Julie Williams' CTE online best practices thoughts:

I've never been a fan of the term 'best' practices because I believe there are a variety of tools that work best in some cases and fall flat in others. Within the design of online coursework, a variety of options exist and seem to provide options to accommodate many situations.

The first construct to consider for me, is **the** way **mastery of material is assessed** as the overall purpose of the class is based in this idea. I believe that most quality online coursework that allows the opportunity for both asynchronous and mastery-based learning. In our current world, the ability to fit learning around the other demands on our time is a baseline level of respect for most learners. However, in exchange for this flexibility, courses can lose their sense of community and the opportunity for individuals to create meaningful connections and relationships. The ability to take multiple attempts on assessments, and to meet a baseline of knowledge is a general standard for all students.

Educators need to be aware of developmental needs of secondary student and **providing differentiated points of entry and support** for courses is required.

Selection of a learning management system is often beyond the control of educators. Currently, the state of Alaska is paying for Canvas for students; however, I have been unable to get district administrators to invest the energy necessary for this to be available to teachers on the ground. I believe the advantage of such an LMS is the ability to create sustainability of content and longevity. At this time teachers simply create courses on Google Classroom, which has limitations with regard to both content - and more importantly - longevity. In a district that experiences considerable turnover, it would be a clear advantage to have a skeletal online course available in all areas, so teachers could have a starting point they could customize and adapt.

The following are other thoughts I have regarding course design for online best practices:

1) **Creation of a syllabus and course overview that is correlated to standards and desired outcomes.**

2) **Inclusion of multiple means of the delivery of materials.**

3) **At minimum they might include the following options:**
   - **Video materials**
   - **Written summaries that can be read**
   - **Virtual Reality simulations or other simulations**
   - **Virtual Labs**
   - **Outside reading of texts or supplemental video resources**
   - **Interviews**
   - **Discussion boards**

- **Practice tests (with the ability or requirement to reach a certain level before proceeding)**
- **Instructional Videos with a required build-at-home or demonstrate your own skill or performance objective component**
    - **Submission artifacts could take many forms**
        - **Podcast**
        - **Documented Community Service Project or Participation in relevant Community Events**
        - **Video**
        - **Artwork**
        - **Demonstrated safety protocol**
        - **Constructed artifact (IE woodworking projects, small electronics kit assembled, computer build, welded item, etc.)**

4) **Timely feedback between the instructor and students.**
5) **A follow up with students upon completion of the course and the invitation to continue availability as a resource, if appropriate.**