



Seven Principles of Good Practice in Undergraduate Education

1. Good practice encourages student-faculty contact.

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. Good practice encourages 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 improves thinking and deepens understanding.

3. Good practice encourages active learning.

Learning is not a spectator sport. Students do not learn much just 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. Good practice gives prompt feedback.

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In 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. Good practice 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 for high performance for all.

6. Good practice communicates high expectations.

Expect more and you will get it. 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. Good practice 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 learning in new ways that do not come so easily.

These principles were compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation. Reprinted with permission.

Academic Technologies (ATEC) and the
Center for Excellence in Learning and Teaching (CELT)
are pleased to announce

Exemplary Online Instruction

for faculty at California State University, Chico

Call for Nominations

Deadline Wednesday, January 7, 2004



For more information, please visit the Technology and Learning Program (TLP) web site at <http://www.csuchico.edu/tlp/webct/> or contact the chair of the *Committee for Online Instruction* (COI), Laura Sederberg, at lsederberg@csuchico.edu. This rubric is designed to promote ongoing discussions about the nature of student learning, and the development of high-quality learning environments both in and outside of the classroom. This project is sponsored by the Provost and Vice President for Academic Affairs, the Vice Provost for Information Resources, the Directors of Academic Technologies, and the Director of the Center for Excellence in Learning and Teaching (phone 530-898-6101).



*Believing in the primacy of student learning,
we will continue to develop high-quality learning environments
both in and outside of the classroom.*
-The Strategic Plan for the Future of California State University, Chico

Chico's Rubric for Online Instruction

To help the campus develop and recognize exemplars of good online instruction, ATEC and CELT offer this rubric to the campus community and invite nominations for recognition of exemplary online instruction according to the following indicators of baseline, effective, and exemplary levels of quality.

The six categories are:

1. learner support and resources
2. online organization and design
3. instructional design and delivery
4. assessment and evaluation, appropriate and effective use of technology
5. appropriate and effective use of technology, and
6. faculty use of student feedback.

What does exemplary online instruction look like?

Examples of the first year's exemplary online instruction are visible at, <http://www.csuchico.edu/celt/roi>. From here you will see the Rubric for Online Instruction, categorical illustrations, the instructors who received awards, and the nomination process.

How can I nominate a course for CELT's Exemplary Online Instruction Awards?

Turn in a nomination form to
Director of CELT, Marilyn Winzenz,
zip 110 no later than
January 7, 2004

Find the nomination form online,

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

The exemplary courses will be announced at the 2004 CELT Conference. The courses will be reviewed by a committee of faculty and staff who are familiar with the rubric and Seven Principles of Good Practice in Undergraduate Education (page 4).



Posters of the award winning courses are displayed on the south wall of the basement of Meriam Library.



For more information or assistance, please contact
Marilyn Winzenz, Associate Provost
Director of the Center for Excellence in Learning and Teaching