

Survey the learners to learn more about their ease and familiarity with technology. Connect anyone who is struggling to relevant resources as soon as possible. Student motivation is likely to decrease if they are struggling with technology (Stanford-Bowers, 2008; Kranzow, 2013). Here are some tips on providing guidance for the online classroom:

# 1

Point students to resources on the use of online classroom features (e.g., how to create or contribute to a discussion thread, blog, journal or wiki) (Crawford-Ferre & Wiest, 2012).

# 2

Consider providing a resource with answers to frequently asked questions about engaging with course content and online classroom features (Crawford-Ferre & West, 2012).

# 3

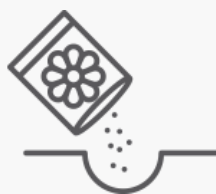
Provide clear context expectations for assignments and discussion posts. These give added support to learners whose participation may be altered by previous experiences or culturally-specific dialogue approaches (Crawford-Ferre & West, 2012).

FOR DISCUSSION BOARDS, WIKIS, AND BLOGS, SPECIFY:



### Level of participation.

Minimum number of posts, word count, or participation expected, and assessment standards.



### Genre of writing.

An interactive tone that facilitates reciprocity is recommended.



### Primary audience.

Peers as audience facilitates interaction and collective idea exploration. Faculty are secondary. (Verenikina et al., 2017).

#### REFERENCES:

Crawford-Ferre, H. G., & Wiest, L. R. (2012). Effective online instruction in higher education. *Quarterly Review of Distance Education*, 13(1), 11.

Kranzow, J. (2013). Faculty leadership in online education: Structuring courses to impact student satisfaction and persistence. *Journal of Online Learning and Teaching*, 9(1), 131.

Stanford-Bowers, D. E. (2008). Persistence in online classes: A study of perceptions among community college stakeholders. *Journal of Online Learning and Teaching*, 4(1), 37-50.

Verenikina, I., Jones, P. T., & Delahunty, J. (2017). The guide to fostering asynchronous online discussion in higher education.