

Good Online Instruction

Self-assessment for online instructors.

Based on Chickering & Gamson's Seven Principles for Good Practices in Undergraduate Education

Principle #1

Encourage student-faculty contact.

- a. How effectively were you able to use the technology available to encourage student-faculty contact in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

- b. From the list below, check the tools that you use to encourage student-faculty contact and describe how you and your students use the tool or activity.

WebCT Tools

- Chat:** Schedule time online for virtual office hours to give students the opportunity to discuss course related issues and receive assistance
- Home pages:** Post photos of faculty and students to share with class.
- E-mail:** 1 to 1 contact between the instructor and student regarding course related topics
- Discussions:** One to many contact. Post messages to be read by the entire class and share resources or information related to lectures, projects, or assignments.
- Other:**

HorizonLive Tools:

- Polling:** Start each session with Yes/No questions before open ended questions
- Private chat:** Use to keep individuals on task. Send private messages to students engaging in disruptive or off-subject conversations asking them to refocus and participate in the class discussion.
- Video:** Maintain eye contact with camera
- Chat:** Call students by name, praise student-initiated contact; intersperse question/answer period with lecture throughout the session

Principle #2

Encourage cooperation among students.

- a. How effectively were you able to use the technology available to encourage cooperation among students in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

- b. From the list below, check the tools that you use to encourage cooperation among your students and describe how you and your students use the tool or activity.

WebCT Tools

- Student presentations:** Small teams or groups interact via e-mail, post student papers online, students can critique each other's work
- E-mail:** Students can work on group projects and problem solve in groups
- Discussions:** Self introductions, provide specific opportunities for students to interact with other students in the class
- Discussions:** Encourage students to post work on the discussion board and allow other students to peer-review the work as it is being developed
- Other:**

HorizonLive Tools:

- Chat:** Assign students to serve as chat room moderators on a rotating basis; encourage self introductions
- Breakout rooms:** Use breakout rooms to provide online students with the opportunity to interact in small groups and discuss relevant topics, assignments, or projects

Other Tools:

- Other technologies:** Invite students to exchange postal addresses, e-mail addresses, and telephone numbers

Principle #3

Encourage active learning.

a. How effectively were you able to use the technology available to encourage active learning in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

b. From the list below, check the tools that you use to encourage active learning and describe how you and your students use the tool or activity.

WebCT Tools

- Discussions & Chat:** Formal debate online between students and experts;students evaluate each other’s postings;invite virtual guests
- Quizzes:** Use paragraph-type essay questions for students to submit regular observation/reflections or for journal writing
- E-mail:** Journaling;utilizing a modified Delphi technique for group consensus decision making
- Self-quiz:** Self evaluation for students
- Other:**

HorizonLive Tools:

- e-Board:** Solicit input from students regarding online resources about the lesson topic;push Web pages suggested by students during the live presentation
- General chat:** Encourage students to ask questions during the live lecture
- Live App:** Simulations of varying degrees of difficulty using the real technological tools of your chosen field (i.e. SPSS,scientific simulations)
- Chat:** Call students by name, praise student-initiated contact;intersperse question/answer period with lecture throughout the session
- QuickStory:** Create short, customized case studies and gather feedback from the audience
- Other:**

Principle #4

Give prompt feedback.

a. How effectively were you able to use the technology available to give prompt feedback to the students in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

b. From the list below, check the tools that you use to give prompt feedback to your students and describe how you and your students use the tool or activity.

WebCT Tools

- Chat:** Set up virtual office hours where the instructor is present
- Self quiz:** Add self-quizzes with specific feedback for all responses along with each page
- Quizzes and/or surveys:** Use quizzes that provided immediate results; Needs assessment preclass and post class assessments
- Assignment Dropbox:** Require drafts; Web-based assignments clearly state how the web may be used in the assignment; Web-based assignments direct students to specific Web sites;provide hints for searching the Web
- Other:**

HorizonLive Tools:

- Chat:** Respond to students questions or comments publicly or privately through the Chat area
- QuickPoll:** Provide students with immediate quantifiable results based on student reactions to questions presented during the lesson.
- Video:** Respond timely to questions or comments posted by students in the chat room throughout the live lecture

Principle #5

Emphasize time on task.

a. How effectively were you able to use the technology available to emphasize time on task in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

b. From the list below, check the tools that you use to emphasize time on task and describe how you and your students use the tool or activity.

WebCT Tools

- Goals:** Post course goals and learning objectives, then ask students which two are meaningful to them and why
- Calendar:** Set time-achievement expectations that are laid out at the beginning of the course
- Tracking:** Monitor student activity on content pages and provide feedback to students based on their activities; permit students to track their own progress through the content
- Discussions:** Set limits for the number and type of postings by each student; limit the length of each message
- E-mail:** Keep messages succinct; be sure that the subject lines are specific and meaningful; avoid over-reliance on attachments; set guidelines for file format of e-mailed attachments, require virus-checking of all attached files; require progress reports from students periodically
- Bookmarks:** Maintain accurate and up-to-date links to external sites

HorizonLive Tools:

- e-Board:** Encourage students to participate in the time issue ... Ask: we have 10/20 minutes left, what do you want to do with it?
- Chat transcript logs:** Review class session logs to determine amount of time on task
- Other:**

Principle #6

Communicate high expectations.

a. How effectively were you able to use the technology available to communicate high expectations to the students in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

b. From the list below, check the tools that you use to communicate high expectations to your students and describe how you and your students use the tool or activity.

WebCT Tools

- Self assessment tools:** Allow students to determine their own readiness for online learning in terms of self-motivation and technology or computer access
- Syllabus:** Clearly post syllabus with requirements and schedule; include course objectives written at the higher level and clearly revealed to students
- Discussions:** Monitor ongoing student dialogs for climate setting and role modeling; provide corrective feedback — state specific examples of appropriateness and inappropriateness; negotiate with all class members and post netiquette guidelines; ask students to comment on what they are doing in terms of metacognition of the discussions process
- Content module:** Provide extra content modules for supplemental readings which support key points
- WebQuests:** Utilize WebQuests for promoting more discovery and constructivist-oriented learning activities
- Quizzes and selective release:** Require mastery competence for information literacy prior to assigning Internet research tasks
- Content modules:** Separate course into small self-contained segments (modules) that can be used to assess student mastery before moving forward in the course or program
- Online resources:** Require students to make appropriate and effective use of external resources, including Web-based electronic resources

Principle #6 Continued ...

- Content modules:** Separate course into self-contained segments (modules) that can be used to access student mastery before moving forward in the course or program
- Assignments and presentations:** Use course assignments and projects that require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources

HorizonLive Tools:

- Video:** Instructors should make participants feel comfortable with the technology by modeling comfort with the system and by providing an early orientation
- Chat transcript logs:** Let students know that messages posted in the Chat area are recorded and monitored for quality of participation
- Slides:** Model high quality performances each session by using professionally prepared slides for viewing in a planned order
- Chat:** Monitor student chat dialogs and set guidelines for student chat interactions. To help students understand proper chat room etiquette, provide them with examples of appropriate electronic communication.
- Chat and video:** Praise and model appropriate behavior by encouraging students to continue courteous and helpful interactions in the online chat room/classroom
- Chat:** Inform students of expectations for using the chat room at the beginning of the semester. By establishing guidelines, students are aware of how they are expected to participate in the online session.
- Other:**

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Principle #7

Respect diverse talents and ways of learning.

a. How effectively were you able to use the technology available to respect diverse talents and ways of learning in your class?

	Not Effective	Needs Improvement	Undecided	Somewhat Effective	Very Effective
N/A	1	2	3	4	5

b. From the list below, check the tools that you use to respect diverse talents and ways of learning and describe how you and your students use the tool or activity.

WebCT Tools

- CD-Rom tool:** Utilize third party software from publishers to provide a simulated laboratory — such as anatomy or astronomy
- Content modules & action menus:** Sequence course content delivery via content module and action menu with limits to course navigation. Explain theory from “practical approach” first, then add the structural approach; Make course content made available in manageable segments
- Quizzes:** Utilize pre-assessment inventory of learning styles, then provide different content modules accordingly
- Image database:** Make some material, such as lecture notes, available in various forms to support students who learn effectively when they are in control of the pace at which material is presented
- Library resources:** Include links to the discipline-specific library information Web pages in your course for students to gain access to virtual library resources
- Streaming media:** Use media to present content in multiple formats including audio, video, slide shows
- Downloads:** If you use PDF files, video files, sound or PowerPoint files, include links for students to download appropriate software

HorizonLive Tools

- QuickSlides**
- QuickPics**
- Breakout Rooms**
- Slides:**