

Competencies for Online Teaching

This document is based on Penn State University's Faculty Competencies for Online Teaching:
www.e-education.psu.edu/files/OnlineTeachingCompetencies_FacEngagementSubcommittee.pdf

Technical Competencies

1. Successfully log into the learning management system and access courses.
2. Navigate course page without problems.
3. Manage files and folders within the learning management system.
4. Setup and manage the grade book including releasing grades to.
5. Successfully use the learning management system email and discussion boards.
6. Set up teams/groups in the learning management system.
7. Manage the course roster to add teaching assistants, colleagues, and staff from ICT to the course.
8. Setup and fully utilize assignment submission tool for student submissions.
9. Use Collaborate or WebEx for synchronous course meetings and virtual office hours.

Administrative Competencies

1. Log in to the course regularly (often daily) in order to respond to students.
2. Communicate to students, in advance, when assignments and exams will be graded and returned.
3. Have a familiarity with University policy regarding student privacy.
4. Identify the appropriate procedures and resources for getting assistance and support when encountering a technical problem.

Pedagogical Competencies

1. Know how to direct the teaching and learning process in an online environment and provide appropriate educational experience for diverse learners.
2. Respond to student inquires in a timely manner.
3. Provide prompt, clear, detailed feedback on assignments and exams.
4. Communicate with students about course progress and changes regularly.
5. Create a learning environment that is safe, respectful, and inviting, including communicating expectations of student classroom behaviour (netiquette guidelines).
6. Monitor and manage student progress.
7. Communicate course goals and outcomes.
8. Play an active role in online discussion when appropriate and provide a good model of expected behavior for all course communication.
9. Demonstrate sensitivity to disabilities and diversities, including aspects of cultural, cognitive, emotional and physical differences.
10. Revise course content and instructions based on student feedback as appropriate.