

Internship Final Report:
Online Curriculum at the California Maritime Academy
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My internship was at the California Maritime Academy in Vallejo, a school and campus I have held a deep affection for since several friends and family members began attending many years ago. Not everyone is aware of the existence of this unusual school. Cal Maritime is actually a CSU campus—the smallest by far at 850 students-- which specializes in training deck or engineering officers for the merchant marine and also offers degrees in maritime and transportation business. Each year the entire student body, including a librarian, departs on a seven week required cruise on the Training Ship Golden Bear. This year they are going to Busan, Korea; Kobe, Saipan and Honolulu.

The library is also small—40-50 thousand volumes, with one director, three full-time librarians, and two assistants, but is fairly rich in resources specific to the maritime industry—trade journals, history, and technical material. Carl Phillips, the Director, clearly is very effective in positioning the library as a crucial element of the school's plan and vision; I often observed him in meetings with leaders from other sectors of the school. One librarian, Mark Stackpole, is the tech person and does acquisitions and cataloging. The other two teach and do reference work. CMA has a program required of most freshmen called 'Information Fluency' or Library 100; I worked mainly with the coordinator of that program, Michele Van Hoeck.

I worked 8 hours a week, usually Thursday and Friday afternoons. Although I am working only 60% this year, as a high school teacher I often had problems extricating myself from my campus, so it was very helpful that CMA was able to be flexible about which days of the week I worked. My favorite day to work was Friday, because Ben, the other reference librarian, doesn't work that day, and I was then allowed to use his office with its panoramic view of the shipping traffic on the Carquinez Straits.

I had two internship possibilities—Sonoma State University, 25 minutes from my workplace, and CMA, 45-50 minutes away. SSU did not return my calls; they passed me from person to person. I began to get a sense that the staff there was overburdened, and that the logistics of an internship there would not be easy. On the other hand, Carl, the Director at CMA, was communicative and courteous; he quickly set up an appointment with me, and I felt confident there was a place for an intern at CMA.

I am pursuing a teacher-librarian credential, and my original strong internship interest was in assisting or teaching students. When I met with Carl, he clearly stated there was no opportunity to do reference work with students, who he said tended to have working relationships with the librarians from their Library 100 classes, and to turn to those librarians when seeking help. He described their need for online curriculum creation and research. He wanted an overview of best practices and available resources. He also suggested that I observe some Library 100 classes and incorporate some of the goals, techniques, and material of those classes into sample online course modules. This was not work I had thought about doing, then or in the future, but I accepted the internship because I was very interested in working at CMA, and I recognized that this would be valuable knowledge for me.

My first Learning Outcome was: analyze and understand the issues involved with collecting and organizing information into course modules for an online learning management system. Now that I have a better grasp of this subject, I'm actually surprised this Outcome was approved, because these issues are always expanding and evolving—understanding them is a continuing process. Certainly I raised my awareness of many online learning issues and can identify some ongoing areas of concern. Among the many issues involved, several stand out as I

complete my internship. First, the process of collecting and organizing information for course modules is clearly formed or deformed by issues connected to technology, and here there is some overlap with my third Learning Outcome, which focuses on technology. In the first part of my internship I was researching and reporting on online resources; in the second I was creating or revising content for use on the Moodle course management system. Through both these activities I learned at the ground level how the systems available in a workplace shape the resources finally available to users. The CMA library has antiquated desktop computers and an inadequate infrastructure, both of which affected my efficiency. Some days I would arrive with my laptop and there would be no Internet access. I could plug in with an Ethernet cable, but only at certain outlets, which were sometimes unavailable.

I was given a Moodle account on my first day, and was also given teacher status on the Moodle classes of the two Information Fluency instructors, so I was able to look at and add to their material when asked. Moodle itself is slow and cumbersome to work with. I know Blackboard and Angel only from a student's perspective, but the tech and acquisitions librarian at CMA said of the free shareware Moodle, "You get what you pay for". I know that one of the reasons the librarians here were interested in having me do this work is because they do not feel able themselves to invest the kind of time I spent, for example, in revising and then installing their midterm on Moodle. Even though it has limitations, it was very valuable to learn about Moodle, which also has wonderful potential for use in many kinds of schools and libraries. At CMA the system is widely used for assignment drop boxes, posted lecture notes, and links to reading. It is currently seldom used for tests, quizzes, wikis, forums, etc., and it was useful to experiment with some of those functions.

In addition, I became more aware of copyright and intellectual property issues. I quickly learned to consider the effects of copyright on online instruction, as the Director was very concerned about that issue and wanted both to raise my awareness of it and to assign me some research into the area. The Stanford Fair Use seems to be a good guide down the twisted path of 21st Century intellectual property, but I now notice daily new occurrences in this evolving field. In the last several weeks there has been a dispute between UCLA and an organization of educational filmmakers concerning streaming video for online instruction, which I shared with my supervisor at CMA (Kolowich, 2010). Few people can claim to have mastered all knowledge of this complex issue, but certainly I have increased my awareness of the potential pitfalls and changes.

An issue related to copyright is the plethora of instructional material freely available online for permitted use. Sometimes it's difficult to justify spending library time creating a new tutorial or activity when so many wonderful ones have been shared by colleagues asking only acknowledgement in return. On the other hand, as an intern, I sometimes felt I was not showing enough learning if I didn't make something instead of just finding something—I imagine this can become an issue for working people too. If the work you're supposed to be doing is freely available online, this can't bode well.

An interesting issue involved with collecting and organizing information for online instruction is that of audience and purpose. The intended audience should be the deciding factor in shaping content, but we never settled on a specific imagined user for my modules. I was asked to prepare content suitable for a general CMA user. This could be an 18 year-old living in the dorm, or potentially a working maritime professional doing an online course with a research

component. When I tried to design with the user in mind I ran into conflicts. Research shows the importance of building community for online students, so I incorporated forum topics into my modules. Michele pointed out that students attending the face-to-face class don't always need this type of activity, and occasionally might even be found to 'collaborate' on online assignments in ways that might decrease individual learning. After observing the Information Fluency class several times I revised some of my ideas about what would be effective online material for college freshmen. On the one hand, it is clear that these students habitually focus on the computer monitor when it's available, and are well versed in manipulating programs and resources online. On the other, self-direction and skeptical curiosity are often qualities still being developed in these students, and I would sometimes wonder how much real learning would take place at this early stage without the watchful presence of their teachers. For a more self-motivated student, more complex material and more sustained activities could be included. The lack of a specific audience highlighted for me the importance of adjusting content and method to the actual user.

The issue of purpose and use is also important to consider. Working with Michele's parameters, I designed a midterm to be taken on desktop computers during a class. The test was set so that students were given only one attempt, and points were subtracted at the end for wrong answers, with no re-try available. (See 'Midterm' on Moodle—link below) During the test a student's computer was mysteriously unplugged. He needed to start over on another computer. My set-up wouldn't let him do this. We learned that the possibilities for everyday problems have to be accounted for in the test.

My next Learning Outcome was to demonstrate my ability to "Evaluate appropriate

pedagogical methods and choose effective information structures for online presentation of course content which addresses specific learning outcomes.” I created an overview for CMA of current thinking and widely respected rubrics for evaluating online content (Attached below— See: ‘Online Learning Best Practices Overview’). One of the ways I applied what I learned was in my completion of a task I was assigned –refocusing an existing test from Cornell University to be specifically useful to CMA students. The test was designed as a summative assessment of undergraduate awareness of plagiarism, citation, and fair use. The test used text from books read by all Cornell students in school-wide reads or grade-level seminars. Confusion about the unfamiliar text excerpts distracted CMA students from the citation exercises. I redid the test using standard maritime texts and examples, and ultimately was asked to create one version for general maritime students, and another for Engineering majors (See ‘CMA Plagiarism/Citing Sources Test’ and ‘Engineering Plagiarism/Citing Sources Test’ on Moodle—link below). In designing the test as online instruction I clearly considered its intended audience, but also its intended use as a pre-test and basis for a post-instructional assignment, and the specific capacities of the medium. I was able to use images and graphics which would not have worked well in a paper test. In evaluating my success in attaining this outcome, I think I have made excellent progress but not yet completed this learning. I have a strong awareness of what criteria should be applied to a proposed online lesson, but I have also learned about many different elements which could be included in a good lesson, and don’t yet have the experience to choose the optimum among them with complete confidence. Survey or short answer on the discussion forum? Wiki or Google doc? Powerpoint or lecture transcript? With or without audio? My ability to choose effective structures is still developing.

For the next Learning Outcome I was required to understand, evaluate, and apply technology necessary for effective online information presentation. In this area I have made strong progress. As discussed previously, I have raised my awareness of the elements and capabilities of different course or learning management systems. I have learned how to use text-editing programs to avoid transferring bits of Word code to my Moodle pages. I have also improved my abilities to embed and attach files and permanent links, after making several mistakes in that area (See ‘Rosenblatt Article’ on Moodle—link below). Besides improving my use of the course management system, I have increased my ability to use standard programs. For example, I was asked to create a form based on a Coast Guard inspection checklist, so that students would use a familiar structure to end up performing a more thorough evaluation of Internet sources. In attempting to do this I learned how to change a PDF to an editable Word file, something I’ve often wished to do. I also learned about the limitations of these conversions, and am still perfecting this form as I complete my last week of the internship

I actually learned a great deal about technology through my failures also. As a neophyte in an XHTML coding class, I wasted time trying to create some pages that were beyond my capability. I eventually realized from talking to Ben Bolin the reference librarian, who was in the middle of the relevant class, that I needed Flash for what I wanted to do. Flash is my next technological focus goal.

I also had a Learning Outcome goal of understanding and applying “criteria for choosing effective visual materials to accompany course modules” One thing I was told from the outset at CMA was “Nothing fancy; nothing extra”. The school preference is a straightforward presentation with a plain look. For other institutions, criteria for images might expand to include

beauty, style, or variety, but for CMA I tried to keep images relevant and clear. One criterion for choosing effective images would certainly be to be aware of their compatibility with different systems; this is an area where I have more to learn. One of the issues with Moodle is that it doesn't accept all formatting in embedded presentations or quizzes; I have not yet mastered all the tricks of reformatting and repairing some of my included images. Looking at one of my plagiarism quizzes it is clear that some of the graphics are too large. I cropped and reformatted the images you can see, but not yet in a way that is acceptable to Moodle (See 'Engineering Plagiarism/Citing Sources Test' on Moodle—link below). I am happy with the growth of my ability to prepare effective using images Jing and Photoshop to images chosen. (See 'Plagiarism-Lecture/Powerpoint on Moodle—link below).

I have worked well at achieving my last Learning Outcome, creating course modules that can be evaluated and tested. In addition to the complete Plagiarism module and partial Internet Source Evaluation module visible on Moodle currently, by the end of my internship the remaining portion of the Evaluation and a draft of Database Searches will also be available.

When considering my internship site as a whole, my coworkers were impressive. The culture and ethics of librarianship are embodied by the staff at CMA. They are committed to their clientele and passionate about information literacy and access; they are life-long learners; they are collaborative both on-site and across the state. It should be specifically noted and appreciated that the librarians I worked with at CMA are primarily teachers. I would say I saw more of their time and energy going into class preparation than into answering reference questions. The two that I worked with, Ben and Michele, were very dissimilar in personality and pedagogical approach, but both are serious, thorough, and dedicated. Both of them were very

aware of the changes and possibilities of new technologies and made efforts to stay current. In addition to Ben's Flash class, Michele attended two conferences this semester, bringing me back useful information on new databases of library tutorials and free tools. I also saw the librarians interacting with faculty in both the classroom and pre-semester conferences to offer support for research and gathering resources. I heard them sharing ideas and looking for suggestions from colleagues at other CSU campuses in mutually supportive arrangements, and certainly they were generous and collegial with me. However, everyone at CMA is also a California State employee, which is a culture all its own, and interesting to observe. The deprivations of furlough days and the lack of financial and technological support all take their toll, and there is a certain weary cynicism to be observed. This, I have to say, in spite of the fact that the offices, work load, and schedules of CSU librarians look pretty cushy to a high school teacher.

I discussed technology thoroughly under Learning Outcomes #1 and #3, but would add that though CMA has some amazing and advanced technology in its simulators, and of course, a wealth of maritime equipment, from radar to a boat shop, in the library technology is pretty sparse, as previously described. This is especially true compared to the resources I am accustomed to through SLIS. The CMA Library is running off a Linksys router just like the one I bought at Best Buy and use at home. I mentioned this to one of the librarians and he corrected me with the information that he had actually bought it at Frye's.

A management concept I recognized from Libr 204 at CMA was the modern "intrepeneur" or "entrepreneur within a system" phenomenon. The Director of the library seems to do a very good job of marketing the library, and even, as I heard someone say "staking out turf" for the library. Carl was on the committee that wrote the recent long-range plan for the

school, and the library features prominently—it is intended to be “The Athenaeum” of the re-imagined school, which also shows that the library leadership has a clear vision for the future of the library (Academic, 2010) The library also has appropriated for itself some of the functions often covered by a larger IT dept. The discussion of the developing Master’s online program is going through the library. I also observed an ongoing effort to collect data to demonstrate the effectiveness of the library’s instructional and service programs, which is an often repeated theme in current educational management concepts.

The CMA librarians have tasks most library staffs do not share, so some issues of concern are unique to their site. Much of this semester time has been devoted to preparing for the training ship cruise this spring. The library prepares the cruise orientation material for students. The librarians have to ensure that all the texts requested by instructors are stowed on board the ship. They are also primarily responsible for the communications from ship to school, and each day email back or respond to requests for information, articles, or other content. The CMA reference librarians also have the concerns common to all teachers. They spend a great deal of time comparing notes on their Information Fluency classes to discover whether a particular lesson seemed to be effective or not, how to revise material to use next time, or how best to deal with various classroom problems such as students off-task on the computer during lessons. As State workers they also have the concerns arising from the current economy. There was a lot of planning to try to reduce the loss of service caused by furlough days, but often this was not possible—the impact on clients and coworkers was sadly obvious.

The most difficult aspects of the internship work experience were caused by two things—one is the difference from my accustomed work situation, which will always be a challenge when

trying something new. The other is the actual nature of the work I was doing. When I first started working at CMA I really enjoyed the quiet, and the luxury of uninterrupted work time. I soon discovered that I only like quiet and uninterrupted time in small, therapeutic doses. Physically, the work was a difficult change. Teaching in a high school is very active work. I am always standing up or walking during the school day. At CMA, though I could certainly take a break whenever I wanted (which is actually a big thrill for a k-12 teacher), I was just sitting and working on this material at a computer for 4-6 hours at a time. My eyes and my behind protested. During my high school workday I am interacting with hundreds of people in a variety of ways. Although everyone at CMA has been very kind and supportive, I was fundamentally working independently on a project which they periodically reviewed. I actually could have worked at home for 90% of the time without changing anything about the outcome. Also, at my school my work is important on a day-to-day basis. The work I enjoyed most at CMA was helping the teachers revise or create curriculum that they needed for their current classes. That gave me the most interaction, more variety, and a greater sense of being useful. I knew before I accepted the internship what the work was, so I'm not disappointed, but I do wish that I could have worked with the students some of the time, or become familiar with some of the unusual material provided in this library. Well, the whole point of an internship is to learn about different working situations, and I now know that I never want to be a solitary cubicle worker, even if engaged in academic endeavors.

Having complained about the work being too sedentary and subdued, I'll now also complain about the noise and the distractions of the work situation. It is an education for me to work in such physical proximity to other adults. When teaching I usually have 30 teenagers in

my room, but when it's time to plan and assess I have an empty classroom. Meetings with colleagues are at set times in a larger, shared space. I've never had to grade papers or create curriculum 3 feet away from someone who listens to loud right-wing radio, or where I can't avoid hearing other adults' complicated personal phone conversations, or where the person organizing the book cart clearly has an upset stomach. I'm realizing that this is the workplace norm for many Americans, and all I can say is it explains a lot.

The course I have taken at SLIS of most value during the internship would be my current 250 Instructional Strategies class, where we have often fortuitously begun to study a lesson design principal just as I wanted to apply it. We had a lengthy segment focused on online instruction principals. My internship has also helped my performance in the 250 class, which focuses on academic libraries and the collaboration between library staff and faculty. My observations at CMA have been useful for that class discussion. Although many of the activities I tried to code proved still beyond me, I did use knowledge I gained this semester in my Libr 240 XHTML class to improve my Moodle creations. Libr 203 introduced me to, and many classes have reinforced my knowledge of common Web 2.0 tools. Before I started at SLIS I only knew 'wiki' as Hawaiian 'hurry up' —I didn't even know Google Documents existed. Arriving at CMA three semesters later, everything available on Moodle was familiar to me. For my particular project my general experience as an online student has been very helpful. Not only do I have some ideas about what course management elements have been effective for me, but I have experienced both Blackboard and Angel, and can compare their final products to Moodle's.

As I mentioned earlier, the course I wish I had was Flash. Lots of the ideas I have for information fluency curriculum need a little animation.

In the end I am satisfied that I learned a great deal from my internship and occasionally was able to make a helpful, if very small, contribution. However, I did not choose my internship wisely, and wouldn't recommend others to follow my method. The truth is, I was excited about twice-weekly visits to the CMA campus, which I love--about seeing the training ship, the sparkling bay, and the nautical resources of the library. Cal Maritime is a very charming place, whereas Sonoma State is my unexciting local campus, the place where I go for required workshops and credential updates. In reality though, the attractions of the location are not a great way to choose an internship. When I finally did connect with a person at SSU, it was clear they wanted interns to teach small group Information Literacy classes, which would have been a more relevant opportunity for me, and would have given me more opportunities to interact with the staff and students, but it doesn't matter. I'll have many more opportunities to teach, but only one chance to spend a semester at the Maritime Academy.

References

Academic Master Plan Steering Committee (2010 March). *California Maritime Academy academic master plan*. Retrieved from

www.csum.edu/academics/documents/AcademicMasterPlan.pdf

Kolowich, S. (2010 March 4). Fighting a copyright change. *Inside Higher Ed*. Retrieved from.

<http://www.insidehighered.com/news/2010/03/04/copyright>

ATTACHMENTS:

The course material referenced in this paper is currently available for view on the CMA Moodle Course Management System:

<http://ilearn.csum.edu/moodlemaritime/>

Username: janethansen

Password: shelby1066

More material which I created will be available through that system by 5-20-10, and then throughout the summer.

2-5-2010

Online Learning Best Practices Overview***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/

- 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

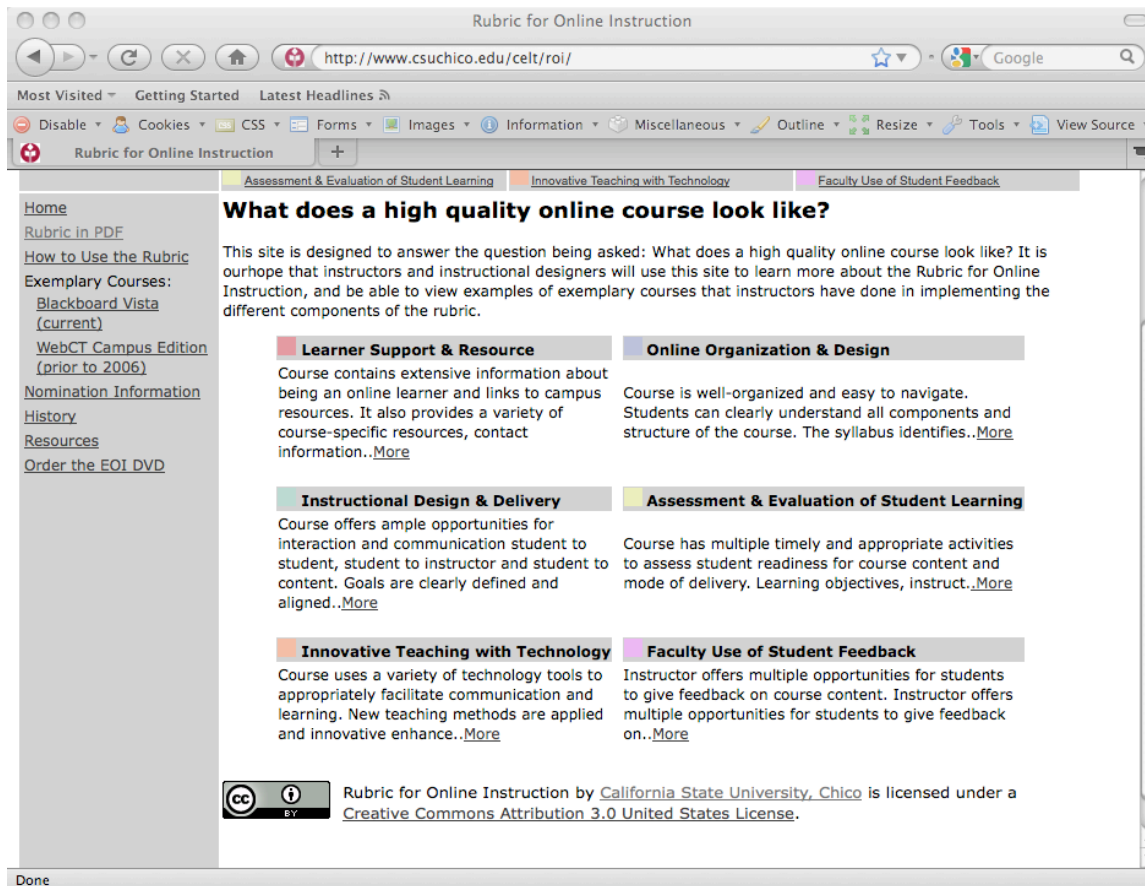
Lesson for online instruction: Allowing students to choose project topics incorporates diverse views into online courses.

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. 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

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

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

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

Online Classroom --Journal

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.cc.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

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

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

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February 2010