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| FSW eLearning Coordinators’ Guide to Teaching Online  Best Practices and Tips for Success | ELEARNING COORDINATORS  This guide was created by the 2020 eLearning Coordinators to provide a consistent, college-wide message to faculty about best practices for teaching online. The topics and touchpoints in this document are meant to steer the initial discussion between faculty and their assigned eLearning Coordinator. As part of the Online Teaching Certification process at Florida SouthWestern State College, eLearning Coordinators will host a mentoring session to review the content of this guide and answer any questions that faculty in their departments may have about teaching online.  Rona Axelrod, Leslie Bartley, Gayle Deane, Rozalind Jester, Laura Osgood, Anita Rose, and Michael Sauer |

FSW eLearning Coordinators’ Guide to Teaching Online

Best Practices and Tips for Success

# Components of Successful Online Course Delivery

## Access

* Make sure students have up-to-date connectivity (internet, minimum required technology) to receive your course delivery
* Share resources available through the IT helpdesk, library, and eLearning
* Is your course accessible from a mobile device? Test it in the Canvas app.

## Establishing expectations

* What do you expect from your students and what can they expect from you?
* Be proactive: talk to students about expectations and approaches to online classes
* Establish expectations for timely feedback on work
* Students will be happier if expectations regarding interactions are fulfilled

## Regular and Substantive Interaction

### Instructor Presence

* + Introduce yourself via a brief video (3-5 minutes)
  + Regular and prompt responses to students on assignments
  + Be available - set up online office hours for direct instructor to student interaction
  + Difference between distance learning and correspondence course – courses should not be able to “run themselves” or be self-paced

### Communication

* Consider student communication preferences by conducting a survey/poll
* Take advantage of a diverse set of communication channels (email, audio/visuals, forums, assessment tools) to reach as many students as possible
* Encourage students to set up Canvas notifications
* Make your interactions as regular as possible by scheduling important announcements and reminders
* What is regular and substantive interaction? Four criteria:
  + Interaction must be initiated by the instructor
  + Interaction must be “regular” and probably somewhat frequent
  + Interaction must be “substantive” – of an academic nature
  + Interaction must be with an instructor that meets accrediting agency standards

#### Videos

[Social presence: Why it’s important in an online class](https://youtu.be/GsjHaUc5vWg) (1:25)

[8 Lessons Learned from Teaching Online](https://youtu.be/Bp4BG4Me7TU) (4:11)

#### Presentation

[Delivering Online Presence](https://teams.microsoft.com/l/file/B0B5A69B-A581-428F-BA8D-CBA8FAC7CAE4?tenantId=8d8933c7-63ba-4631-90cd-a98fc2fc37ff&fileType=pptx&objectUrl=https%3A%2F%2Ffsw.sharepoint.com%2Fsites%2FeLearningCoordinators%2FShared%20Documents%2FOnline%20Teaching%20Certification%2FDelivering%20Presence.pptx&baseUrl=https%3A%2F%2Ffsw.sharepoint.com%2Fsites%2FeLearningCoordinators&serviceName=teams&threadId=19:484cf4bbeb774165b2f6be1b523d2c5d@thread.tacv2&groupId=672a01b5-d974-4e66-b645-60f3a31f484a) (PowerPoint located in MS Teams)

# Time Management for Online Courses

Block out time in your calendar (3-5hrs) each week for:

* Grading
* Giving substantial and personalized feedback
* Writing/recording weekly announcements
* Reviewing and modeling expectations for assignments
* Responding to students’ misconceptions
* Providing supplemental resources
* Initiating communication with individual students and responding to student communication

# Assignment Specific Topics

* Using discussions in Canvas
* Managing quizzes and other assessments
* Using rubrics to make your grading easier and consistent
* Providing clear instructions and expectations for assignments, discussions, and assessments
* Making the most out of Proctorio: standards for student and instructor use (School dependent)

# School/Department-Based Supplemental Online Programs

Your school’s eLearning Coordinator can assist with these supplemental online programs used in your content area.

## School of Education

* GoReact – Video coaching
* Chalk & Wire – Assessment and Reporting

## School of Business and Technology

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## School of Pure and Applied Sciences

* Proctorio
* My Math Labs
* Kaltura

## School of Arts, Humanities, and Social Sciences

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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## School of Health Professions

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# Professional Development Plan

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| Goal | Action Step(s) | Timeline |
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# Notes:

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