

APPENDIX.

# ALIGNMENT BETWEEN *BETTER PRACTICE* CHAPTERS AND NATIONAL POSITION STATEMENTS

## ALIGNMENT BETWEEN *BETTER PRACTICES* CHAPTERS AND PARS

PARS Framework	Personal	Accessible	Responsive	Strategic
Chapter 1: “Using Push Notifications to Establish Teacher Presence in Hybrid/Online Courses”	X	X	X	X
Chapter 2: “Using Structural Examples to Promote Creativity and Engagement”	X	X	X	--
Chapter 3: “Peer Review in Synchronous Online Learning Environments”	--	--	--	--
Chapter 4: “Scaffolding for Collaboration and Multimodal Assignments”	--	--	--	--
Chapter 5: “Annotation and Rhetorical Analysis with Discussions Hosted in Flipgrid”	--	--	--	--
Chapter 6: “Collaborative Annotation in the Online Classroom”	--	--	--	--
Chapter 7: “#TeachWriteChat . . .”	--	--	--	--
Chapter 8: “Fishing for Online Engagement”	X	--	--	X
Chapter 9: “Crippling Writing Processes . . .”	--	--	--	--
Chapter 10: “Creating Cultural Awareness, Building Community . . .”	X	X	--	--
Chapter 11: “Promoting Social Justice through Multimodal Composition in the Hybrid Writing Classroom”	--	--	--	--
Chapter 12: “Open-Media Assignment Design to Address Access and Accessibility in Online Multimodal Composition”	--	--	--	--
Chapter 13: “Accessible Multimodal Social Media Projects”	--	X	--	--
Chapter 14: “Reflective Learning in Data Storytelling”	X	--	--	X
Chapter 15: “Retooling Decision-Making in A/Synchronous Online Literacy Instruction”	--	--	--	X
Chapter 16: “Iterative Processes for All . . .”	--	--	--	--
Chapter 17: “The Radical Equity of Grading Contracts in Online Writing Courses”	--	--	--	--
Chapter 18: “Learning to Unlearn . . .”	--	--	--	--
Chapter 19: “Dialogic Assessment Agreements . . .”	--	--	X	--

**ALIGNMENT BETWEEN *BETTER PRACTICES* CHAPTERS AND GSOLE’S *ONLINE LITERACY INSTRUCTION (OLI) PRINCIPLES AND TENETS***

**GSOLE Principles 1: Online literacy instruction should be universally accessible and inclusive.**

- All stakeholders and students should be aware of and be able to engage the unique literacy features of communicating, teaching, and learning in a primarily digital environment
- 1.2. Use of technology should support stated course objectives, thereby not presenting an undue burden for instructors and students.
- 1.3. Multimodal composition and alphabetic writing may require different technologies; therefore, those involved should be appropriately prepared to use them.
- 1.4. The student-user experience should be prioritized when designing on-line courses, which includes mobile-friendly content, interaction affordances, and economic needs.

**GSOLE Principle 2: All program developers and institutional administrators should commit to supporting and implementing a regular, iterative process of professional development and course/program assessment for online literacy instruction.**

- 2.1. All sections of the same courses should have the same learning outcomes, resources, and support regardless of educational environment.

<b>GSOLE OLI Principles &amp; Tenets 1 &amp; 2</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>2.1</b>
<b>Chapter 1:</b> “Using Push Notifications to Establish Teacher Presence in Hybrid/Online Courses”	--	X	--	--	--
<b>Chapter 2:</b> “Using Structural Examples to Promote Creativity and Engagement”	--	--	--	--	--
<b>Chapter 3:</b> “Peer Review in Synchronous Online Learning Environments”	--	--	--	--	--
<b>Chapter 4:</b> “Scaffolding for Collaboration and Multimodal Assignments”	--	X	X	--	--
<b>Chapter 5:</b> “Annotation and Rhetorical Analysis with Discussions Hosted in Flipgrid”	--	--	--	X	--
<b>Chapter 6:</b> “Collaborative Annotation in the Online Classroom”	--	X	--	X	--
<b>Chapter 7:</b> “#TeachWriteChat . . . ”	--	--	--	--	--
<b>Chapter 8:</b> “Fishing for Online Engagement”	--	--	--	--	--

<b>GSOLE OLI Principles &amp; Tenets 1 &amp; 2</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>2.1</b>
<b>Chapter 9:</b> “Crippling Writing Processes . . . ”	X	--	--	--	--
<b>Chapter 10:</b> “Creating Cultural Awareness, Building Community . . . ”	X	--	--	--	--
<b>Chapter 11:</b> “Promoting Social Justice through Multimodal Composition in the Hybrid Writing Classroom”	--	--	X	--	--
<b>Chapter 12:</b> “Open-Media Assignment Design to Address Access and Accessibility in Online Multimodal Composition”	--	--	--	--	--
<b>Chapter 13:</b> “Accessible Multimodal Social Media Projects”	X	--	X	--	--
<b>Chapter 14:</b> “Reflective Learning in Data Storytelling”	--	--	--	--	--
<b>Chapter 15:</b> “Retooling Decision-Making in A/Synchronous Online Literacy Instruction”	X	--	--	--	--
<b>Chapter 16:</b> “Iterative Processes for All . . . ”	--	--	--	--	--
<b>Chapter 17:</b> “The Radical Equity of Grading Contracts in Online Writing Courses”	--	--	--	X	--
<b>Chapter 18:</b> “Learning to Unlearn . . . ”	X	--	--	--	--
<b>Chapter 19:</b> “Dialogic Assessment Agreements . . . ”	--	--	--	--	X

**GSOLE Principle 3: Instructors and tutors should commit to regular, iterative processes of course and instructional material design, development, assessment, and revision to ensure that online literacy instruction and student support reflect current effective practices.**

- 3.1. Instructors should be familiar with online instructional delivery practices to ensure the same level and hours of instruction across all OLI settings.
- 3.4. Instructors and tutors should migrate and/or adapt appropriate reading, alphabetic writing, and multimodal composition theories from traditional instructional settings to their OLI environment(s).
- 3.5. Instructors and tutors should research, develop, theorize, and apply appropriate reading, alphabetic writing, and multimodal composition theories to their OLI environment(s).

**GSOLE Principle 4: Educators and researchers should initiate, support, and sustain online literacy instruction-related conversations and research efforts within and across institutions and disciplinary boundaries.**

- 4.2. Educators and researchers should insist that various OLI delivery models (including alternative, self-paced, and experimental) comply with the principles of sound pedagogy, quality instructor/designer preparation, and appropriate oversight detailed in this document.

<b>GSOLE OLI Principles &amp; Tenets 3 &amp; 4</b>	<b>3.1</b>	<b>3.4</b>	<b>3.5</b>	<b>4.2</b>
<b>Chapter 1:</b> “Using Push Notifications to Establish Teacher Presence in Hybrid/Online Courses”	--	--	--	--
<b>Chapter 2:</b> “Using Structural Examples to Promote Creativity and Engagement”	--	--	--	--
<b>Chapter 3:</b> “Peer Review in Synchronous Online Learning Environments”	--	X	X	--
<b>Chapter 4:</b> “Scaffolding for Collaboration and Multimodal Assignments”	--	X	X	--
<b>Chapter 5:</b> “Annotation and Rhetorical Analysis with Discussions Hosted in Flipgrid”	--	--	--	X
<b>Chapter 6:</b> “Collaborative Annotation in the Online Classroom”	--	--	--	--
<b>Chapter 7:</b> “#TeachWriteChat . . . ”	--	--	--	--
<b>Chapter 8:</b> “Fishing for Online Engagement”	--	X	--	--
<b>Chapter 9:</b> “Crippling Writing Processes . . . ”	--	--	--	--
<b>Chapter 10:</b> “Creating Cultural Awareness, Building Community . . . ”	--	--	X	--
<b>Chapter 11:</b> “Promoting Social Justice through Multimodal Composition in the Hybrid Writing Classroom”	--	--	--	--
<b>Chapter 12:</b> “Open-Media Assignment Design to Address Access and Accessibility in Online Multimodal Composition”	--	X	--	--
<b>Chapter 13:</b> “Accessible Multimodal Social Media Projects”	--	--	--	--
<b>Chapter 14:</b> “Reflective Learning in Data Storytelling”	--	--	--	--
<b>Chapter 15:</b> “Retooling Decision-Making in A/Synchronous Online Literacy Instruction”	--	--	--	--
<b>Chapter 16:</b> “Iterative Processes for All . . . ”	X	--	--	--
<b>Chapter 17:</b> “The Radical Equity of Grading Contracts in Online Writing Courses”	--	--	--	--
<b>Chapter 18:</b> “Learning to Unlearn . . . ”	--	--	X	--
<b>Chapter 19:</b> “Dialogic Assessment Agreements . . . ”	--	--	X	--

**ALIGNMENT BETWEEN *BETTER PRACTICES*  
CHAPTERS AND THE *FRAMEWORK FOR  
SUCCESS IN POSTSECONDARY WRITING***

<b>Framework for Success in Postsecondary Writing</b>	<b>Curiosity</b>	<b>Openness</b>	<b>Engagement</b>	<b>Creativity</b>	<b>Persistence</b>	<b>Flexibility</b>	<b>Metacognition</b>	<b>Rhetorical Knowledge</b>	<b>Critical Thinking</b>	<b>Writing Processes</b>	<b>Convention Knowledge</b>
<b>Chapter 1:</b> “Using Push Notifications to Establish Teacher Presence in Hybrid/ Online Courses”	--	--	--	--	X	--	--	--	--	--	--
<b>Chapter 2:</b> “Using Structural Examples to Promote Creativity and Engagement”	--	--	--	--	--	--	--	--	--	--	--
<b>Chapter 3:</b> “Peer Review in Synchronous Online Learning Environments”	--	--	X	--	--	X	X	--	--	--	--
<b>Chapter 4:</b> “Scaffolding for Collaboration and Multimodal Assignments”	--	--	--	--	--	--	--	--	--	--	--
<b>Chapter 5:</b> “Annotation and Rhetorical Analysis with Discussions Hosted in Flipgrid”	--	--	X	--	X	X	X	--	--	--	--
<b>Chapter 6:</b> “Collaborative Annotation in the Online Classroom”	X	X	X	--	--	X	--	--	X	--	--
<b>Chapter 7:</b> “#TeachWriteChat . . .”	--	--	--	--	--	--	--	--	--	--	--
<b>Chapter 8:</b> “Fishing for Online Engagement”	--	--	--	--	--	--	--	X	X	X	X
<b>Chapter 9:</b> “Crippling Writing Processes . . .”	--	--	--	--	--	--	--	--	--	--	--
<b>Chapter 10:</b> “Creating Cultural Awareness, Building Community . . .”	--	X	X	X	--	--	X	--	--	--	X
<b>Chapter 11:</b> “Promoting Social Justice through Multimodal Composition in the Hybrid Writing Classroom”	--	--	--	--	--	--	--	--	--	--	--

<b>Framework for Success in Postsecondary Writing</b>	<b>Curiosity</b>	<b>Openness</b>	<b>Engagement</b>	<b>Creativity</b>	<b>Persistence</b>	<b>Flexibility</b>	<b>Metacognition</b>	<b>Rhetorical Knowledge</b>	<b>Critical Thinking</b>	<b>Writing Processes</b>	<b>Convention Knowledge</b>
Chapter 12: “Open-Media Assignment Design to Address Access and Accessibility in Online Multimodal Composition”	--	--	--	X	--	X	X	--	--	--	--
Chapter 13: “Accessible Multimodal Social Media Projects”	--	--	--	--	--	--	--	--	--	--	--
Chapter 14: “Reflective Learning in Data Storytelling”	--	--	--	--	--	--	X	--	--	--	--
Chapter 15: “Retooling Decision-Making in A/ Synchronous Online Literacy Instruction”	--	--	--	--	--	--	--	--	--	--	--
Chapter 16: “Iterative Processes for All . . . ”	--	--	X	X	--	--	--	--	--	--	--
Chapter 17: “The Radical Equity of Grading Contracts in Online Writing Courses”	--	--	--	--	--	--	--	--	--	--	--
Chapter 18: “Learning to Unlearn. . . ”	--	--	--	--	--	--	--	--	--	--	--
Chapter 19: “Dialogic Assessment Agreements . . . ”	--	--	--	--	--	--	--	--	--	--	--