Hi! I'm Keith White and I am a faculty member at UCO in the College of Fine Arts and Design. Teaching online classes can be challenging, but very rewarding. Over the next few minutes I will ask you some questions that will help you prepare to teach or design online classes at UCO. There aren't any right or wrong answers, just select the option that best describes you. Select the continue button and we'll get started!

My technology skills, such as connecting to the internet, using email, downloading files, searching the internet, and word processing basics (opening, closing, creating, saving, editing files) are:

- Advanced- I can perform all of these tasks plus others not listed. (+)
- Intermediate- I can perform most of these tasks comfortably. (-)
- Beginner- I do not have much experience with these tasks. (-)

Internet applications and word processing programs play a major role in how an instructor designs and manages an online class and communicates with students.

While teaching an online class, your students inevitably will have questions about using course technologies. How do you typically respond to student questions about these basic computer technologies?

When a student asks a question about basic computer technologies, I:

- Answer the student’s question with confidence and assist them with correcting the issue. (+)
- Have a general idea about the answer, but sometimes need to refer to manuals or seek outside help. (+)
- Refer them to outside help because I do not feel confident in answering common technology questions. (-)

You don't have to be a technology expert, but having a general understanding of the technologies used in your online class will help in answering common student questions.
The technologies used for teaching and designing online classes are constantly changing (and hopefully improving) the way we help students learn. How do you react when faced with using new computer technologies?

When confronted with new computer technologies, I:

- Jump in eagerly – I love to learn new technologies. (+)
- Tread cautiously – I am somewhat apprehensive but will explore a little. (-)
- Avoid it – I really do not like to explore new technologies. (-)

Being receptive to new instructional technologies in an online class can greatly benefit the learning process for students and is an essential skill to develop for teaching or designing online classes.

Now that we've discussed some common factors related to using technology for teaching or designing online classes, I would like to introduce you to Christy Vincent from the College of Liberal Arts who will talk with you about teaching online classes.

<<Christy>> Hi! Keith. That's right, there are several factors you should consider when making the decision to teach online classes. I will ask you some questions about teaching online. Select the Continue button to continue the conversation.

Just as in face-to-face classes, an online class takes the instructor's time and expertise to respond to questions, provide feedback, and perform administrative tasks. How much time do you intend to schedule for teaching, providing student feedback, and completing administrative tasks for an online class?

When teaching an online three credit hour course, each week I generally schedule:

- 0-4 hours for teaching, providing feedback, and completing administrative tasks. (-)
- 4-6 hours for teaching, providing feedback, and completing administrative tasks. (-)
- 6+ hours for teaching, providing feedback, and completing administrative tasks. (+)

An online class requires just as much instructor time (often more time) than a face-to-face class. You should schedule a minimum of 6 hours per week for a 3 credit hour online course to teach, provide students feedback, and complete administrative tasks.
In online classes, face-to-face communication with students will be limited; however, there are many, many other ways to connect and communicate with students in an online class. How would you rate the importance of face-to-face communication in your class?

For me, face-to-face communication with students is:

   - Not important. – I can still interact with my students and teach a course using email, discussions boards, or other methods. (+)
   - Preferred, but not essential for me to interact with my students and effectively teach a course. (+)
   - Necessary for me to interact with my students and effectively teach a course. (-)

While limited face-to-face interaction can be a challenge when teaching online classes, there are many technologies, techniques, and strategies that can be used to help students feel connected with their instructor and classmates.

Meaningful and timely feedback plays an important role in the learning process and is essential for a successful online learning experience. How often do you provide feedback to your students about their performance in a class?

Providing feedback to students about their performance in a class is something I do:

   - Every time the class “meets”. (+)
   - Only when the student completes an assignment or exam. (-)
   - When the student completes a midterm or final exam. (-)

In an online learning environment, meaningful and timely feedback should occur regularly throughout the class and at the end of the course.

<<Christy>> Teaching online classes can be both challenging and very rewarding. Instructors must be actively involved in the learning process while using technology to facilitate a meaningful student-centered learning experience. Now, I'd like to introduce you to Keith Eakins from the College of Liberal Arts who will discuss some important information about designing online classes at UCO.

<<Keith>> Thanks, Christy. Before an online class can be taught, it must be easy to navigate, designed for the online environment, and organized in a way that supports student
learning. Next, I will ask you some questions that are related to designing online classes. There aren't any right or wrong answers, just select the option that best describes you. Select the button to continue.

In any class, it's important to plan ahead and outline what you want the student to accomplish. Online classes are certainly no exception and often require much more preparation of class materials. How do you generally prepare to teach a class?

When preparing to teach a class, I:

- Consistently plan in advance. (+)
- Sometimes plan in advance, but complete my preparations at the last minute. (-)
- Complete my preparations at the last minute. (-)

Online class materials, including assignments and exams should be prepared well in advance and should be tested by you and your peers before students access the course. This minimizes distractions in the online classroom and helps students learn.

The format and detail of class materials are important factors related to using content in online learning environments. For example, online students often require much more explanation than just reviewing PowerPoint slides and bullet points. How do you typically access the content and materials for your classes?

The content and materials I use to teach a class are:

- Located in word processed documents and are very detailed. (+)
- Contained in presentation slides and are mostly bullet points. (-)
- Not written down. I mostly lecture without using any notes. (-)

Detailed content is vital for students to accomplish the intended learning outcomes for online classes. When course content is detailed and written in narrative form, the conversion into an online course is much more efficient and yields much better results for students.
For online classes, it's important to provide thorough and detailed learning expectations to students. Detailed learning activity instructions and expectations help students feel comfortable and confident when learning online. When preparing class learning activities, what level of detail do you typically provide students?

When preparing learning activities for a class, I believe students need:

- Detailed instructions and expectations for completing the assigned activities. (+)
- Basic information about the learning activity, including grading criteria and due dates. (-)
- A few sentences of general guidelines and the due dates. (-)

When designing learning activities for online classes, it's always good practice to provide more instructions and learning expectations than what you think the students may need.

Online classes provide an excellent opportunity to share ideas, collaborate, and build a learning community. One way this is accomplished is by conveying your thoughts and personality through writing. How comfortable are you with conveying your thoughts and personality through writing?

I find that conveying my thoughts and personality in writing is:

- Natural for me. I am able to convey my thoughts and personality in writing as clearly as in person. (+)
- Somewhat uncomfortable. I can clearly convey my thoughts in writing; however, I find it difficult to share my personality through writing. (-)
- Difficult. I prefer to communicate in person and find it difficult to convey my thoughts and personality in writing. (-)

Conveying your thoughts and personality in writing are important components of successful online teaching and online course design. This helps to add a personal tone in an online class.

Thank you for taking a few minutes to answer some questions about teaching and designing online classes. Be sure to review your custom feedback on this page. This information will help you select future professional development and teaching opportunities.

On behalf of Keith and Christy, I would like to wish you the best of luck with teaching and designing online classes at UCO!