Sample Do-It-Yourself MQI Statements for Remote Teaching:
We provide below a short list of sample statements that you may want to use for your
Remote DIY MQI:

1. The remote class is well organized and easy to navigate (e.g., content is easy to find, Zoom lectures, Zoom activities, Canvas site.)
2. The instructor uses Zoom effectively to teach and support my learning.
3. The remote class content is clear and understandable (i.e., not too hard and not too easy.)
4. The instructor presents clear expectations for homework and assignments.
5. The remote class incorporates active learning (as Zoom pair/group work and activities, Canvas pair/group work) in ways that help me learn better.
6. The remote class incorporates worksheets, activity guides, notes, or other materials that support my learning.
7. The quantity and quality of the remote assignments supports my learning.
8. The remote class incorporates many, short videos that support my learning.
9. Remote discussion sections/virtual labs support my learning.
10. The remote class incorporates practice exercises, practice problems, practice midterms, and/or other practice assignments that support my learning.
11. The instructor provides helpful and timely feedback on assignments.
12. The instructor promotes my well-being (mental health awareness, good habits).

Sample Do-It-Yourself MQI Statements:
We provide below some sample categories and sample statements that you may want to use for your DIY MQ; they are also available as a downloadable PDF:

Remote class support for learning:
1. The instructor presents clear expectations for homework and assignments.
The remote class incorporates worksheets, activity guides, notes, or other materials that support my learning.
2. The remote class incorporates homework that supports my learning.
3. The remote class incorporates practice problems, practice midterms, and/or other practice assignments that support my learning.
4. The quantity and quality of the remote assignments supports my learning.
5. The instructor provides helpful and timely feedback on assignments.
6. The remote class content is clear and understandable (i.e., not too hard and not too easy.)

Technology that supports remote learning:
1. The instructor uses available classroom technology (e.g., Zoom, Canvas site, Live Room, document camera, Zoom whiteboard, lecture capture, etc.) in ways that support my learning.
2. The instructor uses new media (e.g., podcasts, YouTube videos, Ted Talks) in ways that help me learn.
3. The instructor uses Canvas effectively to support my learning.
4. The instructor uses Zoom effectively to teach and support my learning.
5. The instructor uses iClickers or other remote classroom response technology that supports my learning.
6. The instructor orients me to the online proctoring tool effectively to support my learning.

Assessment and grading:
1. The remote exams cover the content presented in class.
2. The remote exams are neither too easy nor too hard.
3. The grading structure/breakdown is clear and understandable.
4. The instructor provides rubrics and/or a scoring guide that supports my learning.
5. The instructor provides examples and models for assignments and exams.
6. The class incorporates instructor feedback and/or peer feedback.
7. The online proctoring instructions are clear.

Engagement, Equity, and Inclusion:
1. I am motivated to do well in this remote class.
2. I feel engaged in this remote class.
3. I feel encouraged by the instructor to participate in this remote class.
4. I feel I belong in this remote class.
5. I feel respected by the instructor.
6. I observe that the instructor treats all students with respect.
7. I feel that my unique attributes (e.g., traits, characteristics, skills, experience, and background) are valued by the instructor in this class.
8. I feel that the instructional materials in this class are inclusive of my cultural background and/or experiences.
9. I feel that my access to technology for remote learning is taken into consideration by the instructor in this class.