* course materials:
disabilities.uchicago.edu/faculty/aft-faculty/

Establish and maintain *community* and social presence.

Offer *multiple modes* for engagement, especially low-bandwidth and asynchronous activities and assignments.

Get feedback from students on specific strategies.

Be *flexible*. With the technology. With your students. With yourself.

Framework



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Set and communicate expectations.



Be intentional about creating an inclusive environment.

References and Further Resources

- Chicago Center for Teaching. [“Pedagogical Guidance for Remote Teaching.”](#)
- Miller, Michelle D. [“Going Online in a Hurry: What to Do and Where to Start.”](#) *Chronicle of Higher Education*.
- Stanford, Daniel. [“Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All.”](#) IDDblog.

UChicago [Teaching Remotely](#) website.

[Register](#) for Canvas + Zoom trainings.