

The University created the Remote (REM) instruction modality classification to support virtual instruction during the COVID-19 pandemic. The University [Room Changes Memo](#) for Fall 2020 describes the full set of instruction modalities.

**Remote (REM) instruction is defined by the University to be 100 percent online (no face-to-face meetings) and involve both synchronous and asynchronous elements.** While the synchronous/asynchronous mix may vary based on academic and professional needs, courses must include synchronous virtual interactions with faculty and students throughout the semester. Accordingly, it is **insufficient to use exclusively synchronous or asynchronous instruction methods for REM courses.**

Examples of instructions methods for REM courses include:

- **Mixture of course learning outcomes** suited to the synchronous learning environment and learning outcomes appropriate for asynchronous learning environment.
- **Faculty-Student Asynchronous.** Video recordings of course lectures (posted on eCourseware) that explain theory and concepts of the course content, short mini-concept video introductions, posting of contemporary news articles, weekly (or more frequent) email or video announcements, interactions with student postings, audio/video podcasts, and online homework platforms (e.g., McGraw-Hill Connect).
- **Faculty-Student Synchronous.** Zoom or other platform (i.e., Virtual Classroom, ELearn, Microsoft Teams) video meetings (scheduled during the designated class times) to engage students in the course content through discussions, open and guided question/answer sessions, active problem solving, case study analysis, and other real-time engagement.
- **Student-Student Asynchronous.** Use an open forum for students to post and request help from each other through the various peer-to-peer tools, such as discussion boards. Students can use this type of space as a first place to go for help from each other, collaborate, brainstorm, and support one another. Encourage or assign small groups of four to six people, similar to a study group, that students can depend on for supportive networking or mentoring, including help in identifying resources or clarifying key points of class deliverables.
- **Student-Student Synchronous.** Encourage Zoom or other platform video meetings scheduled by students on their own time to engage in discussions, supportive networking or mentoring, help identifying resources or clarifying key points of class assignments, and other live engagement.

The University provided training for faculty during Summer 2020 to support the development of high quality synchronous and asynchronous instruction. The Center for Teaching and Learning (CTL) [Keep Teaching](#) website provides additional resources to support virtual instruction.

The FCBE provides instruction and technology support to help faculty to deliver more engaged virtual teaching. See the [FCBE Teaching and Learning Resources](#) for support materials and links to many useful virtual teaching resources.