

Online and Hybrid Teaching
 Thomas College
 March 2006 ~ DRAFT

Criteria	Exemplary	Proficient	“Nearly There”	Not Proficient
<p>Community (Good Practice #1)</p> <p>Student Engagement Student Initiative</p>	<p>The online experience is a seamless and positive transition from the face-to-face situation for the student.</p> <p>Evidence: In addition to general electronic discussion and chat, the students participate in group activities cooperatively.</p> <p>At least 90% of the class members respond to and initiate messages.</p> <p>Students and instructor log on to the course at least daily.</p> <p>Instructor responds to student questions within 24 hours in student-specific detail. (e.g., referencing previous, current and potential ideas and contributions.)</p> <p>Students and instructor have a sense of accomplishment with respect to having participated beyond the minimum course requirements and expectations.</p>	<p>The students and instructor are aware of a difference between the face-to-face and online environment.</p> <p>Evidence: Students respond to questions via the electronic discussion and chat-room, with no apparent cooperative group activities.</p> <p>At least 90% of the class members respond to messages, with a limited percentage of students initiating new topics.</p> <p>Students and instructor log on to the course several times a week.</p> <p>Instructor responds to every student question or concern, but not in a routinely timely or comprehensive manner. (e.g., the specific question is answered when the instructor discovers it.)</p> <p>Students and instructor have a sense of something missing, but</p>	<p>The students are able to access information in order to complete the course, but are not quite comfortable in the online environment.</p> <p>Evidence: Students respond at the specified and required rate as defined in the syllabus. (e.g., if the instructor requires two responses per week, the students respond at that rate.)</p> <p>Students and instructor log on to the course at most twice a week.</p> <p>The students and instructor “talk in class”, using the private chat functions while in the public “window”. Students who know each other from face-to-face classes pair off to “talk” about non-course topics.</p> <p>Instructor posts “mass announcements” in</p>	<p>Students struggle with the mechanics and anonymity of the online environment.</p> <p>Evidence: Students respond in short sentences (e.g. “I agree”) rather than attempting to expand on discussion questions.</p> <p>Students and instructor log on to the course once a week or less.</p> <p>Student questioning almost non-existent. Instructor does not post additional queries or comments beyond any that were originally laid out in the syllabus. Email contact is inconsistent at best.</p> <p>The majority of the students and the instructor come away from the course convinced that online learning is ineffective.</p>

		can't quite identify any specific negative aspects of the online experience.	<p>lieu of personal emails in response to student questions.</p> <p>The majority of the students state a preference for face-to-face classes at the end of the course.</p> <p>The instructor may feel a sense of having not met the objectives set out in the syllabus.</p>	
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Instructor Behavior/Technique	<p>Instructor questions are designed to encourage interaction and novel application.</p> <p>Discussions are not "pre-choreographed" by the instructor.</p> <p>The instructor watches the activity on the discussion and chat boards, responding to low activity on the part of the group or particular students with a personal query, and offer of assistance.</p> <p>Students are encouraged to post additional resources (e.g. book citations, topic-appropriate articles, etc.), by the instructor's positive response to other similar posts.</p>	<p>Instructor questions are designed to encourage response and novel application. Interaction isn't necessary for the completion of the assignment.</p> <p>Discussion choreographed to the extent that the instructor keeps responses tied to a particular and narrow outline.</p> <p>The instructor watches the activity on the discussion and chat boards, but does not react beyond grade calculation. Lurkers are not pulled back into the discussion.</p> <p>Instructor acknowledgement of the posting of different resources is</p>	<p>Instructor questions are designed to evoke a particular answer, rather than discussion.</p> <p>While the instructor may step in to explain a topic, there is limited opportunity for brainstorming through a topic. Discussion and interaction are essentially non-existent.</p> <p>Student activity is recorded for grading purposes; the instructor rarely queries inactivity either to the group or to individuals.</p> <p>The occasional extra resource is posted by the instructor with instructions rather than questions.</p>	<p>Instructor questions are designed to evoke short answers, such as "yes".</p> <p>The syllabus is posted as an answer to all questions that might surface.</p> <p>If discussion and or chat boards are offered, the instructor lurks and does not participate.</p> <p>No additions to the course are made once the class has begun.</p> <p>Any attempt by the students to force debate, questioning, posting is stifled by the instructor with no response or public criticism.</p>

		inconsistent and neutral.		
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<p>Course Design (Good Practice #2) Advance Planning Course Objectives Communication of learning objectives to students</p>	<p>Expectations and requirements of the students and instructor are clearly stated and discussable in many different forms. (e.g., syllabus, comprehensive course outline, explanations of assignments)</p> <p>Evidence: Course materials are stored in appropriately named folders, allowing students to easily access resources, documents, course policies, etc. at any time throughout the semester.</p> <p>An accurate and true description and definition of the course objectives is included in the syllabus, and referred to throughout the course as different activities are required.</p> <p>Course objectives are clearly linked to the overall degree program and inherent expectations.</p> <p>Assignments, discussions, resources are defined as they relate to the originally outlined course objectives.</p>	<p>Expectations and requirements of the student are clearly stated, often in the syllabus.</p> <p>Evidence: Course materials are stored online allowing students access to documents and policies.</p> <p>The course objectives are written as an ideal rather than as an accurate prediction of what can be accomplished in one</p>	<p>Expectations and requirements of the students are stated generally in the syllabus.</p> <p>Evidence: The course syllabus is the primary or only document stored online for students’ access.</p> <p>The course objectives and expectations are loosely defined, or appear in bulleted format.</p>	<p>Potential assignments and exercises are listed in lieu of any clearly stated course outline or objective, or the course objective is simply the course description quoted from the college catalog.</p> <p>Evidence: Syllabus gives only assignment list and instructor contact information.</p> <p>Syllabus is the only document stored</p>

	<p>Students are allowed to question or assess stated objectives in the context of gaining an understanding of the purpose of particular exercises.</p>	<p>semester.</p> <p>Course objectives are loosely linked to core objectives of degree program(s).</p> <p>Assignments, exercises, and discussions most often are linked to the originally stated course objectives, although not always or consistently.</p> <p>Students are encouraged to accept the stated objectives, and conform to expectations; further explanations are offered, yet discussion is discouraged.</p>	<p>Course objectives are not linked to core requirements of degree programs.</p> <p>Assignments and exercises are identified on the syllabus with due-dates only.</p>	<p>online.</p> <p>Instructor cannot, or does not, clearly express his/her expectations of the student when queried by students.</p> <p>Assignments and exercises seem to be posted randomly and are not explained in the context of the course objectives.</p>
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<p>Instructor Behavior/Technique</p>	<p>Instructor provides comprehensive explanations for the course, assignments, exercises, online venue, etc.</p> <p>Instructor identifies at the beginning of the semester any difficulties that the instructor or students may have accomplishing the stated objectives.</p> <p>Instructor builds the mechanics of completing the course objectives into the assignments, exercises, and discussion or chat boards. (e.g., an exercise might require the mastery of word, digital dropbox, “track changes”, and FrontPage to accomplish the assignment.)</p> <p>Instructor is able to predict the mechanical and intellectual needs of the students. (e.g., the instructor may post an online manual of style/policy with the syllabus in anticipation of student inexperience with online communities.)</p> <p>Instructor identifies and teaches “coping techniques” for systemic quirks that may interfere with the online experience. (e.g., “Remember to right-click when you’re in this particular browser.”)</p>	<p>Instructor provides a comprehensive explanation for the course and its components, and attempts to define the course as it will be manifest in the online environment.</p> <p>Instructor provides college links for instruction sheets on mechanical aspects of the course, without regard to the students’ base knowledge.</p> <p>Instructor knows where the manual is stored on</p>	<p>Instructor provides a relatively comprehensive explanation for the course and its components without regard to the online environment.</p> <p>Instructor offers a limited “how-to” instruction sheet for the mechanical aspects of an online course.</p> <p>Exercises and assignments are not necessarily reformatted for the online environment.</p>	<p>Instructor has not modified the previously taught face-to-face course so that it can be taught effectively in the online environment.</p> <p>Instructor is not knowledgeable about online help resources. (e.g. documentation of the online venue, online performance learning literature, etc.)</p> <p>Course objectives, exercises and assignments do not</p>

	<p>Samples are readily provided for exercises that may require a different presentation style at the request of students. (e.g., portfolio development may be a new concept, and requires the presentation of a physical sample.)</p> <p>Discussion and chat threads for the semester are posted by the end of the first week of the course.</p> <p>Chat “dates” are announced in the syllabus, and predictably and consistently occur.</p>	<p>the campus server, but has not read it, and is not familiar with its effectiveness.</p> <p>Exercises and assignments are potentially transferable to the online venue; limited guidance is offered for the students’ interpretation or processing. Samples of expectations are alluded to rather than made available. (e.g., “check with other students if you’re not clear on this.”)</p> <p>Discussion and chat threads are posted weekly in time for students to respond to assigned postings.</p> <p>Chat “dates” occur relatively regularly, if not frequently.</p>	<p>(e.g., “learn to present PowerPoint to the class” may or may not have comprehensive instructions for uploading or streaming a PowerPoint presentation.</p> <p>Web links are given as solutions to queries about format or presentation; actual samples are not provided to the students.</p> <p>Discussion and chat threads are considered (and offered as) as optional exercises.</p>	<p>transfer to the online venue. (e.g., “learn to speak in front of a classroom of people”)</p> <p>Instructor has not “practiced” the techniques of electronic/online discussion or chat; neither venue is offered as a form of communicating in the course.</p>
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Criteria	Exemplary	Proficient	“Nearly There”	Not Proficient
<p>Flexibility (Good Practice #3) Course organization Built-in flexibility Explicit guidelines for performance in the course</p>	<p>Instructor and students have a sense that learning is reciprocal and synergistic. Students feel as if they have participated in the process of their learning. Instructor prepared for tangent topics that may change relevant assignments and exercises slightly.</p> <p>Evidence: Assignments and exercises may be turned in via a variety of online routes. (e.g., email, ftp, html, digital dropbox, etc.)</p>	<p>Students have a sense of having participated in their own process of learning, but can't quite identify how that was accomplished. Exercises and assignments explicit, although due-dates became flexible.</p> <p>Evidence: Assignments and exercises must be turned in via the method defined by the particular online course program. (e.g., Blackboard or ftp; not both)</p>	<p>Students feel comfortable questioning the process of learning, but do so with reservation. Students able to introduce different topics, but those topics were not ultimately included in the assessment process.</p> <p>Evidence: Assignments and exercises accepted via the one method defined by the instructor. (e.g., digital dropbox)</p>	<p>Instructor and students rigid in their adherence to the original due-dates and topics. Students are not quite sure how to complete all exercises and assignments.</p> <p>Evidence: Instructor not able to access the different modes of assignment and exercise turn-in, so does not allow electronic submission.</p>
<p>Prompt Feedback (Good Practice #4) Performance suggestions Student Self-assessment opportunities Student Performance demonstration</p>	<p>Instructor responds to student questions within 24 hours in student-specific detail. (e.g., referencing previous, current and potential ideas and contributions.)</p> <p style="text-align: center; color: red;">This whole page needs more – I think!</p>	<p>Instructor responds to every student question or concern, but not in a routinely timely or comprehensive manner. (e.g., the specific question is answered when the instructor discovers it.)</p>	<p>The students and instructor “talk in class”, using the private chat functions while in the public “window”. Students who know each other from face-to-face classes pair off to “talk” about non-course topics.</p> <p>Instructor posts “mass announcements” in lieu of personal emails in response to student questions.</p>	<p>. Instructor does not post additional queries or comments beyond any that were originally laid out in the syllabus. Email contact is inconsistent at best</p>
<p>Instructor Behavior/Technique</p>				
<p>Reinterpretation of the Three Tiers of Online Teaching Competency Online Course Management Mechanics</p>				

Good Practices in Effective Teaching and Course Design: Thomas**1. Create Community**

Frequent student-faculty contact is the most important factor in student motivation and involvement. Faculty availability and concern help students get through rough times and keep on working. Similarly, learning is enhanced for students when it is collaborative and social, not competitive and isolated. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding. Does your course design allow for frequent communication between teacher and student as well as student to student?

2. Design Your Course with the End in Mind

Spending time upfront on course design yields benefits all around. A clear statement of learning objectives helps you combine your course activities and assessment measures into a coherent unit. Students know what you expect them to achieve, and how your course is intended to get them there. Can you communicate to your students at the outset the skills and knowledge you expect them to possess at the end of the course? Can you explain how the course structure will provide them with the opportunities to build those competencies?

3. Be Clear, Be Flexible

Consider how your course is organized and paced. Good organization does not imply an inability to adapt or revise. Is your course design flexible enough to accommodate unexpected developments, and to take advantages of evolving events or ideas? Are your assignments paced appropriately, and have you been explicit about your guidelines for how to prepare assignments and out-of-class readings or projects?

4. Give Prompt Feedback: Assessment and Evaluation

Students need frequent opportunities to perform and receive suggestions for improvement. They need chances to reflect on what they have learned, what they still need to know, and how to assess themselves. Are your assessment methods clear, and are your evaluation system and your standards as transparent as possible? Do students have multiple opportunities and formats to demonstrate what they have learned through the term?

5. Respect Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Students need the opportunity to show their talents and learn in ways that work for them. Use a variety of tools in your teaching, both to reinforce the key concepts and to provide multiple approaches to the material. Communicate high expectations for everyone – and then be prepared to assist as best you can.

Thomas College Core Competencies

“Those we serve are the foundation of our future.”

“Thomas College prepares students for success in their personal and professional lives, and for leadership and service in their communities.” *From the Thomas College Mission Statement.*

1. **Communications**

Thomas students can communicate effectively and persuasively, demonstrating an awareness of audience and the use of a variety of forms, oral and written, print and electronic, that document their abilities in organization, presentation, form and content.

2. **Leadership and Service**

Thomas students exhibit a command of interpersonal skills, leadership abilities and a commitment to community service.

3. **Analytical Reasoning**

Students demonstrate the ability to conduct research, to collect and organize appropriate data, to apply analytical, scientific, and mathematical concepts using both traditional and technologically-based models. Students communicate their findings using the appropriate tools for a specific problem or project.

4. **Community and Interpersonal Relations**

Thomas students demonstrate an awareness of individual responsibility, and the relationship of the individual to the community and to society. They demonstrate an ability to consider influences such as personality, economics, politics, religion, race, class or gender in issues that affect the individual and the community.

1. encourages contact between students and faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. develops reciprocity and cooperation among students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. encourages active learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. gives prompt feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. emphasizes time on task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. communicates high expectations

Expect more and you will get more. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. respects diverse talents and ways of learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

“Forces” incorporated:

- activity
- expectations
- cooperation
- interaction
- diversity
- responsibility

Necessary Environmental Qualities:

- strong sense of shared purposes
- concrete support from administrators and faculty leaders
- adequate funding appropriate for the purposes
- policies and procedures consistent with the purposes
- continuing examination of how well the purposes are being achieved.

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***Thomas College Hybrid/Online Course Guidelines
Draft 1-19-06***

In establishing guidelines for the development and delivery of hybrid and online courses, the College seeks 1) to provide flexibility and convenience to students; 2) to make effective use of available technology in graduate and undergraduate education as consistent with the College's mission and vision statement; 3) to provide encouragement and support to faculty as they develop new approaches to teaching, learning, and course design, and 4) to maintaining high academic standards and learning opportunities for students.

Guidelines:

Faculty are not required to offer hybrid or online courses.

Faculty choosing to offer hybrid/online formats must meet "First Tier" competencies and are encouraged to follow the "Good Practices in Effective Teaching and Course Design" as adopted by the Faculty Senate. These skills are in addition to meeting all the traditional requirements and qualifications for teaching at Thomas. These competencies will be assessed by the department chairs in conjunction with the director of graduate and continuing education and/or the chief academic officer, as appropriate, with the assistance of the Information Resource Specialist as needed.

Courses offered in hybrid formats will be clearly identified to assist students and advisers in building course schedules. Whenever possible, course schedules will include options for students to choose between traditional and hybrid/formats, especially in the day division.

While a limited number of specific courses may be deemed unsuitable for a hybrid or online format as determined by explicit criteria established by the Academic Affairs committee (e.g., Public Speaking), the general presumption should be that a skilled faculty member should be afforded the academic freedom to explore innovative teaching methods and course design formats as long as a course meets the stated learning objectives adopted by the faculty.

Student satisfaction and success in online and hybrid formats will be monitored and reviewed by the academic computing committee and the department chairs in conjunction with the director of graduate and continuing education and/or the chief academic officer.

Three-Tiers of Competency ~ Thomas College (I've added items in red)

First Tier

- Create, save, and upload to Blackboard : Word documents (.doc), PowerPoint files (.ppt)
- Utilize spell-check (**Blackboard**, Word, PowerPoint)
- Enroll or remove users from Blackboard courses
- Add announcement (Blackboard)
- Set viewing options for content
- Access the *Online Blackboard Instructor Manual*
- Send email to all users, groups of users, or individual students (Blackboard, **Outlook**)
- Add, Send, and Access files within the Digital Dropbox
- Add forums/**threads** to the Discussion Board
- Post messages and reply to messages on the Discussion Board
- Add external (**persistent**) links to content
- Answer basic technical support questions from users (e.g.)
 - “How do I log in to Blackboard?”
 - “I’ve forgotten my password – what do I do now?”
 - “I know I put my file in the drop box, so why can’t you see it?”

Second Tier

- Upload Course Cartridges
- Copy, Archive, and Export courses
- Utilize the Course Calendar
- Create online quizzes/tests within Blackboard
- Utilize Gradebook, and make interim grades available to students
- Set up groups, including properties for use, such as access to a group discussion board, or file exchange
- Add and remove group users
- Utilize Chat or the Virtual Classroom
- Scan reading material using Adobe Acrobat to create a .pdf file, and upload to Blackboard with the appropriate copyright statement
- Answer technical support questions from users. (**is this really addressing mentoring other faculty?**)

Third Tier

Create, save, and upload audio and video files