Essential Principles and Practices for on-line Teaching

1. Familiarity with the Learning Management System
   - Learning Management System-A platform that includes communication content delivery and assessment tools to facilitate the Teaching and Learning process.
   - Describe your institutions resources for distant learning programs and support services to ensure their effectiveness.
   - "Perfection is impossible so do not strive for perfection and we are not video editors or animators, so if you hand-drawn squiggly diagrams for the white board or other it is OK. for an on-line lecture or discussion.
   - In the early days of transition, be flexible while students are adapting to the change.
   - Involve students in the decision-making process of deciding the use of Canvas or "GO TO". This will allow them to take ownership.
2. Principles and Practices.
   - Meaningful Engagement- Schedule the same amount of time be visible, present and engage in your semester-online classes.
   - Meet and post weekly to provide an overview of the coming weeks topics or recap. of the previous week's work, or both.
   - Respond to questions posted on-line and answer questions/ discussion forum or sent to you by email/canvas.
   - Post a quick video to clarify misconceptions about a class topic or assignments, or via email.
   - Grade and return students' work in a timely fashion.
   - Talk with students(on line discussions).
   - Be yourself; capture your personality and passion in ways as you would in person and be authentic.
   - Infuse your writing with warmth
   - Be positive and encouraging when reminding students of importance in completing course work e.g. submitting written papers, or taking quizzes.
   - "In a physical classroom we can pick non- verbal cues where as on line classes it is not observable when you have lost students' attention or when instructions are not clear.
   - We need to considers sometimes most of their course work when they are alone whether at home or in a public place, coffee shop or library, students may feel isolated. You must be intentional, put yourself in students' shoes and design for clarity; organize course content intuitively.
   - The design of sequence and content activity in both realms should be methodical, systematic and purposeful.
   - Activate students' previous function, navigate your course as if you were new on-line learner in general and to your MLS in particular.
   - Think about how to use menus, modules, folders and other organized structures that help or hinder students' progress throughout the course.
   - Help students move through content and activities, smoothly and seamlessly, so that their attention remains focused on learning the material.

- Scaffold learning activities
- Look for ways to break down complex task so that students make timely progress and receive feedback while there is still time to complete their work.
- Explain things step by systematic steps to help students perform successfully on task projects papers, and other assignments.
- Provide examples with these options: record a short guest video to let students hear from an export in the your field.
- Structure ways for students to explain info. to one another.
- You may need to coach students on how communicate with you and get their questions answered.
- Begin by going over course assignments for the coming weeks. Are they accessible on line so that students can find instructions and materials? Is it clear how students will be turning in their work? Have deadlines been made clear and are those prominently posted.
- How will you give feedback on their progress.
- Consider how students will be able to practice the key skills and objectives that you want them to get out of the course.
- Consider how students will be able to develop their skills in analyzing and synthesizing assigned readings through collaborative work on line.
- Maintain the integrity and sequence and activities and at the same time be flexible in accommodating students' individual needs(IEP) and that of Second Language learners. ESL students.

Resources:
ESL: Go to: www.reading rockets.org
Teaching style and Strategies: Go to: http.//www.canter.net
Chronicle of Higher Education: How to be a better on- line teacher
Chronicle: Going on line in a hurry-: What to do and where to start. 2020 Author Michelle D. Miller
Chronicle Higher Education 2020 Article Author: Flower, Darby
John Hopkins University: How to Adopt Courses for on line learning.
University of Rochester: Guidelines and Standard Practices for on-line learning.

Produced and adapted by Dr. Villegas and Tuni Mester