**Distance Education Etiquette**

Distance courses often bring together students with varying degrees of experience with online education. The guidelines below help to ensure all students know what to expect and how to engage effectively in distance courses.

**Non-Video & Asynchronous Contexts (Canvas, Online Chats, Discussion Boards, etc.)**

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that course-related communications with the instructor and other students should be professional in tone and content.  Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor.  Before communicating, consider your message in the context of the class’s diversity in race, ethnicity, religion, ability levels, gender, sexual orientation, age, social class, marital status, geography, etc.  Consider the diversity you can see or know – as well as that you cannot.
4. Respect others’ time and life circumstances, which often don’t allow for an immediate response to a question or comment.

**Synchronous Video Contexts (Zoom, etc.)**

1. Mute your microphone when you are not speaking.  Remember to un-mute yourself just prior to speaking. If your screen does not display your name, identify yourself when you begin speaking. (Note: while most participants in a class will display their name on the screen, that choice may not be appropriate in particular situations. If you are not able to display your name due to privacy or other concerns, please talk with your instructor about how best to engage with the class.)
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If appropriate/possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location.  Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context. If appropriate/possible, consider using a “blurred” background during synchronous sessions to minimize distractions.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool.  This limits verbal interruptions and the confusion that can result when multiple people try to speak at once.
5. For maximum class engagement, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cell phone.
6. Temporarily turn off your video feed and mute your microphone if engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor.  Before communicating, consider your message in the context of the class’s diversity in race, ethnicity, religion, ability levels, gender, sexual orientation, age, social class, marital status, geography, etc.  Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.