References:


Appendix A

Online Teaching Practices Inventory (survey)
Online Teaching Practices Inventory

Listed below are statements related to online courses. Consider the online course you are teaching this academic term. If you are teaching more than one online course, select the highest-level class. Please numerically rate how well each of the following statements describes your class. Use the following scale:

1 = Does not describe my class at all
5 = Describes my class very well

Section 1 – Contact between Students and Faculty

1. My contact information (name, email, phone number, office hours, etc) is clearly visible on the class web page.
2. I tell students that they are welcome to contact me by phone.
3. I require students to contact me via email at least once a week.
4. I normally respond to student email messages within 3 days.
5. I do not participate in online real-time discussions with my students.
6. I respond to comments/questions that are posted online.
7. I discuss with students their academic/career goals either in person or online

Section 2 – Relations Among Students

1. I require students to post their contact information online so they may communicate with each other.
2. I ask my students to explain difficult ideas associated with the class to each other either online.
3. I assign students to teams to work on some assignments/projects.
4. I require students to use discussion boards and chat rooms to post their comments/questions about the class.
5. I require students to respond to discussion board comments/questions that are posted by other students.

6. Students are not required to do peer critiques of each other’s work.

Section 3 -- Learning Techniques.

1. I require students to participate in real-time online discussions.

2. Students are required to find online sources for the class outside of the class website.

3. I require students to conduct experiments outside of the class.

4. I do not require students to visit places related to the class on their own.

5. I use hypertext links on my class website to link students to other websites about the topic of the class.

6. I require students to relate the course content to past experiences.

7. I give my students real-life situations to analyze.

Section 4 – Feedback.

1. I assess students’ initial knowledge about the topic of the class within the first week of class starting.

2. I respond to email from students in the class at least once per day.

3. There are practice quizzes/tests available online.

4. I use electronic quizzes/tests that immediately calculate and reveal students’ scores.

5. I do not have at least 4 graded assignments for the class.

6. I usually return grades within one week of the time assignments are due.

7. I give students access to their grades online.
Section 5 – Time on Task

1. I provide guidelines for allocating a realistic amount of time for completing assignments.

2. I provide guidelines to my students on the minimum amount of time they should spend preparing for the class.

3. I ask students how much effort they exert on each assignment.

4. I ask students how much time they spend on this class in comparison to other classes they have taken.

5. I track how frequently each student posts comments online.

6. I emphasize the importance of scheduling/using one’s time wisely.

Section 6 – Expectations

1. I have high expectations of the class.

2. There are penalties for not getting assignments completed on time.

3. I design assignments that reflect high expectations.

4. There are no examples of high quality responses to assignments on the website.

5. I ask students to revise papers/projects that do not initially meet class expectations.

6. When students appear to be “falling behind”, I do not communicate with them about it.

7. I suggest extra reading or writing tasks to students whose work is not meeting expectations.

Section 7 – Ways of Learning

1. I try to find out about my students’ learning styles, interests, or backgrounds at the beginning of each course.

2. I provide extra material or exercises for students lacking in certain background knowledge or skills on the topic of the class.
3. Students are not required to work in a group for at least one assignment/project.

4. Students are required to do an assignment that requires individual work.

5. Students are required to write at least 5 pages of written text for the class.

6. Students are required to take tests/quizzes for the class.

7. Students are required to complete a creative project for the class.

Section 8 -- Background Information

Name of University/College: ______________

Discipline of the Course: ______________________

Number of semesters you have been teaching Internet courses:
1-2  3-4  5+

Total number of years you have been teaching:
1-2  3-5  6-8  8+

Sex: M   F

Email address:
Appendix B

Email to Potential Participants
Hello!

My name is Jessica Taylor and I am a graduate student at Virginia Tech. I am currently conducting research on distance education and I have identified you as a potential participant for my study. Specifically, I am exploring the teaching techniques that faculty members employ in online classes. By participating in this study, you will be contributing to the research on distance education. Upon request, I can provide you with a summary of the study's results that should be available by May 2002.

If you are willing to participate, your confidentiality will be maintained at all times. The results of the study will be reported only in aggregate form and no information that might identify you as a participant will be used in the study.

Because I am using a convenience sample for this study, it is important that I get as many respondents as possible. If you would be willing to participate, the survey is located online at: http://survey.vt.edu/survey/entry.jsp?id=1013374900373.

It should take no longer than 20 minutes to complete. If you cannot complete it all at once, please consider saving it and submitting it when you are done. If you at any time would like to withdraw from the study, you are free to do so.

Please note, this study has been approved by the IRB at Virginia Tech. If you would like additional information about the study, or have any questions, please feel free to contact Jessica Taylor or any of the other individuals listed below.

Thank you,

Jessica Taylor
Contact information:

Jessica Taylor
11500E Foxtrail Ln.
Blacksburg, VA 24060
(540) 961-3348 or (540) 231-5499
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(540) 231-9700
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mdavid@vt.edu

David M. Moore
Chair, IRB
Office of Research Compliance
Research & Graduate Studies
(540) 231-4991
moored@vt.edu
Appendix C

Follow-up Email to Participants
If you have already participated in this study, please disregard this email and thank you for helping me with my research. If you have not yet participated, please consider the following…

Hello!

My name is Jessica Taylor and I am a graduate student at Virginia Tech. I am currently conducting research on distance education and I have identified you as a potential participant for the study. Specifically, I am exploring the teaching techniques that faculty members employ in online classes. By participating in this study, you will be contributing to the research on distance education. Upon request, I can provide you with a summary of the study's results that should be available by May 2002.

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Please note, this study has been approved by the IRB at Virginia Tech. If you would like additional information about the study, or have any questions, please feel free to contact Jessica Taylor or any of the other individuals listed below.
Thank you,

Jessica Taylor

Contact information:

Jessica Taylor  
11500E Foxtrail Ln.  
Blacksburg, VA 24060  
(540) 961-3348 or (540) 231-5499  
jetaylo2@vt.edu

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307 E. Eggleston Hall  
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Research & Graduate Studies  
(540) 231-4991  
moored@vt.edu
Vita
EDUCATION

Master of Arts in Education, Educational Leadership and Policy Studies (Concentration in Higher Education and Student Affairs), Virginia Tech, Blacksburg, VA, May 2002

Thesis: The Use of Principles for Good Practice in Undergraduate Distance Education.

Bachelor of Arts, Communication Studies (Concentration in Public Relations), Minor in Political Science, Virginia Tech, May 2000

EXPERIENCE

FOCUS Facilitator for College of Arts & Sciences, Virginia Tech Center for Academic Enrichment and Excellence, August 2001 - present

(20 hour/week graduate assistantship – FOCUS is an academic support program for African American students)

• Work with representatives in the College of Arts & Sciences to develop academic support programming for African-American students
• Assist students in developing individual success/educational plans
• Meet with students individually to provide academic support on topics such as test-taking skills, study skills, and time management
• Coordinate the Biology Peer Networking Program
• Maintain documentation for each student concerning meetings, contacts, and needs
• Make referrals to appropriate support services or academic departments

Co-facilitator, Project Success, Virginia Tech Center for Academic Enrichment and Excellence, September 2001 - present

(Professional service experience, in addition to normal graduate assistantship duties – Project Success is an academic support program for at-risk students)

• Co-facilitate a weekly seminar on academic support issues such as test-taking skills, study skills, time management
• Assist students in developing educational objectives to increase their academic performance

Assistant Director of C-TECH² camp, Virginia Tech College of Engineering, Office of Minority Engineering Programs, summer 2002

(40 hour/week paid, partial live-in position – C-TECH² is a summer camp for high school students interested in engineering)

• Managed camper selection process
• Assisted in recruiting, interviewing, selecting and training undergraduate residence hall staff and camp instructors
• Supervised residence hall staff of two
• Coordinated the opening and closing events
• Planned and supervised evening social activities and chaperoned field trips
• Enforced camp policies
• Served as liaison between summer conferences staff and camp

Assistant Instructor, EDCI 1004: College Success Strategies for Engineering Students, Virginia Tech College of Engineering, Office of Minority Engineering Programs, spring 2002  
(Unpaid professional service in addition to normal assistantship responsibilities – EDCI 1004 is a college adjustment course whose primary faculty member was the associate dean of the college)
• Developed the course syllabus and curriculum for a 2-credit course on improving academic performance
• Conducted in-class presentations and led class discussions on time management, study skills, defining educational goals, and other various topics
• Evaluated student assignments

Graduate Assistant, Virginia Tech Career Services, August 2000 – May 2001  
(20 hour/week graduate assistantship)
• Served as advisor for walk-in appointments by offering resume and cover letter critiques, assisting with job/internship search, and graduate school information
• Presented seminars on resume writing, interviewing, graduate school search, and other topics
• Interviewed students in the Mock Interview Program
• Co-instructed a 3-credit course on career/major decision making
• Served as the editor for a departmental newsletter
• Created the promotional materials for Education EXPO job fair
• Familiar with career exploration and job search software: Discover, JobTrak, Virginia View

Planning Assistant, Virginia Tech Event Planning Office, August 1999 – August 2000  
(Full-time employment)
• Served as advisor/consultant for sponsors of programs
• Familiarized event sponsors with concepts of advance planning, coordinating details, delegating authority, budgeting, and the other facets of planning
• Scheduled space, audio-visual equipment, program support equipment, and personnel
• Generated contracts verifying commitments to the sponsor
• Served as service representative and on-site manager for events
• Prepared bills to sponsor for event services
Control Desk Attendant, Virginia Tech Department of Recreational Sports, October 1998 – August 1999
(Full-time employment)
• Monitored access into the facility
• Provided information to students and visitors about programs
• Maintained facility usage charts and access logs
• Trained and supervised student employees
• Conducted tours of the facility

COMPUTER SKILLS
Microsoft Office Professional Edition
Desktop publishing
Web page creation and editing
Internet Research and E-mail

PROFESSIONAL AFFILIATIONS
American College Personnel Association (ACPA)
National Academic Advising Association (NACADA)
Virginia Career Development Association (VCDA)
Virginia Association of Colleges and Employers (VACE)
Virginia Tech Association for Student Development (ASD)