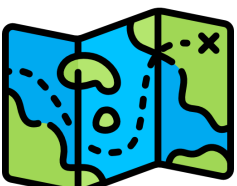# UNM ANDERSON

Best Practices
for Online Teaching

Designing Your Course

- Identify broad course Learning Goals.
- Determine Topics which will be covered to achieve Learning Goals.
- Write measurable Learning Objectives for each Topic.*
- Identify Learning & Engagement Content, Assignments, and Assessments for each Topic.

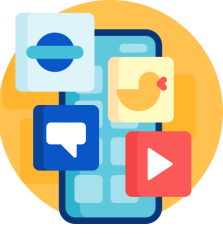- Create a Course Map linking Learning Goals to Topics, Learning Objectives, Assignments, and Assessments.

- Create a Course Schedule outlining Topics, Learning & Engagement Content, Assignments, and Assessments. Make this available to students alongside your Syllabus!

AOP TIP:

Are you moving a full term course to an 8-week AOP offering? Consider re-writing your Learning Goals for the course. This will have a domino effect on your ability to select and create meaningful, timely content in course design.

Creating Learning Content

- Use a multi-modal approach to teaching (recorded lectures, textbook/article readings, media content, etc.)

- Provide Transcripts, Presentation Slides, and other materials referenced in lecture recordings so that students can review materials if they are unable to stream video.

AOP TIP:

Are you moving a full term course to an 8-week AOP offering? Do not think of this process as "condensing", as this can quickly become overwhelming. Start with a blank slate and utilize only "need to know" content!

Are you teaching an 8-week AOP course? Consider minimizing student reading load by assigning groups specific content and following up with a discussion forum to share findings with one another.

Creating Opportunities for Engagement

- Provide opportunities for students to participate and interact with both the instructor and their peers (polling, discussion boards, journals, etc.)
- Create an "Introduction Discussion Forum" for students to introduce themselves to the class.
- Create opportunities for informal interaction (optional meetings, experiential learning, out-of-classroom activities, etc.)

AOP TIP:

Are you teaching an 8-week AOP course? Consider utilizing timed video discussion posts. This can cut down grading time and students can focus on sharing and verbalizing their ideas.
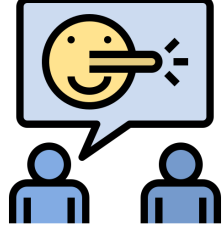

Creating Assignments & Assessments

- Use multiple low-stakes Assignments and Assessments.
- Design inclusive Assignments that connect students' culture, interests, and background knowledge.

- Create Projects that build upon themselves over the duration of the course.

- Prevent academic misconduct through utilizing multiple asynchronous assessment strategies (timed exams, varying/shuffling/randomizing questions, students must progress through exam in chronological order, utilize the Respondus LockDown Browser, etc.

AOP TIP:

Are you teaching an 8-week AOP course? Select either a culminating project or a final exam. Avoid utilizing both in one short-format course!

Creating Your Course in Canvas

- Adopt Templates (Home Page, Module Introduction Page, Assignments, etc.)
- Use consistent structure for each Module/Content Area.
- Keep Course Schedule/Calendar up-to-date.

- Check course design against the Quality Matters Standard Rubric.

- Create a "Q&A Discussion Forum" for students to post and respond to general class questions.

- Host virtual office hours.

Providing Feedback

- Utilize Rubrics.
- Encourage students to utilize support resources (CAPS, OWL, etc.)
- Provide robust, individual feedback on assignments.
- Utilize comment features on uploaded assignments (Word, PDF, etc.)
- Provide group feedback at the end of each Topic or Module.

- Schedule regular grading time for consistent turnaround.

AOP TIP:

Are you teaching an 8-week AOP course? Be selective in Engagement, Assignment, and Assessment Design. Turnaround time for grading will be short!

Consider giving students the opportunity to peer-review one another's work. This is not only a valuable teaching/learning experience for students, but it can assist you in providing robust feedback.

For questions or help with course design, contact Lisa Montoya, lhahn01@unm.edu.