

Bibliography for Learner-Centered cQual Rubric

Suggested bibliography for Orientation:

Ali, R., & Leeds, E. (2009). The impact of classroom orientation in online student retention. *Online Journal of Distance Learning Administration*, 12(4). (Available online <http://www.westga.edu/~distance/ojdl/browsearticles.php>)

Hara, N., & Kling, R. (2000). *Students' distress with a web-based distance education course: An ethnographic study of participants' experiences*. Bloomington, IN: Center for Social Informatics. Retrieved from <http://www.slis.indiana.edu/CSI/wp00-01.html>

Harrell, I. L. (2008). Increasing the success of online students. *Inquiry* 13(1), 36 - 44.

Holder, B. (2007). An investigation of hope, academics, environment, and motivation as predictors of persistence in higher education online programs. *Internet and Higher Education*, 10(4), 245–260.

Lee, Y., & Choi, J. (2011). A review of online course dropout research: Implications for practice and future research. *Educational Technology Research and Development*, 59(5), 593–618.

Rovai, A. P. 2004. A constructive approach to online college learning. *Internet and Higher Education*, 7(2), 79-93.

Wojciechowski, A., & Palmer, L. B. (2005). Individual student characteristics: Can any be predictors on success in online courses? Retrieved from <http://www.westga.edu/~distance/ojdl/summer82/wojciechowski82.htm>

Suggested bibliography for Design:

Aggarwal, A. (2000). *Web-based learning and teaching technologies: Opportunities and challenges*. Hershey, PA: Idea Publishing Group.

Gazza, E. A. (2015). Continuously Improving Online Course Design using the Plan-Do-Study-Act Cycle. *MERLOT Journal of Online Learning and Teaching*, 11 (2). (Retrieved from <http://jolt.merlot.org/>)

Kuo, Y., Walker, A. E., Belland, B. R., Schroder, K. E. E. (2013). A Predictive Study of Student Satisfaction in Online Education Programs. *The International Review of Research in Open and Distributed Learning*, 14(1), - 16-39.

Lee, C. Y., Dickerson, J., Winslow, J. (2012). An Analysis of Organizational Approaches to Online Course Structures. *Online Journal of Distance Learning Administration*, 15(1). (Retrieved from: http://www.westga.edu/~distance/ojdl/spring151/lee_dickerson_winslow.html)

Clarke, J. & Dede, C. (2006). Robust Designs for Scalability. Paper provided for discussion at the AECT Research Symposium, June 22-25, 2006, Bloomington, Indiana. Retrieved from: http://muve.gse.harvard.edu/rivercityproject/documents/AECT_Symposium_Clarke_Dede_final.pdf

Suggested bibliography for Interaction and presence:

- Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *Journal of the Scholarship of Teaching and Learning*, 10(2), 1 – 13.
- Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. CA: Jossey-Bass. 2003.
- Gabriel, M. A. (2004). Learning together: Exploring group interactions online. *Journal of Distance Education*, 19(1), 54-72.
- Garrison, D. R. (2007). Online Community of Inquiry Review: Social, Cognitive and Teaching Presence Issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.
- Garrison, D. R., & Innes, M. C. (2010). Facilitating Cognitive Presence in online learning: Interaction is not enough. *American Journal of Distance Education*, 19 (3), 133-148.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The internet and higher Education*, 2(2-3), 87-105.
- Mandermach, B.J., Gonzales, R.M., & Garrett, A.L. (2006). An examination of online instructor presence via threaded discussion participation. *Journal of Online Learning and Teaching*, 2 (4), 248-260.
- McCombs, B. (2004). The learner-centered psychological principles: A framework for balancing academic achievement and social-emotional learning. In R. P. W. Joseph E. Zins, Margaret C. Wang, Herbert J. Walberg (Ed.), *Building academic success on social and emotional learning: What does the research say?* (pp. 23-39). New York: Teachers College.
- Pawan, F., Paulus, T. M., Yalcin, S., & Chang, C. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning and Technology*, 7(3), 119-140.
- Lakin, R. B. (2005). Social presence: The secret behind online collaboration. Retrieved from <http://www.acenet.edu/AM/PrinterTemplate.cfm?section=Home&CONTENTID=CM/ContentDisplay.dfm>
- Shae, P. (2006). A Study of teaching presence and student sense of learning community in fully online and web-enhanced college courses. *The Internet and Higher Education*, 9(3), 175-190.
- Song, L & Hill, J. R. (2009). Understanding adult learners' self-regulation in online environments: A quantitative study. *International Journal of Instructional Media*, 36(3), 263-274.
- Swan, K., & Shih, L.F. (2005). The Development of Perceptions of Social Presence in Online Course Discussions. In P. Kommers & G. Richards (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2005* (pp. 836-843). Association for the Advancement of Computing in Education (AACE).
- Thomas, L., Herbert, J. & Teras, M. (2014). A sense of belonging to enhance participation, success and retention in online programs. *The International Journal of the First Year in Higher Education*, 5(2), 69-80. doi: 10.5204/intjfyhe.v5i2.233

Suggested bibliography for Content & Media Tools:

Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). A review of the Open Educational Resources Movement: Achievements, Challenges, and New Opportunities. Retrieved from http://www.hewlett.org/uploads/files/Hewlett_OER_report.pdf

Bohman, P. (2004). Considering the user perspective: A summary of design issues. WebAIM. Available online <http://www.webaim.org/techniques/userperspective/>

Burgstahler, S. (2005). Universal design of instruction. Retrieved online <http://www.washington.edu/doit/Brochures/Academics/instruction.html>

Burgstahler, S., Corrigan, B., & McCarter, J. (2004). Making distance learning courses accessible to students and instructors with disabilities: A case study. *The Internet and Higher Education*, 2, 233-246.

Cook, R., & M. Gladhart. (2002). A survey of online instructional issues and strategies for postsecondary students with learning disabilities. *Information Technology and Disabilities*, 8(1). (Retrieved from <http://itd.athenpro.org/index.html>)

Case, D. E., & Davidson, R. C. (2011). Accessible online learning. *New Directions for Student Services*, 134, 47-58.

Havice, P. A., Davis, T. T., Foxx, K. W., & Havice, W. L. (2010). The impact of rich media presentations on a distributed learning environment engagement and satisfaction of undergraduate students. *Quarterly Review of Distance Education*, 11(1), 53-58.

Rowland, C. (2004). Cognitive disabilities part 2: Conceptualizing design considerations. Web AIM. Available online at <http://www.webaim.org/techniques/articles/conceptualize/>

Weller, M., Pegler, C., & Mason, R. (2005). Use of innovative technologies on an e-learning course. *The Internet and Higher Education*, 8(1), 61–71. Available online <http://www.sciencedirect.com/science/journal/10967516/8/1>

Suggested bibliography for Assessments and Activities:

Bonwell, C. (1999, September 9). Active learning in large classes. Seminar presented at Washington State University, Pullman.

Boud, D., *Enhancing Learning through Self Assessment*, London, Kogan Page.

Fink, L. D. (2003). *Creating significant learning experiences*. San Francisco, CA: Jossey-Bass.

Herrington, J. (2006). Authentic e-learning in higher education: Design principles for authentic learning environments and tasks. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Chesapeake, Va* - Retrieved from: <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1029&context=edupapers>

Perry, B., Boman, J., Care, W. D., Edwards, M., & Park, C. (2008). Why do students withdraw from online graduate nursing and health studies education? *Journal of Educators Online*, 5(1), 1–17.

Steadman, M., & Svinicki, M. (1998). A student's gateway to better learning. In T. Angelo (Ed.), *New directions for teaching and learning: Vol. 75. Classroom assessment and research: Uses, approaches, and research findings* (pp. 13 - 20). San Francisco: Jossey-Bass.

Zubizarreta, J. (2008). The learning portfolio: A powerful idea for significant learning. Idea Paper # 44. Retrieved from www.theideacenter.org

Suggested bibliography for Support Services:

Bates, T. (2012). A Student Guide to Studying Online. Retrieved from <http://www.tonybates.ca/2012/02/29/a-student-guide-to-studying-online/>

Lao & Gonzales (2005). Understanding online learning through a qualitative description of professors and students' experiences. *Journal of Technology and Teacher Education*, 13(3), 459-474.

Ludwig-Hardman, S., and Dunlap, J. C. (2003). Learner Support Services for Online Students: Scaffolding for success. *The International Review of Research in Open and Distributed Learning*, 4(1). (Available online <http://www.irrodl.org/index.php/irrodl/issue/archive>)

Southern Association of Colleges and Schools, Commission on Colleges. *Distance Education: Definition and Principles: A Policy Statement*. Atlanta: Southern Association of Colleges and Schools, 2000.

SACSCOC. (2011). Guidelines for addressing Distance and correspondence Education.

Online Learning Consortium (2014). Quality framework narrative, the 5 Pillars. Retrieved from http://olc.onlinelearningconsortium.org/Quality_Framework_Narrative_5_pillars

Quality Matters. (2014). Quality Matters Rubric Standards 5th Edition, 2014, with Assigned Point Values. (2014). Retrieved from <https://www.qualitymatters.org/rubric>