1. Before the class begins...

- Check course/section description as soon as courses are available on ISIS, then submit a Course Profile in Athena.
- Make the course web site available at least two weeks prior for student previewing.
- Update the syllabus with your name and contact information. Include details such as the expected response times to messages and assignments, preferred communication method, and other policies specific to this course or instructor.
- Begin recording actions taken in conducting the course (using a Facilitation Activity Record 1) to create a reference document for yourself or another instructor for future offerings of the same course.
- Post disability accommodation information.
- Provide a method for students to use online tools before required assignments to reduce anxiety and resolve technical issues before tasks are due.
- Correct spelling or grammatical errors throughout the course content.
- Confirm online grade book settings are accurate for total assessment.
- Review past course evaluations to determine if enhancements for instructional strategies are required.
- Make enhancements to course design where necessary.
- Update hyperlinks to remove dead or broken links.
- Check all media for proper display (broken images, video playback, etc.)
- Test the course navigation for accessibility and correct any accessibility problems.
- Update course to reflect new features of the course management software.

Comments:

1 TIGERS Project, http://www.humboldt.edu/~aof/far.htm; also included on the last page of this document
2. During the first week of the class...

- Minimize delays for students adding the course late by enrolling them manually in ICON.
- Provide support information when needed, e.g. deadline for adding/dropping the course, register for pass/non-pass.
- Provide a personal and welcoming introduction to develop a personal presence.
- Design a forum for students to post introductions and share experiences and respond to each student’s introduction.
- Encourage students to share pictures or other representations (e.g., avatars) of themselves.
- Model discussion response behavior and tone. Uses a conversational tone for responses that is inviting, personal, friendly, and encouraging.
- Use humor sparingly and carefully; use emoticons to express jesting.
- Invite and encourages students to use online office hours and/or to make appointments.
- Add a social forum for non-class related topics.
- Create an ice breaker activity related to a course key objective or concept.
- Communicate with students weekly to maintain a positive rapport.
- Determine areas in which students need to improve and notify students.
- Challenge the students by asking questions which apply to the readings and communicating high expectations.
- Provide detailed tutorial links and/or instructions on using the technology within the assignment information to help the students feel comfortable with the technology.
- Assist students with login/access difficulties.

Comments:
3. Throughout the course...

- Update the online grade book promptly after assignment due dates.
- Conduct course according to designated schedule with any deviations communicated in advance.
- Enforce guidelines for learner behaviors such as netiquette and due dates.
- Remind students of upcoming deadlines.
- Post group rosters before group project begins.
- Create areas for group members to work on group projects.
- Monitor attendance in class in order to follow up with missing students.
- Maintain privacy of student grades and feedback.
- Continue updates to the Facilitation Activity Record.
- Open and close course materials and activities to optimize student learning and avoid confusion.
- Announce absences to students with guidance on what to do during absence.
- Organize collaborative projects (small, large, and dyads) to achieve strong social interaction.
- Monitor discussions for respectfulness based on netiquette standards and University behavior policies.
- Immediately contact students with inappropriate posts for explanation and clarification.
- Immediately make disrespectful posts unavailable to the class at large.
- Block disruptive students from class activity if behavior continues to conflict with University policy.
- Use announcements to keep class current and personal. Announcements may include holiday wishes and real world social issues (e.g. Katrina) as well as course information.
- Continue to maintain daily presences in discussion forums.
- Provide individual messages (email, postings, announcements) of encouragement.
- Provide supportive information to support course content.
- Respond to student questions promptly – consistent with timeline for feedback stated in syllabus. (Recommended: within 24 hours)
- Provide practical suggestions to students to complete their work on time.
- Detect and correct misconceptions.
- Summarize discussions.
- Assign groups or create a method for students to select groups before beginning group projects.
- Provide feedback indicating areas in which the students have succeeded as well as areas that require further development in a timely manner.
- Create transitions from one topic to the next to help students recognize time on task.
- Communicate clearly, as measured by responses from students.
- Respect and facilitate diverse talents and ways of learning.
- Invite and encourage students to complete a peer review of individual and group projects.
3. Throughout the course, continued...

- Utilize specific teaching/learning strategies which promote self-directed learning.
- Focus discussions on specific issues and uses discussion questions and problems to actively engage students in the learning process.
- Implement rubrics established in course design.
- Use illustrations and examples to clearly explain important concepts.
- Provide helpful, constructive suggestions to students to complete assignments.
- Announce information related to interruptions of access to servers delivering course materials in advance (when possible) or after (when necessary).
- Make reasonable accommodations due to technical difficulties beyond the students’ control consistent with policies in the syllabus.
- Model competency with course management system delivery tools and use tools appropriately.
- Use other technologies for the course appropriately.
- Consistently address universal accessibility.
- Provide handouts in easy-to-use formats, providing details for successfully downloading if necessary.
- Receive and respond to completed student assignments electronically.
- Direct students to links and information on technical support (Service Desk, Web, Trouble Tickets).

Comments:
4. During the last week of the class...

- Provide general information concerning the nature and format of the final assessment(s).
- Alert students on how long course materials will continue to be available after the end of class.
- Inform on availability of, and encourage students to complete, the course evaluation.
- Complete the Facilitation Activity Record.
- Post final grades promptly.
- Send an email with a closing personal message to students.
- Encourage students to share their class experience and say good bye in a closing forum.
- Provide feedback on final project and make it available to students even after the class is over.
- List technical aspects that worked well and those that need improvement. Forward to, or discuss with, technical support staff.

Comments:
Facilitation Activity Record

Course: ___________________________ Term: ________________

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Companion document for Assessing Online Facilitation (AOF)
http://www.humboldt.edu/~aof

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