# BEST PRACTICES FOR ONLINE TEACHING

## Checklist

### GENERAL

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
| ☐   | ☐  | I am using the SLIS course template in Blackboard Learn (BBL) for my course*  
| ☐   | ☐  | I have worked with OCDE or CCI educational technology staff to develop or revise my course*  

### SYLLABUS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
| ☐   | ☐  | My student course assignments and learning activities align with the learning outcomes*  
| ☐   | ☐  | My syllabus includes explicit instructions for learning activities and assignments*  
| ☐   | ☐  | My syllabus includes guidelines outlining class norms and netiquette expectations*  

### COURSE CONTENT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
| ☐   | ☐  | I have recorded a video overview/introduction for the course  
| ☐   | ☐  | I have recorded video explanations for course assignments  
| ☐   | ☐  | My BBL course module includes explicit instructions for learning activities and assignments  
| ☐   | ☐  | My course includes recorded video lectures for each topic or section  

### CREATING A TEACHING PRESENCE

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
| ☐   | ☐  | I offer synchronous office hours every week during the course  
| ☐   | ☐  | I’m available in person during my office hours  
| ☐   | ☐  | I’m available over the phone during my office hours  
| ☐   | ☐  | I’m available via chat or other online service (e.g. Skype or Google Hangouts) during my office hours  
| ☐   | ☐  | I communicate with my students through email and BBL announcements  

*Required elements for every course (LIS instructors)
I provide direct (synchronous) instruction at least once per semester
I interact regularly (at least once per week) with students through email, chat or class discussion boards
I show respect for my students through the conversational tone and word choice of my email, and my in-person and phone communications
I communicate clear expectations to students for their work
I assist my students to apply, integrate and synthesize information
I provide direct feedback to students, individually or collectively
I monitor and assess students’ abilities to reach goals and complete tasks
I provide both formative and summative feedback on assignments

**CREATING A SOCIAL PRESENCE**

**YES** **NO**

- I have included information about my background and interests on the BBL course page
- I have included a recorded video welcome for the course
- I give students opportunities to become acquainted and share information about themselves
- I give students opportunities to work together on team projects

**STUDENT-CONTENT INTERACTIONS**

**YES** **NO**

- I give students an opportunity to practice applying the course content such as exercises, worksheets and hands-on activities
- I have included formal assessments of students' work
- I have included case studies, bibliographies and/or study guides in the course content
- I have included demonstrations in the course content
- I have included guest speakers and/or field trips in the course content

*Required elements for every course (LIS instructors)*