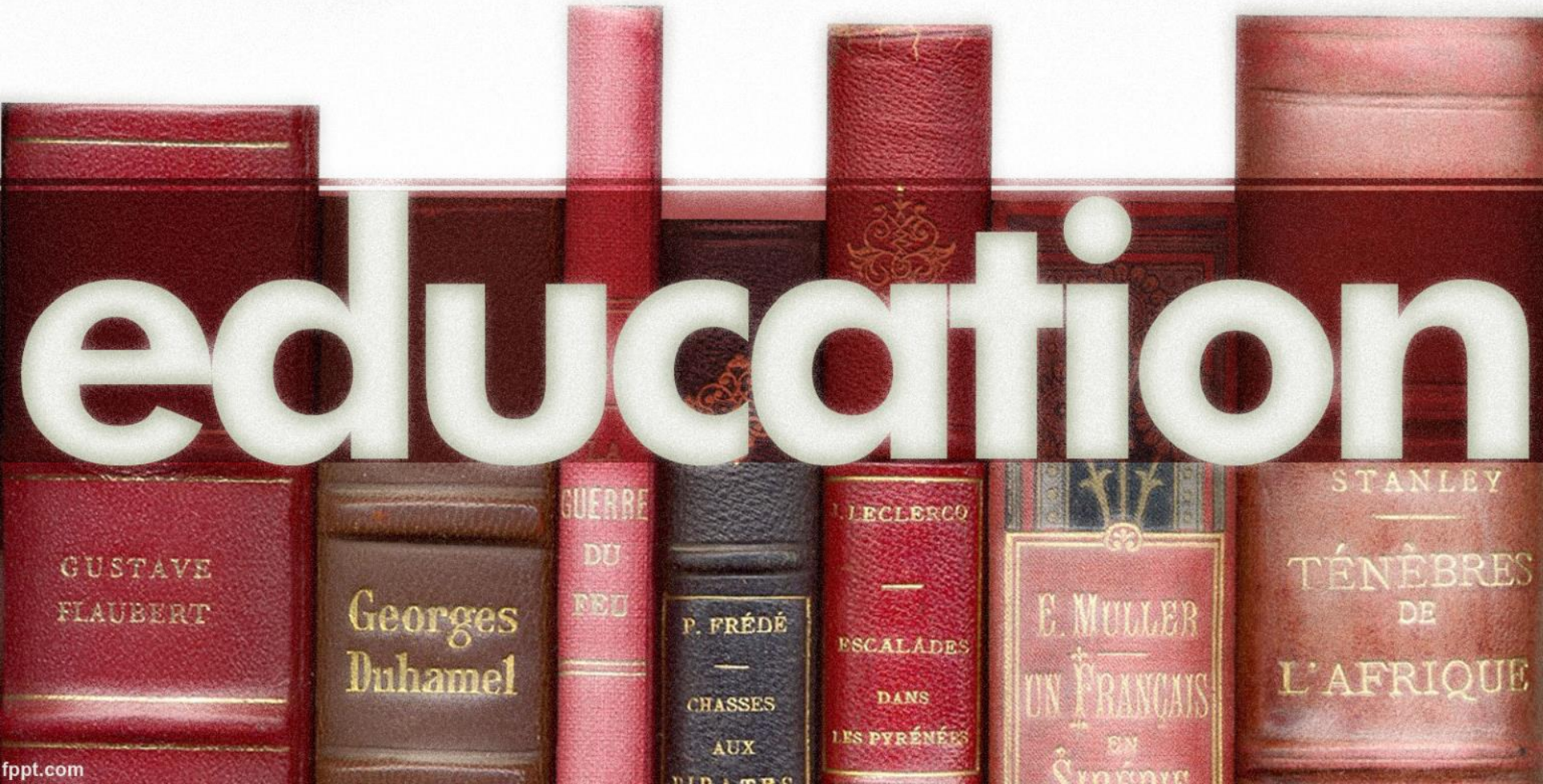


Best Practices of Online Teaching

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Online Differ from F2F Courses:

1. The **faculty** role shifts to more coaching, guiding, and mentoring.
2. **Learners** are more active and direct more of their own learning experiences.
3. **Content** resources are flexible and virtually infinite.
4. **Learning environments** are asynchronous with occasional synchronous meetings.
5. **Assessment** is continuous.



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Assessment Plan

	Assessment Plan Elements	Percent of Grade
1	Automated quizzes and tests	10 to 20
2	Discussion forums participation and contribution	10 to 20
3	Discussion wrap/summary/other leadership work	5 to 15
4	Blog, journal, or wiki entries	5 to 15
5	Short concept papers, small team review	15 to 20
6	Project Phase 1 (plan/proposal/concept)	5 to 10
7	Project Phase 2 (resources, sections)	15 to 20
8	Project Phase 3 (paper, media, presentation for sharing)	20 to 30
9	Project Phase 4 (final submission)	20 to 30

Checklist for an Effective Learner-Led Activity

	Yes/ No	Comments
1. Are the objectives for the activity clearly stated in the syllabus?		
2. Is there a rubric for the grading of the activity?		
3. Is the concept of a learner-led activity introduced at least two weeks before learners begin planning it?		
4. Are learners provided several weeks to plan the activity?		
5. Does the topic allow a person or team to be creative in their choice and implementation of the activity?		
6. Does the participation grade include participation in the learner-led activities?		

Source: Conrad and Donaldson (2011, p. 116).

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- 1: Be Present at Your Course site.
- 2: Create a supportive online course community.
- 3: Use a variety of large group, small group, and individual work experiences.
- 4: : Develop a Set of Explicit Workload and Communication Expectations for Your Learners
- 5: Use synchronous and asynchronous activities.



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- 6: Prepare discussion posts that invite responses, questions, discussions, and reflections.
- 7: Assess as you go by gathering evidences of learning.
- 8: Ask for Informal Feedback Early in the Term
- 9: Plan a good closing and wrap activity for the course.
- 10: Design experiences to help learners make progress on their novice-to-expert journey.

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Synchronous VS. Asynchronous

Synchronous	Asynchronous
interact in real time.	anytime, anywhere features of a program
Increase engagement	Increase flexibility
Dynamic learning	affordability
Rigid schedule	pacing
Infrastructure problem	Reflection & self-learning
Rapid feedback	Isolation & apathy

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**BLENDED
LEARNING**



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Live instructor-led	Self-paced learning	Tools for learning communities
<ul style="list-style-type: none"> ▪Traditional classroom ▪Onsite engagement ▪Virtual online classroom ▪Live video via satellite or videoconferencing ▪Online coaching/mentoring 	<ul style="list-style-type: none"> ▪Instructor-led classroom via e-mail ▪Online or computer-based training (CBT) ▪Self-study guides, manuals, texts ▪Online resources and databases 	<ul style="list-style-type: none"> ▪Chat ▪Instant messaging (IM) ▪Newsgroups and forums ▪Collaboration



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Types of Courses

Proportion of Content Delivered Online	Type of Course	Typical Description
None to 14 percent	Traditional face-to-face campus course	Course with little or no content delivered online; regular and frequent weekly synchronous gatherings; content delivered orally, with assigned meetings and readings, and assessed with proctored tests, papers, or projects. The course may use a course site for handouts and emergency communications. This type of course offering is decreasing as all courses become blended or hybrid offerings.
15 to 39 percent	Lightly blended or hybrid course; might also be called a flipped course	Course that uses technology to facilitate what is essentially a face-to-face course. Uses a course management system to post the syllabus and assignments and lectures, for example. Similar to face-to-face courses.
40 to 79 percent	Blended or hybrid	Course that blends online and face-to-face delivery. A substantial proportion of the content is delivered online; typically uses online discussions and has some, but fewer face-to face or synchronous meetings.
80 percent or more	Online/MOOCs	A course where most or all of the content is delivered online. These courses are shifting to regularly include synchronous online meetings.





Source: Adapted from Boettcher and Conrad (2004) and Allen and Seaman (2008)

Ten Core Learning Principles

Principle	Description
Principle 1	Every structured learning experience has four elements, with the learner at the center.
Principle 2	Learners bring their own personalized and customized knowledge, skills, and attitudes to the experience.
Principle 3	Faculty mentors are the directors of the learning experience.
Principle 4	All learners do not need to learn all course content; all learners do need to learn the core concepts.
Principle 5	Every learning experience includes the environment or context in which the learner interacts.
Principle 6	Every learner has a zone of proximal development that defines the space that a learner is ready to develop into useful knowledge.
Principle 7	Concepts are not words but organized and interconnected knowledge clusters.
Principle 8	Different instruction is required for different learning outcomes.
Principle 9	Everything else being equal, more time on task equals more learning.
Principle 10	We shape our tools, and our tools shape us.

Activate Windows
Go to Settings to activate Windows.

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ویژگی کا پلتفرم آموزشی	بدون نیاز به فیلتر شکن	رایگان	چت تصویری گروہی	اشتراک گذاری دستکاپ	اشتراک گذاری فایل	چت متنی	مدیریت بر رفتار اعضا	صفحه ویژه قلم نوری	نظر سنجی آنلین	نسخه موبایل	نسخه دستکاپ	قابلیت ضبط ویدئو کنفرانس
 Google Duo	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗
 zoom	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 Google Meet	✓	✓	✓	✓	✗	✓	✗	✗	✗	✓	✓	✓
 skyroom	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓
 skype	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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