

## Appendix C

### *Online Teaching Best Practices*

A number of organizations have published guidelines with different focuses for online teaching. The following are intended to be summary references to several which will be helpful in developing e-learning courses for Augsburg.

#### American Federation of Teachers (2001)

[http://www.aft.org/pubs-reports/higher\\_ed/VirtualRevolution.pdf](http://www.aft.org/pubs-reports/higher_ed/VirtualRevolution.pdf) (summary)

[http://www.aft.org/higher\\_ed/downloadable/distance.pdf](http://www.aft.org/higher_ed/downloadable/distance.pdf) (detail report)

#### Distance Education: Guidelines for Good Practice

Below are the 14 Standards for distance education included in the Guidelines. These standards are based on a survey of 200 distance education practitioners in AFT higher education locals.

1. Faculty Must Retain Academic Control
2. Faculty Must Be Prepared To Meet the Special Requirements of Teaching at a Distance
3. Course Design Should Be Shaped to the Potentials of the Medium
4. Students Must Fully Understand Course Requirements and Be Prepared To Succeed
5. Close Personal Interaction Must Be Maintained
6. Class Size Should Be Set through Normal Faculty Channels
7. Courses Should Cover All Material
8. Experimentation with a Broad Variety of Subjects Should Be Encouraged
9. Equivalent Research Opportunities Must Be Provided
10. Student Assessment Should Be Comparable
11. Equivalent Advisement Opportunities Must Be Offered
12. Faculty Should Retain Creative Control over Use and Re-Use of Materials
13. Full Undergraduate Degree Programs Should Include Same-Time Same Place Coursework
14. Evaluation of Distance Coursework Should Be Undertaken at all Levels

#### San Diego State University – “I CARE” method of course design

<http://its.sdsu.edu/bbsupport/instructor/docs/idthips.html>

#### Penn State University World Campus (2003)

[http://www.worldcampus.psu.edu/pub/home/fac/workload\\_strat.pdf](http://www.worldcampus.psu.edu/pub/home/fac/workload_strat.pdf)

#### Teaching Strategies

Strategy 1: Clarify and Enhance Students’ Technical Skills Before Registration

Strategy 2: Provide a Detailed Syllabus

Strategy 3: Define the Operating Parameters of the Course

Strategy 4: Create Feedback Rubrics

Strategy 5: Establish a Routine

Strategy 6: Establish a Learning Management System for Recording Course Transactions

Strategy 7: Foster Group Dynamics

Strategy 8: Begin the Course with an Activity that Encourages Interaction

Strategy 9: Establish Consistent, Effective Methods of Electronic Communication