

Foundational Decisions in your Online Course: Instructor Planning Sheet

Instructor Name: **EXAMPLE**

Department:

Course: **M, W, F 9:00am-10:00am**

Use Table 1, "Decisions BEFORE Teaching or Moving a Course Online," to make a plan for the following components of online teaching:

	Consistency and Communication	Technology	Inclusive Teaching Practices
I plan to incorporate the following practices:	<p>Announcements</p> <ul style="list-style-type: none"> • Every M, W, F • Mon - to-do for week + encouragement (video) • Wed- reminders, clarifications, encouragement • Fri - celebrations, humor, <p>Class norms - students will establish these during 1st week</p> <p>Email - within 24 hours, 8am-5pm only</p>	<p>Canvas</p> <ul style="list-style-type: none"> • Use Canvas Common Cartridge template <p>Teams</p> <ul style="list-style-type: none"> • Office hours: T, W 1:00-2:00 • Synchronous sessions: M, W 9:00-10:00. Fridays sign up for small group sessions 9:00-10:00, 11:00 for entire semester. (Can I do breakout sessions in Teams?) 	<ul style="list-style-type: none"> • Student survey (Canvas) tech access (internet, video...) choose time for Friday session, open question for info they think I might need, etc. • Reach out to students in week 1 who have not signed in yet. (Canvas) • Email no-shows in week 2 (personal) • Make sure "appreciation of diverse perspectives" is a class norm
Reflection: What went well, changes I want to make.	<ul style="list-style-type: none"> • Announcements mostly consistent, missed a few days. Continue this. • Need to remember celebrations and humor! • Excellent norms. Need to remember to refer to them more often. 	<ul style="list-style-type: none"> • Higher attendance for office hours when I had a specific topic (difficult concept/homework) • Common Cartridge easy! Love it! • Fridays confusing at first, need more clarity in directions. Worked out eventually. 	<ul style="list-style-type: none"> • 5 students no camera, had to alter assn for them. Worked out. • Reaching out to students made a difference! Captured 2 no-shows! • Still need to remind students of norms and model them. Put "appreciation of diverse perspectives" on post on computer.

Use Table 2, "Engaging and Motivating Students," to plan **one module** of your course: **EXAMPLE**

Module/Week Content: Week 4 (Module 2)		Topic Hook: "Would you rather..." discussion thread	
Module/Week Learning Outcome(s): Students will be able to...			
Engagement Type	<p>Student -to-instructor (weekly) Student-to-instructor engagement that is authentic and supportive builds trust in a classroom. When instructors include students in decision-making...</p>	<p>Student -to-student (weekly) Encourage students to participate in their own learning by providing opportunities to process information, practice skills, problem solve and think critically, all while fostering...</p>	<p>Student -to-content (weekly) Variety keeps student interest and provides multiple opportunities and approaches to process content and think critically.</p>
I will incorporate the following practices	Review the resources for Instructor-to-Student engagement; identify how <i>you will establish/maintain rapport with</i> your students.	Review the resources for Student-to-Student engagement; identify how <i>you will establish/maintain rapport among</i> your students.	Review resources for Student-to-Content engagement; identify how you will engage students with content for this module .
	<p>Weekly</p> <ul style="list-style-type: none"> Positive messaging empathy, belief in them, especially in Monday video announcement Add to "Geek Out" challenge. (Created at the beginning of the course. Post weekly. Interesting videos, images, articles... challenge students to post, too.) 	<p>Weekly</p> <ul style="list-style-type: none"> Remind students of classroom norm they agreed to that applies to group work. 	<p>Weekly</p> <ul style="list-style-type: none"> Recorded microlecture on _____ Textbook animation or video on _____ followed by recorded microlecture Formative assessment: _____
	<p>This Week</p> <ul style="list-style-type: none"> Create survey about _____ assignment. Share my thinking behind the assignment and ask for feedback. (Extra credit for completing survey.) 	<p>This Week</p> <ul style="list-style-type: none"> Small group activity: _____ Ice-breaker/connection in small groups (1 per module): 2 truths/1 lie about _____ (content). 	<p>This Week</p> <ul style="list-style-type: none"> Students come prepared with pros/cons of _____ to co-work on google doc in class. Students read chapters _____ Homework: _____ due _____ Canvas quiz on _____
Reflection: What went well, changes I want to make.	<ul style="list-style-type: none"> Students liked GO Challenge. Two decided to change their major! Based on student feedback, add ___ to this assignment. 	<ul style="list-style-type: none"> Group assignment: Used norms to remind students how to support group members. Students responded well to the 2 truths/1 lie icebreaker. Use again! 	<ul style="list-style-type: none"> 18minute microlecture too long student sped through mins-85. Re record to split into two. Students still not reading, add activity on ___ in ch 6.