



# Online Instruction at TMCC

## Delivering Fully Online Instruction: *Do This, Not That*



### Do This



### Not That

#### Focus on learning objectives or outcomes



Use instructional materials, learning activities, assessments, and tools that support learning objectives or outcomes

#### Lose sight of learning objectives or outcomes



Avoid wedging in materials, activities, and teaching technologies that do not support course learning objectives or outcomes

#### Identify module or lesson objectives



Be intentional and identify clear learning objectives and assessment outcomes, so that students know how they will demonstrate what was learned

#### Modules or lessons blend and lack clarity



The purpose for each module or lesson is unclear and focuses on keeping students busy doing online activities which do not support module objectives

#### Less is more



Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic

#### Being unrealistic



Assign "class work" and "homework" every day, requesting students to complete according to short timelines

#### Give explicit instructions



Outline deliberate instructions and specify the length of time to complete

#### Being unclear and vague



Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague

#### Specify expectations



Specify task requirements and length clearly (e.g. 2-minute audio recording with a bulleted checklist)

#### Being too open-ended



Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)

#### Be empathetic



Assign a reasonable workload; encourage students to balance online with offline and connect with one another

#### Be overly task-oriented



Assign online classwork followed by extra homework without a clear focus on student wellbeing

#### Communicate consistently



All instructions and assignments must be communicated via Canvas, our learning management system (LMS)

#### Mixed communication



Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ Canvas submission)

#### Be online for 'office hours'



Be online during office hours to provide support, answer questions, or clarify confusion

#### Stand by at all times



Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)

#### Seek student feedback



Seek student feedback about their workload, emotional state, learning preferences, and learning pace

#### Use the same approach



Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed

#### Boost learning retention



Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons

#### Try new & unused tools



Trying new tools that you've never used may lead to technological difficulties and increase challenge

For help or more information, visit [webcollege.tmcc.edu](http://webcollege.tmcc.edu) or email [webcollege@tmcc.edu](mailto:webcollege@tmcc.edu).

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