

Guidelines for Fall 2020 Online Instruction

This guide is intended to support instructors who find themselves teaching online sections of classes in Fall 2020 who may not have had previous training in online course design and facilitation. These guidelines focus on the student experience through specific recommendations for course structure and communication.

Five aspects of online classes are highlighted: course introduction and navigation, course structure and design, communication, assessment, and best practices. For each several key essential Canvas items or instructor strategies are listed, as well as additional items that are found in exemplary online classes.

Course Introduction and Navigation

Essential:

- Introduce yourself to the class through email, Canvas announcement, welcome letter on course homepage
- Create a "getting started" area (e.g. homepage, module) including syllabus, netiquette document, and course design document. Include response times from instructor, with transparency on whom to contact

Exemplary:

- Video introducing yourself to the class

Course Structure and Design

Essential:

- Instructor clearly identifies first week requirements to stay in class (e.g. syllabus quiz; discussion forum)
- Weekly objectives align with course objectives
- Information for students is chunked in logical ways by week, unit, chapter, etc.
- Give students as much time to work ahead as possible (e.g., weekly modules are published ahead of their start dates)
- Links are active

Exemplary:

- Canvas modules represent a week / unit in course that align with syllabus
- Course structure promotes multiple modes of engagement (student/student, student/instructor, student/material)
- All materials are ADA accessible

Communication

Essential:

- Consistent and continuous feedback to students: email, Canvas email, announcements, forum discussion response, Zoom meetings, etc.
- Response to student inquiries is timely, constructive, and aids learning by fostering continuous improvement
- Online response to students should be more frequent than traditional course
- Role of instructor in course is clear: including how to contact
- Instructor communicates how course assessment will work, including clear and consistent grade response time

Exemplary:

- Mode of feedback on student work is clarified: (rubric, Canvas Speed Grader, outside grading tool)

Assessment

Essential:

- Grading policy is shown in the syllabus
- Assignments in Canvas align with syllabus
- Feedback is timely, constructive, and aids learning by fostering continuous improvement
- For accommodations purposes assessments are complete and available in advance of assessment date

Exemplary:

- Assessments are varied

- Assessments for entire term are complete and available at the start of the term

Best Practice

Essential:

- Repeat, repeat, repeat (clearly give due dates, communicate in multiple ways, don't be afraid to post content like your grading rubric in multiple places)
- Engage with students as frequently as possible
- Model professional academic communication: e.g.) emails to students should be written the way you want students to write emails

Any instructor who has questions about these guidelines or would like assistance implementing them within their course can send questions or request a peer mentor by contacting onlinestandards@oregoncoast.edu.