



Seven Principles for Good Practice

The “Seven Principles for Good Practice in Undergraduate Education” by Chickering & Gamson (1987), are applicable to online instruction. Gramham, Cagiltay, Lim, Craner, and Duffy (2001) used these principles to evaluate online courses in a professional school at a large Midwestern university. The “Seven Principles for Good Practice in Undergraduate Education” and lessons they learned for online instruction that correspond to the original seven principles are as follows:

Principle 1: Good Practice Encourages Student-Faculty Contact

Lesson for online instruction: Instructors should provide clear guidelines for interaction with students.

Principle 2: Good Practice Encourages Cooperation Among Students

Lesson for online instruction: Well-designed discussion assignments facilitate meaningful cooperation among students.

Principle 3: Good Practice Encourages Active Learning

Lesson for online instruction: Students should present course projects

Principle 4: Good Practice Gives Prompt Feedback

Lesson for online instruction: Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.

Principle 5: Good Practice Emphasizes Time on Task

Lesson for online instruction: Online courses need deadlines.

Principle 6: Good Practice Communicates High Expectations

Lesson for online instruction: Challenging tasks, sample cases, and praise for quality work communicate high expectations.

Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

Lesson for online instruction: Allowing students to choose project topics incorporates diverse views into online courses.

Additional information discussed by the researchers relating to how to apply each of the seven principles is available in their article.

Chickering, A., & Ehrman, S. (1997). Implementing the seven principles: Technology as a lever. *American Association of Higher Education Bulletin*. Retrieved March 3, 2006, from <http://www.tltgroup.org/promgrams/seven.html>

.NExT Tips & Helpful Hints

Email Students from Dropbox if No Submission Has Been Received

A new .NExT feature allows you to email students from within a dropbox if they have not submitted their assignment to the dropbox by the due date.

1. Click on the dropbox name.
2. Select the **students** button.
3. Check the box next to each student's name for those who have not submitted the assignment

you need help. Then, select the ‘help’ tool. Help information will be displayed for the area in the course you selected.

Assign/Modify All Unit and Item Dates in a Single Location.

1. In the navigation tree, click the **Author** tab.
2. In the **Tools** menu, click **Course Admin**.
3. Click **Course Scheduler**. Depend

- dent's name for those who have not submitted the assignment.
- Click **send email** (located above the list of names). You will be taken to the Email tool and the names you selected will be displayed in the recipients box.
 - Enter your subject and email content.
 - Click **send message**.

Help Tool

.NExT has an improved 'help' tool. Navigate to the area in your course in which

- Admin.**
- Click **Course Scheduler**. Depending on the amount of content in your course, the Course Scheduler can take up to a minute to open. The first time you open Course Scheduler, all Unit and content item dates are set to the same date (i.e., your course dates). This means all Unit start and end dates default to the start and end dates of your course, and all content item dates default to the Unit's date.
 - Set start and end date access times for your Unit and content items ac-

Engage Student Attention with the Addition of YouTube Videos

Students appreciate the use of multimedia materials in faculty presentations and one of the simplest media to incorporate are videos. YouTube offers a variety of content that can be utilized to illustrate any number of points within a presentation. Follow these simple steps to add YouTube videos to your presentations. It's easy—but there is definitely a best practice associated with this process. We recommend you place the video inside a 1X1 table (1 cell = 1 column & 1 row).

- Create a 1X1 table, using the table wizard. Make sure your table has a border color. Feel free to put text all around this box or nothing at all. **SAVE** your changes!
- Go to the YouTube video and find the "embed" code. (Hint: It's in a gray box to the right of the video.)
- Copy that embed code.
- Come back to your course page, click into the HTML and find the table tag. It should look like this: `<TD></TD>`
- Paste the embed code in between the greater than and less than symbols like this: `>embed code goes here<`
- SAVE CHANGES!**

Formative and Summative Surveys

**Spring 2009-W1 (Jan 20-May 8)
Formative**
Students Surveyed: February 4-9
Reports Available to Faculty: Feb. 10

**Spring 2009-WI (Jan 20-Mar 13)
Summative**
Students Surveyed: March 4-9
Reports Available to Faculty: March 30

**Spring 2009-W1 (Jan 20-May 8)
Summative**
Students Surveyed: April 22-April 27
Reports Available to Faculty: June 1

**Spring 2009-WJ (Mar 23-May 15)
Summative**
Students Surveyed: April 22-April 27
Reports Available to Faculty: June 1

Announcements

Web-Enhancing a Spring 2009 Course?
Complete the online course copy request form found at www.tamu-commerce.edu/itde/copyrequest.asp.

Recorded Session of .NExT
View a recorded session of the new features of .NExT. at: [Jan 14, 2009, \[Wed\]](#)

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view a recorded session of the new features of .NExT. at: [Jan 14, 2009, \[Wed\] 09:15 AM Mountain \(MST, North America/Canada\) \(03:10:57\)\[11.7728 MB\]](#) (Note: You may be prompted to install JAVA).

*** A PDF version of this newsletter is available at www.tamu-commerce.edu/itde/newslettersArchive.asp.

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