

# ONLINE TEACHING STANDARDS

## (Self Assessment Checklist)

These are the Academy of Art University expectations for online teaching. Reviewing these questions periodically throughout the semester will help you assess your progress as an online teacher.

### I. Teaching Preparation, Training & Coaching

*Did you...*

... complete the Teaching Online training course?

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... work regularly with your teaching coach through the first four modules of this semester?

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... review all your course content (e.g., modules, media, assignments, tests) before teaching a class for the first time?

### II. Timely Communication of Course Policies and Expectations

*Did you...*

... post your Office Hours on your Profile page before the semester began, including

- check-in times six days a week (including Saturday)
  - a reminder to students (in the "Additional Instructions" space) to post their questions before your check-in times, so that their concerns can be answered in a timely fashion.
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... post clear expectations and policies before the semester began, including

- an explanation of the course learning outcomes and the relevance of this course to students' future development or careers
  - how students can succeed in this class
  - your grading practice
  - late homework policy
  - what students can expect of you (including a reiteration of their daily check-in times (office hours) and a reminder about posting questions before the daily check-on time)
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... communicate timely information to students throughout the semester via announcements or topics or Mailbox messages, etc.?

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... post midterm, final, and progress grades on time?

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... if you were absent, arrange for a substitute teacher with your department and inform students of your absence?

### III. Active Engagement in the Online Classroom

*Did you...*

... post a photo and bio in your profile?

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... introduce yourself at the beginning of Module 1?

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... greet students, individually or as a group, during Module 1?

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... enter each section you're teaching six days a week and leave public evidence of your presence each day, such as posts or comments, public critiques (i.e., visible to all students), or announcements?

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... stay current: read all posts, comments, and Mailbox messages during each active module?

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... answer students' questions (in the Discussion or in the Mailbox) within one business day?

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... keep your communication professional and respectful of all students? Were you approachable for questions and assistance?

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#### IV. Critiques

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##### *Did you...*

... critique the work of every student in every module?

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... post critiques and grades for assignments to the LMS within five business days of submission (three business days in the summer semester)?

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... post critiques that addressed all of the following:

- what was done correctly
  - areas for improvement
  - why the improvements are needed
  - how to make improvements
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... use language that was clear, objective, and professional — and avoided slang?

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... critique in accordance with the expectations laid out in the module, the assignment instructions, and/or the approved rubric?

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... post critiques in public areas within the online class, to ensure that all students can see one another's feedback?

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... in your general class critiques (optional feedback offered to the class as a group), highlight common successes and weaknesses — and pair these general remarks with specific comments to each student?

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... require that student work be submitted to the Discussion in the LMS — and provide feedback only through the LMS?

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... when providing instruction or doing critiques via Adobe Connect (or similar), record the session and post the recording in class for everyone to see?

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... become familiar with the range of critiquing tools available in the online classroom and use the most effective tools for critiquing a given assignment (e.g., visual markup, audio/video/written feedback, etc.)?  
*(Note: This item is not part of the official Online Teaching Standards but is included here for discussion during training.)*

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#### V. Discussion

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##### a. Discussing Course Concepts

##### *Did you...*

... ensure that there were prompts for discussion that relate to the Course Learning Outcomes?

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... actively lead the discussion by posting new information, asking follow-up questions, and responding to key points being discussed by students?

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... encourage students to interact with each other?

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... make comments that were context-sensitive (i.e., not generic) and responded to directly to students' remarks?

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... make frequent connections to real-world situations?

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... share industry experience and knowledge, where relevant?

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... when conducting live (synchronous) discussion sessions, make provisions for students who cannot attend to ask questions in advance, to review the recording of the meeting, and to post follow-up comments?

## V. Discussion

### b. Peer Critique Discussions (students giving one another feedback on their work)

#### *Did you...*

- ... ensure that there were prompts for discussion that relate to the Course Learning Outcomes?

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- ... facilitate peer-reviewed discussions? (for example, by modeling peer critique, encouraging students to discuss their instructor critiques with one another, or asking students to explain how they will apply instructor feedback to future assignments, etc.)

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- ... make frequent connections to real-world situations?

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- ... share industry experience and knowledge, where relevant?

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- ... when conducting live (synchronous) discussion sessions, make provisions for students who cannot attend to ask questions in advance, to review the recording of the meeting, and to post follow-up comments?

## VI. Class Management

#### *Did you...*

- ... ensure that there were always open topics where students could post?

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- ... archive topics from completed modules?

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- ... set up an external gradebook for tracking student progress — or make use of the LMS Gradebook (if available for your class)?

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- ... contact students who had been absent for two or more modules via the LMS mailbox to encourage their return and provide assistance to get them back on track?

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- ... encourage students to contact Online Student Academic Support (OSAS), as needed?

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- ... quickly address issues that detract from the learning environment of the class, such as plagiarism, cheating, or disruptive students? Did you seek support, as needed?

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- ... contact the Help Desk and your academic department as soon as possible about issues with the course content (e.g., broken links, etc.)?

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- ... require students to use only the supplies listed on the course syllabus — and not require them to purchase additional supplies?

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- ... follow the posted grading breakdown percentages in calculating progress grades?