

- Attachments:**
- [1. Checklist of requirements for remote teaching.pdf](#)
 - [2. Scorecard for online courses.pdf](#)
 - [3. Models of modular design in online courses.pdf](#)
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From: Assistant Dean for Academic and Student Services
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Date: Thursday, June 11, 2020 at 3:16 PM
To: Faculty <Faculty@qatar.tamu.edu>, Faculty <Faculty@qatar.tamu.edu>
Cc: Center for Teaching and Learning <ctl@qatar.tamu.edu>, Center for Teaching and Learning <ctl@qatar.tamu.edu>, "Abou Ghaida, Rola" <rola.aboughaida@qatar.tamu.edu>
Subject: Fall 2020 Remote and Online Courses

Dear Faculty,

We want to thank you for the immense amount of work over the spring to ensure a transition to online and remote teaching that enabled our students to stay on their academic track.

The current situation related to COVID-19 closures has resulted in a summer term where we are teaching remotely. Given the fluidity of the situation, it is expected that the fall semester will encompass all three modalities of teaching: face-to-face, remote (synchronous courses that are conducted virtually online but there are required class meeting times) and fully online (asynchronous courses where classes do not have class meeting times). We need to ensure that our students have the best learning experience possible in these alternate modalities. With regard to this need and to assist you with planning your fall courses, the College of Engineering has developed a quality standard for remote and online teaching. Please find attached three documents that provide guidance. All documents, which have been developed by the Engineering Studio for Advanced Instruction and Learning (eSAIL) at the main campus, are based on good practices research and the identified need to ensure high quality of interaction with the students, and hence all TAMUQ courses need to be developed with the guidelines provided in these documents.

1. Checklist of requirements for remote teaching: this document provides a minimum standard for remote teaching. Faculty will be required to self-certify their remote courses.
2. Scorecard for online courses: this document provides a scorecard for the elements that should be present in good online courses. Please note that it would not be necessary to have the TAMUQ fully online courses certified by eSAIL. However, these courses should

be developed with the guidelines provided in the documents.

3. Models of modular design for online courses.

Please contact the Center for Teaching and Learning (CTL) at ctl@qatar.tamu.edu for questions or consultations regarding teaching practices as you go through the checklists to prepare your fall courses.

Best regards,
Hazem

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A Required Checklist for Teaching Remotely

Using Zoom or Echo360

- Syllabus with course outcomes, communication plan, schedule, and guidelines for remote exams
- Lecture has been chunked into consumable, topic-based sections and an appropriate presentation template has been selected and will be used through the semester
- All topics are outlined in the presentation material OR, if using a document camera, a topical transition is present
- If using Zoom, polls have been created to use during class for student engagement. For Echo360, quizzes have been integrated into the lecture and added to the recording.
- Discussion questions have been built in eCampus or Canvas (if using Canvas in Summer II and Fall 2020) for student engagement
- Students are informed about interaction strategies in discussion boards such as the PQE discussion framework (praise, question, encourage)
- Timed Quizzes have been built into the course and interspersed throughout the course
- Formative assessments are present throughout the course
- Assignments are scaffolded (steps are built into assignments so students have an opportunity for failing at a step but being able to recover)
- Assignments are suitable for a remote situation
- Opportunities for student-to-student, student-to-content, and student-to-student interaction are built into the course
- Students have opportunity for casual conversations with faculty to build relationships, show concern, and promote general well-being (one hour minimum per week)

eSAIL – Essential Required Elements Scorecard for Online Courses

Element	Present and meets good practices	Somewhat present. Needs work (30 minutes of work)	Needs major improvement (Needs an hour + of work)	Absent
Structure				
Course includes Welcome, contact information for instructor, department and Getting Started content, with links to campus policies on plagiarism, ADA and getting help.				
Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.				
An orientation or overview is provided for the course overall, as well as in each module. A clear schedule is provided with due dates and times for all activities. Navigation is clearly setup for learners.				
Course provides access to learner success resources including a printable and accessible syllabus (technical help, orientation, tutoring). Requisite skills for using technology tools (websites, software, and hardware				
Content				
A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together with self-evident titles).				
Course content has been chunked appropriately and information is divided into				

eSAIL – Essential Required Elements Scorecard for Online Courses

Element	Present and meets good practices	Somewhat present. Needs work (30 minutes of work)	Needs major improvement (Needs an hour + of work)	Absent
manageable sections. Workload is balanced as much as possible across the time period of the course.				
Instructions are provided and well written.				
Course is free of grammatical and spelling errors.				
Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the entire course.				
Any slides or documents follow a consistent layout and format and avoid too much density in text and content.				
Media				
Video Quality: Effective focus techniques Angles that enhance Captivating eyes/gestures Framing that enhances Lighting that enhances Motion that enhances Background that enhances				
Audio Quality has consistent volume, consistent EQ. Enunciation / Pacing that enhances learning Pristine clean sound				
Engagement				
Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support				

eSAIL – Essential Required Elements Scorecard for Online Courses

Element	Present and meets good practices	Somewhat present. Needs work (30 minutes of work)	Needs major improvement (Needs an hour + of work)	Absent
learning and engagement.				
Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.				
Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.				
Accessibility				
Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.				
A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).				
Text, graphics, and images are understandable when viewed without color.				
Interaction				
There is a plan to establish and maintain instructor presence and instructor-student interaction (expectations for timely and regular feedback on assessments are clearly outlined). One hour minimum live interaction per week is included.				
Course offers opportunities for learner				

eSAIL – Essential Required Elements Scorecard for Online Courses

Element	Present and meets good practices	Somewhat present. Needs work (30 minutes of work)	Needs major improvement (Needs an hour + of work)	Absent
to learner interaction and constructive collaboration with activities intended to build community.				
Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).				
Assessment				
Course grading policies are clearly outlined in syllabus and repeated in all assessment elements.				
Course includes frequent and appropriate methods (formative and summative) to assess learners' mastery of content.				
Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).				
Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).				
Major assignments are clearly aligned to course learning objectives and have intermediate steps built in to show progress and earn points				

eSAIL – Essential Required Elements Scorecard for Online Courses














Documentation of Instructional Time – Planning Table

Reference: UNIVERSITY RULE 11.03.99.M1 Definition of a Credit Hour. Online and hybrid courses must meet the same credit hour requirement as face-to-face courses and must account for at least 45 hours of instructional time for each three-credit hour course plus 90 hours of other required and structured activity. Faculty must demonstrate active faculty engagement in online teaching/instructing students. Readings and homework do not count.











Direct Faculty Instruction = > 45 hours. 2,250 minutes	Estimated Minutes per Occurrence	Occurrences	Total Minutes per Type
Read and understand Lecture videos, tutorial videos			
Read and understand faculty produced text or materials			
Read and respond to Discussion posts, blogs, journals			
Read and understand class announcements			
Guided small group activities			
Quizzes			
Exams			
Recitations, review sessions, live chat, case discussions			
Giving and watching student presentations with feedback			
Virtual labs			
Instructor guided activity			
Instructor-driven, self-guided activity			
TOTAL Direct Faculty Instruction			
Other Activities = 90 hours approx. 4,500 minutes	Estimated Minutes per Occurrence	Occurrences	Total Minutes per Type
Planning and building projects and presentations			
Assignments such as designing, coding, or writing a paper			
Laboratory work, studio work			
Research assignments			
Internships, practical, field work, independent study			
Attending cultural events, oral presentations, seminars			
Service Learning or civic engagement			
Attending individual or group conferences			
TOTAL Other Academic Activities approx. 4,500 minutes			
TOTAL Direct Instruction PLUS Other = > 6,650 minutes			

Recommended Module Components in Pre-Built, Fully-Online Distance Education Courses

Model 1

- 
Introduction Video
 - Gain Attention, Give Rationale, Stimulate Recall
 - State Objectives
- 
Objectives
- 
Handouts / Resources / Transcripts
- 
Lecture Video to Guide Reading
- 
Readings
- 
CFU w/ Conditional Release
- 
Lecture Video of New Content
- 
CFU with Conditional Release
- 
Interaction Assignment
 - Discussions, Blogs, Bb Collaborate, groups
 - Single question checkup Quiz
 - Instructor Recitation or Feedback
- 
Guided Practice Assignment
 - Guided practice
 - Problem solving, projects, writings, etc.
 - Instructor Feedback
- 
Summative Module Assessment
 - Module quiz, Homework assignment
 - Instructor feedback
- 
Conclusion Video
 - Revisit objectives and activities
- 
Live Office Hours
 - Minimum one hour per week
 - Drop by visits / appointments
 - Planned conversations with students

Model 2

- 
Short Introduction Video
 - Gain Attention
 - Give Rationale
- 
Interactive Challenge to Stimulate Recall
 - Discussions, Blogs, Bb Collaborate, groups
 - Quiz or Writing Assignment
- 
Objectives in written form
- 
Handouts / Resources / Transcripts
- 
Individual or Group Assignment
 - Problem solving, projects, reports
 - Submit work, plans, products
 - Students submit video presentations
 - Instructor feedback
- 
Instructor Led Synchronous Recitations
 - Instructor feedback on current assignments
 - Objective and agenda driven
 - Students have pre-work or questions
 - Multiple sessions and recorded
- 
Lecture Video of New Content
- 
Quiz
- 
Conclusion Video
 - Revisit objectives and lessons learned
- 
Live Office Hours
 - Minimum one hour per week
 - Drop by visits / appointments
 - Planned conversations with students

***CFU = check for understanding**