

Minimum expectations to ensure off-campus students are included in a positive learning experience

Key principles

- Online students are typically isolated and need more than access to resources. They need the presence of their peers and instructor to help them learn.
- There is a greater risk of being lost online (not solely in terms of the interface or knowing where to go or what button to push) but in terms of learning content and engaging with activities.

Level 1 checklist

Building teacher-student relationships	Add a 'meet your teaching team' page to Canvas with photos and short, interesting, and friendly bios	
	Send a welcome announcement	
	Use your first name, use the active voice, be friendly and approachable	
	Use greetings and the student's first name to add warmth to your one on one communications	
	Be explicit about acknowledging and supporting off-campus students	
Fostering sense of belonging and community	Encourage students to add their profile picture to Canvas	
	Open a discussion forum on Canvas for general student questions	
	Monitor this discussion forum daily; seed with questions if it is quiet	
	Open another discussion forum and ask students to post their own "introduce yourself" messages; provide brief guidelines	
Clear communications and expectations	Send weekly announcements that summarise the past week and prepare students for next week	
	Include clear instructions on Canvas explaining what students need to do, when they should do it and why they should do it - ensure they know the sequence of tasks	
	Ensure dates and names of assessments and learning/teaching activities are consistent	
Measure and support engagement	Respond to student enquiries within 24 hours (or ask them to post on discussion board)	
	For live classes, use polling approaches to enhance and gauge student engagement	
	Use Canvas New Analytics to identify and message students who have not engaged	

Effective content delivery (general)	Make class material available online 24 hours before scheduled class	
	Ensure lecture recording is booked for your unit, or make recording plans if your venue is not equipped for automatic bookings	
	Make a downloadable recording of face-to-face classes available online	
	Be aware of microphone, pointers, and other cues (e.g. repeat questions for the recording, don't use the whiteboard) when teaching a recorded or streamed class	
	Ensure all readings are available in an online format for at least the first 5 weeks	
Content delivery (streaming)	Set up a Zoom meeting from your Canvas site	
Formative assessment opportunities	Convert any in-class formative assessment activities (e.g. worksheets, hand-out questions) to online format	
	Release short quizzes in first few weeks to check key concepts	
	Write useful feedback for quizzes which does not just give the correct answer away	
Scheduling	Allocate off-campus students to experiential activities after week 5	
	If summative assessments cannot be completed online, push after week 6	
Timely and relevant feedback	Make short videos around each formative or summative assessment to outline key topics and resources (before), and then review key misconceptions and problems (after)	
	Keep students up to date regarding feedback & grade return, especially in the case of delayed feedback	
	Feedback should be specific, descriptive, constructive, individual, realistic	
	Provide clear information about how students should read feedback, and what they can do with it	
Language and academic skills support	Include links to the Learning Centre resources in writing and communication assignment instructions	
	Include links to the Maths Learning Centre and Maths in Business resources for relevant assignments	
	Refer students to the available Study Skills resources	