

Ecampus Online Teaching Principles

Derived from research-based best practices, these principles are intended to supplement the QM Higher Education 7th edition course design rubric and the [Ecampus Essentials](#) to guide effective facilitation of online and hybrid courses at Oregon State University. These principles are a tool for faculty development and are not intended as an exhaustive list of online or hybrid instructor competencies or tasks; moreover, other “applied examples” beyond those listed may fulfill the spirit and intent of these principles. Fulfilling these principles does not guarantee compliance with the U.S. Department of Education’s regulations for [regular and substantive interaction](#), but can help faculty meet RSI guidelines and support online student success.

Select resources supporting the [Ecampus Online Teaching Principles](#) are listed below, and can be consulted for additional information.

Stay current: Ensure that the course content is updated, functional and published on-time.

[Nilson, L. B., & Goodson, L. A. \(2017\)](#). *Online teaching at its best: Merging instructional design with teaching and learning research*. Jossey-Bass.

Encourage equity: State and implement course policies that are sensitive to the needs of nontraditional students.

[Darby, F., & Lang, J.M. \(2019\)](#). *Small teaching online: applying learning science in online classes*. Jossey-Bass.

[Lehman, R. M., & Conceição, S. C. O. \(2013\)](#). *Motivating and retaining online students: Research-based strategies that work*. Jossey-Bass.

Communicate clearly and quickly: State and implement a clear communication policy that supports the pace and structure of the course, including: a 24-hour response time on business days, information about how to schedule an “office hours” appointment outside of email, and when to expect grades and feedback.

[Lowenthal, P. R., Dunlap, J. C., & Snelson, C. \(2017\)](#). Live synchronous web meetings in asynchronous online courses: Reconceptualizing virtual office hours. *Online Learning*, 21(4).

[Zhang, C.W., Hurst, B., & McLean, A. \(2016\)](#). How fast is fast enough?: Education students' perceptions of email response times in online courses. *Journal of Educational Technology Development and Exchange* 9(1): 1-11.

Provide notice: Provide timely notice to students about changes to course materials, due dates, procedures, or your communication availability.

[Ko, S. S., & Rossen, S. \(2017\).](#) Teaching online: a practical guide (Fourth edition.). Routledge.

Commit to timeliness: Provide grades and meaningful feedback before the next assignment is due, including on graded discussion board activities.

[Ambrose, S. A. \(2010\).](#) How learning works: Seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

[Walvoord, B. E., & Anderson, V.J. \(2010\).](#) *Effective grading: A tool for learning and assessment.* San Francisco: Jossey-Bass.

[Wiggins, G. \(2012\).](#) 7 keys to effective feedback. *Educational leadership*, 70(1), 10-16.

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

[Ceglie, R.J. & Black, G.C. \(2020\).](#) Lessons from the other side of the computer: Student perceptions of effective online instruction. *Handbook of research on developing engaging online courses.* IGI Global.

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

[Martin, J. \(2019\).](#) Building relationships and increasing engagement in the virtual classroom. *The Journal of Educators Online* 16 (1).

Foster community: Cultivate a community among online/hybrid students by facilitating regular and meaningful interaction between learners.

[Clarke, L.W., & Bartholomew, A. \(2014\).](#) Digging beneath the surface: Analyzing the complexity of instructors' participation in asynchronous discussion. *Online Learning*, 18(3), 1-22.

[Lambert, J. L., & Fisher, J.L. \(2013\).](#) Community of inquiry framework: Establishing community in an online course. *Journal of Interactive Online Learning*, 12(1).

[Major, C. \(2022\).](#) Examining the ties that bind: The importance of community to student success in online courses. *Journal of Postsecondary Student Success* 1 (4), 20-34.

Support students: Communicate in a supportive manner.

[Baldwin, A., Bunting, B. D., Daugherty, D., Lewis, L., & Steenbergh, T. A. \(2020\).](#) *Promoting belonging, growth mindset, and resilience to foster student success.*



National Resource Center for The First-Year Experience and Students in Transition,
University of South Carolina.

[Deacon, A. \(2012\)](#). Creating a context of care in the online classroom. *Journal of Faculty Development*, 26 (1), 5– 12.

Reach out and refer: Check in with students who may be struggling, and refer students to the appropriate technology, academic or student support services in response to their articulated or observed needs.

[Carrell, S. C., Kurlaender, M. and Bhatt, M. B. \(2016\)](#). Experimental evidence of professor engagement on student outcomes. Working Paper.

[Palloff, R. M., & Pratt, K. \(2013\)](#). Chapter 7: Working with the virtual student. *Lessons from the virtual classroom: The realities of online teaching*. Jossey-Bass.

Cultivate inclusion: Make facilitation choices that support diverse students and make each student feel welcomed and valued.

[Ke, F. & Chávez, A.F. \(2013\)](#). *Web-based teaching and learning across culture and age*. Springer.

[National Academies of Sciences, Engineering, & Medicine. \(2018\)](#). Context and culture. *How people learn II: learners, contexts, and cultures*. The National Academies Press.

[Sadykova, G., & Meskill, C. \(2019\)](#). Interculturality in online learning: Instructor and student accommodations. *Online Learning* 23(1): 5-21.

Promote a culture of academic integrity: Support student questions and their developing knowledge about what academic integrity means in the context of each course and discipline.

[Mcallister, C., & Watkins, P. \(2012\)](#). Increasing academic integrity in online classes by fostering the development of self-regulated learning skills. *The Clearing House* 85 (3), 96-101.

[Harris, L., Harrison, D., McNally, D., & Ford, C. \(2020\)](#). Academic integrity in an online culture: Do McCabe’s findings hold true for online, adult learners?. *Journal of Academic Ethics* 18 (4). 419-434.

[For Ecampus Hybrids] **Blend learning:** Explicitly draw connections between in-class and online learning activities to blend learning across modalities.



[Dwivedi, A., Dwivedi, P., Bobek, S., & Sternad Zabukovšek, S. \(2019\).](#) Factors affecting students' engagement with online content in blended learning. *Kybernetes*, 48(7), 1500–1515.

[Kahn, C., & Hindman, L.L. \(2021\).](#) Highly Effective Blended Teaching Practices in C.D. Dziuban, C.R. Graham, P.D. Moskal, & A.G. Picciano (Eds.). *Blended Learning: Research Perspectives, Volume 3*. Routledge.

[McGee, P., & Reis, A. \(2012\).](#) Blended Course Design: A Synthesis of Best Practices. *Online Learning*, 16(4).

