

**E-Learning Best Practices    SUNY Plattsburgh 2009**

This SUNY Plattsburgh E-Learning Best Practices is a product of research, experience, and deliberation on the part of members of the E-Learning Advisory Board, but it is by no means a culmination of these efforts. Input from faculty in the way of comments, suggestions, and examples will add to the refinement of this collaborative piece. Faculty should send contributions to the Associate Dean of Library & Information Services (Holly Heller-Ross, Interim: 202A Feinberg Library or email hellerhb@plattsburgh.edu)

The SUNY Plattsburgh online instruction goals have been formulated to reflect and support faculty development of characteristics our students associate with excellent teachers. (These characteristics were identified in a year-long student focus group on teaching project conducted by the Offices of Institutional Advancement and Institutional Research, and the Center for Teaching Excellence):

1. Respect and care for the student
2. Knowledge of discipline
3. Enthusiasm for the discipline and for teaching
4. Organization
5. The ability to communicate understanding of complex ideas

The E-Learning Best Practices outline is divided into general course components, its relevant standards (linked to a teaching excellence characteristic), and the specific best practices that can be applied to reach those standards. We have provided faculty with a rubric that is a guide in understanding how they are achieving these best practice goals, and tips to help them. By using the following online course review rubric, faculty can contribute to continued growth in excellence in teaching and learning at SUNY Plattsburgh.

**I. Instructional Design**

- **Standard One: Organizing and Arranging Course Materials**
- **Standard Two: Learning Objectives**
- **Standard Three: Course Activities and Assignments**

**II. Course Instruction**

- **Standard One: Communication and Interaction**

➤ **Standard Two: Assessment**

**III. Learner Support and Resources**

- **Standard One: Integration of Learning Support Resources**

**IV. Course Evaluation**

- **Standard One: Assessing the Course**

This document contains extensive advice on tried and true online teaching practices, but it is important to keep in mind that they are not absolutes. Good teachers use their knowledge and experience to make appropriate judgments about what practices most effectively serve their learning objectives. Lists of best practices are no substitute for instructor awareness of and responsiveness to student learning.

## I. Instructional Design

The design of a course for online delivery includes formatting organizing and arranging course materials as well as mapping the learning objectives and creating assignments, exams, and other assessment tools (both formative and summative).

### Standard One: Organizing and arranging course materials

The design of the ANGEL course is well-organized, course software and hardware requirements are included with books as course materials, and the formatting provides relatively easy access to material and information.

**Teaching Excellence Characteristics:** Our students place a high value on the degree to which an instructor organizes and communicates course design. Having a clear sense of expectations and ready access to course information is a basic step to creating a trusting learning environment.

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
1a. The ANGEL course site is well organized	<ul style="list-style-type: none"> <li>• ANGEL course site has modules with consistent navigation structure</li> </ul>	<ul style="list-style-type: none"> <li>• ANGEL modules are arranged differently, or navigation is confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Create separate folders for class modules</li> </ul>
1b. Course site is easy to navigate.	<ul style="list-style-type: none"> <li>• Essential course information is listed first</li> <li>• Important information is highlighted for students</li> <li>• Site Documents appear on schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Course site is crowded with nonessential information</li> <li>• Important information is difficult to find.</li> <li>• Students cannot identify their next step(s); sequence of readings/ documents is not apparent</li> <li>• Documents are hidden even though schedule suggests they should be visible</li> </ul>	<ul style="list-style-type: none"> <li>• Use folders and sub-directories to organize information and minimize clutter</li> <li>• Use multiple discussion forums for different topics relevant module folders</li> <li>• Personalize the home page by eliminating unimportant information</li> <li>• See attached screen shots</li> <li>• Release dates should be scheduled, as appropriate, for content items and assignments</li> <li>• Unused tabs should be removed</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
2. The course schedule, timeline, and roster are updated for the appropriate semester	<ul style="list-style-type: none"> <li>• Roster is synchronized with current semester</li> <li>• Course schedule matches current dates</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with synchronizing roster</li> <li>• Roster contains student names from a previous term</li> <li>• Dates do not match current semester</li> <li>• Multiple course sites are connected to same roster, but only one site is active</li> <li>• Course site is not visible to students on first day of classes</li> </ul>	<ul style="list-style-type: none"> <li>• Update the syllabus</li> <li>• Create new course and then import material from the old</li> <li>• Synchronize course with current registration lists</li> <li>• Update all calendar entries</li> <li>• If applicable to course organization, use the “Date Manager” to verify release and access dates for all materials</li> <li>• Ensure that course access is set to “All Members” before the first day of the semester</li> <li>• Open the course site for student access at least one week before a semester begins, providing access to syllabus and course schedule documents.</li> </ul>
3. The course is properly saved and archived at the end of the semester.	<ul style="list-style-type: none"> <li>• The course is disabled (removed from the students’ ANGEL home page) at the end of the semester</li> <li>• A course archive has been saved to your hard drive</li> </ul>	<ul style="list-style-type: none"> <li>• Course appears active on your page</li> <li>• Students continue to see your course listed on their home page after the semester is finished</li> </ul>	<ul style="list-style-type: none"> <li>• See the “End of Semester Procedures” document in the ANGEL Site Developers’ Area for instructions on re-using existing course content and removing old course sites.</li> </ul>
4. Calendar provides timely information	<ul style="list-style-type: none"> <li>• Calendar function is active and is marked with important dates</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar function is unused and/or is not consistent with other information about course deadlines</li> <li>• Calendar entries are obscurely labeled or excessively lengthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the calendar to enter in your syllabus information and ask the students to check it periodically</li> <li>• Remember that the ANGEL calendar is shared space for all courses/groups. Do not list normal course activities.</li> </ul>

Best Practice

Evidence of Success

Evidence of Gaps

Means of Improvement

**I. Instructional Design, continued****Standard Two: Learning Objectives**

General course learning objectives are clearly outlined in the course site, and provide a clear map of measurable student learning outcomes.

**Teaching Excellence Characteristics:**

Well thought-out learning objectives are central to the design and delivery of a successful course. They enable the student to understand how the various technical aspects of the course and teaching skills come together, demonstrate instructor purpose and expertise, and add weight to student responsibility for learning.

<b>Best Practice</b>	<b>Evidence of Success</b>	<b>Evidence of Gaps</b>	<b>Means of Improvement</b>
1. Course objectives are stated as true learning objectives and readily available to the students	<ul style="list-style-type: none"> <li>Students are able to be more responsible for their learning as they understand what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>Course objectives are not stated, vague or do not contribute to the students' understanding of what they are expected to learn and accomplish in the course</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives should be written in such a way as to offer an explicit learning goal and precisely how the student will demonstrate the achievement of that goal. Re-write learning objectives with the help of a colleague or CTE staff</li> </ul>
2. Learning objectives are measurable	<ul style="list-style-type: none"> <li>During benchmark times and at the conclusion of the course, the instructor and students have explicit information about how the learning objectives have been met</li> </ul>	<ul style="list-style-type: none"> <li>Both the students and instructor have difficulty articulating why learning objectives have not been met and consequently are less able to correct lack of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives should be written in such a way as to offer an explicit learning goal and exactly how the student will demonstrate the achievement of that goal.</li> </ul>
3. The course site provides a comprehensible map of how and what learning will be achieved through the	<ul style="list-style-type: none"> <li>Students are responsive to requests for integrating and synthesizing course content</li> <li>Students express</li> </ul>	<ul style="list-style-type: none"> <li>Students express confusion and frustration about what they are supposed to be learning, or how various segments of the course are connected</li> </ul>	<ul style="list-style-type: none"> <li>Label each module (as a folder) with a sub-title that briefly states that module's learning objective or use the "Advanced" view in the folder settings to add overviews, objectives, and</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
semester	confidence in understanding what is expected of them throughout the semester		<p>schedule information directly onto the folder. This way, everyone can see the learning guideposts for that segment of the class and also see how these objectives are inter-connected</p> <ul style="list-style-type: none"> <li>• Require students to articulate the course module connections as part of reflective assignments</li> <li>• Provide module summaries that connect course content pieces to increase student awareness</li> </ul>
4. All learning activities have an explicitly stated learning objective	<ul style="list-style-type: none"> <li>• Students are able to plan, organize, and make connections</li> <li>• Student engagement will be more productively focused on the class learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Students express confusion and frustration about what they are supposed to be learning, or how various segments of the course are connected</li> <li>• Instructor gets frequent requests to re-explain the assignments or projects</li> </ul>	<ul style="list-style-type: none"> <li>• The learning objective of each activity, such as, discussion forums, group work, and assignments should be clearly stated</li> <li>• Provide models or examples of completed assignments if appropriate</li> <li>• Use step-by-step activity directions, if appropriate, for example, include how to post to a discussion forum</li> <li>• Clearly indicate how multi-part assignments interconnect or build on each part</li> </ul>

## I. Instructional Design, continued

Best Practice

Evidence of Success

Evidence of Gaps

Means of Improvement

**Standard Three: Course Activities and Assignments**

All course activity and assignment requirements are appropriate for the online format, are connected to the course learning objectives, and provide learning opportunities in a variety of formats.

**Teaching Excellence Characteristics:**

In online courses, activities and assignments are the basis for communicating ideas and engaging the students. Special attention to the creation of these pedagogical tools demonstrates concern for diversity in learning styles.

<b>Best Practice</b>	<b>Evidence of Success</b>	<b>Evidence of Gaps</b>	<b>Means of Improvement</b>
1. Assignments with special skill requirements are made clear	<ul style="list-style-type: none"> <li>• Students are prepared for assignments and not confused or frustrated</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple requests for assistance from students</li> <li>• Assignments not complete</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure the skill requirements and expectations for assignments are up front and specifically stated up front</li> <li>• Provide avenues for self-training such as tutorials</li> </ul>
2. Pacing and workload of assignments is appropriate to the online format	<ul style="list-style-type: none"> <li>• Student learning outcomes are achieved</li> <li>• Student work is generally completed on time</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent lack of student comprehension from one module to the next</li> <li>• Failure of students to complete assignments</li> <li>• Student attrition from the course</li> </ul>	<ul style="list-style-type: none"> <li>• Consider time frame when designing assignments, remember the college standard of 3 hours per 1 credit during regular semesters</li> <li>• During the course, be flexible in re-thinking and re-structuring both the assignments and learning expectations</li> <li>• Be consistent and organized in scheduling assignments and due dates</li> <li>• Be prepared to accommodate students who encounter technical difficulties or scheduling problems</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
3. Due dates of all assignments are clearly posted	<ul style="list-style-type: none"> <li>Students are able to be independent and personally responsible for assignments</li> </ul>	<ul style="list-style-type: none"> <li>Students repeatedly contact the instructor for clarification on due dates</li> <li>Assignments are not consistently submitted</li> </ul>	<ul style="list-style-type: none"> <li>Use the syllabus <u>and</u> the calendar to post due dates</li> <li>Be explicit about submission ground rules in your student orientation to the course</li> </ul>
4. Format requirements for assignment submissions is clear	<ul style="list-style-type: none"> <li>Fewer communications requesting re-submissions</li> <li>Less frustration for everyone</li> </ul>	<ul style="list-style-type: none"> <li>Student documents can't be opened, deadlines cannot be maintained, work cannot be returned in a timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>Given the various versions of software used by faculty and students, depending on the nature of the assignment, ensure that students know how to save and post files in the format you require.</li> </ul>
5. Discussion forums enliven the course and engage students on a deep level	<ul style="list-style-type: none"> <li>All students participate in required discussions</li> <li>Students engage in discussions with each other as well as with the instructor</li> </ul>	<ul style="list-style-type: none"> <li>Discussion forums are superficial in content</li> <li>Few students participate in required discussions</li> </ul>	<ul style="list-style-type: none"> <li>Clearly designate required discussion forums</li> <li>Start forums with an open-ended leading question to focus the discussion</li> <li>Allow adequate time for discussions to develop and mature in the online setting and clearly communicate to the students the period of time a discussion forum will be available</li> <li>Tell students in advance who will be able to see their posts (faculty only? all students? students in a small group?)</li> </ul>
6. Discussion forums are cleanly structured and organized	<ul style="list-style-type: none"> <li>Students are able to post and respond with relative ease</li> <li>Instructors can track student participation</li> </ul>	<ul style="list-style-type: none"> <li>Forums are crowded, with multiple topics discussed in one forum</li> <li>Forums are disorganized and it is difficult to keep</li> </ul>	<ul style="list-style-type: none"> <li>Organize discussion forums carefully, creating a new one for every new question or topic, and keeping those forums under the folders of separate theme-based</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
	and respond to student feedback within a reasonable time frame.	track of relevant postings	modules <ul style="list-style-type: none"> <li>• Include in every module a discussion forum that is expressly for questions about that learning objective and encourage students to help answer those questions</li> <li>• Provide instructions for following discussion threads and suggest specific topic naming strategies</li> </ul>

## II. Course Instruction

This standard is concerned with course instruction in its various elements: communication, interaction, assessment, and how the instructor is able to employ strategies and technology to establish and maintain an effective learning environment.

### Standard One: Communication and Interaction

Technology is utilized in a manner that encourages students to be full participants in the learning process through active exchanges with the instructor and the other students.

#### Teaching Excellence Characteristics:

All communication and interaction that fosters learning is based on mutual respect that is grounded in the tone and attitude set by the instructor. Students learn best when they trust the intentions of the instructor. The best teachers create the conditions for learning by letting their care, concern, and respect for students guide all their interactions with them.

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
1. E-mail practices follow the College standards and enhance communication	<ul style="list-style-type: none"> <li>• ANGEL is the platform used for all course communication</li> <li>• Student correspondence is organized</li> </ul>	<ul style="list-style-type: none"> <li>• E-mail appears both in the College webmail account and in the ANGEL site, creating confusion and "lost" communication</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasize to the students that all communication is to be generated from the ANGEL course site</li> <li>• Manage student e-mails by</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
between the instructor and the students	<ul style="list-style-type: none"> <li>• Students receive timely responses (if possible within 48 hours in regular semesters)</li> <li>• Instructor and student communication expectations are clearly articulated and followed</li> </ul>	<ul style="list-style-type: none"> <li>• Students are hindered in their learning due to lack of consistent instructor communication</li> <li>• Student and instructor e-mails are disorganized and overwhelming</li> </ul>	<p>creating a separate folder for each student and placing all correspondence there</p> <ul style="list-style-type: none"> <li>• Instruct students to keep their mail boxes clean and to check them daily for new communication</li> <li>• Specify when to use course email , course chat, or online office hours</li> </ul>
<p>2a. Instructor-student communication begins early (one week prior to the start of class)</p> <p>2b. Communication is sustained throughout the course</p>	<ul style="list-style-type: none"> <li>• Students are contacted before the start of the semester</li> </ul>	<ul style="list-style-type: none"> <li>• Communication sporadic and disorganized</li> <li>• Students are unclear about course expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Send a welcome e-mail two weeks prior to the start of the semester outlining general activities that the students need to do before the course is opened</li> <li>• Use Announcements to engage students and keep them apprised of course updates/changes</li> <li>• Direct the students to an ANGEL demo so they can become familiar with the format</li> <li>• Provide the students with a list of contacts for assistance</li> </ul>
3. Communication between all the members of the course follow standards of respect and courtesy	<ul style="list-style-type: none"> <li>• Students are comfortable with posting and communicating with instructor</li> <li>• The tone of discussions is constructive and collaborative</li> <li>• Students assist each other with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students become disengaged with the course</li> <li>• Students register complaints about each other</li> </ul>	<ul style="list-style-type: none"> <li>• In the beginning of the course, offer the students a handout on how to communicate effectively, including advice on peer review</li> <li>• A clear policy concerning communication guidelines is made available to the students at the beginning of the course</li> <li>• For additional student acclimation to the online</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
			environment, you can make an “Introductions” module available to build the course community of online learners and to provide a space for students to practice posting to a discussion forum. (See the “Starting Documents: Introductions” module in the ANGEL Documents repository)

**II. Course Instruction, continued**

**Standard Two: Assessment**

Instructor assessment of student learning functions as both a means of learning and a summation of student performance.

**Teaching Excellence Characteristics:**

The best practices of the student assessment standard encompass all of the top characteristics of an excellent teacher: respect, expertise in discipline, enthusiasm for the discipline, organization and the ability to communicate complex ideas. If these characteristics drive assessment, then students will be assured of clarity, consistency, fairness. They will also learn from their assessment because their instructor has a passion for teaching his or her discipline that neutralizes the “punitive” quality of “grading.”

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
1a. Assessment strategies produce measurable outcomes  1b. Assessments are clearly linked to course learning objectives	<ul style="list-style-type: none"> <li>Students can make connections between the course objectives and their assignments</li> <li>Students see the value of assignments and may put greater effort into completing them</li> </ul>	<ul style="list-style-type: none"> <li>Assignments or exams do not specifically contain material that is reviewed in posted discussions or reading assignments</li> <li>Assignments or exams do not provide students or the instructor with information about how they are achieving the course</li> </ul>	<ul style="list-style-type: none"> <li>Plot out the course learning objectives, and then design assignments as an instrument to achieving those objectives</li> <li>Don’t limit assignments and assessment activities to being only summative – let the first priority be for the assignments to form learning</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
		learning objectives	
<p>2. Feedback on student work is timely and constructive</p>	<ul style="list-style-type: none"> <li>Students are able to adjust their course work and improve their understanding of the material based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>Feedback is delayed, inconsistent, or doesn't address issues in a manner that adds to learning</li> </ul>	<ul style="list-style-type: none"> <li>Make your feedback short and to the point – particularly on written work</li> <li>Give students opportunities to re-take quizzes using the mastery option in the test design</li> <li>Use a rubric (consult the CTE for examples)</li> <li>Be personal and personable in your feedback</li> <li>Ensure that students receive feedback in time to benefit from it before the next assignment is due</li> </ul>
<p>3a. Grading policies are clearly stated and</p> <p>3b. Grading policies are consistently applied to assignments and assessments</p>	<ul style="list-style-type: none"> <li>Students have confidence in the instructor's interest in all student learning</li> </ul>	<ul style="list-style-type: none"> <li>Grading policies/weighting change within the semester or are applied intermittently</li> </ul>	<ul style="list-style-type: none"> <li>Be reasonable in grading expectation during course design and make sure those expectations are explicit in the syllabus and a part of every assessed assignment</li> <li>Only change if it is absolutely necessary and upon discussion with the students. If changes need to be made, be flexible in accommodating students who are negatively impacted by that change</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
4. Assessment is done with established norms/rubrics.	<ul style="list-style-type: none"> <li>Fewer student complaints about grading</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is wholly intuitive and undefined</li> </ul>	<ul style="list-style-type: none"> <li>Whatever standard is used, publish it to the students</li> </ul>
5. Assessment assignments are appropriate for the online format.	<ul style="list-style-type: none"> <li>Less wasted time in managing unmanageable activities</li> <li>Less confusion on the part of both instructor and students</li> </ul>	<ul style="list-style-type: none"> <li>Assignments are designed for the face to face format without sufficient adaptation or innovation to the online context</li> </ul>	<ul style="list-style-type: none"> <li>Use proven best practices for online activities</li> <li>Work completely through an activity yourself to be certain it can be done</li> <li>Ensure that grades generated by assignments are correctly calculated</li> </ul>

### III. Learner Support and Resources

The learner support standard refers to all the academic support services and offices the College makes available to the student: library research, tutoring, student support services and technical assistance.

#### Standard One: Integration of Learning Support Resources

Students in online courses will have awareness of and access to all those services that can assist them in the learning process.

#### Teaching Excellence Characteristics:

Teaching well requires a holistic sense of the student as a person in context. Instructors send a clear message about how much they value student success when they give students an opportunity to supplement their learning through campus resources.

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
1a. Student Support Services are identified and highlighted	<ul style="list-style-type: none"> <li>Student Support Services web pages and phone #'s are linked into the course</li> <li>Students self-identify to ask for services as they need them</li> </ul>	<ul style="list-style-type: none"> <li>No mention of SSS in the course</li> <li>Students with special academic needs are not successfully completing the course material</li> </ul>	<ul style="list-style-type: none"> <li>Link <u>SSS web pages</u> directly into the course materials</li> <li>Consult with SSS staff for suggestions and tips for student success</li> <li>Instructors can also support</li> </ul>
1b. Student Support Services are			

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
integrated into courses as appropriate	<ul style="list-style-type: none"> <li>Students are invited and encouraged by their faculty to use services they need</li> </ul>		students in ways that extend beyond the use of Angel (phone call, face-to-face meeting)
2. ADA	<ul style="list-style-type: none"> <li>Course components meet ADA criteria</li> <li>Students are able to use alternative technologies such as text readers and Zoomtext features</li> <li>Course materials are available in alternative formats</li> </ul>	<ul style="list-style-type: none"> <li>Course components do not load or work properly in student computers</li> <li>Alternative formats for PDF or other incompatible files are not provided upon request</li> <li>Alternative course texts are not provided upon request</li> </ul>	<ul style="list-style-type: none"> <li>Consult with IT and SSS staff for course component changes</li> <li>Reformat files, images and required downloads for ease of communication and student use</li> <li>Avoid uploading files directly, whenever possible: instead, create pages within ANGEL and paste content onto those pages</li> <li>Provide alt text for images and PDF files</li> <li>Explore alternative text format options with the publisher</li> </ul>
<p>3a. Library Services are identified and highlighted as appropriate</p> <p>3b. Library Services are integrated into courses as appropriate</p>	<ul style="list-style-type: none"> <li>Library research help services are linked in the course</li> <li>Faculty responses to student research help requests include library services recommendations when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>No mention of library support services in the course</li> <li>Student research in assignments is weak or incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Link directly to <u>library services</u> within the course or appropriate assignments</li> <li>Consult with a librarian about research services students might need.</li> </ul>
4. Research-based assignments include explicit criteria, planning time and referrals to library research help services	<ul style="list-style-type: none"> <li>Students have time scheduled into assignments for research and analysis of sources</li> <li>Students have guidance</li> </ul>	<ul style="list-style-type: none"> <li>Research is assigned or completed with very short timelines</li> <li>Student research is not at college level quality</li> </ul>	<ul style="list-style-type: none"> <li>Link to library <u>research help pages</u></li> <li>Consult with a librarian regarding effective research timelines</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
	<p>on acceptable research sources, quality/quantity criteria for source materials</p> <ul style="list-style-type: none"> <li>Library reference services (FLIER, Reference chat, Reference phone, &amp; email) are used by students</li> </ul>	<ul style="list-style-type: none"> <li>Students plagiarize or cheat on research-based assignments</li> <li>Sources are not cited or not cited correctly</li> </ul>	<ul style="list-style-type: none"> <li>Allow time for interlibrary loan (2 weeks) before due dates</li> <li>Link to <u>information quality criteria</u> and ethical use of information resources tips for students</li> <li>Refer students to citation style guides and provide good models or samples</li> </ul>
<p>5. Library and other Research Sources are identified for expanded knowledge of the course content</p>	<ul style="list-style-type: none"> <li>Students know and use important research tools for the course content</li> <li>Students are satisfied with course guidance towards information resources (such as web links of important content sites and online journals)</li> <li>Library research passwords (such as E-Reserves) are provided to students early the course</li> </ul>	<ul style="list-style-type: none"> <li>Students use inadequate research tools with poor results</li> <li>Students express frustration with the difficulty of independent inquiry assignments</li> </ul>	<ul style="list-style-type: none"> <li>Direct students to good research tools in the topic, or refer to library suggestions for subject databases</li> <li>Provide resources as starting points and quality samples for student independent work</li> <li>Link to existing Library Research Guides for your subject, or request a new guide librarian from a librarian</li> </ul>
<p>6. Technical Assistance Resources are identified and highlighted as appropriate</p>	<ul style="list-style-type: none"> <li>Students have easy in-course access to technical support web pages, and phone numbers</li> <li>Technology or software/hardware questions are answered quickly by appropriate staff</li> <li>Students know when to file ANGEL trouble</li> </ul>	<ul style="list-style-type: none"> <li>Students ask frequent questions about how to get technology assistance</li> <li>ANGEL Trouble reports are filed for other hardware/software/file format/virus problems</li> </ul>	<ul style="list-style-type: none"> <li>Link to LIS <u>computing support services</u></li> <li>Include the "Starting Documents: Using ANGEL" module (from the ANGEL Documents repository), modifying it to reflect how ANGEL is being used in your course</li> <li>Define support services so students know who to contact</li> </ul>

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
	reports, when to call the CMS helpdesk, and when to contact their instructor for technical help		for specific issues <ul style="list-style-type: none"> <li>• Consult with LIS staff or an Instructional Technology mentor on technical questions</li> <li>• Consult the <u>ANGEL Instructors Reference Guide</u></li> <li>• Be prepared to assist your students; be responsive to trouble reports filed from your course site</li> </ul>
7a. Tutoring and Writing Support Services are highlighted  7b. Tutoring and Writing Support Services are integrated into courses as appropriate.	<ul style="list-style-type: none"> <li>• Courses link to Learning Center web pages, research , study tips, and writing help guides</li> <li>• Students are encouraged to use online and face-to-face writing services (OWL)</li> <li>• Students contact the Learning Center for face-to face tutoring services</li> </ul>	<ul style="list-style-type: none"> <li>• No mention or link to Learning Center services</li> <li>• Students express concern about working alone with course content and writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Link directly to <u>Learning Center Web</u> pages and provide telephone and email contacts</li> <li>• Consult with Learning center staff about important resources for the course content</li> </ul>

#### IV. Course Evaluation

Course evaluation primarily concerns student evaluation of the course and the instructor's teaching effectiveness, but it may extend to evaluation invited by the instructor from a peer consultant, or professional in Instructional Technology or from the Center for Teaching Excellence.

##### Standard One: Assessing the Course

The means of assessing the course should be designed in order to obtain information that will be used to make reasonable adjustments to the class that improves student learning.

##### Teaching Excellence Characteristics:

## Best Practice

## Evidence of Success

## Evidence of Gaps

## Means of Improvement

When students speak of care respect as characteristics of the excellent teacher, it is accompanied by their deep appreciation for faculty who manifest this by demonstrating their own willingness to learn. Course evaluations of any sort are a signal that learning is a personal responsibility that does, in fact, belong to all of us.

Best Practice	Evidence of Success	Evidence of Gaps	Means of Improvement
1. Students have ample opportunity to provide input about the course during the semester	<ul style="list-style-type: none"> <li>Students are able to contribute to the ongoing improvement of the course</li> </ul>	<ul style="list-style-type: none"> <li>Course evaluation is restricted to the COS</li> </ul>	<ul style="list-style-type: none"> <li>Carry out either anonymous or open evaluations of the course at mid-semester when helpful changes can be made to everyone's benefit</li> <li>Check in with students periodically to find out what is and is NOT working in the course so modifications can be made as needed</li> <li>Provide the students with an ungraded, end of the semester reflection assignment they can use to assess what worked in the course and what did not</li> </ul>

All ANGEL course sites have access to the ANGEL Documents repository (via Lessons | Add Content | Import from Learning Object Repository). This repository include files that can serve as models for communicating course guidelines, as basic customizable help files, and as frameworks for an "Introductions" forum. Faculty can import selected items from the "ANGEL Documents" repository directly into their course sites. For step-by-step instructions on using the repository items, see the "Starting Documents" page in the ANGEL Site Developers' Area.