**Pedagogical Readiness – a resource for instructors considering teaching online**

| General | • Use a variety of synchronous and asynchronous teaching strategies  
|         | • Recognize the differences between traditional in-person and online teaching  
|         | • Create learner-centered activities that engage students  
|         | • Explore resources for best practices for teaching online |
| Managing your Online Course | • Create a comfortable and structured environment for learning  
|         | • Design and communicate specific learning objectives  
|         | • Foster collaboration skills and develop learning communities  
|         | • Encourage and monitor peer interaction through discussions and/or group work  
|         | • Maintain effective contact, provide individualized feedback  
|         | • Curate resources for further learning  
|         | • Incorporate active learning for formative assessment |
| Strategies for the Asynchronous Environment | • Establish an asynchronous course website as the home or “classroom” for students  
|         | • Organize your course site from a student’s perspective (clear, easy to navigate)  
|         | • Monitor the website for questions and update it frequently  
|         | • Use the course site for communication and posting course materials and resources  
|         | • Use announcements to set expectations for live synchronous sessions  
|         | • Include opportunities for students to participate in self-assessment, polls, surveys, and assessments  
|         | • Create short tutorials, audio messages, video or multimedia presentations for lectures or to convey material that is easy to access and understand |
| Strategies for the Synchronous Environment | • Plan for active student participation in live sessions, including the use of student reaction tools, microphones, chat window, polls, webcam, breakout rooms, etc.  
|         | • Schedule synchronous meetings (or office hours) in order to answer questions, clarify concepts, and get feedback from students  
|         | • Highlights questions, feedback, and/or examples of exemplary student work  
|         | • Test technology ahead of time and communicate technological requirements for students to participate in live sessions |
| Evaluation and Grading | • Provide multiple opportunities and styles of formal and informal assessment  
|         | • Communicate expectations of student work using detailed narratives, guidelines, examples, rubrics, etc.  
|         | • Post grades and provide feedback through the learning management system |
| Accessibility | • Course content and materials must be made accessible to all students, including students with disabilities  
|         | • Consider students with special needs when preparing your course site layout and organization  
|         | • Be prepared to provide alternatives for students with special needs |

1 Modified from the University of Pennsylvania, [https://canvas.upenn.edu/courses/1320001/pages/benefits-and-challenges-of-online-learning](https://canvas.upenn.edu/courses/1320001/pages/benefits-and-challenges-of-online-learning).