# Competencies for Online Teaching

This document is based on Penn State University’s Faculty Competencies for Online Teaching: <https://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. Setup and manage the grade book including releasing grades to students and exporting final grades to be submitted to the grades system.
4. Successfully use the learning management system email, discussion boards and chat.
5. Set up teams/groups in the learning management system.
6. Manage the course roster to add teaching assistants and colleagues to the course.
7. Manage files and folders within the learning management system.
8. Setup and fully utilize assignment drop-boxes for student submissions, including uploading and downloading content.
9. Use Camtasia Relay, Adobe Captivate, or similar software to record lectures.

## Administrative competences

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. Familiarity with policies regarding the FIPPA regulations (Freedom of Information and the Protection of Privacy Act).
4. Mediate course-related student conflicts as they arise.
5. Revise course content and instructions based on student feedback as appropriate.
6. Identify the appropriate procedures and resources for getting assistance and support when encountering a technical problem.
7. Communicate expectations of student classroom behaviour (netiquette guidelines).

## Pedagogical competences

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.
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.