

PEDAGOGICAL AND MANAGEMENT STRATEGIES

1. Online teaching is aligned with the priorities and practices of the host institution.
2. A syllabus including contact information, a course outline, requirements and expectations for student participation is accessible from the start of the course and throughout.
3. Information on the syllabus and introductory course material is reviewed with students at the beginning of the course.
4. Learning activities and course requirements are clearly defined and explained to students.
5. All graded activities are listed at the beginning of the course.
6. Due dates for submission of assignments are clear.
7. The manner of submission for graded assignments is clear.
8. Teachers use a variety of means to communicate with students throughout the course.
9. Email facilitates private conversations between teachers and students, or among students.
10. Students are provided with several options to receive support or procedural, technical, and content-related issues.
11. Instructions direct students to initial course activities.
12. A consistent routine of weekly course activities is established to help online learners organize their schedules.
13. Sufficient time is allotted for students to complete the learning activities.
14. Enrolled students who have not participated in the course during the first few weeks are contacted.
15. Weekly announcements call students' attention to important and timely course information.
16. Teachers provide students with guidelines for using resources.
17. Reminders about the due dates for submitting assignments are posted online.
18. Teachers and students can easily track learners' progress.
19. The rights and privacy of students are protected in accordance with the laws and policies that govern the institution's courses.
20. Students are given clear instructions about course closure.

ENGAGED TEACHING AND LEARNING

1. Teachers and students are active participants in the learning process.
2. Online teaching is tailored to meet the needs of the particular student population served.
3. Teachers encourage students to take responsibility for their learning.
4. A teacher's introduction within a course personalizes his or her online interaction with students.
5. A supportive conversational tone is used throughout the course.
6. Opportunities for frequent teacher-student interaction are provided.
7. Discussion forums are used to support online course interaction.
8. Discussions are set up with a clear purpose and guidelines for participation.
9. Discussions begin with a compelling prompt that invites a range of responses.
10. The teacher monitors discussions and facilitates the learning process.
11. Activities and instruction engage students in a range of thinking skills, including critical and creative thinking, analysis, and problem-solving.
12. Learning resources include authentic materials and relate to a real-life application.
13. Activities include opportunities for students to review, synthesize, and reflect on their learning.

SELECTION AND USE OF TECHNOLOGY

1. Learning activities and ease of use determine the best technologies to use.
2. Teachers are competent in the use of digital tools and resources necessary to teach the online course.
3. Introductory activities help students master technical competencies required to participate in the course.
4. Courses include a variety of relevant multimedia to support learning and appeal to individual preferences.
5. Learning resources are shared in formats that are accessible to all students.
6. Correct, working links are provided to course materials and resources.
7. Students are informed about procedures to follow in the event of technical difficulties.

COLLABORATION

1. Learners are encouraged to interact with others (classmates, guest speakers, etc.) and benefit from their experiences and expertise.
2. Initial course activities provide an opportunity for students to interact with their teacher and peers.
3. Collaborative activities are used to encourage students to learn from each other and develop interpersonal skills.
4. The purpose and procedures for collaborative activities are clearly explained.
5. There are sufficient opportunities for learners to work collaboratively.
6. Students are grouped deliberately for different kinds of learning activities.
7. Group work is designed to allow sufficient flexible time for students to collaborate asynchronously.
8. Teachers monitor and assist students in collaborative work as needed.

ASSESSMENT

1. The course includes ongoing and frequent assessments.
2. The means and criteria for assessment are clearly explained to students.
3. The relationship between learning outcomes and assessments is evident.
4. The relationship between graded elements and the final grade is clear.
5. The consequences of missed deadlines are stated and fair.
6. The consequences of cheating and plagiarism are clearly explained to students.
7. Students are given clear expectations and criteria for assignments. Examples are included for clarification when needed.
8. Criteria/rubrics clearly inform learners about how they will be assessed on specific assignments and online participation.
9. Self-assessment and peer-review activities are included to help learners improve their study habits and the quality of their work.
10. Assessment takes into account the fact that online students have access to resources to the internet and lack supervision while completing assignments and exams.

FEEDBACK

1. Ongoing feedback about students' progress toward learning outcomes is provided.
2. Feedback from a variety of sources corrects, clarifies, amplifies, and extends learning.
3. Feedback is personalized, specific, and action-oriented.
4. Teacher feedback is delivered in a timely fashion.
5. Teachers track students' progress and offer them support to keep up with the course.

COURSE EVALUATION AND IMPROVEMENT

1. Course evaluation and improvement is an ongoing process.
2. A variety of information (student performance data, feedback, etc.) is used to evaluate the effectiveness of course design and instruction.
3. Reflection on teaching provides information for course improvement.
4. Changes made to a course in progress are clearly communicated to students and respect the established workload and time requirements.