Top 10 Best Practices:

For Teaching Online
1. Provide Active and Measurable Student Learning Outcomes
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- What will students be able to do?
- What do they have to help them do it?
- How will I know if they have done it?
1. Provide Active and Measurable Student Learning Outcomes

Read These:

A. **Guide to Writing Learning Objectives**

B. **Writing Objectives (An Instructional Design Approach)**

C. **Writing Measurable Learning Outcomes**
2. Establish Presence
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- Social Presence
  - e.g. enabling risk-free expression, encouraging collaboration

- Cognitive Presence
  - e.g. exchanging information, connecting ideas, applying new ideas

- Teaching Presence
  - e.g. setting curriculum and methods, sharing personal meaning, focusing discussion

- Educational Experience
  - Supporting Discourse
  - Setting Climate
  - Selecting Content

Adapted from Garrison and Vaughan (2008)
2. Establish Presence

Read These:

A. A Holistic Approach for Establishing Social Presence in Online Courses & Programs
B. Creating Social Presence in Online Environments
C. A Constructivist Approach to Online Learning: The Community of Inquiry Framework
3. Set Clear Guidelines for Communication and Netiquette
THE CORE RULES OF NETIQUETTE

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea. Click on each rule for elaboration.

- **Introduction**
- **Rule 1: Remember the Human**
- **Rule 2: Adhere to the same standards of behavior online that you follow in real life**
- **Rule 3: Know where you are in cyberspace**
- **Rule 4: Respect other people’s time and bandwidth**
- **Rule 5: Make yourself look good online**
- **Rule 6: Share expert knowledge**
- **Rule 7: Help keep flame wars under control**
- **Rule 8: Respect other people's privacy**
- **Rule 9: Don't abuse your power**
- **Rule 10: Be forgiving of other people's mistakes**
3. Set Clear Guidelines for Communication and Netiquette

Read These:

A. [Netiquette Defined](#)

B. [Netiquette: Make it Part of Your Syllabus](#)

C. [Lost in Translation: Importance of Effective Communication in Online Education](#)
4. Provide Prompt, Constructive Feedback

Feedback is the food of champions

- Specific
- Immediate
- Honest
- Actionable
4. Provide Prompt, Constructive Feedback

Read These:

A. **Overcoming the #1 Complaint of Online Students: Poor Instructor Feedback**

B. **A Closer Look at Instructor-Student Feedback Online: A Case Study Analysis of the Types and Frequency**

Watch This:

A. **Feedback Training: For Teacher & eLearning**
5. Use Multiple Ways of Presenting Information
5. Use Multiple Ways of Presenting Information

Read These:

A. Teaching with Technology
B. Information Presentation for Effective E-Learning
C. 20+ Powerful Online Presentation Tools
6. Create a Community of Learners

• Opportunities to Learn about Other Students
• Ice-Breaker Activities
• Online Discussions
• Small Group Discussions
• Social Communication
• Collaborative Group Projects
• Learning Teams
• Peer Teaching
• Exchanging Resources
6. Create a Community of Learners

Read These:

A. Designing for Learning

B. A Brief Learners’ Guide to Online Community

C. Creating a Community of Learners Online: Connect, Engage & Learn
7. Promote Active Learning

Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we HEAR and SEE
70% of what we SAY
90% of what we both SAY and DO

Nature of Involvement

Verbal Receiving
Visual Receiving
Receiving / Participating
Doing

7. Promote Active Learning

<table>
<thead>
<tr>
<th>Higher Order Learning</th>
<th>Synthesizing</th>
<th>The learner creates something new by synthesizing what he or she has learned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating</td>
<td>The learner renders a judgment of a phenomenon based on learned criteria.</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>The learner deconstructs a phenomenon into its component parts.</td>
<td></td>
</tr>
<tr>
<td>Applying</td>
<td>The learner applies concepts and frameworks to novel cases.</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>The learner explains something in his or her own words.</td>
<td></td>
</tr>
<tr>
<td>Remembering</td>
<td>The learner recalls and repeats what was learned.</td>
<td></td>
</tr>
</tbody>
</table>
7. Promote Active Learning

Read These:
A. Designing for Active Learning Online
B. From Passive Viewing to Active Learning
C. Strategies to Incorporate Active Learning Into Online Teaching

Watch This:
A. Active Learning Strategies
8. Stimulate and Facilitate Discussion
8. Stimulate and Facilitate Discussion

Read These:

A. Mastering Online Discussion Board Facilitation

Watch This:

A. 5 Steps to Facilitating Online Discussions in Distance Education
9. Chunk Information

Classify and prioritize the eLearning course’s content

Efficiently group your eLearning course’s content

Organize your information
Course Materials

Add Content  Rearrange  Reports  Utilities  Submissions  Preferences

Quizzes/Exams

Message Boards

APACitation Style
Learn about proper citations in the APA's style

Course Information

Staff Information

Course Documents

External Links

Assignments

Extra practice networking problems

Extra practice networking problems

090_000_264_000_dj_sf_driveronly_nonnetwork_dvd.exe

Free Software for Critical Path analysis
We have a free trial copy of MS Project in our text, but this is freeware and worth trying

Youtube Videos for Chapter 8
Course Documents

- Get Acquainted! Start here week 1
- General Information
- Chapters 1 & 2
- Using References in Minipapers
- Minipaper Information
- Minipaper Evaluation
- Sample Minipapers
- Online Magazines
- Chapter 3
- Chapter 4
- Salary Quiz "answer" don't open until you submitted your answer.(Chap. 4 assignment)
- Chapter 5
Course Materials

Add Content  Rearrange  Reports  Utilities  Submissions  Preferences

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

TBA
9. Chunk Information

Read This:

A. Chunking Information for Instructional Design

Watch This:

A. Chunking Course Material
10. Use Both Synchronous and Asynchronous Activities
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Read These:

A. Asynchronous & Synchronous E-Learning

B. Asynchronous E-Learning Vs. Synchronous E-Learning

C. Tools for Synchronous and Asynchronous Classroom Discussion