# Online Teaching Persona Worksheet

## Introduction

The worksheet will lead you to think about communication, teaching style and building an online course that works well. Think through the questions in this handout and make notes on the worksheet. This activity is split into two parts: Self-Evaluation and Personal Reflection. Rather than delivering hard and fast dictates, this exercise is meant to “flex” your thinking and to consider the changes that come with teaching online.

The purpose of this worksheet is to:

* Focus your online teaching persona,
* Contemplate or rewrite your teaching philosophy,
* Determine how you might apply your philosophy and persona in an online course.

## Self-Evaluation

#### A. Online Teaching Persona Strategies

**Check** the strategies below that you currently use (or plan to use) to portray your online teaching persona.

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| **Common characteristics and strategies** | **Notes** |
| \_\_\_\_Effective, concise, explicit writing |  |
| \_\_\_\_Use of humor |  |
| \_\_\_\_Spend long hours online |  |
| \_\_\_\_Provide abundant & timely feedback |  |
| \_\_\_\_Caring and compassionate attitude |  |
| \_\_\_\_Trust |  |
| \_\_\_\_Flexibility |  |
| \_\_\_\_Creativity |  |
| \_\_\_\_Organized online course |  |
| \_\_\_\_Provide redundancy |  |
| \_\_\_\_Authoritative |  |
| \_\_\_\_Other |  |

#### B. Seven Principles for Good Practice in Undergraduate Education

**Check** the tools and strategies you plan to use in your online course.

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| ***Seven Principles for Good Practice*** | ***Implementation Ideas*** |
| 1. What tools do you plan to use to “encourage contact between student(s) and instructor”? | \_\_\_\_Chat (student-instructor) \_\_\_\_Chat (student-student)  \_\_\_\_Video conference (e.g., Skype, Chat, Conferences)  \_\_\_\_Email  \_\_\_\_F2F meeting  \_\_\_\_Online office hours  \_\_\_\_Course announcement  \_\_\_\_Other: |
| 1. How will you “develop student reciprocity and cooperation”? | \_\_\_\_I will assign team projects  \_\_\_\_I will assign team member’s roles  \_\_\_\_In some collaborative activities, students will evaluate each other  \_\_\_\_Students will solve their team conflicts  \_\_\_\_I will solve student conflicts for them  \_\_\_\_Other: |
| 1. How will you “Give prompt feedback”? | I will respond to students’ questions within \_\_24h \_\_48h \_\_72h  I will communicate with students in the \_\_\_AM\_\_\_PM \_\_\_Varied times  I will/will not communicate with students on holidays and weekends  I will use:  \_\_\_\_Auto-reply for quizzes/tests \_\_\_\_Grade release after quizzes are graded \_\_\_\_Embedded comments for research papers \_\_\_\_Rubrics that provide details about students’ work  \_\_\_\_Other: |
| 1. How will you “emphasize time on task”? | \_\_\_\_Task characteristics and level of complexity will determine time duration  \_\_\_\_My course will go from simple to complex  \_\_\_\_The course goals and objectives will guide all activities  \_\_\_\_Other: |
| 1. What “active learning techniques” do you plan to use? | \_\_\_\_Students will apply knowledge to new settings, situations, or cases  \_\_\_\_Students will connect to real life events  \_\_\_\_Students will connect to personal experiences  \_\_\_\_Students will synthesize new knowledge  \_\_\_\_Students will evaluate new knowledge  \_\_\_\_Students will conduct some type of research  \_\_\_\_Other: |
| 1. How will you “Communicate high expectations”? | \_\_\_\_My course will integrate higher-order thinking skills activities  \_\_\_\_ My course will contain clear course expectations  \_\_\_\_ My course syllabus will promote academic integrity  \_\_\_\_ My course will uphold excellence standards  \_\_\_\_ My course will contain UCF goals  \_\_\_\_Other: |
| 1. How will you “respect diverse talents and ways of learning”? | \_\_\_\_My course will consider different learning styles  \_\_\_\_My course will consider multiple intelligences  \_\_\_\_My course will use multiple assessment tools  \_\_\_\_My course will use lectures  \_\_\_\_My course will use PowerPoint Presentations \_\_\_\_My course will use audio and/or video  \_\_\_\_My course will use instructional games  \_\_\_\_Other: |

#### C. Learner-Centered Perspectives

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| 1. How do you plan to set direction with intended learning outcomes? | \_\_\_\_I will clarify course objectives  \_\_\_\_I will set clear course expectations  \_\_\_\_I will develop an explicit syllabus  \_\_\_\_The syllabus will have clear policies  \_\_\_\_The syllabus will have manageable/timely schedule  \_\_\_\_Other: |
| 1. How will you invoke student ownership in learning through choices | \_\_\_\_I will provide multiple ways for students to achieve the target outcomes  \_\_\_\_I will allow students to choose what they will do in their learning process  \_\_\_\_I will rely on teaching students to become superior online learners  \_\_\_\_Other: |
| 1. How will you use feedback from students to improve the learning environment? | \_\_\_\_I will seek continuous feedback  \_\_\_\_I will use multiple strategies to gather feedback.  \_\_\_\_I will use explicit rubrics with clear expectations.  \_\_\_\_Other: |

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| 1. How will you assess students’ ability to think critically? | \_\_\_\_I will challenge my students to think critically  \_\_\_\_I will set high expectations and outcomes  \_\_\_\_Assessments will seek students’ higher-level thinking analysis |
| 1. Will you use portfolios? If so, how will you use portfolios? | \_\_\_\_Yes\_\_\_\_No \_\_\_\_To promote, support, and evaluate learning  \_\_\_\_As a superior strategy to evaluate ongoing learning  \_\_\_\_Other: |
| 1. How will you show progress continually through the learning period? | \_\_\_\_I will provide updates to the grade book  \_\_\_\_I will provide learner progress report  \_\_\_\_Other: |
| 1. How will you promote goal setting and achievement? | \_\_\_\_I will provide an opportunity for scaffolded learning  \_\_\_\_I will build upon prior learning  \_\_\_\_Students will be guided one step at a time  \_\_\_\_Other: |

#### D. Teaching Philosophy

Briefly state your teaching philosophy and attach it to this worksheet. Please refer to the Online Teaching Persona Reference Sheet to make sure you integrate the four components of a complete teaching philosophy.

#### E. Defining your Online Teaching Persona

1. What four words describe your current face-to-face teaching persona?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Based on the checklist in section A, what four words describe your online teaching persona?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. In four words, what might hinder your persona in the online classroom?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In four words, what do you plan to do to overcome this hindrance?   
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#### F. Getting Started Strategies

**Check** the strategies that you plan to use to portray your online teaching persona and communicate with students.

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|  | **Strategies** | **Comments** |
| 1. How will you make initial contact with your students? | \_\_\_\_Email before class starts  \_\_\_\_Email on first day of class  \_\_\_\_Course announcement  \_\_\_\_Video introduction  \_\_\_\_Instructor intro page in course  \_\_\_\_Introduction discussion topic  Face-2-Face (M)  \_\_\_\_Other: |  |
| 1. What orientation will you use? | \_\_\_\_FAQs \_\_\_\_Orientation quiz  \_\_\_\_Module 0/Getting Started Module  \_\_\_\_Knights Online  \_\_\_\_Canvas Student Tour  \_\_\_\_Other: |  |
| 1. How will you communicate course expectations to students? | \_\_\_\_Syllabus  \_\_\_\_Class discussion  \_\_\_\_Rubrics before each assignment  \_\_\_\_Intro video and/or module video  \_\_\_\_Other: |  |
| 1. To prepare students for a major class milestone, paper or exam, what will you do? | \_\_\_\_Hold a Q&A session  \_\_\_\_Offer an online chat  \_\_\_\_Other: |  |
| 1. How will you communicate and disseminate technology questions, issues and solutions (resources) in your class? | \_\_\_\_Email  \_\_\_\_Class announcements  \_\_\_\_Technical Help discussion topic  \_\_\_\_Provide resource links in course \_\_\_\_Syllabus and protocols  \_\_\_\_Knights Online  \_\_\_\_Canvas Help resources |  |

## Personal Reflection

#### G. Pull it all together when you begin building your course

Let’s pull it all together - your online teaching persona, teaching philosophy, and the tools, teaching methods and strategies you will be using in your online course. The following exercise will ask you to synthesize and define your earlier work in this exercise to begin to build your course. The questions will help to clarify your online teaching role and responsibility to ensure a successful online course. This will assist you as you begin to design, develop and deliver your online course.

1. What four words describe your personal teaching persona?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What four words describe how you will exhibit your teaching persona to your students?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What four words represent your teaching philosophy?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Which four words describe the major communication strategies that you plan to utilize?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Next Steps:** This worksheet will be useful when you build your syllabus, expectations, instructor and course introduction during the week 2 Build Your Course Activities.