

Two to Four Months Before Class Starts

Ready, Set: Getting Your Ducks in a Row*Realize That Organization Is KEY*

- Consider your online course as a learning environment different from the physical space of traditional classrooms. Learning is seamless.

TWO TO FOUR MONTHS BEFORE

- Confirm textbooks have been ordered.
- Confirm the course is scheduled correctly.
- Complete CLT self-paced workshops on [online teaching](#).
- Discuss online teaching strategies with experienced online colleagues or with CLT staff.
- Familiarize yourself with the various technologies used in your online course (Blackboard (Bb), Zoom and Personal Learning Environment (PLE)).
- Revise/update course content as needed.
- Work with CLT to enhance your course with audio, video, or animations.
- Design a detailed syllabus that establishes your online course guidelines and expectations. See [Syllabus checklist](#)

ONE MONTH BEFORE

- Establish a welcoming learning environment.
- Review your course assignments for clarity and workload. Make sure they are well-paced and manageable for you and your students.
- Revise/update your course schedule, assignment deadlines

One to Two Weeks Before Class and First Week

Set the Course Tone: Clarifying Expectations and Logistics*Voice Your Presence and Enthusiasm***ONE TO TWO WEEKS BEFORE**

- Make the Bb course site available to your students. Confirm that the link to PLE is included, if applicable.
- Remind your students to review the syllabus.
- Remind your students to [test their computers for typical technologies](#)
- Create a welcome announcement in your Bb site and use the option to send it out in email that will (1) advise your students on how to get started, (2) tell them how to reach you and about your expected turnaround time for responses, (3) explain course communication and interaction protocol (respect and civility), and (4) instruct them on how to ask for help (technical, advising, library, etc.).
- Post a photo (or an audio/video file) and a brief bio (teaching philosophy, expertise, hobbies, etc.) of yourself.
- Create your course introduction (in audio or video format) to explain overall course goals, expectations, and requirements.

FIRST WEEK

- Provide your students with opportunities to test each technology used in your class before and/or during the first week.
- Establish and publish virtual office hours and make yourself accessible and available.
- Invite your students to introduce themselves and to help each other as the course continues.
- Track student access in Performance Dashboard or Grade Center and follow up.

After Class Starts

Engage Your Students: Fostering and Sustaining Learning*Encourage Participation***ONE WEEK AFTER**

- Remind your students of requirements, expectations, and key milestones
- Create a format for Frequently Asked Questions and/or technical issues.

EACH WEEK AFTER

- Provide (1) rubrics to clarify expectations and (2) exemplars to model quality work.
- Monitor course activity and expected level of participation (ex. at least four times per week) and send email to students who are behind.
- Monitor and facilitate students' interaction while paying close attention to their tone.
- Learn to read non-visual cues from students
- Engage students by being responsive, helping them ask better questions, praising their efforts and progress.
- Provide timely, clear, concise, and constructive feedback to students' questions. (Consider using text, audio and/or video.)
- Provide individual messages of encouragement to students.
- Respond to student concerns and questions promptly and clarify any misunderstanding.
- Find a balance regarding your presence and your facilitation of students' interaction: hands-off versus heavy-handed.
- Involve students in peer reviewing and in facilitation of discussions.
- Update your Teaching Journal by keeping a log of issues/problems reported by students.
- Keep your course gradebook updated and backed up on the network after each assignment.

At Mid-term and After

Collect and Give Feedback: Providing Timely Responses*Share Your Students' Success*

- Publish the times of your virtual synchronous office hours prior to each exam.
- Provide enough time for your students to complete exams.
- Check Bb Gradebook frequently during online exam time to clear "attempts" of students unable to complete their exams.
- Ask your students to complete a mid-semester feedback form. See <https://clt.odu.edu/resources/midsemester-course-evaluation> for a sample form.
- Review your mid-semester feedback form results, adjust as feasible, and inform your students about any changes you made.
- Monitor course activity and participation and send personal emails to students who are behind.
- Update your Teaching Journal and use it to plan for future course updates.
- Before the course ends, encourage students to complete the university course evaluation.
- Send out an email summary highlighting key points covered in the course, while ending the course on a cordial note, and encouraging your students to reflect on and share their learning experiences with one another.

After the Course Is Over

Reflecting on Your Course: What Worked? What Didn't?*Can You Learn From This Experience?*

- Post grades according to university policy and deadlines.
- Export a copy of the course site from Bb and save it to your network drive.
- Download a copy of the Grade Center from Bb and save it to your network drive.
- Make Bb course unavailable to students.
- Update your Teaching Journal by identifying lessons learned: What worked? What didn't? And what did you learn about new methods along the way?
- Review your course evaluations and use your Teaching Journal and lessons learned to revise/re-evaluate your teaching experience while your memory is still fresh.
- Update your course assignments' directions based on your students' feedback and questions.
- Plan ahead to allow time for development of new content or changes.
- Share your online teaching experience with your colleagues.

Check out more self-paced workshops, resources, tips, and checklists at:
<https://clt.odu.edu/keep-teaching/>

Refer your students to learn how learn online at: <https://clt.odu.edu/keep-learning/>