Online Teaching Rubric Team 2

What are you guys doing over there????

Check this out:

http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf

Also check this one:

http://edtechleaders.org

Specific article that looked good:
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=3&sqi=2&ved=0CH0QFjAC&url=http%3A%2F%2Fedtechleaders.org%2Fdocuments%2Fteachingonline.doc&ei=zcboTq7lLuPh0QH-pZ3hCQ&usg=AFQjCNEiwpWj51parKNySAAbp3fGxA1aZQ

Teaching Strategies/

Communication methods:	Little correspondence: read and do assignments		* Web 2.0 tools like * Breeze sessions, Youtube videos, web sources; * MIndful of tone and "online voice"; words we use/ method of politeness etc. * use phone contact occasionally *virtual office hours to meet and chat with students
Feedback methods	limited, not timely, just a mark: just summative assessment.		* formative assessment; developmental in nature: back and forth interaction about assignment ;about project
IN school support/home school support	* Student is on his/her own. * no real/ meaningful monitoring outside of Online teacher		* Other adult supports students' online efforts besides online teacher * Monitoring of student progress;

Rubric of Online Teaching for the purpose of providing self-feedback and improving online instruction.

Criteria	Baseline	Effective	Exemplary
Communication			* Teacher establishes communication protocols up front. * Teacher uses Web 2.0 tools like: Breeze sessions, Youtube videos, web sources, etc. * Teacher is mindful of tone and "online voice"; words we use/ method of politeness etc. * Teacher uses positive feedback and encouragement to assist students in moving through the online environment. * Teacher promotes a partnership between learner and instructor. * Teacher uses phone contact when appropriate * Teacher uses virtual office hours to meet and chat with students
Feedback			* Feedback to students in prompt: within 24 hours * Feedback is specific. * Feedback is non-threatening. * Feedback involves back and forth conversation about assignments.
Assessment methods			* Assessment is both formative and summative in nature. * Assessment is developmental in nature. * Teacher uses a variety of methods (eg. digital portfolios, final student-led projects,recordings etc.) to assess knowledge of content and skills.
Teaching Style			* Teacher designs lessons to promote active learning among students. * Teacher uses differentiated instruction (pays attention to multiple learning styles). * Teacher reflects on success of self and students

Separating the two rubrics into course development and teaching style helps us to problem solve. If a problem exists because of the way we are setting up our courses, we can take action to fix it. If a problem exists in the way that we are teaching, we can take other steps to fix the problem.

1. Rubric adapted from http://www.csuchico.edu/celt/roi/
2. Additional sources: http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf

3. http://distancelearn.about.com/u/ua/onlinecourses/Effective-Online-Teachers.htm
4. sreb resource that Peggy suggested:
   http://publications.sreb.org/2006/06T05_Standards_quality_online_courses.pdf

-Recognize that students may have different learning styles, and make an effort to match your teaching to multiple learning styles.

-In online environments, be aware of the effects of download time for varying multimedia file sizes.

-Design learning environments that support a variety of learning styles.

-Encourage critical thinking by presenting students with tasks that require analysis, synthesis, and problem recognition, and problem solving, inference, and evaluation.

-Encourage students to use good learning strategies, such as re-reading, note-taking, distributing learning over time, and time management.

-Establish clear goals for classroom or virtual communication, and share these with your students.

-For effective discussion teaching, encourage a partnership between the students and instructor, encourage the evolution of a learning community, form an alliance with students, and manage the content and process.

-Use effective questioning, listening, and response to manage discussion.

-Help students develop good class participation skills.

-Use formative assessment to promote deeper learning; consider alternative forms of assessment such as portfolios.

-Use self-assessments to improve learning and self-awareness.