

Applying OSU's Online Teaching Principles to Design Gen Ed Courses

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Session Learning Outcomes

1. Reflect on current practices to identify areas of improvement in applying Oregon State University's Online Teaching Principles.
2. Develop a plan for implementing OSU's Online Teaching Principles in course design—for administrators, instructors, and instructional designers.
3. Discuss practices for continued quality assurance and improvement in general education and large enrollment courses.



Session Agenda

1. Who is in the room?
2. Introduction to the OSU Online Teaching Principles?
3. Pretest Matching Activity
4. Digging Deeper— OTP examples
5. Think-Pair-Share
6. Looking Forward



Who is in the room?



Admin role



ID role



Faculty role



Multiple roles



Quality Matters – OTP Endorsement



"Quality Matters (QM), the international leader for quality assurance in online and innovative digital teaching and learning environments, announces its endorsement of the Oregon State University Ecampus Online Teaching Principles tool.

This recognition represents **QM's first-ever endorsement of such a tool** and highlights both its alignment with quality standards and the potential impact it represents for the educational community."



Online Teaching Principles



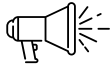
Stay Current



Encourage Equity



Communicate Clearly and Quickly



Provide Notice



Commit to Timeliness



Be Present



Foster Community



Student Support



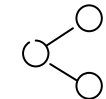
Reach Out and Refer



Cultivate Inclusion



Promote a Culture of Academic Integrity



Blend learning **hybrid courses only*

The Principles: <https://beav.es/otp>



Matching Activity – Instructions

Directions: On the worksheet provided, match the title of the teaching principle from the word bank below with the detailed explanation of the teaching principle by noting the appropriate number in the table provided.

Teaching Principles Word Bank

1 Stay Current
2 Encourage Equity
3 Communicate Clearly & Quickly
4 Provide Notice
5 Commit to Timeliness
6 Be Present

7 Foster Community
8 Student Support
9 Reach Out & Refer
10 Cultivate Inclusion
11 Promote a Culture of Academic Integrity
12 Blend Learning



Matching Activity – Answer Key

Detailed Goal of the Online Teaching Principle (OTP)	OTP #
Check in with students who may be struggling, and refer students to the appropriate technology, academic or student support services in response to their articulated or observed needs.	9
State and implement a clear communication policy that supports the pace and structure of the course, including: 1) a 24-hour response time on business days, 2) information about how to schedule an “office hours” appointment outside of email, 3) when to expect grades and feedback.	3
Cultivate a community among online/hybrid students by facilitating regular and meaningful interaction between learners.	7
Communicate in a supportive manner.	8
Ensure that the course content is updated, functional and published on time.	1
State and implement course policies that are sensitive to the needs of nontraditional students.	2
Support student questions and their developing knowledge about what academic integrity means in the context of each course and discipline.	11
Demonstrate instructor presence by using course tools effectively to engage with learners and to encourage active learning.	6
Make facilitation choices that support diverse students and make each student feel welcomed and valued.	10
Provide grades and meaningful feedback before the next assignment is due, including on graded discussion board activities.	5
Explicitly draw connections between in-class and online learning activities to blend learning across the modalities.	12
Provide timely notice to students about changes to course materials, due dates, procedures, or your communication availability.	4



Online Teaching Principle (OTP #3)

Communicate clearly and quickly



State and implement a clear **communication policy** that supports the pace and structure of the course.

Chang, C., Hurst, B., & McLean, A. (2016). How Fast is Fast Enough? Education Students' Perceptions of Email Response Time in Online Courses. *Journal of Educational Technology Development and Exchange*, 9(1), 1-11.



Examples: Communicate clearly and quickly (OTP)



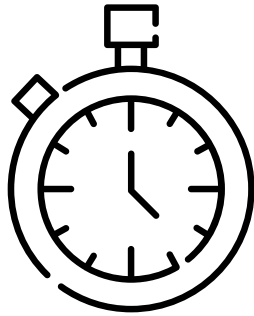
Communication Policy

- Open Door Policy
- Consistent messaging
- Accessible channels of communication



Online Teaching Principle (OTP #5)

Commit to timeliness



Provide grades and meaningful feedback **before** the next assignment is due, including on graded discussion board activities.

Walvoord, B. E., & Anderson, V. J. (2011). *Effective grading: A tool for learning and assessment in college*. John Wiley & Sons.



Examples: Commit to Timeliness (OTP #5)



Colin Mulligan AUTHOR | TEACHER



48pm | Posted Feb 23 11:48pm

1st draft feedback ↕

Hi everyone,

I hope that you are doing well and are having a great weekend. I will need one more day for feedback on your initial drafts. I am going to extend the due date for the 2nd draft so that you have extra time to incorporate feedback. Thank you and I'll send an update tomorrow when the feedback is complete and available.

Respectfully,

Colin Mulligan



Additional Online Teaching Principles in this Example:

- Provide Notice
- Communicate clearly and quickly

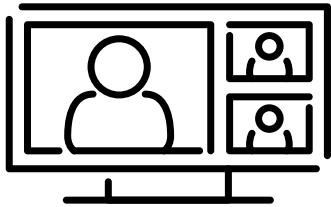
Instructor Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately via OSU Email or Canvas inbox for matters of a personal nature. You can expect a reply to your questions within 24 hours on business days (Monday-Friday). Grading and providing feedback on your assignments and activities may take up to five days. If I need more time, I will let you know when to expect a response.



Online Teaching Principle (OTP #6)

Be Present



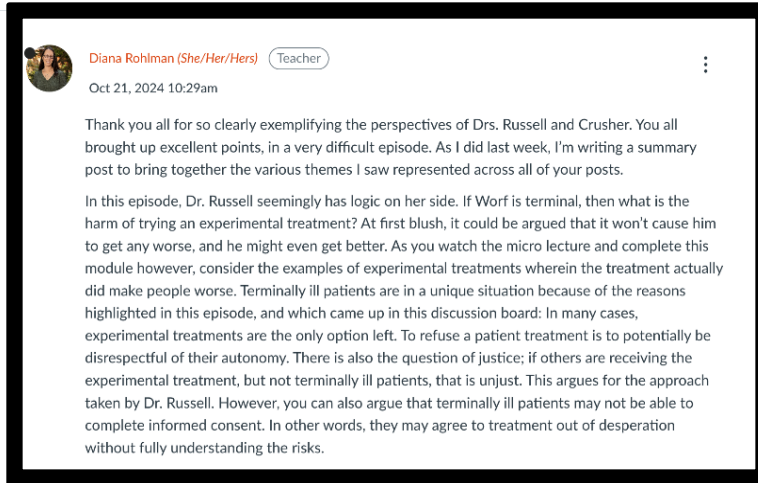
Demonstrate **instructor presence** by using course tools effectively to engage with learners and to encourage active learning.

Ladyshevsky, R. K. (2013). Instructor presence in online courses and student satisfaction. *International Journal for the Scholarship of Teaching and Learning*, 7(1), n1.



Examples: Be Present (OTP #6)

Discussion Forum



Diana Rohlman (She/Her/Hers) Teacher
Oct 21, 2024 10:29am

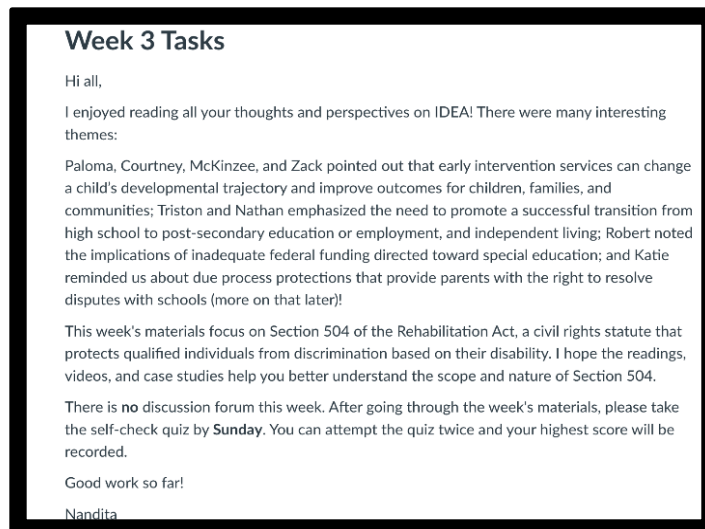
Thank you all for so clearly exemplifying the perspectives of Drs. Russell and Crusher. You all brought up excellent points, in a very difficult episode. As I did last week, I'm writing a summary post to bring together the various themes I saw represented across all of your posts.

In this episode, Dr. Russell seemingly has logic on her side. If Worf is terminal, then what is the harm of trying an experimental treatment? At first blush, it could be argued that it won't cause him to get any worse, and he might even get better. As you watch the micro lecture and complete this module however, consider the examples of experimental treatments wherein the treatment actually did make people worse. Terminally ill patients are in a unique situation because of the reasons highlighted in this episode, and which came up in this discussion board: In many cases, experimental treatments are the only option left. To refuse a patient treatment is to potentially be disrespectful of their autonomy. There is also the question of justice; if others are receiving the experimental treatment, but not terminally ill patients, that is unjust. This argues for the approach taken by Dr. Russell. However, you can also argue that terminally ill patients may not be able to complete informed consent. In other words, they may agree to treatment out of desperation without fully understanding the risks.

- Use simple strategies
- Tools available in Canvas
- Personalized responses



Announcements



Week 3 Tasks

Hi all,

I enjoyed reading all your thoughts and perspectives on IDEA! There were many interesting themes:

Paloma, Courtney, McKinzee, and Zack pointed out that early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities; Triston and Nathan emphasized the need to promote a successful transition from high school to post-secondary education or employment, and independent living; Robert noted the implications of inadequate federal funding directed toward special education; and Katie reminded us about due process protections that provide parents with the right to resolve disputes with schools (more on that later!).

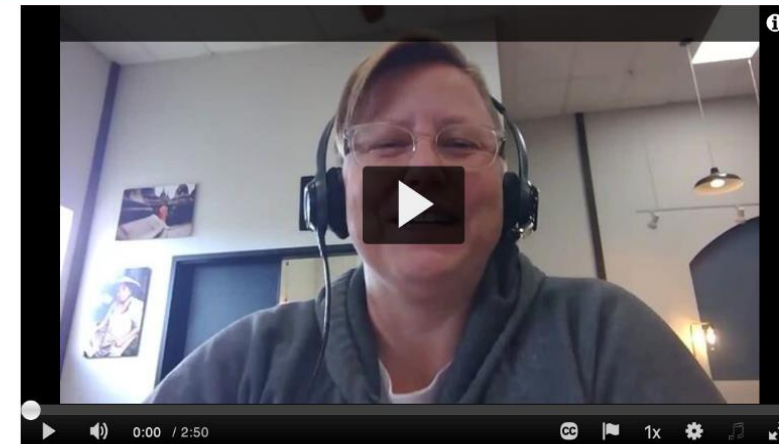
This week's materials focus on Section 504 of the Rehabilitation Act, a civil rights statute that protects qualified individuals from discrimination based on their disability. I hope the readings, videos, and case studies help you better understand the scope and nature of Section 504.

There is **no** discussion forum this week. After going through the week's materials, please take the self-check quiz by **Sunday**. You can attempt the quiz twice and your highest score will be recorded.

Good work so far!

Nandita

Welcome to.....



Examples: Be Present (OTP #6)

HC 407

Murder, Mayhem, and Makeup: Lady Detectives
on Page and Screen



Perusall:

- Collaborative Reading
- Group annotating
- Instructor Engagement

MISS MARPLE TELLS A STORY Christie, Agatha Christie, May 1930, S. S. Women's Magazine Archive (pg. 35)

ILLUSTRATED BY
E. J. DINGMORE

20

35

Victorian" makes me think of the argument on whether or not lady detectives are conservative or progressive. Victorianism is defined as more traditional beliefs, which would be on the conservative side. Not all stories are able to be categorized so easily, though. There is much grey area in that spectrum. Additionally, art and literature are meant to be interpreted by the reader, so some people may view it differently from how other readers, or even the author views it.

Apr 8 2:48 pm

I love how you're connecting the Victorian comment to the progressive/conservative ideology. I think it's also worth considering whether "Victorian" is part of Miss Marple's performance of "old lady." Christie is often interested in "masks," or the difference between what we see on the surface of speech or behavior and the truth that lies beneath. Here, it seems to me that Miss Marple is sort of sarcastically poking fun at the kind of "modern" art/writing of her younger relations, which does I think point to a more conservative viewpoint on what "good" art is. I find it interesting to look at how different iterations of Miss Marple manifest these values. There are the original Christie stories/novels compared to television adaptations, and then compared to later television adaptations. And even within the Christie works, there is some change from the earlier to later stories.

Page 1

Many Miss Marple stories are told from other characters' poi...

I like how the writing is formatted to show that Miss Marple i...

It's interesting how Miss Marple downplays her observati...

It's funny how Miss Marple seems to be aware of what she is...

Miss Marple identifying herself as "hopelessly Victorian" ...

I just don't buy the "what was I saying?" I think she know...

Miss Marple in this quote is displaying false modesty. She is ...

This plays into that old lady stereotype because she h...

Again, she's using language here that humble and minimizin...

I find it interesting that Ms. Marple mentions her maid ...

Including her reasoning behind the smallest details in the st...

I think this writing style makes Miss Marple seem like a v...

Miss Marple I would argue from this dialogue is a very under...

Miss Marple's description of Mr. Rhodes is not only percepti...

I like that the author added this analogy when Mr. Petherick ...

Somewhat of an odd anecdote, though it illustrates the p...

More sarcasm, I think.



Activity: Think-Pair-Share

How can each role (ID, admin, instructor) utilize the OTPs?

Which OTP stands out most to you as:

1. being the easiest low hanging-fruit?
2. the hardest to achieve?
3. the most fun one to address?

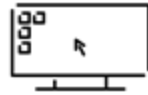
Provide one example of how you'd achieve each given your role as an ID, admin, or instructor. Once finished, get with others who share your same role and discuss your choices.



How we (and others) are using them



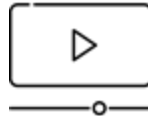
**Faculty peer
review**



**Ongoing
program
management**



**As a
framework for
faculty
training**



**For refresh
faculty
training**



**Map to other
professional
development**



**Connecting
teaching
practices to
course design
choices**

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Looking forward: Action plan

1. We'd like to challenge you to think about these OTPs and how to implement them in your courses.
2. Consider focusing on one teaching principle each time you teach a course.



Looking forward: Action plan (example)

Area of Focus: Which OTP(s) do you want to focus on?	
<input type="checkbox"/> Stay current	<input checked="" type="checkbox"/> Be present
<input type="checkbox"/> Encourage equity	<input type="checkbox"/> Foster community
<input type="checkbox"/> Communicate clearly and quickly	<input type="checkbox"/> Support students
<input type="checkbox"/> Provide notice	<input type="checkbox"/> Reach out and refer
<input type="checkbox"/> Commit to timeliness	<input type="checkbox"/> Cultivate inclusion
<input type="checkbox"/> Promote a culture of academic integrity	<input type="checkbox"/> HYBRID ONLY: Blend learning
Plan of Action: What steps will you take?	
<ul style="list-style-type: none">• Share a short video or audio message at the start of each week, including a preview of the week's content, a personal anecdote, and a shout-out to student contributions.• Join discussions, pose questions or add comments to spark conversation• Create a monitored Q&A forum for students to ask questions and respond promptly.	





Thank You

The Principles

<https://beav.es/otp>





Share Out

Ecampus' recent OER: Inclusive Teaching Online

beav.es/teachingonline

