

#1 Best Practices from the Student Perspective (Student Satisfaction)

#2 Best Practices from the Teacher Perspective (Teacher Sanity)

## Best Practices from the Student Perspective (Student Satisfaction)

### **#1 I can see you and I'm confident you're leading my learning experience**

- Thinking through visible/impacting actions vs. invisible and low-impact actions
- Are you leaving footprints? Where's the wet sand in your course?
- Don't confuse course development with teaching
- Get out front at the beginning of the week with messaging
- Help them to see your face and hear your voice

## Best Practices from the Student Perspective (Student Satisfaction)

### **#2 Help Me Create Boundaries (self-direction)**

- Online students have lost the 4 walls and time-parameters of their classes
- Online courses require a higher degree of self-direction and discipline
- Keep things simple and use verbs for your course items.

E.g., READ, VIEW, etc.

- Begin the week with an administrative email
- When helpful, indicate times and time-boxes.

E.g., (12min) Invest about 20-30 minutes on this activity.

## Best Practices from the Student Perspective (Student Satisfaction)

### **#3 Focus on the 2 Things I Value Most as an Online Learner**

- Prompt and Helpful Feedback
- Engagement in Online Learning Activities
  - Asking Questions

## Best Practices from the Teacher Perspective (Teacher Sanity)

### **#1 Online Teaching is Time-Management**

- Timebox your teaching into a WIN: Weekly Instructional Investment
- Differentiate between grading coursework and teaching
- Rely on your calendar instead of notifications
- Invest more at the beginning to establish your presence
- Read *Deep Work* by Cal Newport

## Best Practices from the Teacher Perspective (Teacher Sanity)

### **#2 Avoid Proliferating Graded Items**

- Grade what needs graded.
- Assessment stifles conversation
- Use Meta-Grading assessments that support higher-level goals

## Best Practices from the Teacher Perspective (Teacher Sanity)

### #3 Work with Groups

- A dominant model of online education is built on the assumption of 1-on-1 interactions between every student and the professor. This is not sustainable for most institutions and teachers.

“Overwhelmingly, students pick out participating in small group activities as the most engaging moments in learning to think critically...They write vividly of how helpful it is to have peers ask them questions that they had never considered before.”

- Stephen Brookfield, *Teaching for Critical Thinking*

## Best Practices from the Teacher Perspective (Teacher Sanity)

### #4 Get to Know Your Tools

- Tools, especially complex software, are not intuitive. They require time, practice, and skill-development.
- Explore and experiment with VoiceThread, Annotation software like Perusal, and Zoom
- Low-Tech Tools are probably more useful. Teaching methods like collaborative learning and discussion-based learning.
- *The Discussion Book* by Brookfield and Preskill.