

## **Basic Principles**

The common approach is to take proven elements of effective instruction and look for online procedures and resources which are analogous. This can be seen clearly in this article, which was referenced several times in other material:

### **Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses**

**Charles Graham, Kursat Cagiltay, Byung-Ro Lim, Joni Craner, and Thomas M. Duffy. *The Technology Source Archives* March-April 2001**

[http://technologysource.org/article/seven\\_principles\\_of\\_effective\\_teaching/](http://technologysource.org/article/seven_principles_of_effective_teaching/)

- Principle 1: Good Practice Encourages Student-Faculty Contact

Lesson for online instruction: Instructors should provide clear guidelines for interaction with students.

- Principle 2: Good Practice Encourages Cooperation Among Students

Lesson for online instruction: Well-designed discussion assignments facilitate meaningful cooperation among students.

- Principle 3: Good Practice Encourages Active Learning

Lesson for online instruction: Students should present course projects.

- Principle 4: Good Practice Gives Prompt Feedback

Lesson for online instruction: Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.

- Principle 5: Good Practice Emphasizes Time on Task

Lesson for online instruction: Online courses need deadlines.

- Principle 6: Good Practice Communicates High Expectations

Lesson for online instruction: Challenging tasks, sample cases, and praise for quality work communicate high expectations.

- Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

Lesson for online instruction: Allowing students to choose project topics incorporates diverse views into online courses.

Central recommended resource—another CSu, also frequently cited on other sites:

## Center for Excellence in Teaching and Learning

<http://www.csuchico.edu/celt/>

Excerpt:

Rubric for Online Instruction

http://www.csuchico.edu/celt/roi/

Most Visited Getting Started Latest Headlines

Disable Cookies CSS Forms Images Information Miscellaneous Outline Resize Tools View Source

Rubric for Online Instruction

Assessment & Evaluation of Student Learning Innovative Teaching with Technology Faculty Use of Student Feedback

### What does a high quality online course look like?

This site is designed to answer the question being asked: What does a high quality online course look like? It is our hope that instructors and instructional designers will use this site to learn more about the Rubric for Online Instruction, and be able to view examples of exemplary courses that instructors have done in implementing the different components of the rubric.

<b>Learner Support &amp; Resource</b> Course contains extensive information about being an online learner and links to campus resources. It also provides a variety of course-specific resources, contact information.. <a href="#">More</a>	<b>Online Organization &amp; Design</b> Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. The syllabus identifies.. <a href="#">More</a>
<b>Instructional Design &amp; Delivery</b> Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. Goals are clearly defined and aligned.. <a href="#">More</a>	<b>Assessment &amp; Evaluation of Student Learning</b> Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. Learning objectives, instruct.. <a href="#">More</a>
<b>Innovative Teaching with Technology</b> Course uses a variety of technology tools to appropriately facilitate communication and learning. New teaching methods are applied and innovative enhance.. <a href="#">More</a>	<b>Faculty Use of Student Feedback</b> Instructor offers multiple opportunities for students to give feedback on course content. Instructor offers multiple opportunities for students to give feedback on.. <a href="#">More</a>

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### ***Rubric for Online Instruction. CSU Chico. Revised 2009***

<http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>

Excerpt:

The Rubric for Online Instruction can be used in one of three ways.

1. As a course "self-evaluation" tool - advising instructors how to revise an existing course to the Rubric for Online Instruction.
2. As a way to design a new course for the online environment, following the rubric as a road map.
3. As a means for getting public recognition for exemplary online instruction - going through a nomination/recognition process on a campus. Faculty can receive recognition to go in their RTP file.

**Some examples/parts of successful online classes on CELT site.**

[http://www.csuchico.edu/celt/roi/eoi\\_vista.shtml](http://www.csuchico.edu/celt/roi/eoi_vista.shtml)

## **Online delivery of Information Literacy**

Guidelines for Instruction Programs in Academic Libraries. Approved by the ACRL Board, June 2003

<http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesinstruction.cfm>

Excerpts relevant to online education:

### **C. Identification of modes of instruction**

Instruction takes place in many ways using a variety of teaching methods. These may include, but are not limited to, providing:

electronic or print instruction aids;

group instruction in traditional or electronic classrooms;

Web tutorials and Web-based instruction;

asynchronous modes of instruction (e-mail, bulletin boards);

synchronous modes of instruction (chat software, videoconferencing);

course management software; and

hybrid or distributed learning or distance learning, employing combinations of the previous methods.

The modes selected should be consistent with the content and goals of sound information literacy instruction. Where appropriate, more than one mode of instruction should be used based on knowledge of the wide variety of learning styles of individuals and groups

When possible, instruction should employ active learning strategies and techniques that require learners to develop critical thinking skills in concert with information literacy skills. Planning such active learning strategies and techniques should be carried out collaboratively with faculty in order to increase overall student engagement in the learning process...

Planning an instruction program should draw on the expertise of a wide variety of personnel, depending on local needs and available staff. Examples of available expertise may include: instructional design/teaching methods: faculty development offices, teaching/learning centers; technology integration: technology support centers; assessment, surveys: teaching/learning centers, institutional research/assessment offices; and student demographics/characteristics: institutional research, campus/student life offices.

### **D. Program structures**

Each institution will develop its own overall approach to instruction programming, but a successful comprehensive program will have the following elements:

a clearly articulated structure, described in readily available documents, showing the relationships among various components of the program;  
an integral relationship with key institutional curricula and initiatives (e.g., general education, writing programs, etc.) so that there is horizontal breadth to the program; and  
a progression of information literacy learning outcomes matched to increasingly complex learning outcomes throughout a student's academic career so that there is vertical integration in the program.

## **Examples of online modules (not fully online courses—supplemental tutorials))**

### **Designing and Building Online Information Literacy Instruction**

by Margaret Merrill, Robert Sebek, and Lewis Erksine. *Virginia Libraries*. April-June 2005

[http://scholar.lib.vt.edu/ejournals/VALib/v51\\_n2/merrill.html](http://scholar.lib.vt.edu/ejournals/VALib/v51_n2/merrill.html)

These are modules for Information Skills instruction developed and used at Virginia Tech in various sources. The assignments and activities are developed by the teacher, not linked.

Link to VT so you can try the modules:

<http://info-skills.lib.vt.edu/>

### **Research 101 at University of Washington**

An online tutorial in 6 sections with some worksheets attached—can be used by all

## **Copyright and Fair Use**

These principles seem to be always in evolution, but in general the current findings for face-to-face instructional use seem to be applied to distance use.

U of Texas overview '05

<http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm#test>

Stanford/Nolo Press

[http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter7/7-e.html#2](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter7/7-e.html#2)

Lycoming College—Copyright for Course Readings in Moodle

<http://www.lycoming.edu/library/about/snowdencopyright.html>

## **Other Resources**

*Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* --adopted spring 2008

The Academic Senate for California Community Colleges

[http://www.asccc.org/Publications/Papers/Downloads/PDFs/Educational\\_Technology.pdf](http://www.asccc.org/Publications/Papers/Downloads/PDFs/Educational_Technology.pdf)

*Online Classroom* --Journal

[http://www.magnapubs.com/newsletters/subscribe\\_oc.html](http://www.magnapubs.com/newsletters/subscribe_oc.html)

**Northeastern State (Oklahoma) Student questionnaire—“Are Online Courses Right for Me?”**

<http://arapaho.nsuok.edu/~ctl/distancelearning/quiz.html>

A good tool for evaluating the suitability of online instruction for a target group

**Northeastern—Standards rubric for online courses**

<http://arapaho.nsuok.edu/%7Ectl/faculty/onlineinstrumentnew.htm>

**Idaho State University. *Instructional Technology Resource Center. Spring 2007***

<http://www.isu.edu/itrc/resources/moodle-info.shtml>

Excerpt

In addition to supporting the use of “traditional” online content and activities in an intuitive, effective fashion, Moodle also offers a wide array of features to support innovative pedagogical techniques. In particular, Moodle excels at providing student-centered, active learning activities.

**Library Instruction.com--“The Librarian’s Weapon of Mass Instruction”**

<http://www.libraryinstruction.com/higher-ed.html>

has good overview and links

Excerpt:

Online ILI tutorials are helpful in many ways to students, faculty and librarians. However, they are also criticized for being tedious and text-heavy (Vander Meer, 2000); presented as stand-alone lessons, disconnected from courses or assignments (Dewald, 1999; Donaldson, 2000); lacking sufficient interactivity to create adequate active learning experiences (Dewald et al, 2000); and communicating an academic research process that is not relevant to students’ expectations (Veldof & Beavers, 2001).

“According to Jacobson and Mark (2000), instruction is most effective when offered in context with content-based courses and assignments.”

**Commission on Colleges --Southern Association of Colleges and Schools  
*Best Practices For Electronically Offered Degree and Certificate Programs*  
December 2000**

<http://www.sacscoc.org/pdf/081705/commadap.pdf>.

Older but thorough overview

Excerpts:

Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.

Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.

1a. in its content, purposes, organization, and enrollment history if applicable, the program is consistent with the institution's role and mission.

- What is the evidence that the program is consistent with the role and mission of the institution?  
including its goals with regard to student access?
- Is the institution fulfilling its stated role as it offers the program to students at a distance, or is the role being changed?

#### **Tennessee Bd of Regents 2005**

**Best Practices E-Learning Pedagogy**—good summary  
<http://www.rodpa.org/faculty/pedagogy.htm>

#### **Best Practices in Designing Online Courses**

**Las Positas College**

[http://lpc1.clpccd.ca.us/lpc/blackboard/best\\_practices/](http://lpc1.clpccd.ca.us/lpc/blackboard/best_practices/)

This is a practical “how to” done through Blackboard but very generally applicable

#### **Virginia Commonwealth University. *Online Teaching and Resource Guide***

[http://www.vcu.edu/cte/resources/OTLRG/02\\_02\\_Models.html](http://www.vcu.edu/cte/resources/OTLRG/02_02_Models.html)

Good overview rubrics, best practices, links to resources

#### **MERLOT**

<http://www.merlot.org/merlot/index.htm>

Subject indexed collection of peer-reviewed online instructional material for students and teachers.

North American Council for Online Learning

[www.inacol.org/.../nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf](http://www.inacol.org/.../nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf)

Very specific developed rubrics for evaluating online instruction for K-12.

Well-known resource TILT [Texas Information Literacy Tutorial} is no longer maintained but can still be downloaded to a PC

Janet Hansen  
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