

Faculty Self-Assessment: Preparing for Online Teaching

Your Results

Below are the results from the Faculty Self-Assessment Tool for Online Teaching Preparedness. Please read over the results carefully. The references located in the feedback area will provide you with valuable resources if you are interested in learning more about teaching online. Remember to consult with colleagues who have taught online and instructional designers or elearning support persons available to you for more information relevant to your institution.

Category 1: Technical Competencies

Criterion	Benchmark	Score	Feedback
Complete basic computer operations	I have done this successfully and can teach others.	4	<p>Wonderful! Basic computer operations is a key skill needed for teaching online. This will enable you to be more effective and efficient with your online teaching.</p> <p>There are a variety of resources available to learn basic computing skills. Penn State faculty can access Lynda.com at http://lynda.psu.edu and Penn State's Training Services at http://its.psu.edu/training/. Individuals outside of Penn State can refer to Khan Academy, https://www.khanacademy.org/; Lynda.com http://lynda.com. For each of the resources listed above, search for the skill you want to learn.</p>
Log into LMS and access class	I have done this successfully and can teach others.	4	<p>Excellent! Being able to log into the Learning Management System (LMS) is essential to teaching online courses. The LMS is the primary location of your online course. You will be the envy of your peers!</p> <p>Because logging in to the LMS is an essential skill for online teaching it is important to find a solution quickly. Penn State faculty should start with</p>

			<p>ANGEL training through ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. In addition, Penn State faculty can:</p> <ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use the IT Knowledge Base, http://kb.its.psu.edu/cms; 3. Contact your LMS help desk at https://cms.psu.edu/psad/psad20/support.asp; 4. Contact an Instructional Designer. <p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact your LMS help desk; 4. Contact an Instructional Designer within your institution.
Navigate course space	I have done this successfully.	3	<p>Fantastic! Learning Management System (LMS) navigation is critical to using your time efficiently and effectively. Being able to locate the various features and documents within the LMS will enable you to better serve your online students and it will make the overall experience more positive for you and your students! If you would like to learn more about LMS navigation please review the provided resources.</p> <p>There are a variety of resources to help you learn how to locate critical course elements in the LMS. Penn State faculty should start with ANGEL training through ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. Other options are:</p>

			<ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use an LMS Knowledge Base site such as - http://kb.its.psu.edu/angel; 3. Contact an Instructional Designer; 4. Participate in online tutorials. <p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact an Instructional Designer; 4. Participate in online tutorials specific to your LMS.
Set up gradebook and manage grades	I have never done this.	1	<p>Using the gradebook within the Learning Management System (LMS) will enable the students to keep track of their grades. Grade transparency will go a long way in helping students feel successful in the online course and to help them understand how they are assessed. Your results show that you have never done this. This will be a problem in teaching online. To learn more about the gradebook in the LMS refer to the resources provided below.</p> <p>There are a variety of resources to help you learn how to set up a gradebook within the LMS. Penn State faculty should start with ANGEL training through ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. Other options are:</p> <ol style="list-style-type: none"> 1. Use an LMS Knowledge Base site such as http://kb.its.psu.edu/angel; 2. Contact an Instructional Designer; 3. Participate in online tutorials.

			<p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact an Instructional Designer; 4. Participate in online tutorials specific to your LMS.
Use course communication systems	I have done this and had mixed success.	2	<p>Using course communication tools within the Learning Management System (LMS) will enable you to communicate more openly with your students and will increase the level of student-to-student and teacher-to-student interaction. Communication tools are essential to creating a sense of community within an online course. You have stated that you have used communication tools with the LMS with mixed success. This will be a problem for you when teaching online since students and teachers rely on communication tools to engage in conversation, interact with each other and to increase the sense of community in online courses. To learn more about the LMS communication tools refer to the resources provided below.</p> <p>There are a variety of resources to help you learn how to use communication tools in the LMS. Penn State faculty should start with training in ANGEL from ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers overall ANGEL LMS training as well as specific training on the gradebook. Other options are:</p> <ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use an LMS Knowledge Base site such as http://kb.its.psu.edu/angel/; 3. Contact an Instructional Designer; 4. Participate in online tutorials.

			<p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact an Instructional Designer; 4. Participate in online tutorials specific to your LMS.
Manage course roster	I have never done this.	1	<p>Managing the roster in a Learning Management System (LMS) is a good skill to have when teaching online. It will enable you to set up and manage teams, add additional instructors, teaching assistants and/or outside guests. Since you stated that you have never managed a roster in the LMS, this will make it difficult to manage teams and to add additional instructors, teaching assistants and/or outside guests to your online course. To learn more about the roster functions and features refer to the resources provided below.</p> <p>Using the roster manager will give you flexibility to add individuals to your course as well as create and manage teams. Penn State faculty should start with training in ANGEL from ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. Other options are:</p> <ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use an LMS Knowledge Base site such as http://kb.its.psu.edu/angel; 3. Contact an Instructional Designer; 4. Participate in online tutorials. <p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site;

			<ol style="list-style-type: none"> 3. Contact an Instructional Designer; 4. Participate in online tutorials specific to your LMS.
Manage student submissions	I have done this and had mixed success.	2	<p>The ability to use assignment submission tools such as the Learning Management System (LMS) dropbox will enable your students to submit assignments online. Most LMS dropboxes allow submission of various types of files and they also have the ability to put availability dates on assignments. Based on your answer you have had some success with using assignment submission tools such as the LMS dropbox. To learn more about the online assignment submission possibilities, review the resources listed below.</p> <p>If you want to learn how to manage student submissions in ANGEL, Penn State faculty should start with training in ANGEL from ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. Other options are:</p> <ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use an LMS Knowledge Base site such as http://kb.its.psu.edu/angel; 3. Contact an Instructional Designer; 4. Participate in online tutorials. <p>Individuals outside of Penn State can:</p> <ol style="list-style-type: none"> 1. Participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact an Instructional Designer; 4. Participate in online tutorials specific to your LMS.

			<p>There are a variety of resources to help you learn how to manage student submissions within the LMS and with external tools such as Google Docs. Google Docs provides students a place to collaborate with their peers as well as create documents, spreadsheets and presentations. To learn more about using Google Docs, go to their Google Doc forum at http://productforums.google.com/forum/#!forum/docs or search http://www.youtube.com/ on how to use Google Docs.</p>
Create and manage course files and folders	I have done this successfully.	3	<p>Excellent! You have reported that you are able to create and/or manage course files and folders within the Learning Management System (LMS). This skill is essential in creating an organized and navigationally friendly online course. Creating files and folders in an LMS makes it easier to create intuitive online courses. Files and folders help to organize material in an online course. With the use of files and folders, online courses become easier to navigate. If you would like to learn more about creating and managing course files and folders, review the resources listed below.</p> <p>There are a variety of resources to help you learn how to create and manage files and folders in the LMS. Penn State faculty should start with training in ANGEL from ITS Training Services - http://its.psu.edu/training/. ITS Training Services offers a selection of training on ANGEL. Other options are:</p> <ol style="list-style-type: none"> 1. Participate in the OL: 1900 ProveIt! course offered by World Campus Faculty Development at http://wcfd.psu.edu/; 2. Use an LMS Knowledge Base site such as http://kb.its.psu.edu/angel/; 3. Contact an Instructional Designer; 4. Participate in online tutorials.

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Category 2: Administrative Competencies

Criterion	Benchmark	Score	Feedback
Use communication tools	I have never done this.	2	<p>You have indicated that you do not use communication tools successfully to keep in touch with your students. Perhaps this is because of a lack of experience with the tools or a lack of time. The easiest way to start interacting with students is via the methods they use to contact you. Most often this will be through email. Other methods may include by phone, online meeting tools, discussion boards, or social media. Most Learning Management Systems include various communication tools. You may want to review the instructions for how to use the tools or ask another faculty member what they use. If time is a factor, you may want to reserve time first thing in the morning or last thing during the day to make sure you take a moment to connect with your students regardless of the tool you choose.</p> <p>There are numerous methods that you may use to communicate with students. You will need to determine what methods you will want to use, but you also need to consider what methods your students prefer. Some of the most common methods to communicate with students are via email, announcements, discussion boards, chat rooms, other LMS tools, web-</p>

			<p>conferencing software (e.g., Adobe Connect or WebEx), online services (e.g., Skype or Google+ hangouts), and social media (e.g., Twitter or Facebook). Penn State faculty can find useful tips on communication tools by accessing the Penn State Lynda.com service at http://lynda.psu.edu. Individuals outside of Penn State can access the following resources for more information: Skype for dummies:</p> <ul style="list-style-type: none"> • http://www.dummies.com/how-to/content/the-essentials-of-communicating-with-skype.html <p>Two articles that go over the importance of communication in class includes:</p> <ul style="list-style-type: none"> • What Online Teachers Need to Know: http://www.facultyfocus.com/articles/online-education/what-online-teachers-need-to-know/ • Do Students Like Your Communication Style: http://www.facultyfocus.com/articles/faculty-evaluation/do-students-like-your-communication-style/
Communicate grading per assignment	I have never done this.	1	<p>When students turn in their work, they are eagerly looking for feedback on their work. "There is a close relationship between students' propensity to continue or drop out of a course and the length of delay between assignment submission and its return." (Moore & Kearsley, 2005, p. 122). Moore and Kearsley also indicate that early success in assignment completion is especially important (p. 122). Students who know it will be a certain amount of time before they receive this information can move forward in the class strategically, knowing that the feedback may require an adjustment in how they study or work. Students who wait for weeks for feedback quickly lose motivation as they have no idea how they are performing or if they are meeting the expectations for the course. It is in your best interest to try to convey the dates for each and every assignment/quiz/exam.</p>

			<p>Providing feedback, support and direction is important to the student's feeling of success and satisfaction in the course. There are numerous resources available. Here are a few helpful ones:</p> <ul style="list-style-type: none"> • The Online Educator's Complete Guide to Grading Assignments, Part 1 - http://www.facultyfocus.com/articles/online-education/the-online-educators-complete-guide-to-grading-assignments-part-1/ • The Online Educator's Complete Guide to Grading Assignments, Part 2 - http://www.facultyfocus.com/articles/online-education/the-online-educators-complete-guide-to-grading-assignments-part-2/ • Numerous tools can help make the grading process easier. Here is an article on using rubrics in the online course: http://www.onlinecollege.org/2011/08/08/grading-rubrics-and-online-assignments/ • Tips for grading with an iPad - http://www.mediarhetoric.com/blog/grading-with-the-ipad
Provide comprehensive syllabus	I have done this successfully and can teach others.	4	<p>Great job! The course syllabus is, in essence, the overarching map/blueprint for the course. By providing this tool to your students you help prepare them for success in the course. They will be aware of the goals, policies, requirements, and expectations for the course. By being so informed, they should be able to focus their time and energy on learning and interacting with their peers rather than being frustrated and unsure of what they are supposed to do. Your expertise would be of great assistance to any of your less experienced colleagues. Showing them how a well-crafted syllabus can save them time and potentially headaches down the road will be of great value to them.</p> <p>Penn State has several resources about creating syllabi including formal policies and suggested practices. Please review the list of material below:</p>

- Penn State University policy 43-00
<http://www.psu.edu/ufs/policies/43-00.html>;
- Guidelines for creating a comprehensive syllabus
<http://www.personal.psu.edu/bxb11/Syllabus/>;
- Penn State Schreyer Institute Syllabus Information
<http://www.schreyerinstitute.psu.edu/Tools/Syllabus/>;
- Penn State Quality Assurance Standard 3: Syllabus
<https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-3-syllabus/>;
- The Penn State Teacher II http://www.schreyerinstitute.psu.edu/pdf/pennstateteacherii_r1.pdf

Individuals outside of Penn State can access the following resources for more information:

- Syllabus Template Development for Online Course Success:
<http://www.facultyfocus.com/free-reports/11-strategies-for-managing-your-online-courses/>
- University of Minnesota Syllabus Tutorial
<http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/>
- Brown University Creating a Syllabus
<http://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/creating-syllabus>
- University of Delaware Designing a Learning Centered Syllabus
<http://cte.udel.edu/instructional-topics/designing-courses/designing-learning-centered-syllabus.html>
- University of Southern California Syllabus Design Links
http://cet.usc.edu/resources/teaching_learning/syllabus.html
- Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 13th edition, 2010. Wilbert J. McKeachie. Published by Houghton Mifflin Co. ISBN-10: 0495809292

			http://www.amazon.com/McKeachies-Teaching-Tips-Strategies-University/dp/0495809292/ref=sr_1_1?ie=UTF8&qid=1336664173&sr=8-1
Mediate course conflicts	I have done this successfully .	3	<p>Wonderful! There are certain expectations of students to participate in and maintain a civil and safe community in which all students can live and learn. To be successful in the online environment you need to show a concern for others, their feelings, and the need for conditions for students to work, grow, and succeed. Obviously, your efforts are being rewarded. Students who participate in a safe and respectful learning environment will be able to focus their efforts on learning rather than dealing with conflict and have more success in the long run.</p> <p>Penn State faculty members may review Penn State policies at the following links:</p> <ul style="list-style-type: none"> • http://studentaffairs.psu.edu/judicial/classdisrupt.shtml; • http://studentaffairs.psu.edu/judicial/codeofconduct.shtml <p>Individuals outside of Penn State may find the following articles on online classroom management helpful:</p> <ul style="list-style-type: none"> • Managing Controversy in the Online Classroom: http://www.facultyfocus.com/articles/online-education/managing-controversy-in-the-online-classroom/ • Managing Controversy in the Online Classroom (blog post): http://blogs.leeward.hawaii.edu/iteach/2013/03/20/managing-controversy-in-the-online-classroom/ • Classroom Management Issues in Online Courses: Tips on Mitigating Unwanted Behavior: http://www.facultyfocus.com/articles/effective-

			<p>classroom-management/classroom-management-issues-in-online-courses/</p> <ul style="list-style-type: none"> Classroom Management Tips for Online Courses: Dealing with Difficult Students: http://www.facultyfocus.com/articles/distance-learning/classroom-management-tips-for-online-courses-dealing-with-difficult-students/
Adhere to FERPA policies	I have done this successfully and can teach others.	4	<p>Way to be proactive and stay on top of current FERPA legislation and institutional policies! Because policy often changes, make sure you keep up-to-date on any changes that come along and inform your colleagues of anything they might need to know.</p> <ul style="list-style-type: none"> Penn State faculty can review FERPA policy here: http://www.registrar.psu.edu/confidentiality/FERPA_faq.cfm Penn State faculty can review a FERPA tutorial here: http://www.registrar.psu.edu/staff/ferpa_tutorial/ferpa_tutorial.cfm <p>Individuals outside of Penn State can review the U.S. Department of Education web site: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Additional articles related to FERPA include:</p> <ul style="list-style-type: none"> Understanding FERPA & Educational Records Disclosure: http://chronicle.com/blogs/profhacker/understanding-ferpa-educational-records-disclosure/25002 FERPA and Social Media: http://www.facultyfocus.com/articles/teaching-with-technology-articles/ferpa-and-social-media/

Revise course content	I have done this and had mixed success.	4	<p>If you find your material is outdated or unclear, it is in your best interest to update your course site. Giving your students the most up-to-date information and clear instructions enables them to focus on the matter at hand: learning. If you do not have administrative rights to make changes, you should work closely with the course's administrative support person and/or learning designer to make revisions in a timely manner. You will build a certain amount of trust with your students if you act quickly on any problems or feedback they have with your course. If you are unsure if changes really need to be made, consult with your administrative unit or design team. It is best to be proactive.</p> <p>The "E" in the ADDIE instructional design process stands for "Evaluate." In fact, most design processes call for an evaluation of the final product. Evaluation in this context focuses on the design of the course and not the instructor interaction; however, both are important. At Penn State, the Quality Assurance e-Learning Design Standards are intended to provide a measure of quality assurance for online courses in order to serve the e-learning needs of Penn State students. They are an excellent resource when you are looking at evaluating and redesigning a course and/or materials. It can be found at: https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/. The Faculty Engagement Subcommittee of the Penn State Online Coordinating Council has designed a worksheet for use by course development teams to communicate the reasons for a course revision, the specific course items in need of revision, the percentage of revision needed for each course item, the personnel who need to be involved in those revisions, and the total percentage of effort that will be required. The form can be found here: https://weblearning.psu.edu/wp-content/uploads/2013/05/RevisionChecklistFinal.docx.</p> <p>For those outside of Penn State, Quality Matters (https://www.qualitymatters.org/) is a well-regarded international organization devoted to online course quality. They have developed a rubric, which is a set</p>
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of 8 general standards and 41 specific standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers. It can be found here:

- <https://www.qualitymatters.org/rubric>

Another rubric that is well-known throughout higher education is the California State University, Chico Rubric for Online Instruction. The rubric is another example of how to evaluate an online course and is available at:

- http://www.csuchico.edu/roi/the_rubric.shtml/

In addition to the tools to help revise course content, there are numerous ways to gather student feedback including:

- video or audio recording of class (for synchronous online course aspects)
- surveys given after a particular assignment/activity
- surveys given at mid-semester and/or end-of-semester
- classroom assessment techniques geared towards the online environment such as those listed at:
http://www.vcu.edu/cte/resources/OTLRG/06_05_CATs.html
- a suggestion box
- Informal conversations with students

Obtain technical assistance	I have done this and had mixed success.	2	<p>Today's students expect instantaneous help when something goes wrong with their course. It is important to identify help contacts before the course begins and share the relevant contact information with the students. Your course design team or administrative unit should be able to direct you to resources when a technical issue arises. Just because you may not know how to solve the issue does not mean that you cannot find someone who can. The simple fact that you are making an effort to find help for your student will go a long way in fostering trust and course satisfaction. Any time you are an advocate or a support line for your students, you are increasing the opportunity for a positive course experience.</p> <p>For technical support, Penn State World Campus instructors and students should use the World Campus Help Desk (http://student.worldcampus.psu.edu/technical-support). Penn State resident faculty and students should use the ITS Service Desk (http://its servicedesk.psu.edu/). Individuals outside of Penn State should know how to:</p> <ol style="list-style-type: none"> 1. Locate and participate in training about the LMS used at your institution; 2. Use your LMS Knowledge Base or FAQ site; 3. Contact your LMS help desk; 4. Know the appropriate procedure and place for students to seek technical assistance such as the help desk.
Communicate student behavior expectations	I have done this successfully .	6	<p>Your ability to be clear with your students regarding expectations of student behavior as well as your own is a great asset! Students appreciate your openness and willingness to set guidelines so that everyone can enjoy the course. As the course progresses, make sure you monitor the course climate to make sure everyone is having a good course experience. As you know, situations change throughout the course, as do student attitudes and</p>

			<p>circumstances. Being aware of any changes and adapting quickly will allow you to maintain smooth sailing throughout the course.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers the OL 2000: Effective Online Teaching course which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course, they share strategies for netiquette and resolving student conflicts. They also offer the OL 2700: Online Presence course which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. This course briefly touches upon concepts on how to promote and encourage a safe, inviting, and mutually respectful learning environment. Just as there are expectations and social norms to follow in face-to-face interactions, there are also norms in the online realm. Netiquette is the rules of etiquette that apply when communicating over computer networks, especially the Internet. A short online quiz from iStudy at Penn State can be found here: http://istudy.psu.edu/tutorials/learningonline/OnlineEtiquette/OnlineEtiquette.htm More tips can be found at this site: http://www.albion.com/netiquette/corerules.html</p>
Communicate and monitor academic integrity policies	I have done this successfully	6	<p>Well done! Apparently, you are aware of the issues revolving around institutional academic integrity policies. This is a constantly evolving issue because of the spread of information and technology today. By being proactive and aware of issues, you can ensure that your class will be informed when it comes to open and honest scholarship.</p> <p>Penn state faculty may review the "Faculty Guide to Plagiarism" at http://tlt.its.psu.edu/plagiarism/facguide; To learn more about Penn State Faculty Senate Policy 49-20. go to: http://www.psu.edu/ufs/policies/47-00.html#49-20; Additional resources include two publicly accessible tutorials regarding plagiarism and academic integrity: Plagiarism tutorial:</p>

			http://tlt.its.psu.edu/plagiarism/tutorial ; iStudy tutorial on Academic Integrity, Plagiarism, and Copyright: http://istudy.psu.edu/tutorials/academicintegrity/
Report grades securely	I have done this and had mixed success.	2	<p>If you are new to the classroom or to the university or are having issues with working with the grading system, do not hesitate to discuss grading and other issues related to instruction with other faculty who are in a position to advise you. Your students need to be able to access and review their grades via the system or through the registrar in a timely manner. Seek help if you are not having success updating student grades to the grading system.</p> <p>Penn State faculty may review the Penn State Faculty Handbook at http://www.psu.edu/dept/vprov/pdfs/pt_faculty_handbook.pdf Individuals outside of Penn State, should refer to their faculty handbook to learn how to report student grades.</p>
Notify students of your availability	I have done this successfully .	3	<p>Nice! By communicating your availability to your students, you are validating them, showing them respect, and giving them information that will help them manage their schedules when it comes to contacting you. Also, by providing them with this information, it helps you to manage your time and availability better. If you do not want to be contacted at night or cannot be contacted at night, all you have to do is let them know. Most students will respect your time and your schedule in return for respecting theirs.</p> <p>There are several resources/articles available that emphasize how to establish your regular availability throughout the semester and to notify changes to your availability to students. Before exploring the articles, it is good to review how to indicate your availability via a calendaring system. Penn State faculty who wish to integrate Google Calendar into ANGEL may find the following resource useful:</p>

- ANGEL and Google Calendar:
http://www.personal.psu.edu/ryt1/blogs/totos_tidbits/2010/01/angel-and-google-calendar.html

Individuals outside of Penn State may also want to review:

- How to use the Out of Office Assistant in Outlook:
<http://support.microsoft.com/kb/290846>
- How to use Google Calendar: <http://www.grovo.com/google-calendar>
- To learn more about the Theory of Transactional Distance, please refer to Moore & Kearsley's book Distance Education: A Systems View (2nd ed.), 2005.

Articles that emphasize notifying students of your availability include:

- 10 Principles of Effective Online Teaching: Best Practices in Distance Education: <http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/>
- Four Tips to Help Distance Educators Manage Time Spent Online: <http://www.facultyfocus.com/articles/distance-learning/four-tips-to-help-distance-educators-manage-time-spent-online/>
- Guidelines for Online Teaching Success: <http://www.facultyfocus.com/articles/distance-learning/guidelines-for-online-teaching-success/>
- Applying the Seven Principles for Good Practice to the Online Classroom: <http://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/>

Category 3: Pedagogical Competencies

Criterion	Benchmark	Score	Feedback
Attend to unique challenges of asynchronous learning	I have never done this.	2	<p>Online course content is typically developed in advance of the course's start date. In effect, the "lecturing" has already been done! As a result, the role of the online instructor shifts from "the sage on the stage" to "the guide on the side." Teaching online focuses one's efforts on facilitating, guiding, and directing learning, as well as assessing progress towards the course goals. In order to ensure that students are able to achieve all course goals by the end of the semester, you should strive to adhere to the published course schedule. Plan to log into the course several times a day to monitor class activity and provide feedback. Because what is communicated online is often written and, in some ways, permanent, higher standards are necessary and an instructor's writing serves as a model (Cummings, 1998). Being able to communicate in a clear and concise manner will make the learning experience more positive for all involved.</p> <p>For Penn State faculty , World Campus Faculty Development http://wcfd.psu.edu/ offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. By getting experience of an asynchronous course from the student perspective and going over some tips on how to best conduct an asynchronous course, OL 2000: Effective Online Teaching is highly recommended. There are several articles outlining best practices to promote asynchronous interaction. Although this is just one aspect of attending to the unique challenges of an online course it provides some insight into the other aspects. Example articles on asynchronous discussions include:</p> <ul style="list-style-type: none"> • http://www.facultyfocus.com/free-reports/synchronous-and-asynchronous-learning-tools-strategies-for-engaging-online-students/

			<ul style="list-style-type: none"> • http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/tips-for-more-active-asynchronous-discussions-all-semester-long/ • http://sloanconsortium.org/jaln/v16n4/interaction-asynchronous-online-course-synthesis-quantitative-predictors • http://www.facultyfocus.com/articles/online-education/six-ways-to-get-your-online-students-participating-in-the-course/
Provide appropriate educational experience for diverse learners	I have done this successfully.	6	<p>Great! Because you have successfully provided an appropriate educational experience for both traditional age and adult learners, you should be able to continue gaining familiarity with their unique learning needs and situations. If you want to learn more, you can always investigate some of the resources that have been provided below.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. The course has a section dedicated to getting to know your students including both traditional age and adult learners. There are many resources available to orient oneself to the best practices for teaching adults: Faculty Focus article on Understanding Adult Learners' Needs http://www.facultyfocus.com/articles/teaching-and-learning/understanding-adult-learners-needs/; Journal of Online Teaching and Learning article on Best Practices in Undergraduate Adult-Centered Online Learning http://jolt.merlot.org/documents/grant.pdf; books and articles by Dr. Stephen Brookfield http://www.stephenbrookfield.com.</p>
Achieve mastery of teaching and	I have never done this.	2	<p>Adopting a course preparation routine that consists of familiarizing yourself with the course content, structure, and organization is one of the first things to do when teaching an online course. By completing this essential step you will</p>

learning environment			<p>become more comfortable with all aspects of the teaching environment. Even if you have taught this course online in the past there may have been some changes which are good to be aware of before the course begins. If you are new to online teaching it is highly recommended that you experience an online course from the student perspective. This will also give you insight on what works and what does not work. You can then use your own online student experience to integrate effective experiences with your teaching style into the class you teach.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. In addition they also offer OL 1900: ProveIt! which assesses your readiness and comfort to teach online using tools and functions in ANGEL - Penn State's course management system. In her book Teaching Online A Practical Guide (http://cw.routledge.com/textbooks/9780415997263/), Susan Ko provides great advice on how best approach the teaching of a course that you did not develop on pages 109 to 114. Excerpts from an seminar Dr. Susan Ko conducted on this topic can be viewed in Teaching Standardized Courses: Advantages and Disadvantages - http://www.facultyfocus.com/articles/online-education/teaching-standardized-courses-advantages-and-disadvantages/</p>
Respond to student inquiries	I have done this successfully.	3	<p>It is great that you have successfully responded to student inquiries within 12-24 hours to help students arrive at a positive learning outcome. If you do not do so already, you may wish to incorporate the best practice of communicating your course work schedule at the beginning of the course so students know when they might receive a response. Online students, especially adult online students, have limited windows of opportunity during which they can devote time and energy to coursework. A question that goes unanswered can be frustrating as students watch those precious opportunities to work slip by while waiting for a key piece of information from you. However, because</p>

			<p>you can attend to students' needs within 12-24 hours, this online teaching challenge will be minimized. "</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. They also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. Both of these professional development opportunities go over some tips and tricks when it comes to student inquiries which will help with your management of the online course. In addition, the information page of Penn State's Quality Assurance Standards 4: Instructor Response and Availability provides some additional suggestions for implementation at: https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-4-instructor-response-and-availability/ There are also many resources available online to help explain the need for proper response time to student inquiries such as a Faculty Focus article on Instructor Characteristics That Affect Online Student Success http://www.facultyfocus.com/articles/online-education/instructor-characteristics-that-affect-online-student-success/; a Chronicle of Higher Education article on Student Engagement in the Online Classroom http://chronicle.com/article/Student-Engagement-in-the/136897/; and an Inside Higher Ed article on E-mail Boundaries http://www.insidehighered.com/advice/2012/02/06/essay-obligations-professors-e-mail.</p>
Provide detailed feedback	I have done this successfully.	6	<p>It is wonderful that you understand the value that detailed feedback adds, especially in the online environment. By thinking of each graded assignment as a "teachable moment" you help facilitate student understanding and progress. By giving feedback that goes beyond a numerical score and includes giving specifics in the areas of strength and improvement, you provide</p>

concrete suggestions to the student so they can improve their score on a similar task in the future, as well as recognize areas in which the student excelled so they can replicate their great work on similar assignments. Your continued ability to provide timely, formative, meaningful feedback throughout the semester will help students succeed on future assignments. Providing this type of feedback is essential for every course offering so be sure to continue your successful effort.

For Penn State faculty, World Campus Faculty Development (<http://wcfd.psu.edu/>) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course, there is an entire lesson dedicated to feedback titled Giving and Receiving Feedback. In addition they also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. This course also has a dedicated lesson for feedback titled the Online Teaching Feedback Loop. Additional resources include focusing on rubrics and advice on giving detailed feedback.

Rubrics are a great way to help provide meaningful feedback. There are many freely available resources from Penn State and other resources to learn more about rubrics and tools to help create rubrics. The Schreyer Institute for Teaching Excellence has several resources on rubrics located at:

- <http://www.schreyerinstitute.psu.edu/Tools/Rubric/>.

An online rubric creator is the RubiStar Free Online Tool for Rubric Creation - <http://rubistar.4teachers.org>.

Penn State's Peer Review of Online Teaching gives good examples of applying Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education to an online environment. It includes some tips on

			<p>giving feedback to students: https://www.e-education.psu.edu/facdev/peerreview. Faculty Focus has their own adaptation of the Seven Principles for Good Practice in Undergraduate Education to the online classroom at: http://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/.</p> <p>In addition, Faculty Focus provides a nice article titled The Online Educator's Complete Guide to Grading Assignments, Part 2 giving some advice on provided detailed feedback: http://www.facultyfocus.com/articles/online-education/the-online-educators-complete-guide-to-grading-assignments-part-2/.</p>
Communicate course progress and changes	I have done this successfully.	6	<p>It is fantastic that you have been successful in communicating to students about course progress and changes via email, course announcements, etc. as needed! As you are aware, posting periodic announcements that remind students of upcoming topics and due dates, as well as any modifications that may have been made to the course, help students progress toward goals and stay on track. By having weekly consistent announcements you certainly are doing your part to help students! If you do not do so already, having a secondary follow-up/reminder announcement is suggested. Students studying online typically juggle busy lives and providing this pro-active measure can help them be successful in the online learning environment. You present a great scenario for online teaching where you can focus on proactive strategies to help students be aware of important updates that can help them succeed.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course, they share strategies for helping students progress through the course. There are several articles that</p>

			<p>briefly touch upon the importance of course progress and changes via e-mail, course announcements, etc. including:</p> <ul style="list-style-type: none"> • Online Course Management: Overcoming the Challenges of "Anytime" Learning: http://www.facultyfocus.com/articles/online-education/online-course-management-overcoming-the-challenges-of-anytime-learning/ • Eight Ways to Increase Social Presence in Your Online Classes: http://www.facultyfocus.com/articles/online-education/eight-ways-to-increase-social-presence-in-your-online-classes/ • Sweating the Small Stuff: Leveraging Course Announcement to Improve the Student Experience: http://blog.ecollege.com/WordPress/?p=352
Promote a safe, inviting, mutually respectful learning environment	I have done this and had mixed success.	4	<p>Because you reported that you have tried promoting and encouraging safe, inviting, and mutually respectful learning environments and have had mixed results, you may want to consider extra effort to work on this. Communicating with students in a positive tone and following and promoting Netiquette guidelines help promote and encourage these types of learning environments. Fostering such an environment encourages students to be more open in dialogue in instructor-to-student and student-to-student communication. A best practice is to include a course policy on Netiquette within the syllabus, such as: "The term 'Netiquette' refers to the etiquette guidelines for electronic communications, such as e-mail and bulletin board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages. Please visit Virginia Shea's 'The Core Rules of Netiquette' at http://www.albion.com/netiquette/corerules.html) for general guidelines that should be followed when communicating in this course." Many instructors include Netiquette and positive tone during the beginning of the course to set the sense of online community. Please remember to include positive tone to</p>

students through the duration of the course. This can include starting off all feedback with a positive comment before giving additional comments for improvement and then concluding with another positive comment.

For Penn State faculty, World Campus Faculty Development (<http://wcfd.psu.edu/>) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course, they share strategies for netiquette and resolving student conflicts. They also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. This course briefly touches upon concepts on how to promote and encourage a safe, inviting, and mutually respectful learning environment. Additional resources that touch upon how a mutually respectful learning environment is important to an online course include:

- Virginia Shea's 'The Core Rules of Netiquette' - <http://www.albion.com/netiquette/corerules.html>.
- Eight Tips for Facilitating Online Discussion Forums: <http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/eight-tips-for-facilitating-effective-online-discussion-forums/>
- Applying the Seven Principles for Good Practice to the Online Classroom: <http://www.facultyfocus.com/articles/online-education/applying-the-seven-principles-for-good-practice-to-the-online-classroom/>
- Balancing Act: Managing Instructor Presence and Workload When Creating an Interactive Community of Learners: <http://www.facultyfocus.com/articles/online-education/balancing-act-managing-instructor-presence-and-workload-when-creating-an-interactive-community-of-learners/>

<p>Monitor and manage student progress</p>	<p>I have done this successfully and can teach others.</p>	<p>8</p>	<p>Kudos in monitoring and managing online students' progress! It is wonderful to hear that you are helping ensure that students have a successful learning experience. Whether it is reaching out to any "no shows" shortly after the beginning of the course to see if they are encountering problems with logging in and encouraging their participation; utilizing course statistics or reports to identify students who are not accessing course materials or participating in discussion forums; and reaching out to missing students through the duration of the course to encourage them to engage, you truly have the students in mind! In addition, classroom management is just as important, if not more important, in an online course environment than it is for a "resident" course. Having a plan in place for record keeping, email/communication, grading assignments, and teacher-to-student interactions can make online teaching and learning a positive experience for all involved.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. The course touches upon the concepts of how to monitor and manage student progress. They also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. This course goes in more detail on how to monitor and manage student progress. Within OL 1900: ProveIt! they cover how to track students by generating reports. OL 1900 also assesses your readiness and comfort to teach online using tools and functions in ANGEL, Penn State's course management system. In 10 Principles of Effective Online Teaching: Best Practices in Distance Education, Faculty Focus covers proactive course management strategies to manage student progress in the second principle: http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/. This is also touched upon in Factors that Lead to Rapport: http://www.facultyfocus.com/articles/teaching-and-learning/factors-that-lead-</p>
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			to-rapport/ and Guidelines for Online Teaching Success: http://www.facultyfocus.com/articles/distance-learning/guidelines-for-online-teaching-success/ .
Communicate course goals and outcomes	I have never done this.	2	<p>Online course goals and outcomes, as well as the lesson level objectives that they are aligned with, are typically developed in advance of the course's start date. The lesson level objectives are probably integrated and visible within the course content; however, the overarching course goals and outcomes may not be as visible. Due to this, it is essential that you communicate course goals and outcomes using the syllabus and course announcements at the beginning of the course to help establish the intended result of the course. You may even want to think about incorporating references to the course goals and outcomes via announcements throughout the course in order to keep the intended result in perspective to where the students currently are, where they have been, and where they are going. In order to best determine how to integrate this important aspect of an online course, think about questions such as: Are the course goals and outcomes at the beginning of the syllabus? Do you hold your students accountable for reviewing the syllabus? This can include requiring students to electronically sign that they have read the syllabus or even take a short quiz about the content covered in the syllabus. Do you have the course goals and outcomes in the syllabus, but do not mention them in an announcement? By providing this information to students at the beginning of the course, you help set the course expectations and ensure all students are on the same page as to what the course will cover.</p> <p>For Penn State faculty, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course, they share strategies for sharing course goals and outcomes. They also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning</p>

			<p>environment. This course covers tips including how to articulate information to students through establishing online presence. Although course goals and lesson level objectives are usually already created during the design and development of the course, you can learn more about the creation of course goals and lesson objectives through the Schreyer Institute for Teaching Excellence's Resource at http://www.schreyerinstitute.psu.edu/Tools/LearningObj and http://www.personal.psu.edu/bxb11/Objectives/. An additional location to learn about action verbs as part of learning objectives is provided by the e-Dutton Institute for Education at: https://www.e-education.psu.edu/files/sites/file/Blooms_ActionVerbs.pdf. Two additional formal resources are Penn State Quality Assurance Standard 3 - Syllabus: https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-3-syllabus/ and Penn State Quality Assurance Standard 8 - Learning Objectives: https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-8-learning-objectives/ One external article articulates the value of course goals and outcomes to students. It is titled "Helping Students Understand Intended Learning Outcomes" by Faculty Focus: http://www.facultyfocus.com/articles/teaching-and-learning/helping-students-understand-intended-learning-outcomes/</p>
Establish my presence in the course	I have never done this.	2	<p>Reporting that you have not incorporated online presence in the course on a regular basis via course announcements, assignments, emails, online office hours, and various other methods indicates that this is an area that you should heavily focus on. In a classroom, you have your physical presence - your voice, body language, intonation, expressions, and gestures - to help communicate with your students on a consistent basis. In an online environment you provide students with an instructor "presence" in the course by posting periodic course announcements, participating in discussion forums, sending individual student emails, holding office hours, etc. Ideally, instructors should be interacting with students in their online class on a daily</p>

basis. Simple audio and video communications can significantly add to a sense of instructor presence. Garrison, Anderson, and Archer's (2000) Community of Inquiry model helped establish the increase of research within this area over the past decade which has proven that instructor presence can attribute to higher student satisfaction and student success

(http://communitiesofinquiry.com/papers_tp). Since online instructor presence is critical within these two areas, you are highly encouraged to use the resources to help increase your knowledge on how to establish online presence.

For Penn State faculty, World Campus Faculty Development (<http://wcfd.psu.edu/>) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course and has an entire lesson dedicated to Building Communities and Engaging Your Students. They also offer OL 2700: Online Presence which helps you enhance your ability to establish and maintain presence in the online environment in order to engage students and foster a dynamic learning environment. The Community of Inquiry (<http://communitiesofinquiry.com/welcome>) provides a great model to establish instructor presence in a course. Several research articles are located in the Journal of Asynchronous Learning Network. Go to the following website and search for "community of inquiry" or "teaching presence" as the key terms: http://sloanconsortium.org/publications/jaln_main. Additional articles on the community of inquiry, teaching presence, and instructor presence include:

- Measuring Educational Experience Using the Community of Inquiry Framework <http://www.facultyfocus.com/articles/online-education/measuring-educational-experience-using-the-community-of-inquiry-framework/>
- Mapping Success: Essential Elements of an Effective Online Learning Experience <http://www.facultyfocus.com/articles/online->

			<p>education/mapping-success-essential-elements-of-an-effective-online-learning-experience/</p> <ul style="list-style-type: none"> • Eight Ways to Increase Social Presence in Your Online Classes http://www.facultyfocus.com/articles/online-education/eight-ways-to-increase-social-presence-in-your-online-classes/ • Balancing Act: Managing Instructor Presence and Workload When Creating an Interactive Community of Learners http://www.facultyfocus.com/articles/online-education/balancing-act-managing-instructor-presence-and-workload-when-creating-an-interactive-community-of-learners/
Demonstrate sensitivity to disabilities and diversities	I have never done this.	1	<p>Because you reported that you have never tried to provide a departmental-accepted statement of accessibility in the course syllabus and never tried to demonstrate sensitivity to disabilities and diversities, including aspects of cultural, cognitive, emotional, and physical differences, this is something you must focus your efforts on. It is essential that you provide a proper statement within the syllabus and that you be sensitive to disabilities and diversities by using the resources provided.</p> <p>A syllabus for courses at Penn State must include a statement informing students with disabilities of their rights and options. Other colleges and universities most likely have similar requirements and should be sought out by the instructor. Recommended model language for the syllabus and details on the policy can be found at: http://accessibility.psu.edu/syllabus. You should also be aware of ins titutional policies regarding accommodations and be sensitive to cultural and geographic perspectives. The Office for Disability Services, Handbook for Faculty and Instructors working with students and disabilities helps faculty in this area and is located at: https://equity.psu.edu/ods/faculty-handbook. The Office of the Vice Provost for Educational Equity provides resources as part of their mission to create a climate of diversity, equity, and inclusion through the University's faculty,</p>

			<p>staff, leadership, and student body at: http://equity.psu.edu/. In addition, World Campus Faculty Development (http://wcfd.psu.edu/) offers OL 2000: Effective Online Teaching which provides the essential skill sets necessary for teaching online and a student perspective of an online course. Within this course they have a section about getting to know your students including multiculturalism, learners with disabilities, and military students. There are several Penn State Resources that are available to public including AccessAbility - http://accessibility.psu.edu/ which explains the target audiences, provides links to other departments, and focuses on how to ensure course content and tools can be made accessible. In addition, Penn State Quality Assurance Standard 3: Syllabus provides additional tips for accessibility as part of the syllabus at https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-3-syllabus/. On a similar line, Penn State Quality Assurance Standard 7: Accessibility provides additional suggestions at: https://weblearning.psu.edu/resources/penn-state-online-resources/qualityassurance/standard-7-accessibility-requirements/. In regards to creating a climate of diversity, equity, and inclusion, you may wish to review resources on this subject by the Schreyer Institute for Teaching Excellence at: http://www.schreyerinstitute.psu.edu/Tools/DiverseStudents/. Another great resource is Penn State's World In Conversation which grew out of SOC 119 ("Race and Ethnic Relations") http://www.worldinconversation.org/about-us/.</p>
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Overall Evaluation

Criterion	Benchmark	Score	Feedback
Total Score		99	According to the input you have provided, there appears to be areas that could inhibit your success in the online classroom at this time. Please read

			<p>through your results carefully and use the references provided for more information. Here are some strategies to improve your readiness to teach online:</p> <ul style="list-style-type: none">• Do some additional reading about teaching online• Consult with colleagues who have taught online• Take an online class, or observe an online class• Talk to an instructional designer or elearning support person at your institution
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