



Top 10 Best Practices in Online Teaching

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Getting started

- ▶ Course navigation
 - ▶ Provide weekly expectations and clear, concise directions on how to navigate through the course, provide links to student resources (24/7 myCommNet and Blackboard online support, third-party publisher tech support, counseling/advising, tutoring, library, bookstore, etc.)



Establishing expectations

- ▶ Teach online standards
 - ▶ Accepted online standards of behavior (Netiquette)
- ▶ Instructor feedback
 - ▶ Guidelines specifying instructor response time to student emails/questions, typically within 24-48 hours excluding weekends
- ▶ Up front assignment expectations
 - ▶ Clearly defined due dates, late policy and clear assignment instructions (including discussion postings)





Obey the rules **BE NICE**

Spell Check Everything


BE YOURSELF IN REAL LIFE & ONLINE

NEVER GIVE OUT YOUR PERSONAL INFORMATION!!

Only shop on secure sites 

 Don't send texts or emails late at night!! It can wait until morning!

Golden Rule If you don't want it done to you, don't do it to someone else!

If you wouldn't say it to someone's face  don't say it online!

DON'T USE ALL CAPS!
It could mean you're shouting!

When posting pictures think...
"Will this effect me in the future?"
Pictures are NEVER deleted once posted!



Re-read everything you post...
If it violates any rule ~ don't post it!

www.kidsemail.org

Online and Hybrid Course Student Code of Conduct

To establish a safe space in the online classroom, students need to agree to uphold specific expectations for conduct online. Maintain an appropriate tone and stay on topic to extend productive discussions. Respectfully disagree with ideas. Do not attack peers or the instructor because their ideas are different from or contrary to your own. Exhibit sensitivity to others when discussing issues and avoid name calling and other put downs.

Respect the diversity of opinions expressed by the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print, or containing multiple exclamation points or question marks may be considered unprofessional and a form of verbal abuse.

Be open-minded. Believe you can learn from the diversity of perspectives in the class. Attempt to think “outside the box” to present new ideas and perspectives.

Respect the privacy of your peers. Do not republish (i.e. cut and paste content from our discussions to other social networking forums) or discuss conversations that take place in our classroom site

Support classmates in their learning process. No teasing or making fun of peers.

Only attach information (i.e. documents, images, videos, etc.) that is appropriate to the educational setting.

Submit work that follows the appropriate conventions of English (i.e. spelling, grammar, sentence structure, word choice, etc.) to ensure that postings clearly communicate your ideas.

Maintain an environment free of harassment, stalking, threats, abuse, profanity, insults, or humiliation for the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.

Abide by all rules and regulations published by QVCC with regard to academic honesty and plagiarism and agree to be subject to disciplinary actions as described in the Student Code of Conduct.

Course & lesson organization

- ▶ Course organization
 - ▶ Minimize the need to scroll down the page vertically. Break large blocks of text into smaller chunks with hyperlinks, and include graphics, pictures, or symbols, 3 click rule, consistent sequencing and internal structure

Overview

Week 1



Overview

For the first week of the Cornerstone Seminar course, we will be discussing the general principles and techniques of critical thinking through reflection, communication, evaluation, and logical argument. There is a variety of activities that we have planned to help you develop these skills. This book is a short read that is designed to deepen your critical thinking skills.

The second book that you will be reading is Mathew Gladwell's book *Outliers*. On Gladwell.com, Gladwell states:

"There is a story that is usually told about extremely successful people, a story that focuses on intelligence and ambition. Gladwell argues that the true story of success is very different, and that if we want to understand how some people thrive, we should spend time looking at the provocative blueprint for making the most of human potential... he transforms the way we understand success."

We have selected this textbook to stimulate your cognitive skills associated with reflecting on, evaluating, and interpreting an argument. We will start this process by reading Chapter 1, "The Matthew Effect" and Chapter 2, "The 10,000-Hour Rule" in *Outliers*. The supplementary readings and other resources located in the Weblography section of the Course Menu.

Once all of the material has been read, please share some of your thoughts in the discussion board. You are more than welcome to quote the author as long as quotes and citations are included. An example of APA in-text-citation used at the beginning of a sentence will help your peers quickly refer to that portion of the readings to respond to your post. The other assignment that will be graded is a brief self-reflection profile essay that will be due before the end of the week.

Finally, if you have any questions throughout this course, you are more than welcome to post your thoughts in the Question & Answer (Q&A) portion of the discussion board. This part of the discussion board is not graded, but it is designed as a place for students to ask questions.

Assignments

Reading:

1. *Outliers: The Story of Success*, Malcolm Gladwell; [AudioBook](#)
 - Chapter 1: The Matthew Effect (pages 15-34)
 - Chapter 2: The 10,000-Hour Rule (pages 35-68)
2. *A Rulebook for Arguments* by Anthony Weston; [PDF available below]
 - Introduction – xi-xiv
 - Chapter 1: Short Arguments: Some General Guidelines (pages 1-7)
 - Chapter 2: Generalizations (pages 9-17)
3. Supplemental Materials
 - [Critical thinking – via Quella Soup](#)
 - [Critical Thinking explained - via procon.org](#)
 - [Episode 1.1: What is critical thinking? - Via Aaron Dewald](#)
 - [Paul & Elder \(2006\). Foundations for critical thinking](#)
 - [Writing Structure Overview](#)
 - [5-Paragraph Essay](#)

Homework:

1. Participate in Discussions
2. Submit Week 1 Assignment: Self-Reflection Profile Essay (Click on the "Submit Assignments" link below.)

Discussions:

1. Open the "Discussion" folder below to view the discussion questions.
2. Refer to the Course Policies area of this course for details on how discussions will be graded.
3. A Q&A forum is provided for your questions about any of this week's activities or topics.

Weekly Learning Objectives

- Employ the general principles and techniques of critical thinking through reflection, communication, evaluation, and logical argument.

PDF of Week 1 Reading, A Rulebook of Arguments

If your copy of *A Rulebook of Arguments* has not arrived yet, you can download a PDF of this week's reading here.

[A Rulebook for Arguments Week 1 Reading](#)

Discussion

Discussion

This folder contains a list of the Discussion topics/assignments for this week.

Submit Assignments

This section provides the mechanism for submitting this week's assignments.

Social presence

- ▶ Faculty presence
 - ▶ Faculty post a personal welcome, written in your own “voice,” rather than just “policy-speak” of the syllabus. This could include a bio, photo, audio, or video of yourself, etc.) This can help establish a friendly, informal tone for the online class environment.
 - ▶ Example of Video Welcome:
 - ▶ <https://www.youtube.com/watch?v=zW-bC7vTJoM>
 - ▶ <https://www.youtube.com/watch?v=gH819ka2EmU&feature=youtu.be>
- ▶ Faculty engagement
 - ▶ Actively involve yourself in discussion by posting follow-up questions, challenging students to delve deeper into issues, etc.

Interaction

- ▶ Student engagement/Planned student interaction
 - ▶ Use discussion boards as a way for students to share their progress on homework, assignments, or projects, design thought-provoking questions that inspire in-depth responses as well as exchanges among students and enable students to demonstrate their understanding of the material

Classroom management strategies

- ▶ Course questions
 - ▶ Create an ungraded “Water Cooler” or “Course Questions” discussion board to cut down on individual emails, preserve a record of exchanges, allow all students to see responses to common questions, and enable students to help each other by answering each other’s questions.
 - ▶ FAQ/Help page
 - ▶ Create and maintain a course “Frequently Asked Questions” page. This helps cut down on individual emails, can save both instructors and students time, and (as long as the instructor consistently points students to the FAQs) can also prompt students to look for the answers to their question before posting or emailing.

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

[Create Forum](#)[Search](#)[Discover Content](#)[Delete](#)

<input type="checkbox"/> Forum	Description	Total Posts	Unread Posts	Total Participants
<input type="checkbox"/> Campus Cafe	Feel free to post any questions or comments not related to course content. Reminder: Questions or comments regarding personal information such as grades should be emailed to me privately (pclifford@qvcc.edu). Dr. Clifford	36	30	18
<input type="checkbox"/> Course Questions	Please post general course questions here--that way, everyone can see both the question and the answer! If you know the answer to a question another student has posted, you are encouraged to post a Reply to that person's question. The only time to contact the instructor directly (by email or message) is if your question is of a confidential nature or relates to a grade you have received. Otherwise--the question should be added to this discussion forum.	0	0	0

Vital for both on-ground and online courses

- ▶ Robust syllabus
- ▶ Instructional and assessment activities align with learning objectives
- ▶ Authentic assessment

Veteran Online Instructor Tips?



Resource

- ▶ [Distance Education Course Design: Guidelines for Student Success](#)

Questions?

