

Teaching Well Online: A Checklist

DRAFT -- Adapted from CSU Humboldt by Lisa M. Lane 2008

Before class begins the instructor ...	Completed
Managerial	√
Sends informational message including how to login, what materials are needed and how to get them, and who to contact for technical assistance.	
Makes the course available at least one week prior for student previewing.	
Determines contact method (messages, email, private forum) for student-instructor communication.	
Updates the Syllabus with instructor's name and contact information, preferred communication method, expected response times to messages and assignments, disability accommodation notice and other policies specific to this course or instructor.	
Develops procedures which encourage but do not demand total self-motivation: planned adjustments to due dates, scheduled reminders.	
Creates a record for changes that should be made for next semester.	
Provides a method for students to use online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due.	
Corrects spelling or grammatical errors throughout the course content.	
Updates and reviews assessment due dates for accuracy.	
Confirms online grade book settings are accurate for total assessment.	
Pedagogical	
Reviews past course evaluations to determine if enhancements for instructional strategies are required.	
Makes enhancements to course design where necessary.	
Develop rubric which assesses a variety of performance areas (participation, tests, papers).	
Creates opportunities for low-stakes assignments or participation in the first two weeks.	
Creates opportunities for frequent feedback and/or evaluation (at least weekly).	
Technical	
Creates all content, including unformatted quizzes, in an outside program for cut-and-paste into any course management system.	
Updates hyperlinks to remove dead or broken links.	
Checks all media for proper display (broken images, video playback, etc.)	
Tests the course navigation for accessibility and corrects any problems.	
Updates course to reflect new features of the course management software.	

Notes:

During the first week the instructor ...

Completed
√

Managerial	
Contacts missing students to encourage their participation.	
Minimizes delays for students adding the course late to gain access to course materials and un-enrolls students promptly when they drop the course.	
Provides support information when needed, e.g., how to get remote access to the library, register for credit/no credit, drop the course, or use publisher's study materials.	
Social	
Provides a personal and welcoming introduction to develop a personal presence.	
Designs a forum for students to post introductions and share experiences. Responds to each student's introduction.	
Encourages students to share pictures or other representations (e.g., avatars) of themselves.	
Models discussion response behavior and tone. Uses a conversational tone for responses that is inviting, personal, friendly, and encouraging.	
Uses humor sparingly and carefully; use emoticons to express jesting.	
Invites and encourages students to use online office hours and/or to make appointments.	
Adds a social forum ("coffee house") for non-class related topics.	
Pedagogical	
Creates an ice breaker activity related to a course key objective or concept.	
Communicates with students at least twice a week (through announcements and/or discussion participation) to maintain a positive rapport.	
Determines areas in which students need to improve and notifies students.	
Challenges the students by asking questions which apply to the readings and communicating high expectations.	
Technical	
Provides detailed support links and/or instructions on using the technology within the assignment information to help the students feel comfortable with the technology.	
Assists students with login/access difficulties.	

Notes:

Throughout the course the instructor ...

Managerial	
Updates the online grade book promptly after assignment due dates.	
Conducts course according to the schedule with any deviations communicated in advance.	
Enforces guidelines for learner behaviors such as netiquette and due dates.	
Reminds students of upcoming deadlines.	
Posts group rosters before group project begins.	
Creates areas for group members to work on group projects.	
Monitors attendance in class in order to follow up with missing students.	
Continues updates to the change record for next semester.	
Opens and closes course materials & activities to optimize student learning and avoid confusion.	
Announces absences to students with guidance on what to do during absence.	
Social	
Organizes collaborative projects or full-class discussion to achieve strong social interaction.	
Monitors discussions for respectfulness based on netiquette standards.	
Immediately contacts students with inappropriate posts for explanation and clarification.	
Immediately makes disrespectful posts unavailable to the class at large.	
Uses announcements to keep class current and personal. Announcements may include holiday wishes and real world social issues (e.g. Katrina) as well as course information.	
Continues to maintain appropriate presence in discussion forums.	
Provides individual messages (email, postings, announcements) of encouragement.	
Pedagogical	
Provides supportive information to support course content. using clear communication.	
Responds to student questions promptly--consistent with timeline for feedback stated in syllabus. (Recommended: within 24 hours)	
Provides practical suggestions to students to complete their work on time.	
Detects and corrects misconceptions.	
Summarizes discussions (may be helpful as asynchronous forum technique).	
Provides feedback indicating areas in which the students have succeeded as well as areas that require further development in a timely manner.	
Creates transitions from one topic to the next to help students recognize time on task.	
Respects and facilitates diverse talents and ways of learning.	
Utilizes specific teaching/learning strategies which promote self-directed learning, including peer review and self-assessments.	
Focuses discussions on specific issues and uses discussion questions and problems to actively engage students in the learning process.	
Implements rubrics established in course design.	
Uses illustrations and examples to clearly explain important concepts.	
Provides helpful, constructive suggestions to students to complete assignments	
Technical	
Announces information related to interruptions of access to servers delivering course materials in advance (when possible) or after (when necessary).	
Makes reasonable accommodations due to technical difficulties beyond the students' control consistent with policies in the syllabus.	
Models competency with course management system delivery tools and uses tools appropriately.	
Uses other technologies for the course appropriately.	
Consistently addresses universal accessibility.	
Provides handouts in easy-to-use formats (such as rtf), providing details for successfully downloading if necessary.	
Receives and responds to completed student assignments electronically.	
Directs students to links and information on technical support (HelpDesk, trouble tickets)	

During the last week, the instructor ...

Completed
√

Managerial	
Provides general information concerning the nature and format of the final assessment(s).	
Alerts students on how long course materials will continue to be available after the end of class.	
Informs on availability of, and encourages students to complete, a course evaluation.	
Completes the record of changes for next semester.	
Posts final grades promptly.	
Social	
Sends an email with a closing personal message to students.	
Encourages students to share their class experience and say good bye in a closing forum.	
Pedagogical	
Provides feedback on final project and makes it available to students even after the class is over.	
Technical	
Lists technical aspects that worked well and those that need improvement. Forwards to, or discusses with, technical support staff.	

Notes: