## Principles of Effective Online Instruction

- **A Checklist -**

### Audience Analysis
- Prerequisites, if any, are clearly stated
- Current knowledge level of students is assessed as appropriate for course
- Any skills needed are addressed. Students are asked about current proficiencies, including computer skill level.

### Course Goals/Objectives
- Objectives are clear, behavioral and measurable and appropriate to course goals
- Course goals are clear and appropriate

### Instructional Activities
- Utilizes active learning strategies that engage the student and appeal to differing learning styles
- Learning activities are linked to course objectives
- Course provides multiple activities that help students develop critical thinking and problem-solving skills.
- All content adheres to current copyright law.

### Student and Course Evaluation
- Summative evaluation is clearly described
- Students are not assessed solely on tests/quizzes but are provided ample opportunities to demonstrate proficiency in different ways
- If online testing is used, it should not comprise the greater portion of the final grade. (Best treated as “openbook”)
- Evaluation of online participation is described
- Rubrics are used for assignments
- Formative evaluation is provided to students through ongoing feedback (emails, Gradebook, announcements, discussion board postings)
- Evaluations are linked to objectives
### Teaching Strategies

- Syllabus is online and complete, including course expectations, goals & objectives, grading criteria, course policies
- Support for student questions is provided (Examples: instructor contact information, FAQ’s, Discussion board for questions)
- Instructor assumes a facilitative role
- Instructions for assignments are clear

### Innovative Teaching with Technology

- New teaching methods are applied and innovatively enhance student learning and interactively engage students
- Course uses a variety of technology tools to appropriately facilitate communication and learning
- Course optimizes internet access and effectively engages students in the learning process in a variety of ways throughout the course
- A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.

### Faculty Use of Student Feedback

- Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester
- Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course
- Instructor offers multiple opportunities for students to give feedback on course content

### Interaction between Learners and Instructional Materials

- Students receive orientation to practice posting in Discussion forum, submitting to dropbox, taking online exam, and using any other type of technology that will be utilized during the course
- Resources for completing course activities are provided
- Guidelines for posting to discussion board and/or participating in Chat are provided

### Interaction among Learners

- Orientation to technology is provided
- Students are provided the opportunity to collaborate with other students through group word or other means
- Group activities
- Email
- Discussion Boards and/or chat available
Interaction between Learners and Instructor

Students are prompted by facilitator to expand on relevant points (e.g. in discussion board posts)

Student participation is tracked and an effort is made to contact non-participators (e.g. email, phone)

Instructor publishes office hours (virtual or “physical”) and contact information

Instructor conveys policy on answering emails (i.e. how soon students can expect response, etc)

Instructor communicates how will give feedback, including frequency of feedback on discussion forums, assignments, etc

Instructor allows own personality to emerge through postings, notes, and other means

Instructor “personalizes” course for students (emails, using name, friendly tone)

Feedback is evident through announcements, emails, discussion postings, or other means

Criteria used to evaluate participation in online discussion groups are explained

Student emails are answered in timely manner

Promote Community

Students introduce themselves (e.g. develop student homepages)

Students are encouraged to respond to classmate introductions (e.g. via discussion board activity)

Instructor introduces himself/herself to model interaction (e.g. develops staff homepage)

“Ice-breaker” activity to get acquainted (online activity or during on-campus orientation)

Time Requirements

Indicate to students general time requirements of course

Course is developed before first class meeting. If this was not possible, should be several weeks ahead of class schedule.

Progression through Course

Units of instruction are organized in a logical, consistent sequence

Online Gradebook is used

If online testing is used, has detailed instructions as to how it will be administered and the settings that will be in place. If possible, a practice test with the same settings should be given first.
<table>
<thead>
<tr>
<th><strong>Learner Support &amp; Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials for using LMS is provided</td>
</tr>
<tr>
<td>Tips for being a successful online student are provided</td>
</tr>
<tr>
<td>Sources for any required browser plug-ins is provided</td>
</tr>
<tr>
<td>List of frequently asked questions (FAQs) is provided</td>
</tr>
<tr>
<td>Link to Library resources is provided</td>
</tr>
<tr>
<td>Instructions on how to write a research paper is provided (when a paper is a course requirement)</td>
</tr>
<tr>
<td>Instructions for how to conduct online research is provided (when a paper is a course requirement)</td>
</tr>
<tr>
<td>If specialized software is required to complete class assignments, relevant information/tutorials on how to use the software is provided</td>
</tr>
<tr>
<td>Guidelines for student behavior (Netiquette) (i.e. respect for views of others, email and Discussion Board posts) is provided</td>
</tr>
<tr>
<td>Guidelines for APA/MLA format of papers and/or citations is provided (when a paper is course requirement)</td>
</tr>
<tr>
<td>Glossary of terms or link to definitions is provided</td>
</tr>
<tr>
<td>Expectations of students’ participation, honesty, etc. is clearly articulated</td>
</tr>
<tr>
<td>Expectations of availability of and turnaround time for contact with instructor is clearly identified</td>
</tr>
<tr>
<td>All due dates are published with timely reminders</td>
</tr>
<tr>
<td>Course provides a variety of course-specific resources, contact information for instructor, department and program.</td>
</tr>
<tr>
<td>Course offers access to a wide range of resources supporting course content and different learning abilities</td>
</tr>
<tr>
<td>Course contains extensive information about being an online learner and links to campus resources</td>
</tr>
<tr>
<td>Contact information for technical support is provided</td>
</tr>
</tbody>
</table>
Course Design

- Written material is concise
- When possible, options among assignments are provided to allow for different interests, backgrounds, etc.
- Typeface is easy to read
- Syllabus is easily located
- Syllabus is available in a printer-friendly format (e.g. PDF)
- Sufficient contrast between text and background makes information easy to read
- Study questions are given throughout course
- Spelling and grammar are consistent and accurate
- Sentences and paragraphs are succinct
- Required instructional materials are easily located
- Organization of course content is consistent and logical throughout the course
- Navigability is clear, simple and user friendly
- Links to other parts of the course or external sources such as web sites are accurate and up-to-date
- Links to other parts of the course or external sources of information are accurate
- Layout of course is visually and functionally consistent
- Language of written material is friendly and supportive
- Design keeps course pages to a comfortable length with white space
- Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility
- Course content is "chunked" (when possible) for more manageable learning
- Content is organized by modules, units, lessons, or other meaningful structure
- Appropriate images supporting course content and add visual interest
- All web pages are visually and functionally consistent throughout the course
- Aesthetic design presents and communicates course information clearly throughout the course.
- Accessibility issues are addressed through the course (including sight, mobility, hearing, cognition, ESL, and technical
RESOURCES:
Rubric for Online Instruction - California State University, Chico
http://www.csuchico.edu/celt/roi/index.shtml
Online Course Development Checklist - Academic Technology @ Palomar College
http://www.palomar.edu/atrc/teachingonline.htm
Principles of Online Design - Florida Gulf Coast University
http://www.fgcu.edu/onlinedesign