

INDEX

A

Achtemeier, S., 52
Administrative reviews of faculty, 51–54
Alade, A., 29
Alexander, M., 135
Anderson, V. J., 23, 24, 61
Angelo, T., 26, 30, 31, 42, 50
Arbaugh, J. B., 50
Authentic Assessment Toolbox, 136
Authentic assessments: description of, 18,
41, 76; examples of, 76–83
Autobiography, e-learning, 103–104

B

Bachman, L., 42
Banta, T., 100
Barnett, R., 18
Bedard-Voorhees, A., 3
Bevis, J., 135
Bicksler, L., 93
Blain, J., 29
Blogs, 45, 121, 123–125, 136–137
Bloom, B. S., 20
Bloom's Taxonomy, 10, 19–23, 135
Bonstingl, J. J., 87
Brainstorming and construction
fishbone, 90–91

Brookfield, S., 31, 36, 50, 105, 126
Brooks, J., 42
Brooks, M., 42
Burris, M., 109, 110
Buzetto-More, N., 29
Byers, C., 44

C

Cagiltay, K., 52
Calibrated Peer Review (CPR), 37, 45, 137
Campbell, J., 42
Case, R., 92
Case studies, Internet-based, 45
Caveon site, 139
Cheating, 4, 41–42, 46–47
Checklist for Online Interactive Learning
(COIL), 53–54
Chickering, A. W., 52
Choice and student involvement, 25–26
Collaborative assessments, 30, 36–38,
116–121
Collins, M., 42
Competencies, description of, 5, 6, 7–10,
14–15, 17
Competency assessment, as course and
program evaluation, 59–62
Conrad, R. M., 33, 38, 119

Convenience of online learning, 3, 4
Course design: elements of good, 12–17,
128; resources on, 135
Course development model, 6
Course evaluation, 49–51, 125–127, 140
Course facilitation, evaluation of,
129–130
Course outcomes: Bloom’s Taxonomy
and, 19–20; description of, 5, 6, 8,
10–12; example of, 17
Craner, J., 52
Cranton, P., 42
Critical Incident Questionnaire (CIQ),
31–32, 92, 126
Cromwell, S., 136
Cross, K. P., 26, 30, 31, 42, 50

D

Daily, A., 55
Davidson, M., 42, 86
Dean, A. V., 17
DePaul model of peer review, 56
Donaldson, A., 33, 38, 119
Donnelli, E., 55
Duffy, T., 52
Dunn, L., 4, 59

E

EduTools, 141
Engaged critical model of teaching, 18
E-portfolios, 41
Essay assignment, as reflective activity,
105–109

F

Faculty evaluation, 51–57, 127–134
Farrell, A., 5
Feedback skills, developing, 30, 38–39,
72–73
Field-Tested Learning Assessment Guide
(FLAG), 136

Figueroa, R., 57
Fink, L. D., 5
Finnegan, C., 52
Fishbone assignment and activity, 86–92
Fishbone Diagram Generator, 87, 88
Fishbowl activities, 41, 117–121
Freed, J., 24

G

Gamson, Z. F., 52
Gaytan, J., 33, 40
Gehringer, E., 138
Goold, A., 29
Grading criteria and instructor
expectations, 23–24
Grading rubrics: description of, 30, 33–36,
48, 102; development of, 68–71, 137
Graham, C., 52
Growth portfolio, 100

H

Haag, B., 42
Hase, S., 43
Hashmi, K., 90
Honesty, academic, 4. *See also* Cheating
Horn, M., 101
Huba, M. E., 24

I

Instructor engagement, evidence of,
74–75
Instructor evaluation, 51–57, 127–134
Interaction in online courses, 73–75
Internet-based research projects, 45
Irani, T. A., 49
Ishikawa, K., 91
Ishikawa diagram, 91

J

Johnson, D., 57
Jonassen, D., 42

Jones, T., 42
Journaling through blogs, 45, 121, 125

K

Kanter, R., 89
Keithley, S., 121
Kenyon, C., 43
Knowledge retention, activities that
 promote, 17–19
Knowles, M. S., 43
Kolitch, E., 17
Krathwohl, D. R., 20

L

Learner engagement, evidence of, 74–75
Learner-centered assessments, 30, 31–33,
 62–64
Learner-focused teaching, 24–28
Learning Pyramid, 18, 19
Lesson Builder, 139
Levi, A. J., 68
Lim, B., 52
Lundy, L. K., 49
Lynch, K., 29

M

Magennis, S., 5
Major, H., 42
Mandernach, B. J., 55
Marczac, M., 101
McEwan, B. C., 33
McNett, M., 46
McVay Lynch, M., 25, 27
Mentor shadowing, 55–56
Mentoring and peer review, 55–57
Michigan Community College Virtual
 Learning Collaborative, 135
Milam, J., 3
Mission, institutional, 59–60
Montemer, T., 123
Morgan, C., 4, 39, 43, 59

Morris, L., 52
Myers, C., 42

N

Northrup, P. T., 41

O

Objectives, unit: defined, 6; effective
 assessment and, 39–40; example of,
 15, 17; institutional mission and, 59–60
Odell, M. R., 53
One-Minute Paper, 31, 92
Online courses: convenience of, 3–4;
 principles for student assessment in,
 30–43, 48
O'Reilly, M., 4, 39, 43, 59
Ormond, P., 57
Outcomes, course: Bloom's Taxonomy
 and, 19–20; description of, 5, 6, 8,
 10–12; example of, 17

P

Palloff, R. M., 30, 36, 37, 73, 105
Parry, S., 4, 59
Participation in discussions, rubric for,
 33–36
Peer Editing Guide, 138
Peer Grader, 138
Peer review: resources on, 137–138;
 sample feedback form for, 37, 38
Peer review and mentoring for faculty
 evaluation, 55–57
Performance assessments, 41, 83–92
Philosophy lesson plan, 110–115
Pinnock, K.,
Plagiarism, 4, 46–47
Plato, 110, 111, 112
Portfolios, as assessment, 41,
 100–104, 140
Portfolios for faculty evaluation, 56–57,
 130–131

Portland State University Instructional Design Handbook, 135
Pratt, K., 30, 36, 37, 73, 105
Prensky, M., 125
Principles of online assessment, 30–43, 48
Professional portfolio, 101
Proficiency portfolio, 101
Program competencies, 5, 6, 7–10, 14–15, 17
Program evaluation, 57–59, 140–141
Project portfolio, 101
Pyramid, Learning, 18, 19

Q

Quality Matters project, 140–141

R

Rasmussen, K. L., 41
Reflective assessment and self-assessment, 104–115
Resources, additional, 135–141
Respondus software application, 139
Richardson, W., 125
Roberts, T. G., 49
Robinson, J., 84
Roblyer, M. D., 54, 73
Rowe, N. C., 47
Rubrics, grading: description of, 30, 33–36, 48, 102; development of, 68–71, 137

S

Samuel, D. T., 106, 107
Schulte, M., 55
Self-assessment and reflective assessment, 104–115, 138–139
Self-reflection, assessment and, 31–33
Self-testing example, 93–100

Seven Principles for Good Practice in Undergraduate Education, 52
Sewell, M., 101
Shadowing, 55
Showcase portfolio, 100–101
Social presence, development of, 74–75
Socrates, 112
Speck, B. W., 44
Stein, D., 26
Stevens, D. D., 68
Strauser, J., 76
Student Assessment of Learning Gains (SALG), 45, 138–139
Student feedback for assessment, 30, 38–39, 72–73
Student input, incorporating, 30, 42–43
Student involvement and choice, 25–26
Study Mate Author, 139
Sunal, C. S., 53
Sunal, D. W., 53
Sundberg, C. A., 53

T

Taylor, D., 42
Teaching: defined, 5; learner-focused, 24–28; two theoretical models of, 17–18
Telg, R. W., 49
Tests and quizzes: computer-generated, 45; development of effective, 92–100, 139–140
Tobin, T., 51, 52
Toolkit, list of techniques in, 67–68
Transmission model of teaching, 17
Trautman, B., 105

U

Unit objectives: defined, 6; effective assessment and, 39–40; example of, 15, 17; institutional mission and, 59–60

V

Varvel, V., 46, 47
Vidakovic, D., 135
Voorhees, R., 3

W

Walvoord, B. E., 23, 24, 61
Wanstreet, C. E., 26
WebQuests, 45

Weimer, M., 24, 31, 92

Wiencke, W. R., 54, 73

Wikis, 41, 45, 121–123,
136–137

Wilkes, F., 57

Williams, P. E., 51

Z

Zwyghuizen, S., 117