

TRANSFORMING YOUR FACE-TO-FACE COURSE INTO AN ONLINE OR HYBRID COURSE

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Outline

Overview of shift to online teaching & learning

Course design standards of quality

MSU's OCIA course design model:

- Orientation, Content, Interaction, Assessment

Accessibility & Copyright

Montclair State University Launches First Fully Online Master's Degree Programs

Applications now being accepted for Spring 2013



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Montclair State will offer two popular master's degree programs in a fully online format beginning in 2013: the MA in Child Advocacy and Policy (CHAD) and the MA in Educational Leadership (ELAD). Both programs are now accepting applications for the spring term.

• <http://www.montclair.edu/online>

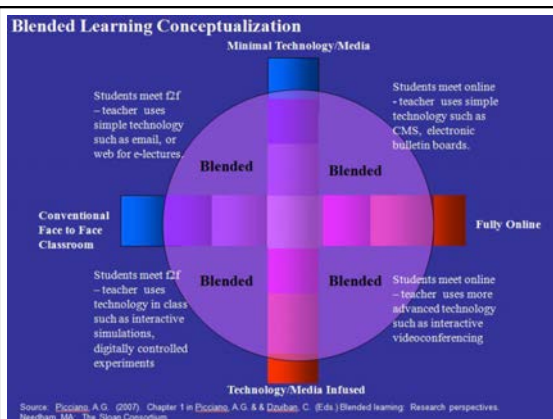
Course Definitions at MSU

Face-to-Face Course: Course sessions occur in the traditional classroom environment, on campus or at satellite locations, during required face-to-face meeting times. The Internet and other technology may be used for supplemental course content and activities.

Hybrid Course: Online activities replace some portion of the traditional face-to-face class meeting time. Students are required to attend on-campus meetings and to spend a substantial amount of time online. The online portion of the course can be asynchronous or synchronous.

Online Course: The course occurs in an online environment. Students are not required to be present on campus or elsewhere to meet with classmates or their instructor, but some courses may require synchronous (simultaneous) online meetings.

As defined by the ATC and approved by the University Senate.



Teaching online – what changes?

•Design (iterative process)

- Identifying outcomes and creating assessments
- Replacing f2f lectures with appropriate online interactions and activities
- Adapting and developing materials for the online environment
- Developing a cohesive and organized online presence and community
- Learning to use and feel comfortable with the online tools

•Teaching

- Keeping students engaged
- Keeping students on track
- Managing workload

What do Online Students Expect?

- Excellent **quality** online instruction
- **Clearly** defined student assignments
- Faculty **responsive** to student needs
- **Timely** feedback from faculty about student progress



Photo: iStockphoto.com / Creative Commons license

National Online Learners Priorities Report (2011)

What do the best ONLINE teachers do?



eLearning Pedagogy Faculty Learning Community (FLC)
at Middle Tennessee State University

Brinthaup, T. M., Fisher, L. S., Gardner, J. G., Raffo, D. M., &
Woodard, J. B. (2011). *What the best online teachers should do*.
MERLOT Journal of Online Learning and Teaching, 7(4). Retrieved
from http://jolt.merlot.org/vol7no4/brinthaup_1211.htm

Bain, K. (2004). *What the Best College Teachers Do*.

General Categories of What the Best Teachers Do (after Bain, 2004) with Examples and Behaviors Specific to Online Teaching

(1) Fostering student engagement

- Create a community of learners
- Foster student-to-faculty and student-to-student interaction
- Judicious and strategic use of humor
- Creative and engaging use of videos, chats, podcasts, wikis, and discussion forums
- Use blogs to facilitate reflective thinking, collaborative learning, and knowledge construction

(2) Stimulating intellectual development

- Create natural critical learning environments
- Generate provocative acts, questions, statements
- Reflect on students' inaccurate and incomplete preconceptions or mental models
- Use technology to create engaging and authentic content

(3) Building rapport with students

- Understand one's student population and determine the amount of help needed
- Let students get to know their teacher
- Use introductory video or other self-disclosure resources
- Keep written records of communication that include relevant student information
- Be flexible with deadlines and due dates
- Provide individualized feedback on assignments and activities

(Brinthaup, Fisher, Gardner, Raffo and Woodard, 2011)

Course Design Standards

The Quality Matters Rubric includes eight general standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

• <http://www.qmprogram.org/rubric>



Course Design Standards

ROI: Rubric for Online Instruction by California State University, Chico
<http://www.csuchico.edu/celt/roi/>

Learner Support & Resource

Course contains extensive information about being an online learner and links to campus resources. It also provides a variety of course-specific resources, contact information. [More](#)

Instructional Design & Delivery

Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. Goals are clearly defined and aligned. [More](#)

Innovative Teaching with Technology

Course uses a variety of technology tools to appropriately facilitate communication and learning. New teaching methods are applied and innovative enhance. [More](#)

Online Organization & Design

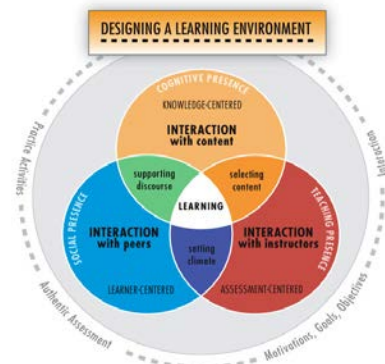
Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. The syllabus identifies. [More](#)

Assessment & Evaluation of Student Learning

Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. Learning objectives, instruct. [More](#)

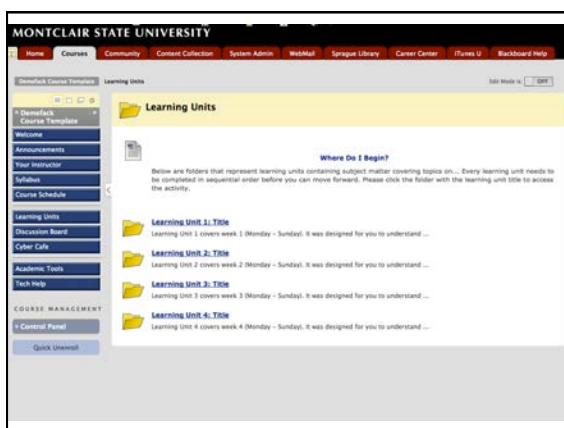
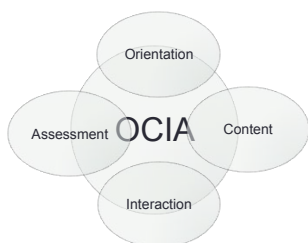
Faculty Use of Student Feedback

Instructor offers multiple opportunities for students to give feedback on course content. Instructor offers multiple opportunities for students to give feedback on. [More](#)



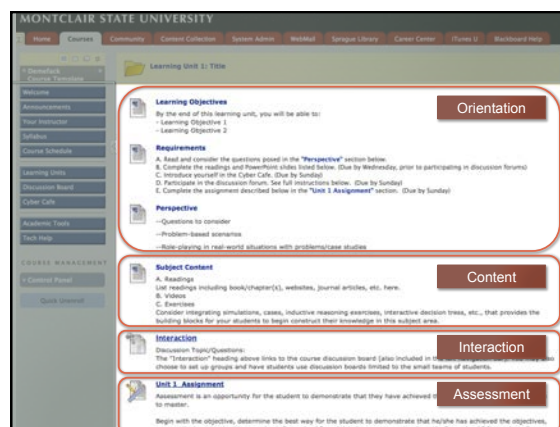
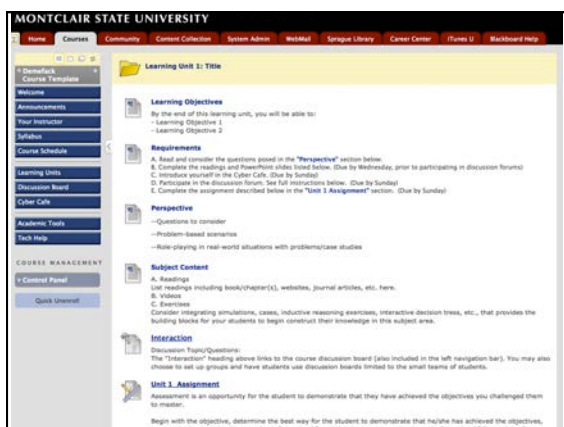
(Anderson, Rouke, Garrison, & Archer, 2001; Moore, 1989)

MSU's Course Design Model



Learning Units

- One week of learning activities contains all the elements a student needs to achieve the learning outcomes.
- Guides learners through a sequence but flexible in supporting students' preferences
- Contains Learning Objectives, Unit Requirements, Perspective, Subject Content, Interaction, and Assessment.
- Offers consistency between courses



Learning Objectives
By the end of this learning unit, you will be able to:
- Learning Objective 1
- Learning Objective 2

Requirements
A. Read and consider the questions posed in the "Perspective" section below.
B. Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forum)
C. Introduce yourself in the Cyber Cafe. (Due by Sunday)
D. Participate in the discussion forum. See full instructions below. (Due by Sunday)
E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

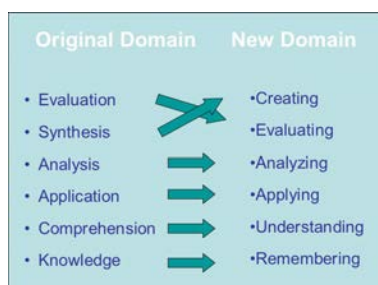
Perspective
-Questions to consider
-Modern-based scenarios
-Role-playing in real-world situations with problem-based studies

Unit 1 Assignment
Assignment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.
Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objective, and then create the assignment for the student to complete.

Unit Learning Objectives

- What will students be able to do by the end of the learning unit?
- Do the unit objectives match what students actually do?
- Are the objectives measureable?
- Do objectives build up, increasing in difficulty and complexity?
- Is the number of learning objectives manageable from a student perspective?

Bloom's Taxonomy



http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Active verbs developed based on Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	Indicate	Paint	advise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

WEB 2.0 APPS TO SUPPORT BLOOM'S REVISED TAXONOMY
ASSEMBLED BY KATHY SCHROCK



<http://www.schrockguide.net/bloomin-apps.html>

Requirements

- Provide a brief overview of what the student will be doing in the learning unit.
- Clarify what is required vs. optional.
- Include specific due dates and times for all assignments, (for example, Thursday, February 14 at 11:59pm EST/ EDT).
- Consider student response time so that students can benefit from other students' feedback.

Requirements: Example

Unit 1 Requirements

- A. Consider the questions posed in the "Perspective" section below.
- B. Complete the readings listed below. (Due by 11:59pm Wednesday, prior to participating in discussion forums)
- C. Participate in the group based discussion forum. (Due by 12 noon, Sunday)
- D. Introduce yourself through the Cyber Cafe. (Due by 12 noon, Sunday)

Perspective

- Help build relevant connections with students' prior knowledge, personal lives, work, experience, and expectations.
- Use problem-based scenarios relevant to the unit subject to encourage students to think about solutions.
- Share other relevant links, ideas that connect to the unit's material.

Perspective: Example

Perspective

- The issue of religion in the schools is a political one. Most districts choose to avoid the situation altogether by ensuring that religious holidays are devoid of any reference. Few school districts are willing to entertain any controversy regarding religion in the school. However, notwithstanding such trepidation, the Lemon Test gives clear guidance on how the cultural context of religion can be presented within the public school context. Please review your district board of education policies and think about how or if your district acknowledges religious holidays and events. Has your district become more or less conservative regarding its approach to the religious holidays?

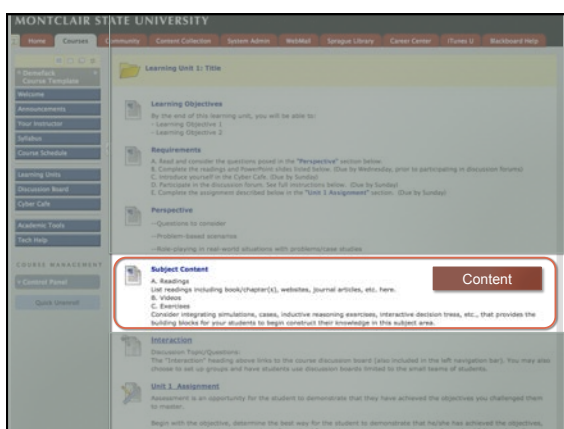
Questions to Think About:

- If a principal hired a kindergarten teacher who was also a nun, could that teacher wear her religious garb when teaching in the public school context? Why?
- If a teacher has a religious faith which requires him/her to pray every day at 11:00 a.m., is the district required to arrange his/her schedule so that he/she is free to pray every day at 11:00 a.m.?

Perspective: Example



Download a transcript of this movie here: [CMPT580 Unit 1 Perspective Transcripts.rtf](#)



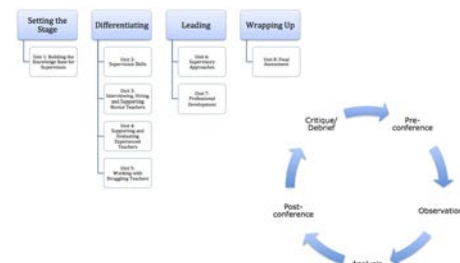
Content

- Identify content that best aligns to your objectives.
- Use a variety of sources such as readings, multimedia, animations, screen captures, simulations, cases, inductive reasoning exercises, audio recordings, and interactive decision trees.
- Integrate user-generated content.
- Consider integrating textbook publisher provided materials.
- Ensure materials are accessible & copyright is clear.

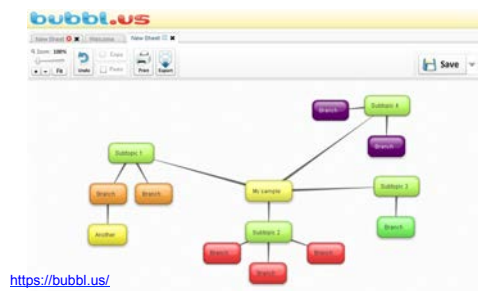
Content: Presentation Tools

- Diagrams (Microsoft Office SmartArt)
- Mind Mapping Tools: Bubbl.us
- Annotated materials (screen shots, PDFs, documents)
- Narrated presentations/screen capture/audio only:
 - Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>
 - NJVID: <http://www.njvid.net/>
 - iTunes U: <http://www.apple.com/education/itunes-u/>
- Blackboard Collaborate
- Podcasts: Wimba, podomatic
- SoftChalk: <http://softchalk.com/>
- Xtranormal
- Prezi

Diagrams



Mind Mapping: Bubbl.us



<https://bubbl.us/>

Camtasia Relay & NJVID



Screenr: www.screenr.com

Camtasia Relay:
<http://www.techsmith.com/camtasia-relay.html>

Camtasia Relay & iTunes U



Bb Collaborate



Podcasts



<http://www.podomatic.com>

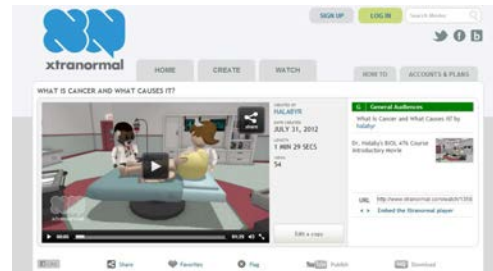
http://www.wimba.com/products/wimba_voice

SoftChalk



<http://softchalk.com/>

Xtranormal



<http://www.xtranormal.com/>

Welcome to the Chad510 Online Course

Culturally Competent Practice in Child Advocacy

This course provides students with an understanding of multicultural issues that may impact the child welfare field. To achieve this goal, important concepts in the area of racial, ethnic and cultural diversity will be addressed. Additionally, how such issues interact and may impact the child welfare field will also be discussed. The course will involve Power-point and video-clip presentations, assigned readings, online discussions, papers and exams. Participation is therefore required and expected.

You will be expected to achieve at least four goals through this course.

- Goal 1: Increase your awareness of concepts and issues discussed in the diversity and multicultural field.
- Goal 2: Increase your sensitivity to how assumptions, beliefs and conclusions about others may be inaccurate and possibly perceived as offensive.
- Goal 3: Increase your understanding of how issues of difference and diversity may impact the child welfare field and
- Goal 4: Increase self-awareness, cultural competence and acceptance of difference.



Prezi



<http://prezi.com/>

Announcements

Unit 2 Reminders
Posted on Friday, October 12, 2012

Dear all,

There is some very interesting dialogue happening in the group discussions this week! We encourage you to join in your group's discussion, if you haven't already, in order to truly benefit from the diverse experience that your group members bring to the topic of online teaching management. As in unit 1, we hope to see a summary of your conversation posted to the course blog.

If you'd like a copy of the MSU Blackboard course template, introduced in this unit, please email us and we can copy it for your personal use. This is a great way to experiment with the ideas introduced in this course.

Best regards,
Carolyn & Jinia

MONTCLAIR STATE UNIVERSITY

Home Courses Community Content Collection Syllabus Admin Blackboard Spring Library Career Center Phone Us Blackboard Help

Learning Unit 1: Title

Learning Objectives
By the end of this learning unit, you will be able to:
- Learning Objective 1
- Learning Objective 2

Requirements
A. Read and consider the questions posed in the "Perspective" section below.
B. Complete the reading and PowerPoint slides listed below. (Due by Wednesday, prior to participating in Discussion Forum)
C. Introduce yourself in the Cyber Café. (Due by Sunday)
D. Participate in the discussion forum, but not instructions below. (Due by Sunday)
E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective
- Questions to consider
- Problem-based scenarios
- Role-playing in real-world situations with problems/case studies

Subject Content
A. Readings
Use readings including books/chapter(s), websites, journal articles, etc. here.
B. Videos
C. Exercises
Consider integrating simulations, videos, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction
Discussion Forum/Question:
The "Interaction" heading above links to the course discussion board (also included in the "Unit 1 Assignment" section). Please choose to set up groups and have students use discussion boards limited to the small teams of students.

Unit 1 Assignment
Assignment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.
Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objective, and then create an assignment that will require the student to demonstrate that he/she has achieved the objective.

"No interaction"
equals
"no learning"

(Gunawardena, 1995)

Importance of Social, Interactive Learning

- Online learning should facilitate interaction
- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced
- Interaction types essential in online courses (Moore, 1989):
 - Learner-content
 - Learner-instructor
 - Learner-learner
 - Learner-self (Soo & Bonk, 1998)
- There is a strong relationship between interaction, social presence and learning (Anderson, et al, 2001).



Interaction

- Offer opportunities for students to interact with the content, each other, and yourself.
- Use instructional strategies and activities that promote active learning and facilitate students' interaction with the content and each other.
- Facilitate a social learning community.
- Consider team based learning.
- Incorporate technology based tools that support interaction.
- Clearly state the instructor's plan for providing feedback on assignments.

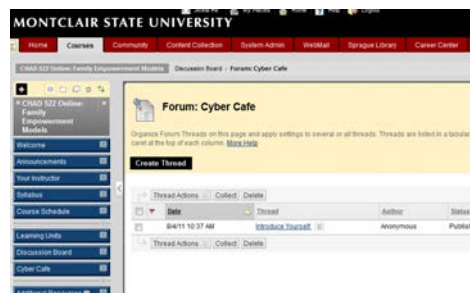
Interaction Tools in LMS



Discussion Example

- [Unit 1 Discussion](#)
 - In small groups, respond to the following Discussion Forum question:
 - Pursuant to the Courts' decision in *Punxsutawney*, what are the legal and financial implications for school districts?
- Comment on at least two of your classmates' posts.
- The group leader will then post a summary of the group discussion on the course-wide Discussion Forum.

Cyber Cafe

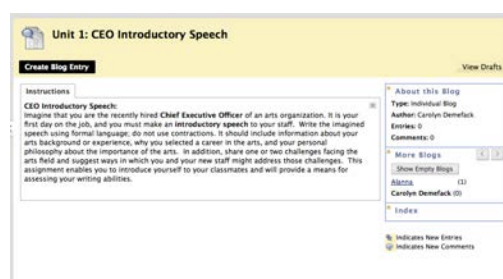


Teamwork

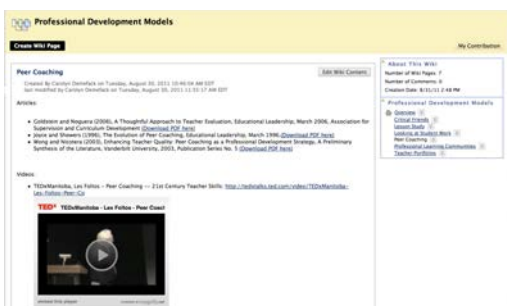
- Design and facilitate group work
- Design small groups for online interaction (discussion boards, wikis, blogs, etc.).
- Assign roles for each member in each group.
- Require discussion summaries -- knowledge creation process.
- Use other course activities such as: peer review activities, collaborative projects, simulations, and role-playing.



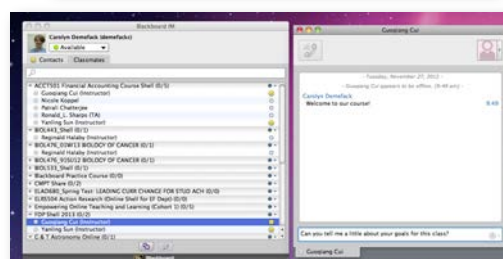
Blog Example



Wiki Example



Instructor: Carolyn Demefack
 Class Day/Time: Online
 Office Location: UN5100
 Virtual Office Hours: Tuesdays 2-4pm via [Bb IM](#) (alternative meeting time available upon request)



Learning Unit 1: Title

Learning Objectives
By the end of this learning unit, you will be able to:
- Learning Objective 1
- Learning Objective 2

Requirements
A. Read and consider the questions posed in the "Perspective" section below.
B. Complete the readings and discussion topics listed below. (Due by Wednesday, prior to participating in discussion forums)
C. Introduce yourself in the Cyber Cafe. (Due by Sunday)
D. Participate in the discussion forum. See full instructions below. (Due by Sunday)
E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective
-Questions to consider
-Position-based scenarios
-Role-playing in real-world situations with problems/case studies

Subject Content
A. Readings
List readings including books/chapter(s), websites, journal articles, etc. here.
B. Videos
C. Exercises
Consider integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction
Discussion Forum/Questions:
The "Interaction" heading above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

Unit 1 Assignment
Assignment is an opportunity for the student to demonstrate that they have achieved the learning objectives of this unit. Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, ensure that any evaluation you give is "task based" and develop assessments where the "task based" focus doesn't matter.

Assessment

Online Assessment Tips

- Allow students to demonstrate that they have achieved the objectives you challenged them to master in multiple, varied ways.
- Provide meaningful feedback.
- Vary the types of assessment tools.
- Encourage students to measure their own progress.
- Provide grading rubrics.



Communicate Expectations

- Provide clear due dates and specific times online assessments will be available.
- Let students know when and how they will receive feedback.
- Clarify graded vs. ungraded work.
- Send out announcements to remind students of deadlines and expectations for assignments.
- Show how assignment parts relate to the final grade.
- Be flexible.

Evaluation and Grading



Grading and Evaluation Overview

Your final grade will be based on the following:

1. **Discussion Board:** 100 points each unit, average = 20% of your grade
2. **Group Wiki:** 100 points each = 20% of your grade
3. **Multi-Cultural Interview Write-up:** 100 points = 40% of your grade
4. **Journal:** up to 100 points for the total number of journals submitted for the course = 20% of your grade



Grading Rubrics

Attached Files: [CHAD10 Journal Rubric.docx \(16.5 KB\)](#) [CHAD10 Wiki Rubric.docx \(16.326 KB\)](#)
[CHAD10 Discussion Rubric.docx \(16.399 KB\)](#)

Here are the grading rubrics for your participation in the Discussion Forums, Journals, and group wikis.

Blackboard online Discussion Evaluation Rubric

Evaluation Categories	Criteria					Score
	Strong 25	Proficient 20	Satisfactory 15	Weak 10	Unsatisfactory 5	
I. Participation in Discussion	Provides content and new information in a regular and equitable manner. Initiates with a variety of participants by posing questions, comments, and thoughtful responses.	Provides content and new information in a fairly regular manner. Initiates with only one or two participants by posing questions, comments, and thoughtful responses.	Periodically provides comments and some new information. Participates with only one or two participants by posing questions, comments, and thoughtful responses.	Provides relevant comments and information to other participants. Participates adequately in online discussions or email, and postings are relevant or pertinent.	Does not enter the discussion.	Score
II. Content and Focus	Forings are specific, relevant, and relevant. Even better than telling us something new, they raise new questions that lead to further discussion from a variety of people. Results in a solid understanding of the topic as evidenced by thoughtful responses and questions.	Makes significant contributions to the discussion. Results in a solid understanding of the topic as evidenced by posing leading or revealing new.	Forings are relevant, but personal opinions or experiences. Results in a solid understanding of the topic as evidenced by posing leading or revealing new.	Adds little to the discussion. Discussion by may contribute but may contribute to the social aspects of the course.	Does not enter the discussion.	Score
III. Critical Thinking Evidenced by posting	Offers a critical analysis of an existing point of view or a different interpretation to an existing idea.	Agrees or disagrees with existing discussion and provides logical justification/evaluation (e.g., not readings, incorrect).	Agrees or disagrees with existing discussion but provides no justification/evaluation (e.g., not readings, incorrect).	Provides no evidence of agreement or disagreement with existing discussion.	Does not enter posting.	Score
IV. Skilled Communication	Highly effective presentation of ideas. Proper reading. Work exceeds expectations for the level of student. Absolutely no errors in spelling, punctuation, or grammar noted.	Effectively presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.	Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors by no errors in grammar identified.	Limited ability to convey ideas verbal. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.	Does not enter response.	Score
Additional Comments:						Your total score (Total Rubric: 100 points)

Accessibility & Copyright

What is Accessible Design?

Accessible course design allows students of various abilities to access course materials and components without the need for assistance or modification.

Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web. (W3C)

Accessible course design includes anything used to facilitate a course, including: PowerPoint slides, videos, textbooks, articles, evaluation tools, blogs, chats, etc.

Key Design Recommendations

- Videos and audio clips need to include captions.
- Audio files need to include text transcripts.
- Images need alternative text or descriptions (e.g. "alt")
- Color should not be used to convey important information.
- Tables should include row and column headers.

Accessibility Resources

- Accessibility and Usability at Penn State: <http://accessibility.psu.edu/>
- CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning: <http://www.cast.org/>
 - UDL Guidelines Checklist: <http://udlonline.cast.org/guidelines>
- Disability Resource Center: <http://www.montclair.edu/drc/>
- Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Center promotes the success of individuals with disabilities in postsecondary education and careers, using technology as an empowering tool: <http://www.washington.edu/doit/>
- The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities: <http://www.washington.edu/doit/Faculty/>

Accessibility Resources

- GRADE project at Georgia Tech with tutorials on how to make e-learning accessible for individuals with disabilities: <http://www.accessiblelearning.net/>
- How to create accessible documents: http://bit.ly/profhacker_accessibledocs
- Web Accessibility in Mind (WebAIM) has a great resources tab with many how-to's, accessibility checklists, and Web Accessibility Evaluation Tool (WAVE): <http://webaim.org/>
- Web Accessibility for Online Learning: How-to Guide for Creating Accessible Online Learning Content: <http://projectone.cannect.org/>
- World Wide Web Consortium (W3C) Web Accessibility Initiative. Available online: www.w3.org

Copyright Guidelines

What is copyright?

- Copyright protects certain kinds of "original works of authorship" -- whether published or unpublished. Copyright grants the author of the work the legal right to determine how or whether the work will be reproduced, distributed, displayed, or performed, as well as the right to produce derivative works based on the original.
- Copyright guidelines and resources may be found on the library website: <http://www.montclair.edu/library/services/copyright-intellectual-property-resources/>

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