SCPS Expectations for Online Classes

In order to deliver online instruction that is engaging, interactive, and oriented to the adult learner, SCPS faculty are expected to develop courses that meet our school-wide expectations in the following three areas:

1. Class Management and Organization
2. Weekly Interactive Activities
3. Community Building

Instructors: Please use this guide to ensure that your class includes elements from each of these categories.

I. Class Management and Organization

A well thought out syllabus and an organized class site provide the foundation for student success.

Element	Details
Class Syllabus & Overview	Use the SCPS template to create your Syllabus and Class Overview. Post these documents to your course site at least 2 weeks before the start of the semester.
UVA Collab Site	The flow of the course site is logical and easy to navigate.
Course Materials	Course materials are up to date, neat, easily accessible, and relevant to the course.
Communication	Use the *Announcements* tool and/or your UVA email account to communicate with students. Set expectations for how often you will check and reply to email.
Class Schedule	Use the *Class Schedule* or *Lessons* tool to organize class activities by week/module. Use hyperlinks to directly connect students to resources, assignments, discussions, etc.
Student Feedback	Solicit course-specific feedback from students through email and/or the *Anonymous Feedback* tool.
Course Evaluations	Encourage students to complete a mid-term class evaluation. Require completion of the end of semester course evaluation.
Gradebook	Use the *Gradebook* tool to post student grades.

II. Weekly Interactive Activities

Develop a variety of assignments and activities that will encourage students to interact with each other, the class content, and the instructor on a weekly basis.

Element	Details
Asynchronous Discussion	Use the *Forums* tool for asynchronous discussion and debate.
Synchronous Meetings	Hold a live class session, conduct office hours, host a guest speaker, or invite students to give presentations in the *Live Online Meetings* tool.
Group Projects	Use the *Forums* and/or *Live Online Meetings* tool as a place for students to meet and collaborate on group projects.
Peer Review	Set up a space where students can post their work and review and critique the work of their peers. The *Forums* tool is a good option for this activity.
Blogs (*WordPress*)	Blogs are student-centered and are commonly used for short essays and/or reflective writing.
Wikis	Use for collaborative, group authored content.
Resources	Post content for students to interact with during the week, such as readings, links to relevant web content, and other course materials.
Digital Audio/Video	**For pre-existing content:** Link to relevant videos from a variety of resources, including: the website for the course text, YouTube, or the streaming video collection at the UVA Library (http://guides.lib.virginia.edu/streaming)**.** **For self-created content:** Use digital video or screen capture tools such as *Live Online Meetings*, *Kaltura Media Gallery* or *Panopto* to record and post videos in different areas of your UVA Collab site, such as *Overview*, *Class Schedule*, *Resources*, etc. **Suggested uses include:** Class introductions, lecture, short demo video to clarify a concept or process, personalized feedback for students, introduce a new topic or lesson, provide detailed instructions for an assignment or project.

To enable a new tool in your UVA Collab site, go to **Site Info** *>* **Manage Tools***, select the desired tool, click* **Continue***, then* **Finish***.*

III. Community Building

A sense of community has been shown to increase engagement, motivation and retention in online learning. Utilize the following strategies to help to create an online learning community in your class.

Element	Details
Instructor Presence	Instructor's presence is clear and evident throughout the course (through *Forums*, *Announcements*, email, feedback, etc.). The absence of traditional face-to-face student/instructor interactions makes this a priority.
Welcome Message	Post a welcome message at the start of the semester to the *Overview* page or as an *Announcement*. Consider including a picture or short video.
Student Introductions	Provide a space in the *Forums* tool to allow students to introduce themselves. Encourage the use of pictures and/or video.
Instructor Feedback	Return graded assignments and respond to student inquiries in a timely manner.
Weekly Message	Post a weekly message to summarize a previous lesson, introduce a new topic, provide an update, or take care of a housekeeping issue.
Icebreakers	Include an icebreaker activity in an asynchronous discussion forum or during a synchronous class meeting. Instructor participation in the activity is encouraged.
Class Charter and/or Netiquette Guidelines	Collaboratively develop a set of agreed upon rules outlining class conduct and expectations. Include guidelines for what is appropriate when communicating through email, asynchronous discussion, and/or synchronous meetings.
Asynchronous Discussion	Encourage regular and timely participation in the class discussion forum. Judicious instructor participation is strongly encouraged, with care taken not to overwhelm the conversation.
Student Presentations	Ask students to post their work asynchronously to a forum or present synchronously in the *Live Online Meetings* tool.
Open Forums	Designate an area in your course site for students to ask general questions about the class. Consider adding another area for students to post relevant readings, videos, links, etc.