Maureen Colenso, an instructor at Northeast Wisconsin Technical College, sums up her assessment philosophy for her online courses as follows: “Whatever it is students are going to need to be doing on the job, then that’s how they need to be assessed for the classroom. I start with the assumption that the competencies for the class represent marketable skills, and I find that there’s pretty much always a way to figure out how to have students do a project that will be representative of the type of work they would do for an employer.”

Colenso didn’t come to teaching from a traditional path and says she has a pragmatic approach in her online courses and the ways she assesses learning outcomes. “I teach at a community college, and we frequently have returning adult students who need to be trained for a new career. They need marketable skills, and we need to know that they really have learned these skills,” Colenso says.

The courses Colenso teaches online lend themselves to authentic assessment. Colenso teaches documentation, training, database theory, database applications, and several entry-level software skills courses. In all these courses, she finds ways to have students produce authentic products for local businesses.

Students produce electronic products that are easily delivered online and that can be shown to prospective employers. “It gives students something real. It makes a world of difference in a competitive job market if the applicant, instead of just saying, ‘Yes, I can write a program that will suit your needs,’ can say, ‘Oh yes, here’s an example,’” Colenso says. “For example, I encourage students to build a custom database in the database class and then use the documentation class to provide good documentation for that system and use the training class to develop training materials to teach somebody how to use that system, and then they have a whole package they can show a prospective employer.”

Working with real clients adds to the authenticity of the learning experience. “It inspires much better work. To me that’s one of the real benefits. For one thing, it’s hard for a student to be really motivated when he or she knows that all that’s going to happen is a certain amount of points being awarded and nobody’s ever going to think...

Continued on page 2 >>
about it again. If something is real, if a local business is going to be using [the product] and if they’re going to be sharing the results with other members of the class, it just spurs them to make a much greater effort,” Colenso says.

The experience of working online adds another element of authenticity because in many work situations workers are called on to collaborate online with their coworkers. When Colenso began teaching online six years ago, she found that the difference distinguishing online from face-to-face learning is that students have the additional challenge of negotiating distance communication methods. “But since that’s very much a part of what happens in the working world today, I think that that provides a better experience,” Colenso says.

The benefits of this experience are so strong that Colenso has begun incorporating online collaboration in her face-to-face courses.

“One day I taught online. I thought the traditional students weren’t really getting their full measure, because they should be having these experiences too.

“Online students might be more likely to pick a client for their project where they’re going to be communicating more by e-mail and attachments and things like that. I do find that where I want to have students work in collaborative groups, there are some additional logistical challenges, but all of these software packages that are used for online delivery have things like virtual classrooms.”

Even courses that are more theory-based include some form of authentic assessment. For example, in a recently created database theory course, Colenso includes an assignment that has the students work with a local business to analyze its needs and to design an information-level database and make a recommendation as to which platform would be best for that customer to implement this database. The students then write a proposal, which may or may not lead to that database being created, “but it still provides that interaction,” Colenso says. “It’s still real work. When it comes to lower-level classes, I’m more inclined to put together lab practicals that represent what businesses need.”

Course quality also figures into Colenso’s use of authentic assessment. “We received a grant to make all of our courses available online, and I was somewhat horrified when a few people implied that the courses would somehow be watered-down versions of what students did in the classroom. It turned out that that was a common assumption. I said, ‘I’ll show you. These aren’t going to be even remotely watered-down.’”

Because they do not represent anything that students will be asked to do on the job, Colenso does not use objective, multiple-choice tests in her courses, except as a way to encourage students to complete the readings and review basic facts.

One of the selling points of the college’s online computer science program is the reputation the program has among the local IT community. “This is a small community. Everybody in the IT community kind of knows everybody else. If word gets out that some of our students can get all the way through and graduate our program and not be able to perform on the job, that would be bad. Part of how we sell our program is the good employment results at the end,” Colenso says.

Business clients get free services from the students, but they also help by providing mentoring for the students. Before working with business clients, it’s important that everybody knows the nature of this relationship, how students will be evaluated, and the client’s role in that evaluation.
What surprised you most when you began teaching online?

After I had been teaching online for a couple of years, I took a couple of online classes because I thought it would help me be better as an instructor if I experienced it from the other side. I was disappointed in the quality of the online classes I took. I thought, “Oh, those students who tell me I expect too much of them might have a point.” I didn’t know you could earn three college credits for doing so little. My experience of taking online classes was surprising to me, but I wasn’t really surprised by the experience of developing or teaching them.

What are your top concerns as an online instructor?

That students potentially will be more isolated than they should be. I’ve actually had one student who was horrified when I wanted him to collaborate with classmates or contact businesses. He said, “Don’t you realize that some people take online classes because they don’t want to have to talk to anybody?”

I’m concerned that online courses have the potential to be one more way that a person could withdraw from interaction. They’d be disappointed if they signed up for one of our classes, though.

I’m becoming more and more convinced that not all classes really lend themselves well to online delivery. For example, we have hardware troubleshooting classes where we basically break a whole roomful of computers, and students have to use good troubleshooting techniques to find out what the problems are and how to go about fixing them. Well, that’s pretty difficult to mimic in an online environment.

There are some classes like that where I worry about the consistency of our online offerings. I taught an online course last summer and because of some personal problems, I didn’t return a student’s e-mail for four days. When I finally responded, I apologized and said, “You can normally expect better customer service from me than this.” Then I got an e-mail back from the student that said, “I wasn’t expecting to hear from you at all, so I’m very pleased.” That student had taken a number of online classes. If her experience had led her to believe that she wasn’t going to hear from the instructor, I think that’s a big problem.

What advice do you have for new online instructors?

Keep it real. Make sure that you know that students can perform on the job. And whether teaching online or in the classroom, you may have different tools to do it with, but the goal remains consistent. You’ve got to make sure they can do the job.

If you’re teaching in a regular classroom, you’re spending a certain number of hours per week in touch with those students. You should be doing the same thing online. You should be there in the discussion room. You should have virtual office hours. You should get back to them quickly with your evaluations and feedback and try to develop a real feeling of interaction and a learning community, which can be done online, but it requires a lot of effort.
The goal of learning assessments should be to measure whether actual learning outcomes match desired learning outcomes. Here’s an analogy. Your freezer stops keeping foods frozen, so you call the appliance repair folks. They show up on schedule and charge you exactly what they estimated on the phone. Enough information to know if the desired outcome (frozen food) has been achieved? No, of course not.

We use freezers to achieve specific outcomes. We build instruction to achieve specific outcomes as well. Well-written instructional objectives describe the desired outcomes of instruction and are critical to designing good courses and assessments. I discussed well-written instructional objectives in the last two articles, and they are the foundation of good assessment.

A freezer that works means the food stays frozen as expected. Instruction that works means people learn as expected. Adequate learning assessments tell us whether the instruction we built works and provides us with data to adjust our efforts.

We measure whether instruction “works” by seeing if the instruction we build actually helps people achieve the learning objectives. I’d even argue that we cannot be considered competent builders of instruction if we can’t show that what we build helps learners learn. Some might say that’s a big “duh,” but I’m guessing a fair number of people who build instruction haven’t really thought about it.

Here’s a scenario for us to consider. Lana Mercer, a new instructor, has just finished teaching her online course, Introduction to Computer Graphics. Here are the three most critical terminal objectives for this course (these are reasonably well-written, unlike most of the objectives I see, which makes it far easier to determine what assessments are needed):

- Analyze common uses for these computer graphics methods: 2-D representation and manipulation, 3-D representation and manipulation, animation, and image processing and manipulation.
- Describe methods for defining, modeling, and rendering of 2-D and 3-D objects.
- Determine the best tools to use for defining, modeling, and rendering of 2-D and 3-D objects.

Mercer graded students based on weekly homework assignments (10 percent of the grade), two projects (20 percent of the grade), and a final test (70 percent of the grade). More than a third of the students got a C or lower on the final and as a result, received low grades for the course. Lana didn’t understand why students were upset, because final grade scores reflected a bell curve, so the range of grades was as she expected. See any assessment problems? (Yep, you should.)

Four typical mistakes

People who build instruction make some typical but unfortunate mistakes when designing learning assessments, and these mistakes compromise both their competence as designers of instruction and the quality of the instruction they build. These mistakes include:

1. Expecting a bell curve
2. The wrong type of assessment
3. Not valid (enough) assessments
4. Poorly written multiple-choice tests

Expecting a bell curve

Benjamin Bloom (1968), a distinguished educational psychologist, proposed that a bell curve model, with most students performing in the middle and a small percentage performing very well and very poorly (e.g., a normal or bell curve) is the wrong model of expected outcomes from most instruction. The bell curve model is what might be expected without instruction. Instruction should be specifically designed to provide the instruction, practice, feedback, and remediation needed to bring about achievement of the desired outcomes. His “mastery” model assumes that most students will be high achievers and that the instruction needs to be fixed if this does not occur.

Mercer should not have expected her students’ final grades to fall on a bell curve. A mastery model assumes that most students will achieve the desired outcomes, and therefore, most will achieve higher grades.

The wrong type of assessment

There are two primary learning assessment formats: performance assessments and “test” assessments. The former involves assessing performance in a more realistic way (in situ), and the second involves paper or computer-based forms with multiple choice, matching, fill-in-the-blank, and short- and long-answer-type (i.e., essay) questions. Test assessments are by their nature a less authentic way of assessing learning but are
very practical and are therefore commonly used.

The optimal assessment type depends primarily on whether the objective is declarative (facts: name, list, state, match, describe, explain…) or procedural (task: calculate, formulate, build, drive, assemble, determine…). Research shows that there is a big difference between these two types—the difference between knowing about and knowing how (practical application to real-world tasks).

Let’s take, for example, a biomedical technology course. A biomedical technician needs to know the names of a cardiac monitor’s parts (declarative objective) in order to find applicable information in the troubleshooting manual. But knowing part names only goes so far. Knowing how to troubleshoot the cardiac monitor (procedural objective) involves far deeper skills. So asking biomedical technicians to name parts or even list the troubleshooting steps on a final test is an inadequate assessment of their troubleshooting skills. The bottom line is whether they can, in fact, troubleshoot, and that requires a performance assessment.

When it comes to designing adequate assessments, it’s inadequate to determine only whether learners know about if you need to determine whether they actually can perform in the real world. Many higher education instructors don’t adequately infuse their courses with real-world implications and skills, and I believe this is a mistake.

The following table recaps how objective type maps to assessment type.

<table>
<thead>
<tr>
<th>Type of objective</th>
<th>Assessment type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Declarative</strong></td>
<td>Test</td>
</tr>
<tr>
<td><strong>Procedural</strong></td>
<td></td>
</tr>
<tr>
<td>Less complex</td>
<td>Test or performance assessment</td>
</tr>
<tr>
<td>More complex</td>
<td>Performance assessment</td>
</tr>
</tbody>
</table>

Mercer’s objectives are a mix of declarative and procedural, but her assessment scheme is heavily weighted toward achievement of declarative objectives (and the tests used to assess them). That made her grading scheme unbalanced and inappropriate. A more balanced and appropriate grading scheme would have given more weight to projects that show achievement of procedural objectives.

**Not valid (enough) assessments**
The gold standard for assessment quality is validity. A valid assessment measures what it claims to measure. For example, a biomedical equipment troubleshooting assessment should measure the skills of the person doing actual or simulated troubleshooting. It’s easier than you might think to design assessments that measure something other than what is intended.

Let’s say the biomedical equipment troubleshooting assessment primarily asks students to match parts, functions, and typical problems. Is this a valid assessment of troubleshooting skills? Unlikely. And what if another assessment is written at too high a reading level. What is it measuring? For one thing, reading skills. Both tests are likely less valid than is necessary. The best way to establish validity is to carefully match objectives and assessments, as explained in the last mistake.

Lack of validity impacts course quality and fairness. And if the results of assessments impacts passing the course (as they usually do), invalid assessments are not only unfair but potentially illegal.

Objectives and assessments in Mercer’s class didn’t match up. Because students in Mercer’s class needed a passing grade in order to take higher-level graphics courses, she needs to rethink the validity of her assessments, starting with mapping assessment types to objective types.

**Poorly written multiple-choice tests**
Many assessments, even if they are the right kind, are poorly written. Two of the most common mistakes for multiple-choice questions are confusing or ambiguous language and implausible distractors (wrong alternatives from which the learner selects the correct answer[s]). A poorly written multiple-choice question automatically lowers the validity of the assessment.

**Final thoughts**
Inadequate learning assessments are at best frustrating. At worst, they can damage students and institutions. Adequate learning assessments are one of the hallmarks of competence in building good instruction and markedly improve the quality of instruction.

The final assessment for the Introduction to Computer Graphics course suffered from all the mistakes listed, even though the instructor was well-intentioned. In an online course, where students often require extra feedback and motivation, unintended frustrations and unfairness can cause many problems including complaints, reduced enrollments, and lack of persistence.

Writing good performance assessments and test questions is a skill that takes training, time, and feedback. The next two articles will provide specific guidance for designing performance and multiple-choice assessments.

**References/Resources**
American Educational Research Association, American Psychological

*Continued on page 7 >>*
Establishing a Solid Rapport with Online Students

By Errol Craig Sull

We teach, we train, we tutor online: information and thoughts and suggestions go from us to them, and the same—as well as papers, etc.—comes from them to us. This twenty-first-century mode of learning has many benefits, but ask anyone who looks at it as if it were Dracula on a dark night, and you’ll surely hear these objections: “There is no personal interaction between student and teacher…the spontaneity of teaching is lost…the only rapport exists in exchanging bits and bytes of info.”

My answer to this is very simple: hogwash.

What do I mean? Beyond the giving and taking of stats, facts, ideas, etc., injecting ourselves into the teaching experience AND getting our students actively involved (beyond merely responding to what we ask or require) can quickly translate into one really dynamic and exciting “learning event”!

Here’s how:

• **Be organized.** The “absent-minded professor” is not, unfortunately, an urban legend! Look at any list of student complaints about their instructors—online or otherwise—and being disorganized always shows up. Being better organized will help you keep assignments, tests, lectures, etc., straight. Also try creating an online file for each of your students to include work assignments, e-mail (that they send and you deem interesting or important), and other items that help you better understand and relate to each of your students. This translates into being able to teach with “ammunition” at hand that allows for a more personal approach for each student.

• **Start your course or program with a welcoming e-mail.** This helps set the tone for the entire semester or session and lets the students know you are more than merely R2D2; you are instead a human who looks forward to working with the class, who welcomes their feedback and questions, and who is very excited about the upcoming course. It’s also an excellent vehicle to discuss various specifics of the course. You could perhaps attach to the e-mail a copy of your syllabus (in addition to having it posted in a course management tool, such as Blackboard, WebCT, or Angel).

• **For all due dates and promises: keep them.** Students who take courses online rely exclusively on what they read online in terms of due dates for readings, assignments, quizzes, etc., as well as any promises you make (e.g., “I will have the draft of your first paper returned by X date” or “All Chem 101 grades will be posted on Y date”) and virtual office hours. They do not have you in a classroom to remind them of such things, nor are you in a class where they can ask you for reminders. And it is EXTREMELY important that you adhere to the dates and promises given: students need to depend on you, and their respect for you as their teacher will markedly plummet if they find you can’t be relied on.

• **Follow up on all e-mail received—and promptly.** E-mail is the students’ lifeline that allows for specific questions to be answered, confusions to be cleared up, and uncertainties to be quantified. Respond to all e-mail—if only an acknowledgement that you received it—and in a timely manner. This goes a long way both toward earning their respect and in your students seeing you as someone who really does give a damn about them.

• **Use chat rooms, discussion boards, journals, etc.** These allow for spontaneity, for student involvement, for personal commentary by students—all items that make for more ownership of the course on their part. And by meeting with students in chat rooms and responding to journal entries, they not only get to see a more personal (read: real) side to you but also can readily see you are sincerely interested in each one of them—so important in establishing a strong teacher–student rapport.

• **Send general e-mails throughout the course—and post them.** I call this my “glue,” and I do it so the tone I established in my welcoming e-mail can be maintained throughout the semester. I have included compliments on an overall class, “well done!” on a certain paper, wishes for a happy holiday or semester break, an offering of some additional clarification on an item I find many students are having difficulty with, a change in an initial due date, clarification on an assignment, or an attachment of an additional reading. And be sure to post these somewhere so they are all available to your students.

Continued on page 7 >>
throughout the semester: this way no student can say that he/she didn’t receive your e-mail!

- **Be a motivator.** Give students—both as a class and individually—compliments on their work, insights, extra efforts, an outstanding project or paper, etc. They are so used to being told what they got wrong or didn’t complete that positives are a nice change—and extremely important in motivating them to do better and for letting them know that you do recognize the “good stuff” they are sending your way!

- **Do not use stuffy, formal language.** Sometimes, “academic language” makes its way FULLY into e-mails, syllabi, handouts, etc. This translates into a cold, rather removed approach to the student—and can help set up a wall between you and your students. No, I’m not suggesting you use “corner lingo” or the like, but a nice mix of conversational language with a formal way of writing will equal the students feeling as if they are reading something written by a real person—not someone who thinks that he/she is better and above the students.

- **Do occasional “just-for-fun” things.** In my occasional, general e-mails I might end with a puzzle, a joke, a (what I call) “cool website,” an interesting item that happened on the date of the e-mail I’m sending. And I’ve also invited students to send me their “cool websites,” which I then will organize and send out to all in a master list—a really nice way (for both the students and me!) to have a bit of fun with the class while getting more involved.

- **Offer website assistance, additional handouts, etc.** When I find various websites that I think will help a student better understand a concept, idea, or rule, I’ll send them along; I also have made up many dozens of what I call “pebbles” and “mini-pebbles” to help explain various aspects of writing. These are what I call my “teacher’s aides,” and I send them throughout the semester. This translates into better and more focused information for the students, a stronger bond between myself and the students, and—in the end—students who produce better quality work.

**REMEMBER:** The effective online instructor will wear a combination of a fuzzy down comforter; a black leather jacket; and formal wear—these translate into the perfect teaching personality “attire.”

Please let me hear from you, including sending along suggestions and information for future columns. You can always reach me at errol-craigsull@aol.com. And, as always, with each of my columns I will be offering a sampling of whatever subject I’ve discussed; for this column, if you’d like some of the “cool websites” students have sent me, just drop me a note!


Patti Shank, PhD, CPT, is a widely recognized instructional designer and technologist, writer, and author who teaches and helps others teach online. She can be reached through her website: www.learningpeaks.com.
Distance Learning Faculty Liaisons Offer Online Teaching Advice

Erie Community College, South in New York does not have an online course designer, and to a large extent, faculty are on their own when it comes to creating their online courses. The campus does, however, have two distance learning faculty liaisons, Jason Steinitz and Mary Beth Orrange. Both are online instructors who help their colleagues navigate the college’s course management system and offer advice on principles they have found effective in their online course. Online Classroom recently spoke with Steinitz and Orrange about the advice they give their colleagues.

Text presentation

Despite being familiar with ANGEL, the course management system that ECC uses, many faculty who are new to online learning tend to post Word documents online without modifying them for the online classroom, which Steinitz and Orrange consider inadequate. They recommend that instructors adopt an inverted pyramid structure to their online materials in which the most important information is at the top followed by the supporting details.

Blocks of text need to be smaller than they might be in print and should be divided logically. Use bullets and boldface text to highlight important points. Do not underline text because students will think that these underlined words are broken links.

Encourage interaction

Interaction between the learner-content, learner-instructor, and among learners are important aspects of an online course and need to be planned and designed into a course.

Orrange, a math professor, builds interaction into her online courses by providing students with PowerPoint slides that supplement the textbook. “In my perfect world, the student is sitting there with his or her book, a calculator, and the PowerPoint slides, which are designed so that they can work along, hitting the space bar or mouse and unveiling the next step or answer to a problem. This is much harder to do with a straight text document,” she says.

Steinitz, a geography professor, uses the Web to create interactivity. In one of his courses, he has a project that requires students to go out to websites and gather real data, which they analyze in groups. Each group has only a segment of that data. The groups share the data as a class and each group does an analysis using the entire data set.

“One of the good things about websites is that you can find some good material that’s current and often controversial,” Steinitz says.

Steinitz has students use information from the Web in threaded discussions, and each student writes a position paper based on the discussions. “I found that basing the position papers on the threaded discussions improves the quality of the discussions because students learn after the first time that they are dependant on each other to bring out the pros and cons of an issue.”

The instructor’s role in the threaded discussion is a balance between being responsive and not dominating the discussion. “I think it’s something that needs to be thought out ahead of time. Is this something you’re just going to turn students loose on and let them run with it, or are you going to be actively involved in it, nudging them in one director or another. You have to be careful about your participation. There is potential for the instructor to get involved in the discussion and absolutely kill it either by being critical or by stating a position that students view as the final answer to the discussion,” Steinitz says.

Open website

Steinitz and Orrange recommend having an open website for each online course, which should answer the kinds of questions student may have before they sign up for the course. The site should include a syllabus, brief descriptions of the types of activities that included in the course, information about how discussion boards work, and the types of research the students will do in the course.

Questions, problems, complaints forum

Student feedback provides essential guidance for course improvement. End-of-course evaluations are one way to get student feedback. Another way that Steinitz recommends getting student feedback is through a discussion board within the course dedicated to questions, problems, and complaints. To elicit candid feedback, Steinitz usually allows students to post anonymously in this forum.

Contact Jason Steinitz at steinitz@ecc.edu and Mary Beth Orrange at orange@ecc.edu.
### 2005 Index - Volume 5

<table>
<thead>
<tr>
<th>Academic integrity</th>
<th>Study: Friends and Web-Based Exams Encourage Cheating</th>
<th>March, page 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Self-Assessment in Online Writing Course Focuses Students on the Learning Process</td>
<td>April, page 1</td>
</tr>
<tr>
<td></td>
<td>Online Minute Paper</td>
<td>May, page 1</td>
</tr>
<tr>
<td></td>
<td>Measuring Online Community</td>
<td>June, page 2</td>
</tr>
<tr>
<td></td>
<td>Ongoing Student Evaluation Essential to Course Improvement</td>
<td>October, page 6</td>
</tr>
<tr>
<td>Community</td>
<td>Building Community in Self-Paced Online Courses</td>
<td>June, page 1</td>
</tr>
<tr>
<td></td>
<td>Measuring Online Community</td>
<td>June, page 2</td>
</tr>
<tr>
<td></td>
<td>Creating Trust in Online Courses</td>
<td>June, page 3</td>
</tr>
<tr>
<td>Copyright</td>
<td>Teaming Up with Librarians</td>
<td>January, page 1</td>
</tr>
<tr>
<td>Course design</td>
<td>Course Design, Monitoring Help Ensure Academic Honesty</td>
<td>January, page 1</td>
</tr>
<tr>
<td></td>
<td>Course Redesign Gives Students More Flexibility</td>
<td>February, page 4</td>
</tr>
<tr>
<td></td>
<td>Blended Course Design Considerations</td>
<td>March, page 8</td>
</tr>
<tr>
<td></td>
<td>10 Tips from a Distance Learning Trainer</td>
<td>April, page 3</td>
</tr>
<tr>
<td></td>
<td>Lost in Translations: Translating On-Ground Courses into Effective Web-Based Learning— Sherion H. Jackson</td>
<td>April, page 5</td>
</tr>
<tr>
<td></td>
<td>Active Online Learning Prepares Students for the Workplace, Reflects Changing Learning Style Preferences</td>
<td>May, page 3</td>
</tr>
<tr>
<td></td>
<td>Creating Trust in Online Courses</td>
<td>June, page 3</td>
</tr>
<tr>
<td></td>
<td>Interactive Syllabus Improves Course Accessibility</td>
<td>June, page 4</td>
</tr>
<tr>
<td></td>
<td>Using Synchronous Communication to Deliver Online Lectures, Create Community</td>
<td>June, page 5</td>
</tr>
<tr>
<td></td>
<td>Humor Increases Student Participation in Online Courses</td>
<td>August, page 1</td>
</tr>
<tr>
<td></td>
<td>Creating an Active Online Learning Environment</td>
<td>August, page 4</td>
</tr>
<tr>
<td></td>
<td>How Scalable is Your Online Course?</td>
<td>August, page 3</td>
</tr>
<tr>
<td></td>
<td>Modifying Online Courses</td>
<td>August, page 6</td>
</tr>
<tr>
<td></td>
<td>Choosing Appropriate Online Learning Tools</td>
<td>October, page 3</td>
</tr>
<tr>
<td></td>
<td>Secondary Teaching Methods Online ... Times 3— Patrick Durow</td>
<td>October, page 7</td>
</tr>
<tr>
<td></td>
<td>Writing Learning Objectives That Help You Teach and Students Learn (Part 1)— Patti Shank</td>
<td>November, page 4</td>
</tr>
</tbody>
</table>
Overcoming Facelessness in the Online Classroom
November, page 6

Reduce Online Learners’ Isolation Through Vicarious Immediacy
December, page 1

Project-Based Learning: A Natural Fit With Distance Education
December, page 2

Writing Learning Objectives That Help You Teach and Students Learn (Part 2)
— Patti Shank
December, page 4

Course development
Planning an Online Course With a Storyboard
May, page 1

H-OEH: An Online Networks to Help Bring Humanities Online
— Jennifer Patterson Lorenzetti
May, page 8

Developing an Effective Resource Pool: An Important Tool for Teaching
— Errol Craig Sull
December, page 6

Course management
Teaming Up with Librarians
January, page 1

Who is Bill Reed?
January, page 2

Voicing Dissent in Online Courses
February, page 1

Preparing for an Emergency
February, page 7

Habits of Effective Distance Educators
March, page 1

Humanizing the Online Classroom
July, page 1

Handling a High-Enrollment Hybrid Course
July, page 3

Seven Steps for Providing Constructive Online Discussion Feedback Successfully
— Tammy Edwards
September, page 1

Teaching From the Road
September, page 2

Course quality
Multimedia Course Design, Instructor Preparation Increase Satisfaction
February, page 1

Are On-Site Courses as Effective as Online?
— Dale Fowler
March, page 1

Improve Efficiency Without Sacrificing Quality
September, page 3

Diversity
Personal Relevance, Diverse Groups Encourage Discussion
May, page 2

Hybrid Courses
Hybrid Design Enables Individualized Learning Experience
February, page 3

Interactivity
Aside: An Open-Source, Web-Based Tool for Anonymous Student-Instructor Dialogue
April, page 6

Effective Strategy for Providing Prompt Feedback on Writing Assignments When Teaching Courses Online
— Francis C. Pengitore
August, page 5

Why Communicate with Your Students?
— Emily Stephens
December, page 1

Instructor collaboration
Lessons Learned From Co-Teaching a High-Enrollment Online Course
February, page 6

Instructor roles
Teaching an Existing Online Course
January, page 6

Benefits of Being an Online Adjunct
January, page 8
Understand Pedagogy and Yourself Before Teaching Online  
June, page 1

5 Common Fears About Teaching Online—Fact vs. Fiction  
— Patti Shank  
October, page 4

Learning styles  
Online Learner Types: Implications for Course Design  
September, page 4

Learning Style Considerations are Important to Teaching Critical Thinking  
December, page 3

Multimedia  
Multimedia Course Design, Instructor Preparation Increase Satisfaction  
February, page 1

10 Tips from a Distance Learning Trainer  
April, page 3

Humanizing the Online Classroom  
July, page 1

Simulations  
Replaying History With the Help of Online Simulation  
April, page 4

Are Online Simulations Better Than F2F?  
November, page 1

Student collaboration  
Facilitating Team Learning Means More Than Just Assigning Team Projects  
January, page 4

17 Tips for Successfully Including Peer Collaboration in an Online Course  
— Teshia Young Roby  
March, page 4

Incorporating Online Discussion Groups into an Adult Accelerated Course to Facilitate Student Interaction  
— Eric K. Cooper  
July, page 4

Facilitate Student Collaboration  
October, page 1

Study: Changing Virtual Team Membership Improves Participation  
October, page 8

Student satisfaction  
Student Perceptions of Visibility, Permanence, Asynchronous Nature of Online Learning  
February, page 2

Understanding Student Perceptions of Online Learning  
September, page 1

Students’ Advice for Better Online Learning  
November, page 1

Student support  
Moving Students Toward Autonomous Online Learning  
March, page 3

Tutoring System Provides Various Levels of Help to Meet Individual Learners’ Needs  
September, page 7

Threaded discussion  
Online Student Reflects on Threaded Discussion  
January, page 7

Using Writing Assignments to Jumpstart Threaded Discussions  
March, page 7

What Role Should the Instructor Play in Threaded Discussions?  
April, page 1

Personal Relevance, Diverse Groups Encourage Discussion  
May, page 2

Planning and Facilitating Academic Discourse in Discussion Boards  
May, page 4

Discussion Forum: The Heart of the Online Course  
July, page 2

Faculty Learning Community Brings Together Diverse Group to Discuss Asynchronous Communication  
July, page 8
Motivating Participation in Online Discussion
August, page 2

Rubrics, Roles, and Successful Online Discussions
— Janet D. Stemwedel
November, page 3

Time management
Save Time By Creating Multiple Formats From a Single Content Source
February, page 5

Manage Communication to Reduce Instructor Workload
July, page 1

Save Time on Grading Essay Test Questions
August, page 1

Time Management for Online Instructors
October, page 1

Want a past issue?
Find it online at the click of a button.

Simply go to www.magnapubs.com, click “Archives” in the menu on the left, choose the newsletter and issue you want, and select to view the full newsletter. You then have the option to purchase that single issue for a low price. While you are at www.magnapubs.com make sure to sign up for our free e-newsletters, and search the archives of all of Magna’s newsletters.