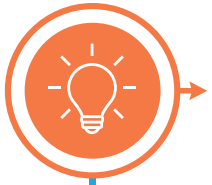




# ONLINE TEACHING

## Do this...

## Don't...



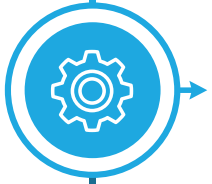
### Identify Learning Outcomes

Be intentional and identify clear learning objectives that align to the formative and summative assessments and to the active learning strategies.<sup>1</sup>



### Give Random Activities

just to keep students busy doing online activities that do not connect to the learning objectives and assessments.



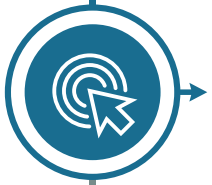
### Less is More

Assign a reasonable workload and be realistic. Prioritize what is a "must" for students to know versus "should" to know. Focus on the "must" content.



### Be Unrealistic

by assigning online classwork followed by extra homework and request students to complete within a short timeline.



### Give Explicit Instructions and Specify Expectations

Outline deliberate instructions and specify the requirements and length of time to complete tasks.<sup>2</sup>



### Be Unclear and Vague

by communicating in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague.



### Asynchronous Learning

Teachers create learning experiences for students to work at their own pace and take time to absorb content. Various active learning strategies using UM Learn tools can be built into the course to engage students.<sup>3</sup>



### Rely on Synchronous Learning

unless it is critical to the content to teach "live", the technology can be very limiting for many students. Lecturing online is also not conducive to student learning. If you do plan to use some synchronous sessions, **also provide a recording of those lectures.**



### Regular Communication

Be present online by posting announcements, weekly summaries, and responses in the discussion forum. Be online during office hours to provide support, answer questions, or clarify confusion.<sup>4</sup>



### Log Into the Course Infrequently

with minimal presence online and/or respond to every email right away and leave no break for yourself. Unless it's urgent, it can wait until office hours.



### Giving and Receiving Feedback

Provide students with ongoing feedback on their progress in the course. Seek student feedback about their workload, learning preferences, and learning pace.<sup>5</sup>



### Decrease Feedback

or provide feedback only after a mid-term and final exam and/or teach in a way that does not give students an opportunity to voice their feedback.

Adapted from Online Teaching @ KIS: Do This, Not That by Alison Yang. Creative Commons Attribution-Non Commercial 4.0 International License

<sup>1</sup> The Centre for the Advancement of Teaching and Learning, University of Manitoba. Course Development Guide. Retrieved from: [https://centre.cc.umanitoba.ca/wp-content/uploads/2019/12/Course\\_Development\\_Guide\\_Interactive.pdf](https://centre.cc.umanitoba.ca/wp-content/uploads/2019/12/Course_Development_Guide_Interactive.pdf)

<sup>2</sup> Nilson, L., Goodson, Ludwika A., & ProQuest. (2018). *Online teaching at its best: Merging instructional design with teaching and learning research* / Linda B. Nilson, Ludwika A. Goodson. (First ed.).

<sup>3</sup> Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education*. Boston, MA: Pearson Education.

<sup>4</sup> Faculty Focus. Five ways to build community in online classrooms.

Retrieved from: <https://www.facultyfocus.com/articles/online-education/five-ways-to-build-community-in-online-classrooms/>

<sup>5</sup> The Centre for the Advancement of Teaching and Learning, University of Manitoba. Providing Feedback to Students. Retrieved from: <https://centre.cc.umanitoba.ca/development/resources/providing-feedback-to-students/>