

S.I.P

STANDARDS IN PRACTICE

DECEMBER 2022 - ISSUE 15



STANDARD HIGHLIGHT

National Standards for Quality Online Courses
Standard A

Standard A: Course Overview & Support

Indicator A3: The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.

STANDARD OVERVIEW

MEAGHAN BARBER, EDI COX, AND CINDY AMBROSE;
LOW COUNTRY VIRTUAL

Student-teacher relationships matter. Educational research cites numerous studies that indicate that strong teacher-student relationships are associated with short and long-term improvements in multiple measures of student success. Providing relevant biographical information and information on how to communicate with the instructor is essential to student success in the online environment.

Sample Landing Page Supporting Standard A3





HELPFUL HINTS for putting standard into practice

- QM K-12 Standard 1.7 C's and 5.4 C's annotations are helpful when thinking about NSQ Course Standard A3;
 - Use the self-introduction to build a foundation to form a connection with the learners;
 - Remember the essentials in the self-introductions: name, title, contact information, and field of expertise; (This is a sample of a middle school team choosing to do one component of their self-introduction in a live format for students in an open house while also communicating important information.)
 - Share biographical information as well as some interesting facts; (This is a sample where a teacher utilizes a slide deck to accompany the welcome letter and video introduction.)
 - Provide a photograph so that the learners can match your name and face;
 - Consider providing an introduction that is in multiple formats such as a letter, video, etc.
 - Remember - provide more information than just the basics - information on your teaching philosophy, teaching experiences, family, travel, and hobbies all help students relate to you and make a connection; (This is a sample from a 3rd grade teacher at Low Country Virtual)
- Provide information on how to communicate with the instructor - both student and learning coaches refer to this information often; (This is a sample page for our student handbook, and all of our teachers include their office hour information on their course landing page. We provide information in multiple locations..)
- Provide information on what the learners can expect in regards to instructor responsiveness;
- Include multiple formats for communication (phone, email, LMS messaging information) that are easy to locate within the course; (This is an example of how we also organize biographical information for the Open House just before the start of the school year.)
- Provide availability information (Times and Days of the Week Info)
- Provide expectations upfront- for example, the expectation exists for regular communication and contact say so explicitly in multiple locations such as the syllabus, welcome letter, or course dashboard;
- Share formats for communications that learners will receive so that learners and families know what to expect (Weekly communications, agenda, newsletters)
- Make sure that the information is in a prominent location;
- Think professional and approachable when seeking to address this standard;

Author/Organization Bio

Meaghan Barber, Edi Cox, and Cindy Ambrose are members of the Low Country Virtual administrative team and have worked in the virtual learning space for over a decade in multiple school districts and states. They are certified as Quality Matters Course Reviewers and currently facilitate the Design and Refine Community of Practice for the Digital Learning Collaborative. Meaghan, Edi & Cindy love learning with and from others. Connect with them on the following social media channels and through the [LCEC Podcast - Please Raise Your Virtual Hand](#).



Check out the NSQ Professional Learning Portal and NSQ Website for more resources at www.NSQOL.org.

