Standards for Teaching Online

Online Course Development Team
Janine Lim, PhD
Associate Dean, Online Higher Education
janine@andrews.edu
(269) 471-6546

Denise Shaver, PhD
Lead Curriculum & Instructional Design Specialist
shaver@andrews.edu
(269) 471-3250

Amy Maydole
Course Manager
maydole@andrews.edu
(269) 471-6578

Marsha Beal
Technology & Instructional Design Specialist
bealmj@andrews.edu
(269) 471-6200

And graduate and contract Instructional Facilitators
Standard: Faith Integration

Description: The course provides students opportunities to grow in their understanding of life, learning, and civic responsibility from a Christian point of view.

Standard Source: Andrews University Mission Statement

<table>
<thead>
<tr>
<th>Exceptional (5)</th>
<th>Target (4)</th>
<th>Acceptable (3)</th>
<th>Emerging (2)</th>
<th>Unsatisfactory (1)</th>
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<tbody>
<tr>
<td>There are 5 or more course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There are 3-4 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There are 1-2 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There is little evidence of course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
<td>There is no evidence of course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Journals with reflections on how course content can be applied in the student’s life
- Students participate in off-line volunteer activities that requires students to make connections between the course content and their civic responsibility
- Applied questions in the asynchronous discussion board. For example:
  - PHYS 110: Is it a reflection on God's character that the Sun and other stars come to an end? The Sun is expected to remain in its current state for approximately 5 billion years into the future, but some stars are exploding as supernovae at any moment. Could intelligent civilizations be terminated by such events?
  - HIST 117: Both the Aztecs and Ancient Hebrews practiced blood sacrifices. How were they different?
- Worship space (online chapel in a discussion forum)
- Part of the lecture or course instructional content
- Part of the synchronous discussions

Selected References and Resources:

**Standard: Critical Thinking**

**Description:** The course expects students to demonstrate the ability to think clearly and critically.

**Standard Source:** Andrews University Mission Statement

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<tr>
<td>The course includes multiple opportunities for students to think critically by requiring them to do the following: define and describe a relevant issue from multiple angles, evaluate sources of information, identify and question others and one's own assumptions, acknowledge different sides of an issue, share a conclusion logically tied to a range of information including opposing viewpoints, and/or identify consequences and implications.</td>
<td>The course includes opportunities for students to think critically by requiring them to do most or all of the following: define and describe a relevant issue from multiple angles, evaluate sources of information, identify and question others and one's own assumptions, acknowledge different sides of an issue, share a conclusion logically tied to a range of information including opposing viewpoints, and/or identify consequences and implications.</td>
<td>The course includes opportunities for students to think critically by requiring them to do one or more of the following: define and describe a relevant issue, evaluate sources of information, grapple with different sides of an issue, form a conclusion based on evidence, identify consequences and implications.</td>
<td>There is minimal evidence of course learning experiences that require critical thinking.</td>
<td>There is no evidence of course learning experiences that require critical thinking.</td>
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**Examples:** This should not be considered an exhaustive list of how this standard may be met in an online course.

- Technology-facilitated critical thinking group projects (i.e. wiki, GoogleDocs)
- Critical thinking student individual or group video presentation (live or recorded)
- Journals or short writing assignments
- Critical thinking encouraged and facilitated by the instructor in the asynchronous discussion board
- Position papers
- Literature reviews
- Debates
- Critical thinking research paper

**Selected References and Resources:**

- Bruning, K. (2005). The role of critical thinking in the online learning environment. *International Journal of Instructional Technology and Distance Learning, 2*(5). [http://www.itdl.org/Journal/May_05/article03.htm](http://www.itdl.org/Journal/May_05/article03.htm)
Standard: Student Reflection

Description: The course promotes thoughtful student reflection through activities and opportunities which guide students in reflecting on the content and its application.

Standard Source: Andrews University Strategic Plan Pillar Community and Strategic Initiative #4.

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<tr>
<td>Significant guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application to their life and work. There is clear instructor feedback and evaluation of these reflections.</td>
<td>Substantive guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application. Instructor feedback is provided on these reflections.</td>
<td>Guidance and opportunities are provided to students to reflect on the course and its application.</td>
<td>Some opportunities are provided to students to reflect on content.</td>
<td>Little evidence exists that reflection is present in the course.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- Assessments of content or practice include a reflection component
- Reflection assignments have a detailed rubric on how the reflections will be evaluated on the integration of course concepts into personal or professional practice
- Journal assignments require students to include reasons for reflections, or to give reasons for decisions or events in broader historical, social, or contexts, or to assess and evaluate their own learning
- Reflections connect beliefs to practice
- Discussion questions that ask students to reflect on what they are learning and to make connections with the content of the course, their reading of the literature, their experiences, and their fellow classmates' reflections
- Students are provided with journaling assignments that require them to reflect on what they are learning and the process of their development

Selected References and Resources:

Standard: Faculty Presence

Description: The interactions between faculty and students within and outside the course are substantive and regular and the students perceive the instructor to be “present” and “immediate” in the course.

Standard Source: “Regular and substantive interaction with the instructor” is a federal requirement for “interactive online” courses. “Self-paced” courses must meet at least the Emerging level.

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<tr>
<td>The instructor’s teaching presence is evident in the clear course design and organization, the substantive facilitation of discourse, and multiple methods of direct instruction. The instructor’s immediacy is evident through consistent interaction, regular accessibility, consistent and prompt feedback, and self-disclosure, humor, personal interaction, and attentiveness to all students, particularly the non-participative students.</td>
<td>The instructor’s teaching presence is evident in the course design and organization, the facilitation of discourse, and direct instruction. The instructor’s immediacy is evident through consistent interaction, accessibility, prompt feedback, and self-disclosure, humor, and personal interaction.</td>
<td>The instructor’s teaching presence is evident by the instructor responding quickly to student questions, providing quick feedback to students, and being active and visible in the course. The instructor’s immediacy is evident through self-disclosure and humor.</td>
<td>Instructors respond quickly to student-initiated interaction; provide quick feedback to students; and are perceived as available to the students.</td>
<td>Students are expected to work through the course material alone with no instructor support or interaction available.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- The instructor has repeated contact with students over time and responds frequently and quickly to students and communicates attentiveness.
- The instructor emails the class with housekeeping and module overview information once a week.
- In synchronous meetings, the instructor looks directly into the camera to meet student’s eyes, smiles, nods, etc.
- The instructor’s picture is shown in at least one location in the course (and video is shared in synchronous sessions).

Selected References and Resources:

Standard: Learning Community

Description: The course offers an engaging learning community.

Standard Source: Andrews University Strategic Plan Pillar Community and Strategic Initiative #4. A high level of interaction between the instructor and the student is also a federal requirement for “interactive online” courses. A learning community is not required for “self-paced” courses.

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<td>The course creates a learning community by empowering individuals to contribute their learning and give feedback to each other. Both the instructor and participants visibly and frequently engage facilitate learning and social interactions a multiple times a week.</td>
<td>The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.</td>
<td>The course design includes opportunities for social and learning interaction among the students.</td>
<td>Minimal opportunities are provided for students to interact with each other and the teacher.</td>
<td>No opportunity is provided for students to interact with each other.</td>
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Examples: This should not be considered an exhaustive list of how this standard may be met in an online course.

- An introductions forum for students to get to know each other personally and professionally
- A watercooler, Q&A, technical help, or learning process comments discussion forum for students to discuss and ask questions on housekeeping issues related to the class
- An online chapel inviting students to share inspirational thoughts and prayer requests
- Any live sessions include ice-breaker times or for students to check in, tell the weather or something interesting from their location; as well as opportunities for students to interact with each other as well as the instructor
- Asynchronous discussion forums are designed for students to interact with each other socially as well as to discuss and engage with the learning content
- The instructor empowers and structures the learning community to give “points” or rewards participants show their learning and engage in feedback
- The instructor facilitates and promotes student’s interaction and encourages and models intersubjectivity.

Selected References and Resources:

- Community of Inquiry model for online teaching: [http://communitiesofinquiry.com/](http://communitiesofinquiry.com/)
**Standard: Stimulating Learning Experiences**

**Description:** The course provides diverse opportunities for engaging intellectual discovery, inquiry and creative problem-solving.

**Standard Source:** Andrews University Mission Statement

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<td>A thorough selection of significant learning experiences allow for rich intellectual discovery and inquiry. Assignments require and provide guidance and clear instruction for creative problem solving. Students are provided choices for methods of meeting content standards with various learning styles and pursuing individual interests within the boundaries of the learning outcomes.</td>
<td>Most of the learning experiences allow for intellectual discovery, inquiry, and creative problem solving. Most of the learning experiences provide choices for students to meet the content standards in a variety of ways that allow for various learning styles and individual interests.</td>
<td>At least half of the learning experiences allow for intellectual discovery, inquiry or creative problem solving. At least one activity provides choices for students to meet the content standard in a variety of ways to address various learning styles and individual interests.</td>
<td>A few activities allow for intellectual discovery, inquiry or creative problem solving.</td>
<td>There are no activities that allow for intellectual discovery, inquiry or creative problem solving.</td>
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**Examples:** This should not be considered an exhaustive list of how this standard may be met in an online course.

- Students do service learning and reflect on it online
- Assignment requires using creative problem solving
- Students teach a concept to someone outside of the class
- A variety of media are used in assignments and content presentation
- Assignments allow students to choose topics or areas of study
- Assignments using technology tools allow students to choose which tool to use to complete the assignment
- A variety of different types of assignments are included
- Assignments give options for kinesthetic, auditory, or visual learners

**Selected References and Resources:**

- Creative Problem Solving: [http://www.creativeeducationfoundation.org/our-process/what-is-cps](http://www.creativeeducationfoundation.org/our-process/what-is-cps)
- See also the service learning series in the JWL library CTALE. Search “service learning ctale” in the quick box.
Standard: Assessment

Description: The course’s assessment is appropriately linked to the learning outcomes and uses appropriate measurements for the type of knowledge or skills being assessed.

Standard Source: Andrews University Philosophy of Assessment

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<td>Assessments are clearly based on, and at the same level of learning, as the stated course / program outcomes, with the connection between outcomes and assessments obvious and clear to students. Instructions clearly inform students of expectations, any exams are proctored and use randomized question test banks, and clear rubrics are included for all subjective assignments.</td>
<td>Assessments are based on, and at the same level of learning, as the stated course / program outcomes. Instructions clearly inform students of what is expected. Rubrics are used appropriately for subjective assignments. Exams are appropriately proctored.</td>
<td>Assessments are based on the stated course / program outcomes. Instructions inform students of what is expected.</td>
<td>Assessments are somewhat connected to the stated course / program outcomes. Instructions and expectations for students are somewhat unclear.</td>
<td>Assessments are unconnected to the stated course / program outcomes and have ambiguous instructions and expectations.</td>
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Examples: *This should not be considered an exhaustive list of how this standard may be met in an online course.*

- Clear grading criteria, expectations, and instructions
- Explicit rubrics or other grading guides provided for subjective assignments
- Exams are proctored and use randomized question test banks
- Connection between the outcomes and assessment clearly explained to students

Resources and References:

- The School of Distance Education provides exam proctoring services. Please email dlit@andrews.edu to make arrangements for your course.
- The Office of Assessment provides assistance with rubrics and other assessment related questions. Email assessment@andrews.edu to arrange for assistance.
Standard: Web Design Quality

**Description:** The course is designed for accessible web delivery with user friendly navigation and organization, visually appealing graphics and components, and is copy-edited for correct English usage.

**Standard Source:** Andrews University

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<td>The course has a consistent content and organization pattern for each week or module, has clear introductions and getting started instructions, and all components are clearly labeled consistently throughout the syllabus, course content, and activities.</td>
<td>The course is organized by weeks or modules, has a clear section at the top to introduce students and instructions on how to get started, and most components are labeled consistently throughout the syllabus, course content, and activities.</td>
<td>The course is organized by weeks or modules and has an introduction section.</td>
<td>The course is organized by content type and difficult for students to know where to start and what to do.</td>
<td>The course is difficult to follow, and inconsistently organized.</td>
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<tr>
<td>The course is visually appealing, includes instructor photo and content information prominently placed, graphics to enhance the navigation, photos to enhance the content, and video clips appropriately used to enhance faculty presence and content delivery.</td>
<td>The course is visually appealing with consistent appropriate color usage, includes instructor photo and contact information prominently placed, graphics to enhance the navigation, and photos to appropriately enhance the content with image sources credited.</td>
<td>The course is visually appealing with consistent colors and includes instructor photo and contact information.</td>
<td>The course is plain and visually neutral.</td>
<td>The course design is garish and visually unappealing, distracting students from the content presentation.</td>
</tr>
<tr>
<td>The course is exceptionally well-written and is free from grammar errors, typos and any copy errors.</td>
<td>The course is free from grammar errors, typos, and other copy errors.</td>
<td>The course has minimal grammar errors, typos, and other copy errors.</td>
<td>The course has a few grammar errors, typos, and other copy errors.</td>
<td>The course has obvious and frequent typos and English errors.</td>
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</table>

**Resources:**

- The DLIT design team can design your content into visually appealing and web accessible formats. Email dlit@andrews.edu to arrange a consultation.
- The School of Distance Education also provides copy-editing services, but final copy must be provided at least two months in advance of the course being offered.