

Best Practices for Asynchronous Teaching

for Introductory Classes (not in order of priority)

Preview activity- course content and assessment samples early in the course to provide big picture and excitement.

Self how-to videos of instructor going through the paces of course content and preparing for assessments.

Challenge students with reading

Add purpose to reading; preparation and reflection, critical thinking.

Ask to identify strengths and weaknesses, recast it in improved form.

prompts

Synchronous or in-person meetings with each student in the beginning of the course.

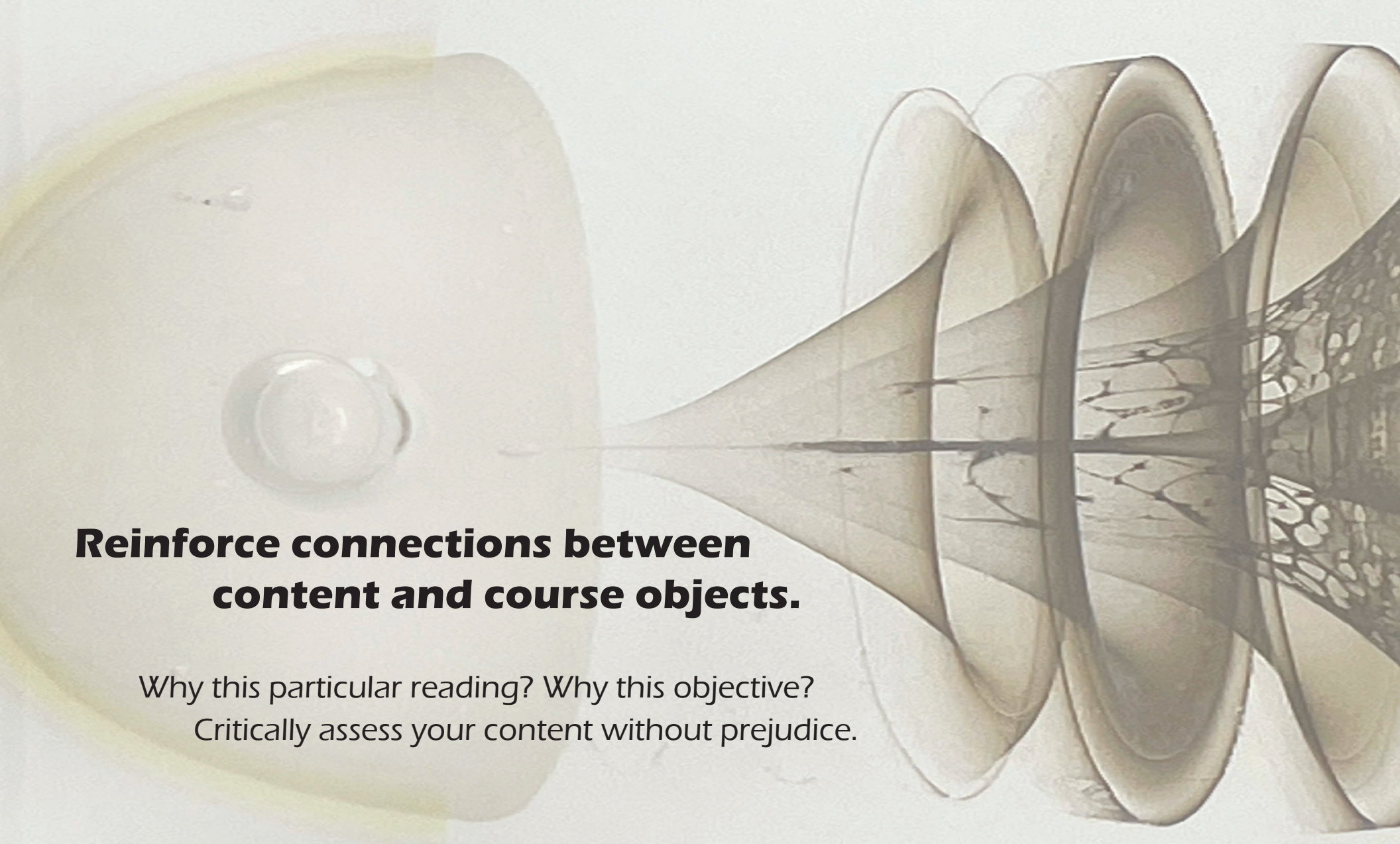
Ask 'get to know you' questions, fun and informal.
Connection to instructor, course and university



Follow with brief 'hello' videos made week of class..

Dynamic/diverse content formats and agenda.

Book and online reading and research, video, photos/images...



Reinforce connections between content and course objects.

Why this particular reading? Why this objective?
Critically assess your content without prejudice.



Summary document that contains all course lessons and assignments.

Helps peace of mind, no clicks to view.



Begin each lesson with a review/reflection of the previous.

Maintains flow, establishes intention.

edited and photos by Professor David Klein