

Helpful Checklist for GCC Online/Hybrid Faculty

Class Preparation

- Include even more detail in the syllabus than you would provide for a face-to-face course, as well as an explanation of your MOODLE site, how students should get started, the process for submitting assignments, and other items that need to be detailed for students operating in such an environment.
- Create a clear and helpful Welcome Letter. Welcome Letter and Check-In instructions and examples are available in our FACULTY CENTER in glendale.edu/online
- Send your Welcome Letter to your students 2 days before your first day of instruction. Make sure your Division Chair receives your welcome letter along with your syllabus.
- Include the Check-In Assignment instructions within the Welcome Letter
- All material and assignments for the first week should be posted by the first day of the term. A good practice is to have most of the course material posted by the beginning of the term and pick and choose what students will have access to at this point.
- Provide places within the online environment for casual exchange, social discussion, and for students to direct questions. This will allow for student to student interaction and further discussion opportunities.

Course Design and Activities

- All assignments and activities should begin with your learning objectives in mind, and provide multiple opportunities for practice to reach stated goals.
- Use a variety of learning approaches that facilitate student to student interaction and collaboration, such as discussion boards, chat sessions, and group work.
- Encourage students to move beyond required texts through use of internet and library resources, as well as expert knowledge.
- Carefully plan and monitor pace, sequence, and scope of all content and activities in the online classroom.
- Provide input about the appropriate use and purpose of all course content.
- Adult learning principles, active learning, and critical thinking should guide course design and activities.

During the course:

- Make it clear to the students how best to contact you and when, either by e-mail or phone. As an example for students, you should respond to all inquiries within 48 hours.
- Facilitate discussions without dominating the thread and require the most interaction between the students in your course.
- Provide for each student's progress and success with personalized support and attention.

- Set clear expectations for all assignments by giving useful and meaningful feedback on the first major assignment. Continue this practice for all that assignments that follow.
- All feedback should provide opportunities for improvement and learning while also validating effort and understanding.
- Provide clear expectations for all grading and use multiple forms of assessment, rather than considering only a few graded assignments. A good practice is to use activities such as discussions or small group work to evaluate student learning.
- Regularly post announcements and course materials and send out e-mail reminders so that students may plan to complete all coursework.
- Use weekly discussion boards or synchronous methods in your course to promote consistent and useful interaction between the students.
- Establish a presence in the online classroom and create a shared classroom space by using the online environment as the starting point for all student activities, communications, and sources of information.
- Use the Moodle or turnitin.com grade book so students are aware of their progress in the course.
- In a Web-based classroom, participation must be an important component of a student's grade. Define and communicate for students a clear set of guidelines for participation in the online environment.

At the end of the course:

- Submit final grades according to the college schedule. This is an important step so that students may register for the next term and be eligible to receive financial aid.
- Re-evaluate your teaching practices and consider what could be improved.
- Consider ways to further develop your teaching practices and course materials.