
The U.S. Department of Education (2019) estimates close to one-third of all college students are taking online courses, with current enrollment figures expected to increase as more universities expand their online degree offerings. Faculty, however, continue to hold negative and often hostile views toward online teaching, usually citing concerns over credibility, quality, and engagement. Many of these concerns are traced to myths perpetrated about distance formats, which have real design and instructional delivery implications. As educational development scholar Michelle Miller (2014) notes, faculty that accept popular online teaching myths are more prone to design courses that lack coherent organization, a sense of community, and quality interactions. To be clear, there are real differences between online courses and alternative formats; however, it is important to dispel the following online myths:

Your learning outcomes should not differ in an online course simply based on format. What is different is how you approach and execute these outcomes in a learning environment that separates students from you and each other. You may find the need to modify your outcomes based on your online-specific learning activities and assignments, yet leverage multimedia content (e.g., videos, podcasts), collaborative activities, and critical, reflective discussions to engage your students with course topics and debates just as you would in any other format.

It is a dauting task to monitor examtaking and academic honesty in distance formats. Designing with intention and transparency will help alleviate your concerns. If you worry that your students might share or copy answers on an exam, consider revising multiple-choice formats by adopting open-ended questions, having students work on a joint study guide, or randomizing the order in which questions appear. If you are concerned that students might plagiarize a research paper, have them submit individual parts and stagger their due dates. In addition, leverage the power of formative feedback and assessment to reduce incentives to cheat to begin with by reducing student stress (Lang, 2013).

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facilitating engaging discussions, and designing quality learning experiences often through novel learning-centered strategies (e.g., video discussion boards).

Asynchronous courses give a false impression that once they are built, they become well-oiled and self-running machines. This myth often

effects on presence, interaction, and community. It is essential for you to establish your presence early and regularly to create a welcoming, engaging, and challenging learning environment. Online teaching is ultimately a two-stage process; the first stage involves clear and intentional design, while the second stage involves facilitating learning experiences to promote deeper learning. If you disappear from your online course, your students will take note of this silence and act accordingly.

Most faculty assume that students are proficient with the format and technology that is common to digital environments. Keep in mind that your course may be the first online learning experience for some of your students, and even more seasoned online stude(er)-\$e)22(a)-9eW 0 0 1 35.4 60.6 m8 0 1 erien 73 E