

## Online Learning Certification Tool - Instructional Techniques and Learning Strategies

School: \_\_\_\_\_ Room: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Standard Addressed	Examples of Evidence (Other evidence may also be acceptable)	Comments
<p><b>The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.</b></p>	<p>Create opportunities to coach and facilitate student construction of knowledge and clearly delineate course requirements.</p> <p>Learning objectives should be written in terms of observable behavioral outcomes. Clear, targeted verbs should be used to communicate with students the expected outcomes of learning activities.</p> <p>All learning objectives should focus on the student. Effective objectives explain expectation for student behavior, performance, and understanding.</p> <p>Provide opportunities for students to critique and reflect upon certain course topics.</p> <p>Encourage students to use the Internet for researching course topics, but remind them to be critical about the information they find and share.</p> <p>Include appropriate rubrics for written assignments.</p> <p>Provide opportunities for student collaboration and facilitate collaborative learning processes</p> <p>Provide meaningful feedback to all assignments and comments.</p> <p>Encourage students to articulate their confusion or difficulty with course content, projects, requirements, or instructions for activities.</p> <p>Provide opportunities for peer review.</p> <p>Hold regular reviews of intended learning outcomes to ensure clarity, utility, and appropriateness.</p>	
<p><b>The course reflects multi-cultural education and the content is accurate, current and free of bias or advertising.</b></p>	<p>Provide appropriate supports if it is suspected that a culturally related factor may negatively affect an online learning experience.</p> <p>Create teams of students from diverse backgrounds to encourage cross-cultural facilitation.</p> <p>Use non-discriminatory language and be aware that cultural diversity exists both</p>	

	<p>in nationality/ethnicity as well as in generation, religion, political beliefs, or socioeconomic status.</p> <p>Cultivate cultural sensitivity in elearning through the appropriate use of technology.</p> <p>Ensure equitable environment exists for gender differences in learning styles, reduction of barriers to participation, and communication.</p>	
<p><b>Assessment and assignment answers and explanations are included.</b></p>	<p>Students are instructed in the proper methods of effective research, including assessment of the validity of resources.</p> <p>Provide opportunities for students to provide feedback on the course.</p> <p>Provide clear expectations and guidelines for assessing participation.</p> <p>Use of peer assessment to provide additional feedback.</p> <p>The regular review of intended learning outcomes to ensure clarity, utility, and appropriateness.</p> <p>Assessment criteria are clearly articulated.</p>	
<p><b>The course instruction includes activities that engage students in active learning.</b></p>	<p>Evidence of reading, attending, understanding, thinking about others responses.</p> <p>Actively participate in all online activities.</p> <p>Actively involved through writing and interaction in web-based courses.</p> <p>Emphasize to students the importance of learning by playing an active role in the learning process, a role which differs from the direct instruction or lecture in traditional classrooms.</p> <p>Encourage students to be proactive learners by regularly logging into the course site, submitting assignments on-time, participating in discussions, and cooperating with teammates.</p> <p>Provide opportunities for active problem solving and for teamwork.</p> <p>Encourage the active participation in online discussion by designing provocative questions, encouraging students to respond to questions at a deeper level, and by pointing out any opposing perspectives.</p> <p>Provide opportunities for student collaboration and facilitate collaborative</p>	

	<p>learning processes.</p> <p>Provide meaningful feedback to all assignments and comments.</p> <p>Encouragement of students to articulate their confusion or difficulty with course content, projects, requirements, or instructions for activities.</p> <p>Quick response to student concerns or technical difficulties.</p> <p>Provide opportunities for peer review.</p>	
<p><b>The course and course instructor provide students with multiple learning paths, based on student needs that engage students in a variety of ways.</b></p>	<p>Encouraging student reflection and feedback through the inclusion of an introductory survey with questions on student expectations for the course and engagement in student course evaluations.</p> <p>Require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements.</p> <p>Welcoming students before the course begins via email or course announcement. This welcome should be resent after the add/drop period ends.</p> <p>Providing lots of encouragement and support, particularly in the beginning of the course. This includes positive feedback administered to students privately by email.</p> <p>Encourage students to use the Internet for researching course topics, but remind them to be critical about the information they find and share.</p> <p>Encourage students to be proactive learners by regularly logging into the course site, submitting assignments on-time, participating in discussions, and cooperating with teammates.</p> <p>Provide opportunities for students to critique and reflect upon certain course topics.</p> <p>Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes – not the availability of existing technology – determine the technology being used to deliver course content.</p>	
<p><b>The course provides opportunities for students to engage in higher-order thinking,</b></p>	<p>Create opportunities to coach and facilitate student construction of knowledge.</p> <p>Provide opportunities to collaboratively construct knowledge based on multiple</p>	

<p><b>critical reasoning activities and thinking in increasingly complex ways.</b></p>	<p>perspectives, discussion and reflection.</p> <p>Provide opportunities for students to articulate and revise their thinking to insure accuracy of knowledge construction.</p>	
<p><b>The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material.</b></p>	<p>Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail.</p> <p>Feedback to student assignments and questions is constructive and provided in a timely manner.</p> <p>Students are instructed in the proper methods of effective research, including assessment of the validity of resources.</p> <p>Provide opportunities for students to question instructor to insure accuracy of understanding.</p>	
<p><b>The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.</b></p>	<p>Provide students with continuous, frequent support, feedback.</p> <p>Provide clear expectations and guidelines for assessing participation.</p> <p>Plan for and implement an activity at the end of the course that brings closure to the class, reinforces what was learning, and acknowledges the contributions of students.</p>	
<p><b>Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction.</b></p>	<p>Use action research regularly to evaluate the success/failure of the course and meet student concerns.</p> <p>Emphasize importance of good study skills throughout course</p> <p>Provide opportunities for students to provide feedback on the course.</p>	
<p><b>Assessment strategies and tools make the student continuously</b></p>	<p>Use variety of communication techniques to provide for greater empathy and personal approach than e-mail and web site alone.</p>	

<p><b>aware of his/her progress in class and mastery of the content.</b></p>	<p>Provide opportunities for students to control online learning and structure it for themselves.</p>	
<p><b>Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs.</b></p>	<p>Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail.</p> <p>Use a variety of communication techniques to enhance online learning.</p> <p>Demonstrate prerequisites and become more proficient in technology communication skills.</p> <p>Use different formats for online resources and label each clearly so that students can select a format that is most useful to them (i.e. pdf, html, doc, ppt).</p> <p>Fully use the capabilities of the available educational technology to enhance student learning.</p>	
<p><b>Course materials and activities are designed to provide appropriate access to all students. The course, developed with universal design principles in mind, conforms to the U.S. Section 504 and Section 508 provisions for electronic and information technology as well as the W3C's Web Content Accessibility Guidelines (WCAG 2.0).</b></p>	<p>A policy is developed to address equal access for students to computers, internet connections and other resources necessary for taking a course online.</p>	
<p><b>Student information remains</b></p>	<p>Teachers maintain the security and integrity of the online information to adhere</p>	

<p>confidential, as required by the Family Educational Rights and Privacy Act (FERPA).</p>	<p>to FERPA. Procedures to guarantee security of student work are developed.</p>	
<p>The course is updated periodically and re-reviewed every three years to ensure that the content is current.</p>	<p>Teachers participate in the review to ensure updated content.</p>	
<p>Students are offered an orientation for taking an online course before starting the coursework.</p>	<p>Student completion of online and face to face orientation - syllabus and classroom expectations given in writing. Require students to take an online self-assessment and report what they think are the characteristics of a successful online student. Provide resources and strategies for online learning and explain how online learning is different from classroom learning. Course goals and learning objectives, including a description of course structure. Required and optional course materials or textbooks are available to students.</p>	

Reference: <http://www.ucop.edu/agguide/online-learning/inacol-standards/index.html>