Flexible Class Checklist

Before the Semester begins

- ❏ Review the resources and training opportunities on the CTEL website.
- ❏ Visit your assigned classrooms, or similar rooms, to familiarize yourself with the technology and to practice a lecture. Consider inviting other faculty members to a Zoom meeting so that they can see your class from the perspective of a student
- ❏ Consider observing other colleagues who teach in the Flexible modality, both as a Roomer and a Zoomer.

Before Class

- ❏ Share materials such as slides, notes, or other handouts on D2L course shell so that remote students (Zoomers) have access to them.
- ❏ Arrive to the classroom early to turn on the projectors, lights, and camera and to set up any software you will use.
- ❏ Start the Zoom session at least 15 minutes before class. After the first few students connect, make sure they can see and hear you.
- ❏ Encourage your remote students to join early so that they can test their audio/video. Within the D2L, provide links to troubleshoot any Zoom issues.
- ❏ Use the touchscreen to orient the camera so that remote learners can see you or the whiteboard as needed.
- ❏ If appropriate, consider assigning a student to monitor Zoom for "raised hands", other non-verbal feedback, and for any questions or contributions that are sent by chat

Starting Class

- ❏ Use the "Share Screen" button to share the content that is on the annotation monitor. Put all course content that you want to share on that monitor.
- ❏ Remind all participants that you will be recording if you will be doing so.
- ❏ Acknowledge and welcome your in-person and remote students, reviewing resources or links they should access during the class if relevant.

During Class

- ❏ As needed, adjust the camera to face the focal point of attention (you, the whiteboard, a demonstration, etc.). Conducting a lecture using the annotation monitor (e.g. OneNote, MS Whiteboard) will minimize the amount of camera adjustments that will be needed.
- ❏ Use frequent breakpoints or check-ins to provide opportunities for remote students to ask questions. Check in with volunteers (if any) that are monitoring Zoom.

- ❏ Alternate between in-person students and remote students when soliciting input.
- ❏ If your room has camera tracking, walk up to students who ask and answer questions.
- ❏ Before ending the Zoom session, check to see if any Zoom students want to stay after class to ask any questions. If so, disable recording.