PENN ARTS & SCIENCES ONLINE LEARNING

Pedagogical Readiness

This document is a resource for faculty new to online teaching to help them determine their pedagogical readiness for transforming their course into the online environment. For more information and assistance, please contact online-learning@sas.upenn.edu

General	• Use a variety of teaching strategies to address multiple learning styles • Recognize the differences between traditional in-person and online teaching • Create learner-centered activities that engage students • Familiarize yourself with best practices for teaching online at the Faculty Resources page on Online Learning website at http://online.sas.upenn.edu
Managing your Online Course	• Create a comfortable environment for learning • Design and communicate specific learning objectives • Foster collaboration skills and develop learning communities through team projects • Clarify participation requirements as a part of your grading policy • Encourage and monitor peer interaction • Maintain effective contact, provide encouragement and individualized feedback • Use inquiry-based discussions to develop critical thinking skills • Curate additional resources for further learning • Develop a variety of assignments & assessment strategies to address multiple learning styles
Strategies for the Asynchronous Environment	• Establish your asynchronous course site as the home or "classroom" for your students. • Monitor the site for questions and post there frequently. • Use the course site features for ongoing communication and posting materials and access to additional resources • Use announcements to set expectations for live synchronous sessions • Organize your course site from student's perspective (clear, easy to navigate) • Include opportunities for students to participate in self- assessment, polls, surveys, quizzes and more robust testing • Create short tutorials, audio messages, video or multimedia presentations for lectures or to convey material that is easy to access and understand
Strategies for the Synchronous Environment	• Prepare for synchronous sessions prior to the session start, including uploading resources and planning the schedule and interactions • Plan for active student participation in live sessions, including the use of student reaction tools, microphones, chat window, polls, webcam, breakout rooms, etc. • Schedule synchronous meetings in order to answer questions, clarify concepts, and get feedback on student challenges; *not only* for live lectures • Ask students to prepare presentations or reflections and responses that will be discussed in the live meeting

	• Communicate technical support and requirements for live meetings in advance • Read through tutorials and watch orientation videos before your live class to prepare for possible technical issues and ways of solving them
Evaluation and Grading	• Design assessments that are linked to learning objectives • Provide multiple opportunities and styles of formal and informal assessment • Communicate expectations of student work using detailed narratives, guidelines, examples, rubrics, etc. • Familiarize yourself with grading tools and feedback features available on your learning management platform • Consider periodic surveys for self-assessment, group work, project feedback, peer reviews
Accessibility	• Course content and materials must be made accessible to all students, including students with disabilities • Consider students with special needs when preparing your course site layout and organization • Be prepared to provide alternatives for students with special needs • The Weingarten Learning Resources Center at the Office of Student Disability Services offers more information on how to comply with disability law

Additional training and consulting is available upon request.
Please e-mail us at online-learning@sas.upenn.edu or navigate to http://online.sas.upenn.edu