## Distance Learning (DL)
### Role of the Instructor
### Checklist of Suggested Teaching Behaviors

<table>
<thead>
<tr>
<th>Instructor DL Competencies for Distance Learning Roles and Outcomes</th>
<th>Have You??</th>
<th>Examples From Your DL Practice</th>
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</table>
| **1. Planning Skills**  
- Be clear and well organized | - Determined your course goals?  
- Found out who your students are as learners?  
- Assessed your skills as a teacher?  
- Incorporated the distance education experience into the syllabus? | - Learning contracts with students  
- Meet with students early in term  
- Peer review or video tape  
- Give opportunities for student feedback |
| **2. Instructional Design**  
- Plan and prepare before DL class sessions | - Developed a weekly plan for the term?  
- Provided materials to the students to allow them to “keep up” and take notes directly on the materials from which you are working? | - Document in syllabus  
- Course handout packets with copies of transparencies included in them |
| **3. Content Knowledge**  
- Be competent in subject matter | - Incorporated current literature into classroom teaching and learning?  
- Discussed own research when appropriate? | - Conduct literature search during course planning/design |
| **4. Modeling of Behavior Skills**  
- Establish learning outcomes and objectives | - Prepared your presentation to allow you to focus on a professional delivery of the material?  
- Developed your “on camera” appearance?  
- Familiarized yourself with the equipment you will be using? | - Video-taped previous teaching  
- Developed extensive teaching notes  
- Speak clearly and directly into the camera  
- Met in advance to practice on ELMO |
| **5. Interpersonal Communication**  
- Be personal and enthusiastic about teaching | - Developed a relationship with each of your students?  
- Smiled and called your students by name?  
- Used examples from personal practice? | - Meet with students early in the term  
- Scheduled office hours  
- Discussed student work experiences |
| **6. Feedback Skill**  
- Provide students with timely feedback | - Called your students by name?  
- Developed lesson plan for each class? | - Use student’s name every time called on in class  
- Greet students prior to class |
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<td><strong>7. Presentation Skills</strong>&lt;br&gt;-Facilitate information presentation</td>
<td>-Incorporated a variety of teaching methods into classroom teaching?&lt;br&gt;-Developed lesson plan for each class?</td>
<td>-Reaction/term papers&lt;br&gt;-Student presentations&lt;br&gt;-Class listservе&lt;br&gt;-Plan class in activity blocks&lt;br&gt;-Promote student interaction and discussion&lt;br&gt;-Provide class materials packet</td>
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<td><strong>8. Technology Knowledge</strong>&lt;br&gt;-Utilize technology in a competent manner</td>
<td>-Met with classroom support personnel for training?&lt;br&gt;-Practiced using equipment?&lt;br&gt;-Thought about what could go wrong and developed a back up plan?</td>
<td>-Schedule meeting two weeks in advance&lt;br&gt;-Set aside practice time with overheads a day or two before first class</td>
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<td><strong>9. Evaluation Skills</strong>&lt;br&gt;-Monitor and evaluate student performance</td>
<td>-Incorporated evaluation into each session?&lt;br&gt;-Determined how you will grade and communicated it to the students?</td>
<td>-One minute essay&lt;br&gt;-Document in syllabus</td>
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<td><strong>10. Collaboration/Teamwork</strong>&lt;br&gt;-Collaborate with technical and support staff</td>
<td>-Met in advance with the classroom technician and/or site facilitators for advice and training?&lt;br&gt;-Clarified each one’s role in the classroom?&lt;br&gt;-Asked for a peer review of your materials and strategies?&lt;br&gt;-Invited other faculty to observe and offer feedback?&lt;br&gt;-Invited experienced DL teachers to offer advice?</td>
<td>-Schedule meeting two weeks in advance&lt;br&gt;-Follow-up meeting prior to first class&lt;br&gt;-Quarterly materials review with colleagues&lt;br&gt;-Schedule 3/4 session and again at end&lt;br&gt;-Talk with others who have done this</td>
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<td><strong>11. Teaching Strategies</strong>&lt;br&gt;-Provide a variety of learning activities</td>
<td>-Modified your strategies for the DL classroom?&lt;br&gt;-Provided opportunities for students to interact with you and each other?</td>
<td>-Plan extra time for activities&lt;br&gt;-Discussed DL classroom “etiquette” at beginning of each session</td>
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<td><strong>12. Facilitation &amp; Group Process</strong>&lt;br&gt;-Initiate and maintain interactive discussions</td>
<td>-Promoted interaction within the classroom?&lt;br&gt;-Planned discussion sessions that encourage students to talk?&lt;br&gt;-Developed an attitude of flexibility in the classroom?</td>
<td>-Facilitate Discussions&lt;br&gt;-Structured student lead learning</td>
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| **13. Needs Assessment**  
- Know audience learning styles/needs | - Determined where your class fits into the curriculum?  
- Found out who your learners are and why they are in the class?  
- Developed an understanding of how DL might impact these learners? | - Ask students for preferences  
- Review program materials  
- Talk with colleagues  
- Meet with students individually |
| **14. Questioning Skills**  
- Encourage peer learning | - Prepared questions in advance?  
- Developed the skill of reflecting the questions back to the class to promote interaction? | - Ask students/one minute essay  
- Prepare discussion plan  
- Additional training/read about method |
| **15. Learning Style and Theory**  
- Advise and counsel students | - Developed an understanding of learning theory and incorporated it into the design and learning activities of your course? | - Read current literature  
- Incorporated a variety of activities into the class sessions |
| **16. Adult Learning Theory**  
- Lead instructional design effort | - Provided opportunities for application of the material taught which relates to the students’ experiences as learners? | - Ask students for examples  
- Expert panels  
- Student visits to organizations in their area |
| **17. Advising/Counseling**  
- Introduce student support service | - Communicated to students ways to access you?  
- Communicated your availability? | - Email/phone #  
- Office hours, after class (Document in syllabus)  
- Review printed information about the learning institution, asked colleagues |
| **18. Support Service Knowledge**  
- Facilitate guest “experts” at a distance | - Determined what resources are available to you? (people, places, things)  
- Determined what resources are available to your students? | - Put libraries and lab information into course packet |