

## COMPETENCIES FOR ONLINE\* INSTRUCTORS

**Competent Online Instructor Definition:** *A competent online instructor is one who effectively and efficiently instructs in an online environment using appropriate knowledge, skills, attitudes, and abilities that have adjusted and developed with time and needs. (Modified from Master Online Teacher Competencies, Virgil E. Varvel Jr.)*

<b>The Competent Online Instructor:</b>
<p><b>1. Is proficient in using the course management system (Blackboard Academic Suite).</b> This competency includes utilizing:</p> <ol style="list-style-type: none"><li>Content Areas</li><li>Course Tools</li><li>Course Options</li><li>User Management</li><li>Assessment</li></ol>
<p><b>2. Is knowledgeable and has the ability to use computer programs that are typically required in online education to improve learning/teaching, personal productivity, and information management.</b> Examples:</p> <ol style="list-style-type: none"><li>word processing</li><li>spreadsheets</li><li>graphics programs</li><li>PowerPoint</li><li>other media applications</li></ol>
<p><b>3. Continually develops knowledge and skills in technology, including current and emergent technologies.</b> Examples:</p> <ol style="list-style-type: none"><li>discussion boards</li><li>blogs</li><li>chat rooms</li><li>WIMBA</li><li>SoftChalk</li><li>podcasts</li><li>Tegrity</li><li>SKYP</li><li>webcam</li></ol>
<p><b>4. Understands and delivers the course effectively for ease of navigation and organization.</b> The Instructor will:</p> <ul style="list-style-type: none"><li>create and post a valid and useful course syllabus per District and/or campus policy</li><li>provide a general course overview, orientation, and/or explanation of how to get started in the course</li></ul>

<ul style="list-style-type: none"> <li>• provide an explanation of the learning process which includes a clear grading policy and grading criteria (with examples and rubrics) from the students' point of view</li> <li>• post a schedule of activities or semester calendar with assignments and deadlines</li> <li>• assure that all students are on board and responds during the first week of class by contacting the students privately (by phone or email) if they have not responded</li> <li>• provide a clear description and/or link of the technical support, the institution's academic support, and the student support services offered to students</li> <li>• utilize sound web-based course design</li> </ul>
<p><b>5. Is professional, approachable, and responsive.</b> The Instructor will:</p> <ol style="list-style-type: none"> <li>a) post a self-introduction (information on teaching philosophy, past experiences with teaching online classes, personal information such as hobbies, family, travel experiences, a photograph, etc.)</li> <li>b) invite the class to email the instructor with individual concerns, questions, problems, suggestions, etc.</li> <li>c) list ways to contact the instructor (email, fax, office hours, phone, discussion board, virtual classroom, U.S. mail)</li> <li>d) state clear response and/or turn-around times on emails, grading assignments, assignment feedback, grade posts, and discussion posts</li> <li>e) post and use the rules of netiquette with regard to email, discussion board, and/or virtual classroom</li> </ol>
<p><b>6. Provide opportunities that encourage students to be active and engaged in the course (includes instructor-to-student, student-to-content, and student-to-student interaction).</b> Examples:</p> <ol style="list-style-type: none"> <li>a) utilize the discussion board (degree of participation, quantity and content of comments, grading rubric for topics, whether interaction is required or optional, whether instructor participates as a facilitator, whether only students participate, etc.)</li> <li>b) utilize the virtual classroom (degree of participation, quantity and content of comments, whether interaction is required or optional)</li> <li>c) assign group projects or collaboration (roles, responsibilities, timelines, meetings, how and when students work together)</li> <li>d) utilize student homepages, blogs, portfolios, or wikis</li> <li>e) provide self-assessment activities to enhance and reinforce learning</li> <li>f) encourage student-to-student contact through self-introduction exercise, peer critiques, etc.</li> <li>g) provide a student survey of instruction or exit survey to improve selection of learning materials and to gather student feedback</li> </ol>
<p><b>7. Presents learning objectives in a way that allows students to grasp their meaning and the learning outcomes expected of them.</b> The Instructor will develop and provide outcomes/objectives that are measurable (one example is by utilizing Bloom's Taxonomy of Educational Objectives).</p>
<p><b>8. Is aware of online assessment issues and can effectively assess students using a variety of techniques in the online classroom designed not just to determine student progress but to aid in student learning.</b> The Instructor will:</p> <ol style="list-style-type: none"> <li>a) make use of assessments that directly address the course objectives</li> </ol>

<ul style="list-style-type: none"> <li>b) provide thorough explanations of all online assignments including not only how to complete the assignment but also where/how to submit the completed work</li> <li>c) provide for effective student feedback throughout the semester</li> <li>d) maintain an up-to-date grade book or portfolio of student work by which students can determine their progress in the course</li> <li>e) actively engage students in self-assessment and skill-practicing activities to encourage them to become personally involved in monitoring their own learning and setting personal goals for achievement</li> </ul>
<p><b>9. Ensures the course is consistent with District policy that is applicable to accessibility in online and hybrid courses.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>a) provide instructions and/or links to an explanation of how the institution's ADA services can assist the student in effectively using the resources provided</li> <li>b) provide equivalent alternatives to auditory and visual content</li> <li>c) ensure course pages have links that are self-describing and meaningful</li> <li>d) demonstrate sensitivity to screen readability issues</li> </ul>
<p><b>10. Adequately plans for instruction.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>a) make use of appropriate learning theories and developmental theories when planning instruction</li> <li>b) plan the use of numerous pedagogical approaches to achieve a given instructional purpose and to meet students' needs</li> <li>c) incorporate knowledge of the content and current research when planning instruction</li> <li>d) understand and consider disability impacts in online learning when planning instruction</li> </ul>

**Resources used:**

1. *Quality Matters Inter-Institutional Quality Assurance in Online Learning*, Maryland Online, <http://www.qualitymatters.org/>
2. *Master Online Teacher Competencies*, Virgil E. Varvel Jr. [http://www.ion.illinois.edu/resources/pointersclickers/2006\\_11/CompPointer.pdf](http://www.ion.illinois.edu/resources/pointersclickers/2006_11/CompPointer.pdf)
3. *Developing Effective Web-Based Courses*, Southern University Online [http://suamconline.net/ContentManual/OnlineManual/OnlineCourseTutorial/page\\_03.htm](http://suamconline.net/ContentManual/OnlineManual/OnlineCourseTutorial/page_03.htm)
4. *Competencies for Online Instructors* from Learning Peaks by Patti Shank, Ph.D. <http://www.learningpeaks.com/instrcomp.pdf>
5. *Instructor Competencies in a Distance Education Context* by Grant MacEwan College [http://stats.macewan.ca/learn/staff/lit\\_comp.cfm](http://stats.macewan.ca/learn/staff/lit_comp.cfm)
6. *Fifty-One Competencies for Online Instruction* by Theodore C. Smith <http://www.thejeo.com/Ted%20Smith%20Final.pdf>
7. *224 Technology Competencies* for Embry-Riddle Faculty <http://www.palomar.edu/atrc/pdf/Competencies.pdf>

\*Includes Distance Learning Delivery Formats: Online, Online Partial and Online/Classroom

Attachment B - RESOURCES

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## **Resources**

The following resources are available to the DCCCD and are available to be integrated into comprehensive training and staff development programs. They range from video clips to interactive lessons and from complete programs to learning objects. There are online publications ranging from booklets to monographs. Some are at a beginning level and others are advanced. All are free to use.

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### **League for Innovation in the Community College Innovation Stream (iStream)**

<http://www.league.org/istreamSite/login.cfm>

To access iStream, go to the URL above and follow the directions to establish a new account.

iStream is a web-based resource and professional development tool. It is a portal-based, multimedia resource that brings the best of the League's Conferences, Publications, Services, Partnerships, and Networking to everyone in the District. DCCCD is an iStream member. As an iStream member these resources are available anytime, anyplace, and to everyone in the district.

Of particular interest are the following:

#### **LENs (Learning Exchange Networks)**

LENs is a comprehensive professional development product, designed specifically for postsecondary educators. Created by and for teachers, it consists of six modules and ancillary support materials that address topics and skills essential for quality teaching and learning. All units in each module have general learning outcomes, specific competencies, in-depth discussion, self-tests, and reflection exercises.

#### **League Publications**

The League Publication Archive contains full-length electronic versions of books, monographs, reports, and other print and digital text and graphics published by the League throughout its history. With iStream, you have access not only to current League publications, but also to out-of-print and limited-distribution publications. You also have access to all volumes of *Leadership Abstracts* and *Learning Abstracts* and to the results of League CEO Surveys. Although current League publications are available for purchase through the League Store, many of the materials in the League Publication Archive are available exclusively to iStream members.

#### **The Teaching, Learning, and Technology (TLT) Group**

TLT and the League for Innovation have partnered to provide iStream subscribers access to practical and thought-provoking professional development workshops and webcasts. The TLT webcasts and online discussion sessions are tailored for academic professionals and leaders to help them brainstorm and discuss higher education issues that cross traditional boundaries of roles, status, and departments. TLT webcasts and online services focus on four important themes:

- *Information literacy,*
  - *Productive assessment and evaluation,*
  - *Cost-effective strategies, and*
  - *Dangerous discussions.*
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## **STARLINK Training Network**

<http://www.starlinktraining.org/>

The STARLINK network currently provides over 100 hours of professional development programming annually. STARLINK constantly continues to grow, evolve, and expand its professional development offerings and delivery methods. New delivery methods such as audio conferences, Internet blogs, teaching modules, webinars are regularly being used. With the 2008 academic year satellite delivery has been replaced with DVDs and 24/7 Internet video streaming.

These materials include some a number of offerings that relate specifically to distance learning and many that relate to teaching and learning in general. They can be viewed as stand alone programs or in the case of learning objects as nuggets of information or used to develop training materials.

1. The most recent broadcasts can be can be accessed by going to the link above, clicking on **Library**, the clicking on **Monthly Streaming Videos**. Use the password **biblioteca** (all lower case) to access the library.
2. A library of excellent full length streaming videos featuring the “Best of Starlink’s Video Library” can be accessed by going to the link above, clicking on **Library**, then clicking on **Annual Streaming Videos**. Use the password **biblioteca** (all lower case) to access the library.
3. A series of excellent “learning objects” can be accessed by going to the link above, clicking on **Library**, the clicking on **Ideas**. Use the password **biblioteca** (all lower case) to access the library.

These materials include some learning objects that relate specifically to distance learning and many that relate to teach and learning in general. They can be viewed as stand alone nuggets of information or used to develop training materials.

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## **eCampus Training Materials – DCCCD**

<http://www.dcccd.edu/>

To access these materials go to the DCCCD web site, click on the eCampus site and follow the directions to log-on. After you are logged-on click on the **training and support** tab. This site has faculty and student tutorials for Blackboard, a Training Schedule for Blackboard, Wimba, Respondus, Quality Matters, and other distance education related topics.

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## **Getting Results: ATE Teaching in Community Colleges Large Scale Materials Development for Professional Development**

<http://www.league.org/gettingresults/web/>

### **Project Summary**

The WGBH Educational Foundation and the League for Innovation partnered to develop, field test, and disseminate multimedia resources to foster the use of effective teaching and learning practices among adjunct faculty in Advanced Technology Education programs nationwide. The Getting Results faculty development modules are customized materials that feature video segments illustrating exemplary practice and online resources and strategies targeted to ATE disciplines, making them easily available as needed for self-study. The project's primary audience is adjunct faculty teaching in ATE programs, many of whom come from industry, have no pedagogical framework for their teaching, and have significant time constraints on their ability to participate in professional development.

Although these materials are designed for a particular audience there are a number of instructional videos and training aids that are of general interest. In addition **Module 5: Teaching with Technology** contains video and lessons related to online learning.