# Best Practices for Online Course Delivery

## Pacing
- Class- and self-paced

## Content Delivery
- Primarily asynchronous
- Online lecture/guest lecture recording
- Assess learning with quizzes/ assessments
- May offer occasional (i.e., monthly) live sessions

## "Practicing" Content
- Use online tools to demonstrate the execution of content
- Hold synchronous activities in small groups and larger class during live sessions
- Give time for tasks, explain how report out will happen
- Explain how small groups will be formed/disbanded
- Explain breakout features
- Instructor can give prompts and suggestions using private chat features

## Student Prep
- Reminders built into course
- Encourage group connection for whole class
- Expectation set to routinely monitor email and check LMS announcements

## Assignments General
- Explicit due date, time, and where to submit
- Prerecorded instructions and announcement/email reminders
- Use of technology may improve assignments
- Discussion board for students to ask the instructor questions
- Grading time frame and method explicit and posted visibly

## Netiquette
- Built-in/assumed
- Instructor models, students expected to be using basic technology tools
- Include everything that would be in seated class

## Technology
- Promote self-regulation with consistent structures
- Provide links and consistency in terms.
- Students may be more comfortable navigating more tech media

## Teacher Presence
- Use multiple ways to reinforce teacher presence between synchronous meetings
- Meeting with each student individually or in small groups to build community
- Build in connection with instructor through assignments

## Instruction Creativity
- Planned and embedded activities
- Planned synchronous activities
- More opportunities to bring tools in from external/web sources - consider audiences beyond the classroom

## Exams/Quizzes
- Timed assessments with multiple attempts
- Test pools
- Open and close access to exams
- Release results after all test-takers are finished

## Self-Management Scaffolding
- Provide content pathways, with some reminders
- Allow students flexibility

## Experiencing Content
- Links to multimedia, discussions via flipgrid (for example), guided activities
- Group work self-organized outside of class

## Self Awareness
- Synchronous discussion with prompts, anonymous polling, self-check surveys
- Real time processing of triggers, conflicts, and disclosures optimal, but may need to be brought back to synchronous class

## Instructor Prep
- Think out when to schedule interactions, assignments, exploration
- When will students most benefit from what kind of synchro engagement?
- Provide self-directed content paths in modules for students to do at their own pace
- Label paths consistently week-to-week and document-to-document

## Schedule
- Clear syllabus so students can plan their whole term across classes in advance
- Prerecorded instructions on scheduling regarding workload
- Due dates with flexibility for students with challenging life circumstances related to weekly learning content

## Contact Time
- Self-paced within the week
- Perhaps monthly synchronous sessions

## Social Presence
- Create specific discussion areas for students to have non-course related conversations
- Use polling
- Small group activities assigned out of class
- Encourage connection through group apps and other social media
- Suggest students share questions, ideas, and solutions with one another

## Cognitive Presence
- Students show up and are engaged in online synchronous/asynchronous discussions, are prepared, incorporate learning in papers, pose thoughtful questions in synchronous/ asynchronous spaces etc.

## Instructor Accessibility
- Virtual office hours
- Best way to contact
- Expectation of availability and response timeframe
- May send survey to students - when do they want to meet?

## Giving Feedback
- Needs to be scheduled
- Consider video or voicethread feedback – If ethics issue, schedule Zoom meeting

Adapted from Sage, M., Krause, D.J., Smyth, N.J., Kendall, K.M., & Sturman, S. (2020, July 8). Delivering remote education in place of seated education: What and how. http://socialwork.buffalo.edu/resources/delivering-remote-education-in-place-of-seated-education-what-how.html. University at Buffalo School of Social Work, Buffalo, N.Y.

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