**How might you approach teaching online students, given that their needs may differ from traditional campus-based students?**

1. Pay attention to the appearance of Web pages. Ask yourself the following questions:

    - Does the font (type face, size, style) used on the Web pages detract from the content?
    - Do the Web pages appear lifeless and dull?
    - Are the Web pages dominated by overly bold graphics or text?
    - Does the color scheme of the Web pages interfere with text comprehension? Can all students see/print the colors?
    - Is the layout of the Web pages uncluttered?
    - Are the Web pages overcrowded with hyperlinks?
    - Do the Web pages contain unnecessary animated or blinking graphics?
    - Are there missing pictures or animations?

2. Pay attention to hyperlinks and navigation. Ask yourself the following questions:

    - Are the hyperlinks clearly identifiable on the Web pages?
    - Is important information easy to find on the Web pages?
    - Do the hyperlinks clearly tell what information the students are connecting to?
    - Is it easy to locate a particular Web page from any other Web page?
    - Is the layout of the course Web site clear to the students?
    - Do the buttons in the learning management system (LMS) clearly tell the students what function they perform?

3. Pay attention to technical issues. Ask yourself the following questions:

    - Does the media used in the course quickly and easily load to the users' computer?
    - Is the technical quality of the media adequate?
    - Are videos and images presented with closed captioning?

4. Pay attention to online applications. Ask yourself the following question:

    - Are the online applications necessary for the course easy to use? (video and audio player, chat, e-mail, white board, simulations, video conferencing, etc.)

5. Pay attention to class procedures and expectations. Ask yourself the following questions:

    - Does the syllabus contain all of the elements required by college policy?
    - Are the students told exactly what is expected of them in an online course (learning style, academic and technical requirements, synchronous and/or asynchronous instruction, study techniques, time management, etc.)?
    - Do the students know all of the options of how to reach the instructor (provide Google phone number, video-conferencing meetings, discussion board forums, e-mail, etc.)?
    - Do the students know exactly what actions to take in the event of technology-related problems?
    - Do the students know exactly what to do in case of content-related problems?

    - Do the students know how the instructor will participate in the course? In discussions?

    - Do the students have enough time in the beginning of the semester to become familiar with the technology?
    - Are the students told exactly how to turn in each assignment?
    - Are the students given reasonable alternatives to scheduled "fixed time" activities such as chats, synchronous discussions, tests, field trips, etc.?
    - Are the grading procedures clearly stated?
    - Are the directions for completing assigned tasks clear?
    - Are the due dates and deadlines clear?

6. Pay attention to content delivery. Ask yourself the following questions:

   - Is the course content delivered with several types of media that contributes to learning? (printed materials, audio, video, pictures, animations, etc.)
   - Can written lecture notes be printed easily and clearly?
   - Are enough examples provided to allow the students to better understand the subject matter?
   - Do the assigned tasks increase comprehension of the subject matter without overwhelming the students?
   - Do the students have useful resources for extra practice or for expanding their knowledge (online tutorials or libraries, content-related Web sites, etc.)?
   - Do the instructional methods used in this course help the students learn the subject matter? (lectures, case studies, discussions, group work, etc.)
   - Do the assessment activities contribute to the students' knowledge of the subject matter? (tests, quizzes, essays, presentations, etc.)
   - Do the materials used to present the subject matter reflect the personal touch of the instructor? (e.g., use of colloquial language; a lively writing style both in notes pertaining to the subject matter and in communication)
   - Are the outcomes of the learning clearly stated?
   - Is information critical for learning highlighted to focus the students' attention?
   - Are students told why they should study the lesson?
   - Are the practice exercises sequenced from the simple to the complex?
   - Is a topic introduced by illustrating the relationship between what the students are about to learning and the information they have already learned?
   - Can pre-instructional questions and/or prerequisite tests be used to activate existing knowledge?
   - Is the information chunked to prevent overload? (use linear, spider-shaped, or hierarchical information maps)
   - Should simulations of real situations be part of a lesson?
   - Are concept and vocabulary questions asked in the practice exercises?

7. Pay attention to instructor and peer interaction. Do the following:

   - Be sure to post one or more pictures of yourself prominently on the course home page.
   - Post instructor autobiography preferably with pictures.
   - Create Welcome Message Video.
   - Send intro email via myCSN.
   - Assign syllabus quiz.
   - Ask student to post their autobiography. (learning goals, reasons for taking the course, favorite food, books, movies, etc.).
   - Individually welcome students to the course. Mention something they wrote in their autobiography.
   - Create a video introduction to each module.

   - Communicate with the students in a thoughtful manner.
   - Write clear messages.
   - Try to use an informal conversational style.
   - Encourage proper communication (teach Internet etiquette or behavior during discussions, etc.)

   - Confirm in a timely manner that assigned tasks have been received.
   - Quickly clear up any confusion that students may have with a topic.
   - At least three times a week post best practices, reminders, and/or mini lectures (e.g., real world applications).
   - Approximately every three weeks write email message encouraging students to get in touch with the instructor (provide Google phone number, video-conferencing meetings, discussion board forums, e-mail, etc.).
   - At the end of each week of instruction ask the students, "Was the information clear, or were there any points you did not understand?"
   - Reach out to struggling students.

   - Encourage students to communicate with the instructor and peers. (e.g., asking for help on discussion board forums)
   - Provide the students with feedback so that they can monitor their progress and take corrective action, if necessary.
   - Respond to students within 24-36 hours. The sooner, the better!
   - Set up one or more assignments forcing students to collaborate. Organize student groups alphabetically by last name, topic, debate point of view, teaching assistant, or by another distinct criterion.

- Ask students to discuss a particular topic. Explain to students "why and how discussion will help them construct knowledge they can find and apply when needed. Match discussions to content. Use descriptive forum headings. Create forums that challenge groups to discuss or debate different sides of the issue. Write open-ended questions that allow students to provide varied, distinct responses.*** Interact frequently. Include the full class in your replies. Assign roles (optimist, pessimist, devil's advocate, trouble shooter, moderator). Find videos of experts in the field. Record guest experts. Summarize the main points of the discussion each week. Use a rubric to communicate discussion expectations.
- Provide instructions and guidelines for posting guided discussion replies. (ability to edit or delete post? post before seeing replies of others?)

** For example, ask students to identify an important idea or concept in the reading. A follow-up reflection question asks students to explain why that concept or idea is important. Then students can be required to apply the concept or idea to their own experience or simply to a different context. Finally, students are encouraged to identify questions raised by the concept or idea that remain unresolved.