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.


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


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).


Provide notice: Provide timely notice to students about changes to course materials, due dates, procedures, or your communication availability.
Commit to timeliness: Provide grades and meaningful feedback before the next assignment is due, including on graded discussion board activities.


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


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


Support students: Communicate in a supportive manner.

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


**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.


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


**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.


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

The Oregon State University Ecampus Online Teaching Principles are licensed under a Creative Commons Attribution-Non-Commercial 4.0 International license.
