

The **10 Principles of Online Teaching at NLU** details our way of creating a learning community consisting of **engaged faculty and students**. To that end, we spend a lot of time thinking and imagining what good online learning looks like for the modern student. For our students, in particular, the **relationships** they are building with you and their peers are a critical component to their persistence and ultimate program completion to the career path they have chosen. **Humanizing an online course** can be a rigorous practice, but one that we find is equally rewarding to you and to your students. Above all, we encourage you to **bring your whole self into your online class** and to support our students in doing the same. What do we mean by this? We mean, let your students know you are human, just like them.

What does humanizing an online course look like?

Here are some examples of practices we have found to be particularly helpful in creating virtual relationships with students:

- 1) Record an unscripted video and share something about your week as you talk about how theirs might be shaped for success.
- 2) Enthusiastically respond to their carefully curated Discussion Posts with encouraging, validating, and inquiry-raising replies.
- 3) Encourage students to review the assignment rubrics and use them during your grading—also supply them with substantive, positive, and actionable feedback for improvement over time in the course.
- 4) Consider hosting an optional Zoom session on content your students might be struggling with from the previous week.

- 5) Create a weekly Announcement with video, audio, graphics, and text that challenge high-performing students with new content, and reinforce content for those still working towards mastery. Remind them of those deadlines, even though you already put them in the Syllabus and in D2L – it never hurts for them to see it again!
- 6) Grade fairly and within the 7-day turnaround time. Objective grading is the key to ongoing improvement for our students.

Moreover, we want to model the behavior in ourselves that we expect of our students. Our faculty are **kind, supportive, and objective** in how they guide students through their learning. We do not expect our students to never make a mistake and we know that “life happens”. We cultivate a **safe learning environment** by not making assumptions about why students may do one thing versus another. If a student does not turn in a paper, we assume they had **good intentions** and ask them how we can help them turn it in according to the late penalties you have published in the Syllabus. We reinforce assignment directions, but do not assume students did not read them—maybe they simply did not understand them. And, when a student has a bad day, we give them a **little grace** and stay in our own.

Here some models we have found to be particularly helpful in lending our learning culture to you:

Instead of this...	Try this...
Replying to a Discussion Post by a student with: <i>Great post, thanks!</i>	Replying with: <i>Brian, thank you for your post here. I particularly appreciated your thoughts on how implicit bias can affect the hiring process and how you shared your personal story with us. When you were reading the article by Bloom, were there any strategies that resonated with you that might've prevented that from happening, in your opinion? Looking forward to hearing back!</i> <i>Maureen</i>
Providing this feedback on an assignment that received a “C” or less: <i>You did a great job on this, please see the rubric scores above.</i>	Providing this feedback: <i>Brian, thanks for your submission. You are absolutely on the right track on this; I really like your thought-process! I used the Rubric above to arrive at your grade for you to review, and here are some overall thoughts for you to consider as you move onto this week's work:</i> <i>Be sure to thoroughly support your thoughts with the sources you used to develop them—you would do that through an in-text citation when you are writing the sentence and then later a full reference (please click HERE for the APA guide). I also needed to see a bit more of our theory used to support your argument too, you can use our course materials or other credible sources you might find. Lastly, it might be helpful to proofread your paper one more time before submitting to catch any last-minute typos. Again, you are heading in the right direction—you can do this! Please let me know if you want to discuss any of this before you start the next assignment.</i>

	<i>Maureen</i>
Responding to a high TurnItIn Score with: <i>This paper is plagiarized and I've sent a note to your advisor.</i>	Respond with: <i>Brian, this paper came back with a high TurnItIn score and when I reviewed it, I see passages that seem to be taken from another source without proper attribution. I don't think you are meaning to plagiarize; can we hop on a Zoom to discuss this? I'll send you an email with availability.</i> <i>Maureen</i>
Responding to this note from a student: <i>Why did I get an F?</i> With: <i>Please read my grading feedback, thanks.</i>	Responding with: <i>Hi Brian, nice to hear from you. Were you able to access the grading feedback I wrote for you? If not, did you want to take a look at it and see if that helps clear things up and then we can hop on a Zoom or a phone call to discuss it more?</i> <i>Looking forward to hearing back.</i> <i>Maureen</i>