

# Online instructor and teaching competencies: Further Analysis of the 2016 Literature Review for Quality Matters

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Final Report

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Online instructor and teaching competencies: Literature review for Quality Matters

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## Background and Purpose

### Background

This report is a follow-up analysis to the summary of findings of Diehl's 2016 research-focused review of the literature centered around instructor and online teaching competencies. That report built upon a previous study by Jurgen Hilke and others that was completed in 2012. Hilke and colleagues categorized multiple instructor and online teaching competencies that were identified in the literature at that time. These included:

- Institutional context
- Technologies
- Instructional design
- Pedagogy
- Assessment
- Social presence
- Discipline expertise

Additionally, Hilke identified myriad competency rubrics and standards, and Diehl's 2016 report built upon and supports that work. Diehl provided a general analytical summary of research conducted between 2012 and 2016, including an annotated bibliography of rubrics and standards; and a bibliography of the articles that relate to instructor and online teaching competencies spanning from 1995 to 2015.

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Diehl's 2016 report targeted journals, conference proceedings, and other publications from a wide array of disciplines. Keywords included "online instructor competency", "online teaching and competency", "online teaching and competencies", "e-learning and instructor competency", "online teaching and quality", "online instructor competency", "online teaching and competency", "online teaching and competencies", "e-learning and instructor competency", "online teaching and quality", "web based teaching and quality", "online teaching effectiveness", "e-learning and teaching quality", "teaching quality and distance education", and "teaching competency/competencies and distance education."

Diehl's 2016 report identified 190 articles in over 120 different journals and observed that:

- Distance education (online education) is ubiquitous in today's higher educational landscape and scholars interested in online teacher competencies were focusing on publishing their research in journals that may not necessarily be traditional distance education journals.
- Because of the ubiquitous nature of distance/online education., the research being conducted and published is also becoming widespread across a multi-disciplinary field of educators.
- Educators publishing their work may not be fully cognizant of, or interested in the broader academic field of distance education research. Likely, their academic disciplinary focus may be on those journals and publications that are directly related to their academic disciplines.

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- Distance and online learning and technology focused journals (e.g. Distance Education, British Journal of Educational Technology, Educational Technology Research and Development, International Journal of Instructional Technology, International Review of Research in Open and Distance Learning, Journal of Asynchronous Learning Networks, MERLOT Journal of Online Learning and Teaching, Online, Quarterly Review of Distance Education, The Internet and Higher Education) contained the most articles related to teacher competencies.
- An initial tally of articles over the years resulted in over 190 new articles in journals and conference proceedings identified since Hilke and colleagues' (2012) report. The report in 2016 provided a table with a breakdown of the number of publications and years. This updated report and analysis resulted in a need to more accurately reflect the content, and thus updates have been made to that table for a timeframe through the end of 2017 (see Table 1 below).

This analysis also builds upon recommendations that Diehl's 2016 report noted. If an asterisk (\*) appears below, that item was covered in this study. Further information on the purpose and scope of this report follow this section.

They were:

While this study has identified a large number of journal articles related to instructor and online teaching competencies, there is a need for further analysis. The study has also identified numerous articles that lend support to Hilke's Teaching Competency Rubric.

Additionally, an initial meta-analysis of journals has provided some insight into the origins of

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the newly identified literature. Additional teaching competency related rubrics have also been identified.

\*Additional analysis would be useful to understand more details on the finer points of the topics that are covered in the articles. Systematic coding of all of the articles (including Hilke and colleagues' original list) will provide granular insights that would be useful to researchers who wish to pursue research in this area. A plan to populate a database with the research findings is underway and when this work is taken on, it would be an ideal time to carry out the coding.

\*Additional analysis would also provide an opportunity for a closer review of the articles that have been identified in order to be certain that each article does specifically and appropriately address the main topic of instructor and online teaching competencies. This additional scrutiny would also provide an opportunity to identify the types of studies (e.g. methodology, frameworks) that are presented in this report.

While this author has not identified any competency areas to add to Hilke's original list, additional and more granular analysis of articles may provide new insights and opportunities to refine or build upon that original work.

Another interesting phase for future study would be to study and better understand the primary references that the authors of these articles have identified. During this study, this author has been cognizant of the fact that this study is mainly focused on *online teaching*, while he and other researchers familiar with distance education history and

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foundations understand that decades of research in the field has addressed many of the topics that online educators and researchers currently find to be relevant.

### Purpose and scope of this report

This report provides an analysis that will support a teaching competencies resource product which will be built on the competencies that emerged and were validated from Hilke's 2012 study and Diehl's 2016 review of the literature related to the topic of online teaching competencies.

Additionally, in the tables that follow, this report provides examples of how each competency could be promoted, supported, assessed, and improved via different programs and process of an institution (referred to as "use cases").

Four possible "use cases" are: (1) professional develop program, (2) faculty evaluations processes, (3) learners' assessment of teaching processes, and (4) faculty mentorship programs.

In building the QM teaching competencies "use cases", an attempt was made to understand the context of the studies provided in Diehl's (2016) annotated bibliography, along with a qualitative analysis of the articles to unearth any "hidden" teaching competencies.

In summary, the following aspects of the studies was carried out:

- Identified which articles are studies; analyze; and document the context of each study and identify:
  - Academic context of study; for example, community college developmental course; higher education faculty development

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- Contextual setting of the study; for example, professional develop, faculty evaluations, learners' assessment of teaching; faculty mentorship
- Theoretical framework
- Research question
- Methodology

## Summary of Research and Analysis

The following 83 articles (ordered by year) were identified to be associated with studies:

Year	AUTHOR	TITLE	SOURCE
1995	Thach, E. C., & Murphy, K. L.	Competencies for distance education professionals	Educational Technology Research and Development, 43(1), 57–79
1999	Rossmann, M. H., & Ed, D.	Successful Online Teaching Using An Asynchronous Learner Discussion Forum	JALN, 3(2), 91–97
2001	Bonk, C. J.	Online teaching in an online world	CourseShare. Com, (May). Retrieved from <a href="http://www.publicationshare.com/docs/faculty_survey_report.pdf">http://www.publicationshare.com/docs/faculty_survey_report.pdf</a>
2003	May, G. L., & Short, D.	Gardening in Cyberspace: A Metaphor to Enhance Online Teaching and Learning	Journal of Management Education, 27(6), 673–693
2004	Conrad, D.	University instructors' reflections on their first online teaching experiences	Journal of Asynchronous Learning Network, 8(2), 31–44
2005	Docherty, C., Hoy, D., Topp, H., & Trinder, K.	eLearning techniques supporting problem based learning in clinical simulation	International Journal of Medical Informatics, 74, 527–533
2005	Willment, Jo-Anne H. Baynton, Myra Groen, Janet Slater, Lorraine	Faculty Perspectives in the Transition to Online Teaching	Brock Education, 15(1), 69–81
2005	Briggs, S.	Changing roles and competencies of academics	Active Learning in Higher Education, 6(3), 256–268
2005	Kinuthia, W.	Planning faculty development for successful implementation of web-based instruction	Campus-Wide Information Systems, 22(4), 189–200
2005	Aydin, C. H.	Turkish Mentors' Perception of Roles, Competencies and Resources for Online Teaching	The Turkish Online Journal of Distance Education, 6(3), 58–80
2006	Darabi, A. A., Sikorski, E. G., & Harvey, R. B.	Validated Competencies for Distance Teaching	Distance Education, 27(1), 105–122
2006	Min Shi, Curtis J. Bonk, R. J. M.	Time Management Strategies for Online Teaching	International Journal of Instructional Technology and Distance Learning, 3(2), 3–10
2006	Maor, D.	Using reflective diagrams in professional development with university lecturers: A developmental tool in online teaching	The Internet and Higher Education, 9(2), 133–145

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Year	AUTHOR	TITLE	SOURCE
2006	Laat, M. De, Lally, V., Lipponen, L., & Simons, R.-J.	Online teaching in networked learning communities: A multi-method approach to studying the role of the teacher	Instructional Science (Vol. 35)
2006	Kim, K., & Bonk, C. J.	The Future of Online Teaching and Learning in Higher Education: The Survey Says	EDUCAUSE Quarterly, 29, 22–30
2006	Lewis, C. C., & Abdul-Hamid, H.	Implementing effective online teaching practices: Voices of exemplary faculty	Innovative Higher Education, 31(2), 83–98
2006	Valtonen, T., Kukkonen, J., & Wulff, A.	High school teachers' course designs and their professional knowledge of online teaching	Informatics in Education, 5(2), 301–316
2006	Arbaugh, J. B., & Benbunan-Fich, R	An Investigation of Epistemological and Social Dimensions of Teaching in Online Learning Environments	Academy of Management Learning & Education, 5(4), 435–447
2006	Tomei, L. A.	The Impact of Online Teaching on Faculty Load: Computing the Ideal Class Size for Online Courses	Journal of Technology and Teacher Education, 14(3), 531
2006	Young, S.	Student views of effective online teaching in higher education	American Journal of Distance Education, 20(2), 65–77
2007	Hew, K. F., & Hara, N.	Empirical study of motivators and barriers of teacher online knowledge sharing	Educational Technology Research and Development, 55(6), 573–595
2007	Slaouti, D.	Teacher learning about online learning: experiences of a situated approach	European Journal of Teacher Education, 30(3), 285–304
2007	DE LAAT, M., LALLY, V. I. C., LIPPONEN, L., & SIMONS, R.-J.	Online teaching in networked learning communities: A multi-method approach to studying the role of the teacher	Instructional Science, 35(3), 257–286
2008	Al-mahmood, R.	Spatialities and online teaching: To, from and beyond the academy	Proceedings Ascilite Melbourne 2008, 11–22
2008	An, H., Kim, S., & Kim, B.	Teacher Perspectives on Online Collaborative Learning: Factors Perceived as Facilitating and Impeding Successful Online Group Work	Contemporary Issues in Technology and Teacher Education, 8, 65–83
2008	Archambault, L.	Using TPACK as framework for understanding effective online teaching	In Proceedings of Society for Information Technology & Teacher Education International Conference 2008 (pp. 5190–5195)
2008	Villar, L. M., & Alegre, O. M.	Measuring faculty learning in curriculum and teaching competence online courses	Interactive Learning Environments, 16(2), 169–181
2008	Henderson, M., & Bradey, S.	Shaping online teaching practices: The influence of professional and academic identities	Campus - Wide Information Systems, 25(2), 85–92

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Year	AUTHOR	TITLE	SOURCE
2009	De Gagne, J. C., & Walters, K.	Online Teaching Experience: A Qualitative Metasynthesis (QMS)	MERLOT Journal of Online Learning and Teaching, 5(4), 577–589
2009	Gorsky, P., & Blau, I.	Online teaching effectiveness: A tale of two instructors	International Review of Research in Open and Distance Learning, 10, 1–27
2009	Guichon, N.	Training future language teachers to develop online tutors' competence through reflective analysis	ReCALL, 21(2), 166–185
2009	Dooly, M.	New competencies in a new era? Examining the impact of a teacher training project	ReCALL, 21(03), 352
2009	Davidson Smith, R.	Virtual Voices: online Teachers' perceptions of online Teaching Standards	Journal of Technology and Teacher Education, 17(4), 547–571
2009	Bolliger, D. U., & Wasilik, O.	Factors influencing faculty satisfaction with online teaching and learning in higher education	Distance Education, 30(1), 103–116
2009	Bailey, C. J., & Card, K. A.	Effective pedagogical practices for online teaching: Perception of experienced instructors	The Internet and Higher Education, 12(3-4), 152–155
2009	Shea, P., & Bidjerano, T.	Community of inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education	Computers & Education, 52(3), 543–553
2010	Ke, F.	Examining online teaching, cognitive, and social presence for adult students	Computers and Education, 55(2), 808–820
2010	Drexler, W.	The networked student model for construction of personal learning environments: Balancing teacher control and student autonomy	Australasian Journal of Educational Technology, 26(3), 369–386
2010	González, C.	What do university teachers think eLearning is good for in their teaching?	Studies in Higher Education, 35(1), 61–78
2010	Guasch, T., Alvarez, I., & Espasa, A.	University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience	Teaching and Teacher Education, 26(2), 199–206
2010	Shelley, M., Baumann, U., & Murphy, L.	Qualities of Effective Tutors in Distance Language Teaching: Student Perceptions	Innovation in Language Learning and Teaching, 4(2), 119
2010	Uça-Güneş, E. P., & Gümüş, S.	Instructors' transformations during early online teaching experiences	Procedia - Social and Behavioral Sciences, 9, 839–844

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Year	AUTHOR	TITLE	SOURCE
2010	Espasa, A., & Meneses, J.	Analysing Feedback Processes in an Online Teaching and Learning Environment: An Exploratory Study	Higher Education, 59(3), 277–292
2010	Eslaminejad, T., Masood, M., & Ngah, N. A.	Assessment of instructors' readiness for implementing e-learning in continuing medical education in Iran	Medical Teacher, 32(10), e407–e412
2011	Baran, E., Correia, A.-P., & Thompson, A.	Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers	Distance Education, 32(3), 421
2011	Bair, D. E., & Bair, M. A.	Paradoxes of online teaching	International Journal for the Scholarship of Teaching and Learning, 5(2), 1–15
2011	Bonnel, W., & Boehm, H.	Improving Feedback to Students Online: Teaching Tips From Experienced Faculty	The Journal of Continuing Education in Nursing, 42(11), 503
2011	Redmond, P.	From face-to-face teaching to online teaching: Pedagogical transitions	Changing Demands, Changing Directions: Proceedings Ascilite Hobart 2011, (2002), 1050–1060
2011	González, K., Padilla, J. E., & Rincón, D. A.	Roles, Functions and Necessary Competences for Teachers' Assessment in b-Learning Contexts	Procedia - Social and Behavioral Sciences, 29, 149–157
2011	Horvitz, B. S., & Beach, A. L.	Professional development to support online teaching	Journal of Faculty Development, 25(2), 24–32
2011	Northcote, M., Seddon, J., & Brown, P.	Benchmark yourself: Self-reflecting about online teaching	ASCILITE 2011 - The Australasian Society for Computers in Learning in Tertiary Education, 904–908
2012	Edwards, S., & Bone, J.	Integrating peer assisted learning and elearning: Using innovative pedagogies to support learning and teaching in higher education settings	Australian Journal of Teacher Education, 37(5), 1–12
2012	Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F.	The identification of competencies for online teaching success	Journal of Asynchronous Learning Network, 16(1), 59–78
2012	Maier, L.	What Are Online Teaching Faculty Telling Us About Building Community?	Community College Journal of Research and Practice, 36(11)
2012	Macdonald, J., & Campbell, A.	Demonstrating online teaching in the disciplines. A systematic approach to activity design for online synchronous tuition	British Journal of Educational Technology, 43(6), 883–891
2012	Keengwe, J., & Georgina, D.	The digital course training workshop for online learning and teaching	Education and Information Technologies, 17(4), 365–379

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Year	AUTHOR	TITLE	SOURCE
2012	Hathaway, D., & Norton, P.	An Exploratory Study Comparing Two Modes of Preparation for Online Teaching	Journal of Digital Learning in Teacher Education, 28(4), 146–149
2013	Carril, P. C. M., Sanmamed, M. G., & Sellés, N. H.	Pedagogical roles and competencies of university teachers practicing in the e-learning environment	International Review of Research in Open and Distance Learning, 14(3)
2013	O’Dowd, R.	The competences of the telecollaborative teacher	The Language Learning Journal, 43(2), 194–207
2013	Schmidt, S. W., Hodge, E. M., & Tschida, C. M.	How university faculty members developed their online teaching skills	Quarterly Review of Distance Education, 14(3), 131
2013	Baran, E., Correia, A.-P., & Thompson, A.	Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers	Teachers College Record, 115(3), 1
2013	Arinto, P. B.	A framework for developing competencies in open and distance e-learning	International Review of Research in Open and Distance Learning, 14(1)
2014	Mitchell, A.	Online Courses and Online Teaching Strategies in Higher Education	Creative Education, 5(23), 2017–2019
2014	Dailey-Hebert, A., Norris, V. R., Mandernach, B. J., & Donnelly-Sallee, E.	Expectations, Motivations, and Barriers to Professional Development: Perspectives from Adjunct Instructors Teaching Online	The Journal of Faculty Development, 28(1), 67
2014	Jowallah, R	An investigation into the management of online teaching and learning spaces: A case study involving graduate research students	International Review of Research in Open and Distance Learning, 15(4)
2014	Fuller	LESSONS LEARNED: ONLINE TEACHING ADVENTURES AND MISADVENTURES	Journal of Social Sciences, 10(1), 33–38
2014	González-Sanmamed, M., Muñoz-Carril, P.-C., & Sangra, A.	Level of proficiency and professional development needs in peripheral online teaching roles	International Review of Research in Open and Distance Learning, 15(6)
2014	Badia, A., Garcia, C., & Meneses, J.	Factors Influencing University Instructors’ Adoption of the Conception of Online Teaching as a Medium to Promote Learners’ Collaboration in Virtual Learning Environments	Procedia - Social and Behavioral Sciences, 141, 369–374
2014	Põldoja, H., Väljataga, T., Laanpere, M., & Tammets, K.	Web-based self- and peer-assessment of teachers’ digital competencies	World Wide Web, 17(2), 255–269
2015	Mastel-Smith, B., Post, J., & Lake, P.	Online Teaching: “Are You There, and Do You Care?”	Journal of Nursing Education, 54(3), 145
2015	Bolldén, K.	The emergence of online teaching practices: a socio-material analysis	Learning, Media and Technology, 1–19
2015	Limperos, A. M., Buckner, M. M., Kaufmann, R., & Frisby, B. N.	Online teaching and technological affordances: An experimental investigation	Computers & Education, 83, 1–9

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Year	AUTHOR	TITLE	SOURCE
		into the impact of modality and clarity on perceived and actual learning	
2015	Kerrick, S. A., Miller, K. H., & Ziegler, C	Using Continuous Quality Improvement (CQI) to Sustain Success in Faculty Development for Online Teaching	The Journal of Faculty Development, 29(1), 33
2015	Mohamad, S. N. M., Salleh, M. A. M., & Salam, S.	Factors Affecting Lecturers Motivation in Using Online Teaching Tools	Procedia - Social and Behavioral Sciences, 195, 1778–1784
2016	Cuddie, S. B.	Identifying the professional development needs of adjunct faculty using an online delphi.	ProQuest Dissertations Publishing
2016	Stott, P.	The perils of a lack of student engagement: Reflections of a “lonely, brave, and rather exposed” online instructor.	British Journal of Educational Technology, 47(1), 51–64.
2016	Rohland-Heinrich, N. L.	Transitioning from Lectern to Laptop: Faculty Experiences in Online Instruction	dissertation
2016	Franker, K. A.	The influence of teaching style on instructor satisfaction with teaching fully online courses.	ProQuest Dissertations Publishing
2016	Fernandez, J.	The difference in instructional designers and online instructors in determining quality in online courses utilizing the quality matters program.	ProQuest Dissertations Publishing
2017	RADOVAN, M., & KRISTL, N.	Acceptance of Technology and its Impact on Teacher’s Activities in Virtual Classroom: Integrating UTAUT and Col into a Combined Model.	TOJET : The Turkish Online Journal of Educational Technology
2017	McGee, P., Windes, D., & Torres, M.	Experienced online instructors: beliefs and preferred supports regarding online teaching.	Journal of Computing in Higher Education, 29(2), 331–352
2017	Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L.	Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality.	Nursing Research and Practice, 2017, 1–6. <a href="http://doi.org/10.1155/2017/9374189">http://doi.org/10.1155/2017/9374189</a>
2017	Francis, T.	Teacher working conditions: perceptions of novice and experienced k-12 virtual school teachers.	ProQuest Dissertations Publishing

## Breakdown of all articles by Academic Context

The following tables provide a breakdown of the areas in which the articles are associated (K-12, Community College, Higher Education, Other). This following chart shows the breakdown of articles within the academic contexts.

Academic Context	Total	Study?
K-12	10	4
Other Areas	7	2
Higher Education	129	73
Community College	0	0

The tables below includes year published, author(s), Title, and whether or not this was a research study.

### K-12 Articles

YEAR	AUTHOR	TITLE	study
2012	Hathaway, D., & Norton, P.	An Exploratory Study Comparing Two Modes of Preparation for Online Teaching	Yes
2010	Drexler, W.	The networked student model for construction of personal learning environments: Balancing teacher control and student autonomy	Yes
2009	Davidson Smith, R.	Virtual Voices: online Teachers' perceptions of online Teaching Standards	Yes
2017	Francis, T.	Teacher working conditions: perceptions of novice and experienced k-12 virtual school teachers.	Yes
2011	Tracy, B., Baltunis, S., & Swiderski, C.	National standards for quality online teaching	No
2003	Southern Regional Education Board	Essential Principles of High-Quality Online Teaching	No
2010	Repetto, J., Cavanaugh, C., Wayer, N., & Liu, F.	Virtual high schools: improving outcomes for students with disabilities	No
2011	INACOL, I. A. F. K. O. L.	National Standards for Quality Online Teaching	No
2014	Greer, D., Rowland, A. L., & Smith, S. J.	Critical Considerations for Teaching Students With Disabilities in Online Environments	No
2013	Barr, B., & Miller, S.	Higher Education: The Online Teaching and Learning Experience.	No

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## Other Areas

Other Areas				
YEAR	AUTHOR	TITLE	other	study
2005	Docherty, C., Hoy, D., Topp, H., & Trinder, K.	eLearning techniques supporting problem based learning in clinical simulation	medical	Yes
2017	Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L.	Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality.	nursing faculty	Yes
2007	Botturi, L., Succi, C., Cantoni, L., & Inversini, A.	Managing eLearning quality in the practice	Myriad educational settings	No
2007	Conceição, S. C. O.	Understanding the environment for online teaching	general	No
2007	Dawley, L., Un, S., Klinger, K., Berger, S., & Schmidt, A.	The Tools for Successful Online Teaching	general	No
2017	Sanders, P.	Online Army Instructor's Competencies and Student Completion: A Multiple Linear Regression Study.	military	No
2016	Suazo, F. I.	Teachers' perceptions of the sheltered instruction observation protocol (SIOP) model in an online school.	English Language Learning	No

## Higher Education

YEAR	AUTHOR	TITLE	study
2010	Guasch, T., Alvarez, I., & Espasa, A.	University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience	Yes
2014	Dailey-Hebert, A., Norris, V. R., Mandernach, B. J., & Donnelly-Sallee, E.	Expectations, Motivations, and Barriers to Professional Development: Perspectives from Adjunct Instructors Teaching Online	Yes
2006	Darabi, A. A., Sikorski, E. G., & Harvey, R. B.	Validated Competencies for Distance Teaching	Yes
2009	De Gagne, J. C., & Walters, K.	Online Teaching Experience: A Qualitative Metasynthesis (QMS)	Yes
2007	DE LAAT, M., LALLY, V. I. C., LIPPONEN, L., & SIMONS, R.-J.	Online teaching in networked learning communities: A multi-method approach to studying the role of the teacher	Yes

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YEAR	AUTHOR	TITLE	study
2012	Edwards, S., & Bone, J.	Integrating peer assisted learning and elearning: Using innovative pedagogies to support learning and teaching in higher education settings	Yes
2010	Espasa, A., & Meneses, J.	Analysing Feedback Processes in an Online Teaching and Learning Environment: An Exploratory Study	Yes
2014	Fuller	LESSONS LEARNED: ONLINE TEACHING ADVENTURES AND MISADVENTURES	Yes
2010	González, C.	What do university teachers think eLearning is good for in their teaching?	Yes
2011	González, K., Padilla, J. E., & Rincón, D. A.	Roles, Functions and Necessary Competences for Teachers' Assessment in b-Learning Contexts	Yes
2006	Laat, M. De, Lally, V., Lipponen, L., & Simons, R.-J.	Online teaching in networked learning communities: A multi-method approach to studying the role of the teacher	Yes
2009	Gorsky, P., & Blau, I.	Online teaching effectiveness: A tale of two instructors	Yes
2005	Briggs, S.	Changing roles and competencies of academics	Yes
2016	Cuddie, S. B.	Identifying the professional development needs of adjunct faculty using an online delphi.	Yes
2009	Guichon, N.	Training future language teachers to develop online tutors' competence through reflective analysis	Yes
2011	Horvitz, B. S., & Beach, A. L.	Professional development to support online teaching	Yes
2014	Jowallah, R	An investigation into the management of online teaching and learning spaces: A case study involving graduate research students	Yes
2010	Ke, F.	Examining online teaching, cognitive, and social presence for adult students	Yes
2012	Keengwe, J., & Georgina, D.	The digital course training workshop for online learning and teaching	Yes
2015	Kerrick, S. A., Miller, K. H., & Ziegler, C	Using Continuous Quality Improvement (CQI) to Sustain Success in Faculty Development for Online Teaching	Yes
2006	Kim, K., & Bonk, C. J.	The Future of Online Teaching and Learning in Higher Education: The Survey Says	Yes
2005	Kinuthia, W.	Planning faculty development for successful implementation of web-based instruction	Yes
2014	González-Sanmamed, M., Muñoz-Carril, P.-C., & Sangra, A.	Level of proficiency and professional development needs in peripheral online teaching roles	Yes
2005	Aydin, C. H.	Turkish Mentors' Perception of Roles, Competencies and Resources for Online Teaching	Yes
2016	Fernandez, J.	The difference in instructional designers and online instructors in determining quality in online courses utilizing the quality matters program.	Yes

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YEAR	AUTHOR	TITLE	study
2016	Franker, K. A.	The influence of teaching style on instructor satisfaction with teaching fully online courses.	Yes
2017	McGee, P., Windes, D., & Torres, M.	Experienced online instructors: beliefs and preferred supports regarding online teaching.	Yes
2017	RADOVAN, M., & KRISTL, N.	Acceptance of Technology and its Impact on Teacher's Activities in Virtual Classroom: Integrating UTAUT and Col into a Combined Model.	Yes
2016	Rohland-Heinrich, N. L.	Transitioning from Lectern to Laptop: Faculty Experiences in Online Instruction	Yes
2016	Stott, P.	The perils of a lack of student engagement: Reflections of a "lonely, brave, and rather exposed" online instructor.	Yes
2008	Al-mahmood, R.	Spatialities and online teaching: To, from and beyond the academy	Yes
2008	An, H., Kim, S., & Kim, B.	Teacher Perspectives on Online Collaborative Learning: Factors Perceived as Facilitating and Impeding Successful Online Group Work	Yes
2006	Arbaugh, J. B., & Benbunan-Fich, R	An Investigation of Epistemological and Social Dimensions of Teaching in Online Learning Environments	Yes
2004	Conrad, D.	University instructors' reflections on their first online teaching experiences	Yes
2013	Arinto, P. B.	A framework for developing competencies in open and distance e-learning	Yes
2013	Carril, P. C. M., Sanmamed, M. G., & Sellés, N. H.	Pedagogical roles and competencies of university teachers practicing in the e-learning environment	Yes
2014	Badia, A., Garcia, C., & Meneses, J.	Factors Influencing University Instructors' Adoption of the Conception of Online Teaching as a Medium to Promote Learners' Collaboration in Virtual Learning Environments	Yes
2009	Bailey, C. J., & Card, K. A.	Effective pedagogical practices for online teaching: Perception of experienced instructors	Yes
2011	Bair, D. E., & Bair, M. A.	Paradoxes of online teaching	Yes
2013	Baran, E., Correia, A.-P., & Thompson, A.	Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers	Yes
2012	Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F.	The identification of competencies for online teaching success	Yes
2015	Bolldén, K.	The emergence of online teaching practices: a socio-material analysis	Yes
2009	Bolliger, D. U., & Wasilik, O.	Factors influencing faculty satisfaction with online teaching and learning in higher education	Yes
2001	Bonk, C. J.	Online teaching in an online world	Yes
2011	Bonnel, W., & Boehm, H.	Improving Feedback to Students Online: Teaching Tips From Experienced Faculty	Yes

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	study
2008	Henderson, M., & Bradey, S.	Shaping online teaching practices: The influence of professional and academic identities	Yes
2008	Archambault, L.	Using TPACK as framework for understanding effective online teaching	Yes
2007	Slaouti, D.	Teacher learning about online learning: experiences of a situated approach	Yes
2014	Mitchell, A.	Online Courses and Online Teaching Strategies in Higher Education	Yes
2015	Mohamad, S. N. M., Salleh, M. A. M., & Salam, S.	Factors Affecting Lecturers Motivation in Using Online Teaching Tools	Yes
2011	Northcote, M., Seddon, J., & Brown, P.	Benchmark yourself: Self-reflecting about online teaching	Yes
2006	Valtonen, T., Kukkonen, J., & Wulff, A.	High school teachers' course designs and their professional knowledge of online teaching	Yes
2010	Uça-Güneş, E. P., & Gümüş, S.	Instructors' transformations during early online teaching experiences	Yes
2006	Tomei, L. A.	The Impact of Online Teaching on Faculty Load: Computing the Ideal Class Size for Online Courses	Yes
2006	Min Shi, Curtis J. Bonk, R. J. M.	Time Management Strategies for Online Teaching	Yes
2014	Põldoja, H., Väljataga, T., Laanpere, M., & Tammets, K.	Web-based self- and peer-assessment of teachers' digital competencies	Yes
2013	O'Dowd, R.	The competences of the telecollaborative teacher	Yes
2011	Redmond, P.	From face-to-face teaching to online teaching: Pedagogical transitions	Yes
2006	Lewis, C. C., & Abdul-Hamid, H.	Implementing effective online teaching practices: Voices of exemplary faculty	Yes
1999	Rossmann, M. H., & Ed, D.	Successful Online Teaching Using An Asynchronous Learner Discussion Forum	Yes
2013	Schmidt, S. W., Hodge, E. M., & Tschida, C. M.	How university faculty members developed their online teaching skills	Yes
2009	Shea, P., & Bidjerano, T.	Community of inquiry as a theoretical framework to foster "epistemic engagement" and "cognitive presence" in online education	Yes
2010	Shelley, M., Baumann, U., & Murphy, L.	Qualities of Effective Tutors in Distance Language Teaching: Student Perceptions	Yes
1995	Thach, E. C., & Murphy, K. L.	Competencies for distance education professionals	Yes
2015	Limperos, A. M., Buckner, M. M., Kaufmann, R., & Frisby, B. N.	Online teaching and technological affordances: An experimental investigation into the impact of modality and clarity on perceived and actual learning	Yes
2003	May, G. L., & Short, D.	Gardening in Cyberspace: A Metaphor to Enhance Online Teaching and Learning	Yes

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	study
2006	Young, S.	Student views of effective online teaching in higher education	Yes
2012	Macdonald, J., & Campbell, A.	Demonstrating online teaching in the disciplines. A systematic approach to activity design for online synchronous tuition	Yes
2008	Villar, L. M., & Alegre, O. M.	Measuring faculty learning in curriculum and teaching competence online courses	Yes
2012	Maier, L.	What Are Online Teaching Faculty Telling Us About Building Community?	Yes
2006	Maor, D.	Using reflective diagrams in professional development with university lecturers: A developmental tool in online teaching	Yes
2015	Mastel-Smith, B., Post, J., & Lake, P.	Online Teaching: "Are You There, and Do You Care?"	Yes
2005	Willment, Jo-Anne H. Baynton, Myra Groen, Janet Slater, Lorraine	Faculty Perspectives in the Transition to Online Teaching	Yes
2006	Shi, M.	Time Management Strategies for Online Teaching	No
2008	Bangert, A. W.	The development and validation of the student evaluation of online teaching effectiveness	No
2002	Bannan-Ritland, B., & Bannan-Ritland, B.	Computer-Mediated Communication, eLearning, and Interactivity	No
2010	Ward, C. L., & Benson, S. N. K.	Developing New Schemas for Online Teaching and Learning: TPACK	No
2014	Baran, E., & Correia, A.-P.	A professional development framework for online teaching	No
2009	Armellini, A.	Expectations and demands in online teaching	No
2013	Barr, B., & Miller, S.	Higher Education: The Online Teaching and Learning Experience.	No
2016	Farmer, H. M., & Ramsdale, J.	Teaching Competencies for the Online Environment   Enseigner les compétences pour l'environnement en ligne	No
2011	Baran, E.	Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers	No
2005	Smith, T. C.	Fifty-One Competencies for Online Instruction	No
2008	Anderson, C.	Barriers and Enabling Factors in Online Teaching	No
2006	Tallent-Runnels, M. K., Thomas, J. A., Lan, W. Y., Cooper, S., Ahern, T. C., Shaw, S. M., & Liu, X.	Teaching Courses Online: A Review of the Research	No
2007	Akbulut, R. by Y	Cases on global e-learning practices: Successes and Pitfalls	No
2015	Wang, V. C. X., & Torrissi-Steele, G.	Online Teaching, Change, and Critical Theory	No

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YEAR	AUTHOR	TITLE	study
2017	Rhode, J., Richter, S., & Miller, T.	Designing Personalized Online Teaching Professional Development through Self-Assessment.	No
2006	Applebee, a., & Veness, D	Flexmasters: Developing eLearning project management skills	No
2009	Bawane, J., & Spector, J. M.	Prioritization of online instructor roles: implications for competency-based teacher education programs	No
2013	Vrasidas, C.	E-moderating: the key to online teaching and learning	No
2012	Cleveland-Innes, M., & Campbell, P.	Emotional presence, learning, and the online learning environment.	No
2009	Alvarez, I., Guasch, T., & Espasa, A.	University teacher roles and competencies in online learning environments: a theoretical analysis of University teacher roles and competencies in online learning environments: a theoretical analysis of teaching and learning practices	No
2007	Varvel, V. E.	Master Online Teacher Competencies	No
2011	Abdous, M.	A process-oriented framework for acquiring online teaching competencies.	No
2010	Ahmad, S., & Khan, M. Z.	Improving Effectiveness of Online Teaching (An Application of Web Usage Mining)	No
2001	Spector, J. M., & de la Teja, I.	Competencies for Online Teaching	No
2014	Hubackova, S	Pedagogical Foundation of Elearning	No
2014	Richmond, A. S., Boysen, G. A., Gurung, R. A. R., Tazeau, Y. N., Meyers, S. A., & Sciotto, M. J.	Aspirational Model Teaching Criteria for Psychology	No
2013	Naidu, S.	EDITORIAL: Learning about learning and teaching online	No
2001	Goodyear, P., Salmon, G., Spector, J. M., Steeples, C., & Tickner, S	Competences for Online Teaching: A Special Report	No
2008	Meyers, S. A.	Using Transformative Pedagogy When Teaching Online	No
2009	Yuksel, I.	Instructor Competencies for Online Courses	No
2010	Galbraith, M. W., & Jones, M. S	Understanding Incivility in Online Teaching	No
2009	HRC, T. H. R. C.	Best Practices in Online Teaching Strategies.	No
2001	Oliver, M.	Evaluating online teaching and learning	No
2008	Irlbeck, S. A.	Implementation of best practices for online teaching and learning in an online institution	No
2002	Kaiden, R.	Lessons from the Cyberspace Classroom: the Realities of Online Teaching	No
2009	Keebler, D. W.	Online Teaching Strategy : A Position Paper	No
2009	Magna, A.; Hill, Christopher	10 Principles of Effective Online Teaching : Best Practices in Distance Education	No

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YEAR	AUTHOR	TITLE	study
2012	Kinnie, J.	Teacher as Student: Lessons Learned in an Online Teaching Fellows Program	No
2004	Li, Q., & Akins, M.	Sixteen myths about online teaching and learning in higher education: don't believe everything you hear	No
2008	Holly, C., Legg, T. J., Mueller, D., & Adelman, D. S.	Online Teaching: Challenges for a New Faculty Role	No
2006	Posey, L., & Pintz, C.	Online teaching strategies to improve collaboration among nursing students	No
2007	Rocco, S.	Assessment and Online Teaching	No
2010	Robinia, K. a., & Anderson, M. L.	Online teaching efficacy of nurse faculty	No
2012	Gvaramadze, I.	Developing generic competences in online virtual education programmes at the University of Deusto	No
1998	Chester, A., & Gwynne, G.	Online teaching: Encouraging collaboration through anonymity	No
2013	Rehm, M., Allison, B. N., Bencomo, A., & Godfrey, R. V.	Online Education in Family and Consumer Sciences University Programs and Four Models for Teaching Online	No
2014	Gaskamp, C. D., & Kintner, E.	Development, Evaluation, and Utility of a Peer Evaluation Form for Online Teaching	No
2006	Raffanti, M. A.	Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice and Assessment	No
2002	Berge, Z. L.	Active, interactive and reflective eLearning	No
2012	Dittmar, E., & McCracken, H.	Promoting Continuous Quality Improvement in Online Teaching: The META Model	No
2012	Doherty, I.	Evaluating the Impact of an eLearning Strategy on the Quality of Teaching and Learning at The University of Hong Kong	No
2008	Dykman, C. A., & Davis, C. K.	Online Education Forum - Part Three A Quality Online Educational Experience	No
2010	Esani, M.	Moving from face-to-face to online teaching	No
2000	Petty, D.	The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom	No
2004	FLOOD, J.	Successful online learning the five Ps	No
2009	Ragan, L.	Defining Competencies for Online Teaching Success	No

## Breakdown of all articles by Contextual Setting

### Professional Development

The following articles have been identified as relating to professional development.

YEAR	AUTHOR	TITLE	study
2014	González-Sanmamed, M., Muñoz-Carril, P.-C., & Sangra, A.	Level of proficiency and professional development needs in peripheral online teaching roles	Yes
2008	An, H., Kim, S., & Kim, B.	Teacher Perspectives on Online Collaborative Learning: Factors Perceived as Facilitating and Impeding Successful Online Group Work	Yes
2013	Baran, E., Correia, A.-P., & Thompson, A.	Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers	Yes
2012	Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F.	The identification of competencies for online teaching success	Yes
2001	Bonk, C. J.	Online teaching in an online world	Yes
2011	Bonnel, W., & Boehm, H.	Improving Feedback to Students Online: Teaching Tips From Experienced Faculty	Yes
2005	Docherty, C., Hoy, D., Topp, H., & Trinder, K.	eLearning techniques supporting problem based learning in clinical simulation	Yes
2010	Drexler, W.	The networked student model for construction of personal learning environments: Balancing teacher control and student autonomy	Yes
2010	Eslaminejad, T., Masood, M., & Ngah, N. A.	Assessment of instructors' readiness for implementing e-learning in continuing medical education in Iran	Yes
2010	Espasa, A., & Meneses, J.	Analysing Feedback Processes in an Online Teaching and Learning Environment: An Exploratory Study	Yes
2010	Guasch, T., Alvarez, I., & Espasa, A.	University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience	Yes
2005	Kinuthia, W.	Planning faculty development for successful implementation of web-based instruction	Yes
2012	Hathaway, D., & Norton, P.	An Exploratory Study Comparing Two Modes of Preparation for Online Teaching	Yes
2006	Maor, D.	Using reflective diagrams in professional development with university lecturers: A developmental tool in online teaching	Yes
2011	Horvitz, B. S., & Beach, A. L.	Professional development to support online teaching	Yes
2012	Keengwe, J., & Georgina, D.	The digital course training workshop for online learning and teaching	Yes

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	study
2015	Kerrick, S. A., Miller, K. H., & Ziegler, C	Using Continuous Quality Improvement (CQI) to Sustain Success in Faculty Development for Online Teaching	Yes
2009	Guichon, N.	Training future language teachers to develop online tutors' competence through reflective analysis	Yes
2012	Macdonald, J., & Campbell, A.	Demonstrating online teaching in the disciplines. A systematic approach to activity design for online synchronous tuition	Yes
2016	Rudd II, D. P.	A grounded theory study of the quality characteristics of successful online synchronous trainers.	No
2014	Baran, E., & Correia, A.-P.	A professional development framework for online teaching	No
2009	Bawane, J., & Spector, J. M.	Prioritization of online instructor roles: implications for competency-based teacher education programs	No
2014	Foronda, C.	Spice Up Teaching Online	No
2012	Kinnie, J.	Teacher as Student: Lessons Learned in an Online Teaching Fellows Program	No
2017	Rhode, J., Richter, S., & Miller, T.	Designing Personalized Online Teaching Professional Development through Self-Assessment.	No
2012	Vaill, A. L., & Testori, P. A.	Orientation, mentoring and ongoing support: a three-tiered approach to online faculty development	No
2007	Levensen, K. T.	Qualifying online teachers: Communicative skills and their impact on e-learning quality	No

## Faculty Mentorship

The following articles have been identified as being related to faculty mentorship.

YEAR	AUTHOR	TITLE	study
2012	Maier, L.	What Are Online Teaching Faculty Telling Us About Building Community?	Yes
2014	Dailey-Hebert, A., Norris, V. R., Mandernach, B. J., & Donnelly-Sallee, E.	Expectations, Motivations, and Barriers to Professional Development: Perspectives from Adjunct Instructors Teaching Online	Yes
2012	Kinnie, J.	Teacher as Student: Lessons Learned in an Online Teaching Fellows Program	No
2012	Dittmar, E., & McCracken, H.	Promoting Continuous Quality Improvement in Online Teaching: The META Model	No

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### Learner Assessment

The following articles have been identified as related to learner assessment of competencies.

YEAR	AUTHOR	TITLE	study
2006	Young, S.	Student views of effective online teaching in higher education	Yes
1999	Rossman, M. H., & Ed, D.	Successful Online Teaching Using An Asynchronous Learner Discussion Forum	Yes
2009	Bolliger, D. U., & Wasilik, O.	Factors influencing faculty satisfaction with online teaching and learning in higher education	Yes
2006	Arbaugh, J. B., & Benbunan-Fich, R	An Investigation of Epistemological and Social Dimensions of Teaching in Online Learning Environments	Yes
2000	Taylor, P., & Maor, D.	Assessing the efficacy of online teaching with the Constructivist On-Line Learning Environment Survey	No
2007	Akbulut, R. by Y	Cases on global e-learning practices: Successes and Pitfalls	No

### Theoretical Frameworks, Research Question, Methodologies of Studies

The following table provides a breakdown of theoretical frameworks, research questions, and methodology. If a cell is blank, then this particular item (theoretical framework, research question, methodology) was not identified. Further review of these particular articles could potentially determine if any of the missing information can be identified. For example, a theoretical framework may not have been identified by the article's author(s); and/or the author of this report did not identify a framework that was used but not specifically mentioned.

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
1995	Thach, E. C., & Murphy, K. L.	Competencies for distance education professionals		The purpose of this study was to identify the roles and competencies of distance education professionals within the United States and Canada.	Within the United States and Canada. A population of 103 distance education experts was identified, and their perceptions regarding this information were sought in a modified two-round Delphi process.
1999	Rossman, M. H., & Ed, D.	Successful Online Teaching Using An Asynchro		Implied	A document analysis of more than 3000 course evaluations from 154 courses conducted during the past 11 quarters was conducted. Each course folder was reviewed.

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		nous Learner Discussio n Forum			
2001	Bonk, C. J.	Online teaching in an online world		This study attempts to understand some of the pedagogical tools and mechanisms that could benefit college faculty today as well as 5 -10 years from now.	From e -mail solicitations to this sample, we collected 222 completed surveys (79 from the WLH and 143 from MERLOT members); the vast majority were faculty or administrators with additional college teaching responsibilities.
2003	May, G. L., & Short, D.	Gardenin g in Cyberspac e: A Metaphor to Enhance Online Teaching and Learning		Drawing from constructivism and related learning theories, the purpose of this study is to propose a new metaphor to guide practice in online teaching and learning: gardening in cyberspace.	Reviews the management education literature concerning the role of the online instructor and make the theoretical justification for the new metaphor.
2004	Conrad, D.	University instructor s' reflection s on their first online teaching experien ces		What is the experience of the instructor who is new to online teaching but also has some post -secondary "traditional" teaching experience?	In depth interviews
2005	Docherty, C., Hoy, D., Topp, H., & Trinder, K.	eLearning technique s supportin g problem based learning in clinical simulatio n	Problem based learning in elearning and constructivi sm;	What is the difference in Student satisfaction: differences between traditional and eLearning groups	case study;
2005	Willment, Jo-Anne	Faculty Perspectiv		This study explores the experiences of faculty	An interview and thematic analysis methodology

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	H. Baynton, Myra Groen, Janet Slater, Lorraine	es in the Transition to Online Teaching		new to distance learning across two faculties within a mid-sized Canadian university. An interview and thematic analysis methodology produced results that identified six themes critical in the transition to o	
2005	Briggs, S.	Changing roles and competencies of academics		The study considered the roles of the online academic and ascertained perceived competencies in these roles.	Survey: "A three-item questionnaire was designed to examine online roles and competencies. The first two questions measured perceptions of roles and competencies using the 11-role classification identified in Cornelius and Higgison (2000).
2005	Kinuthia, W.	Planning faculty development for successful implementation of web-based instruction		This study was conducted to examine how proficiencies, motivation, and training impact the success of faculty development for web-based instruction (WBI) at historically Black colleges and universities (HBCUs) in the USA.	Data in this mixed-design exploratory study came from responses to an online questionnaire and follow-up interviews. Seven four-year public HBCUs that offered online curricula and provided faculty development opportunities in various forms ...
2005	Aydin, C. H.	Turkish Mentors' Perception of Roles, Competencies and Resources for Online Teaching		This survey study intends to identify roles, competencies and resources for online teaching in Turkey by asking online mentors of Anadolu University what they think about the roles they should perform and the competencies and resources they should possess	survey
2006	Darabi, A. A.,	Validated Compete		How do faculty rate identified teaching	International Board of Standards for Training, Performance and

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	Sikorski, E. G., & Harvey, R. B.	ncies for Distance Teaching		competencies from the literature in terms of performance, importance, time spent, ?	Instruction (IBSTPI) provides a methodology for drafting and validating teaching competencies. This study applied the IBSTPI methodology to identify and validate distance education (DE) instru
2006	Min Shi, Curtis J. Bonk, R. J. M.	Time Management Strategies for Online Teaching		This article delves into literature and analyzes specific class records from Indiana University's Kelley School of Business to formulate six strategies to make online teaching more efficient and effective.	The time management strategies for online teaching discussed in this article are drawn from a study with a group of instructors teaching in the Kelley Direct (KD) Online Program ( <a href="http://kd.iu.edu/">http://kd.iu.edu/</a> ) at Indiana University's Kelley School of Business. KD has
2006	Maor, D.	Using reflective diagrams in professional development with university lecturers: A developmental tool in online teaching		The research project had these four goals: <ul style="list-style-type: none"> <li>• To recruit lecturers from different disciplines across the campus to increase interdisciplinary collaboration (Amey &amp; Brown, 2004)</li> <li>• To recruit lecturers who have diverse e-learning experience</li> <li>• To invest</li> </ul>	Case study; As part of the qualitative way of representing their own growth, four of the original lecturers were asked to draw a visual representation (diagram) to express their own perceptions regarding their use and understanding of pedagogy
2006	Laat, M. De, Lally, V., Lipponen, L., & Simons, R.-J.	Online teaching in networked learning communities: A multi-method approach to	We apply social network analysis (SNA) to visualise the social structure of the NLC, content analysis	The aim of this paper is to study the online teaching styles of two teachers who each tutor a networked learning community (NLC), within the same workshop.	The study is undertaking empirical work using a multi-method approach in order to triangulate and contextualise findings and enrich our understanding of the teacher participation in these NLCs.

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		studying the role of the teacher	(CA) to identify learning and teaching processes, critical event recall (CER) to gather the teacher's personal experiences and intentions		
2006	Kim, K., & Bonk, C. J.	The Future of Online Teaching and Learning in Higher Education : The Survey Says		What is important for the future of online learning	This study was based on a survey of individuals believed to have relevant experience with and insights into the factors affecting the present and future state of online education. Participants
2006	Lewis, C. C., & Abdul-Hamid, H.	Implementing effective online teaching practices: Voices of exemplary faculty	Given the intent of our study to focus on the "process, meaning, and understanding" (Merriam, 1998, p. 8) of faculty practices in online education, qualitative research methods were	Our focus was to explore and then describe how faculty members teaching online are using effective teaching practices in their online courses. On the basis of interviews with these faculty, we report on practices used to facilitate engaged student learning	Data collection consisted of semi-structured interviews with a total of thirty graduate and undergraduate instructors who teach at the University of Maryland University College (UMUC). UMUC is widely considered a leader in distance education. In 2005, UM

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			selected. The purpose of the interviews was to gain a concrete understand		
2006	Valtonen, T., Kukkonen, J., & Wulff, A.	High school teachers' course designs and their professional knowledge of online teaching	Computer supported collaborative learning (CSCL) stresses peer interaction, sharing and the distributing of knowledge and expertise among members of the course (Lipponen, 2002); They have started to use technological pedagogical content knowledge (TPC	The aim of the present study is to investigate teachers' technological pedagogical content knowledge by finding out what kind of pedagogical solutions the teachers use while design- ing and carrying out online teaching.	Qualitative Analysis of Online Courses in First Design Cycle
2006	Arbaugh, J. B., & Benbunan-Fich, R	An Investigation of Epistemological and Social Dimensions of	Test a conceptual framework of teaching approaches based upon epistemological	How to classify on basis of epistemological and social dimensions of teaching approaches	Empirical study -semistructured interviews conducted

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		Teaching in Online Learning Environments	(objectivist vs. constructivist) and social (use of individual-vs. group-oriented activities) dimensions.		
2006	Tomei, L. A.	The Impact of Online Teaching on Faculty Load: Computing the Ideal Class Size for Online Courses		This study examined the impact of substituting didactic instruction, face-to-face advisement, and conventional evaluation with distance-based delivery of content, electronic counseling, and online assessment. It analyzed the impact of distance learning de	During a recent semester of GITED 511, Technology and Education, students in Duquesne University's Program in Instructional Technology had the option of completing their course requirements in either the traditional or online format. Traditional students
2006	Young, S.	Student views of effective online teaching in higher education		This study investigated student views of online instruction in higher education courses.	Data were collected from 199 online students using a Web-based instrument. The instrument consisted of items that were expected to be associated with effective online teaching.
2007	Hew, K. F., & Hara, N.	Empirical study of motivators and barriers of teacher online knowledge sharing	Community of Practice	The focus of this study was to understand knowledge flows among teachers by examining what types of knowledge was shared by teachers, as well as what motivates or hinders teachers to share knowledge	We examined an electronic mailing list (listserv) supporting a community of practice of literacy teachers. Data were gathered on the teachers in the listserv through online observations.
2007	Slaouti, D.	Teacher learning about online	Research into teacher development	How do teachers experience a situated online teacher development course? N	In designing and tutoring this course my own expectations were that recognition, examination and rumination about online learning

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		learning: experiences of a situated approach	conceives teacher knowledge as highly contextualized and interpretive (Freeman & Johnson, 1998), drawing on the social contexts within which teaching takes place (Johnson & Golombek, 2002, p.2). This perspective draws on	How do teachers experience collaborative practice through the use of online participatory tools? This study explores how teachers experience an online course ...	are facilitated through situated interactions between participant and content, between participant and tutor, ...
2007	DE LAAT, M., LALLY, V. I. C., LIPPONEN, L., & SIMONS, R.-J.	Online teaching in networked learning communities: A multi-method approach to studying the role of the teacher	We apply social network analysis (SNA) to visualise the social structure of the NLC, content analysis (CA) to identify learning and teaching processes, critical event recall (CER) to gather the teacher's	Aim of this paper is to study the online teaching styles of two teachers who each tutor a networked learning community (NLC), within the same workshop	Empirical work using a multi-method approach in order to triangulate and contextualise our findings and enrich our understanding of the teacher participation in these NLCs.

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			personal experiences and intentions.		
2008	Al-mahmood, R.	Spatialities and online teaching: To, from and beyond the academy	socio-material lens of Actor-Network-Theory	Drawing from a larger qualitative ethnographic study within an Australian university, the experiences of 4 online lecturers are discussed in terms of (re)configurations of their What are identities, teaching practices and spaces/places (physical and online	Ethnographic - interviews
2008	An, H., Kim, S., & Kim, B.	Teacher Perspectives on Online Collaborative Learning: Factors Perceived as Facilitating and Impeding Successful Online Group Work		What are the best approaches to guarantee the training of future teachers and social educators? (implied question)	descriptive, exploratory and non-experimental study. quantified qualitative data analysis of open-ended questions
2008	Archambault, L.	Using TPACK as framework for understanding effective online teaching	The root of TPACK framework development goes back to Shulman's pedagogical content	Main emphasis was placed on the question of understanding how preservice teachers – with limited knowledge in any dimension of the teaching task – can integrate technology into teaching... impact	A basic interpretative qualitative research approach was selected to enable understanding of preservice teachers' approaches to knowledgebase creation processes

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			knowledge (PCK) principles (Shulman 1986).	the overall technology integration effort	
2008	Villar, L. M., & Alegre, O. M.	Measuring faculty learning in curriculum and teaching competence online courses	We espouse a theory of teaching as a learning enabler, which goes beyond the transmission of academic content towards a cooperative process in which faculty and students are encouraged to engage actively in the subject matter. Curriculum and teaching com	Designed as a multiple case study, we try to replicate the online course and thus make use of the research evidence gained from a cross-analysis of all the multiple cases (Yin, 1994). This study assesses changes in the new and old public universities...	We have divided the five public universities into two main categories to compare participants' attitudes and CTC learning. Old universities are considered to be those established between 1505 and 1988—Seville (1505) and La Laguna (1701)—
2008	Henderson, M., & Bradey, S.	Shaping online teaching practices: The influence of professional and academic identities	The research utilises community of practice as a social theory of learning, and the construct of identity, to better understand	aims to investigate the influence of professional and academic identities in online teaching practices in higher education.	This paper draws on data from a longitudinal study of five professional degree academics teaching subjects in nursing, teaching, engineering, allied health sciences, and journalism ...

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			the connection between academic teachers' pedagogical beliefs and their teaching practices in a web-enhanced learning setting.		
2009	De Gagne, J. C., & Walters, K.	Online Teaching Experience: A Qualitative Metasynthesis (QMS)	The theory of critical thinking and community inquiry (Garrison, Anderson, & Archer, 2000) is especially useful for understanding the online teaching experience. Specifically, teaching experience illuminates the preparations online educators should make t	Purpose of this study was to examine the perceptions of educators about online teaching, specifically how faculty have altered their standard andragogy to meet the needs of e-learning students.	qualitative metasynthesis (QMS) design; analysis of literature; Noblit and Hare's (1988) meta-ethnographic methodology is appropriate for QMS studies in that the methodology of meta-studies has many similarities with meta-ethnography because both are inte
2009	Gorsky, P., & Blau, I.	Online teaching effectiveness: A tale	One of the most widely cited sources for	The objective of this study was to map the dialogic behavior that occurred and to create	quantitative content analysis technique (Garrison et al., 2000) and data logs to perform post-hoc analyses of their forums. The

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		of two instructors	teacher effectiveness in traditional classrooms is Chickering and Gamson (1987), who suggested seven principles for good practice in undergraduate education. Garrison, Anderson, and Archer (2000) developed the comm	suggestions for best practice and for worst practice in terms of active and passive participation, instructor response time, and the extent of teaching presence, ...	quantitative content analysis technique, based on the community of inquiry model, has been widely used to analyze forums ...
2009	Guichon, N.	Training future language teachers to develop online tutors' competence through reflective analysis	Jonnaert and Vander Borgh (2003: 53) propose a fruitful distinction between actual competency, which they define as "the capacity to successfully manage an unknown situation", and hypothetical	This article sets out to identify key competencies which language tutors need to develop in order to manage synchronous online teaching	The training programme, in which this research was conducted, is a module available to Masters Degree students in teaching French as a foreign language at the University of Lyon ....

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			competency ...		
2009	Dooly, M.	New competencies in a new era? Examining the impact of a teacher training project			
2009	Davidson Smith, R.	Virtual Voices: online Teachers' perceptions of online Teaching Standards	three theoretical assumptions that inform this work. All online instruction should be designed around situated cognition, problem-based learning, authentic assessment, self-regulation, self-efficacy, and 21st century learning and skills.  18	How do online teachers rate the importance of specific existing online teaching standards to their online teaching practice? 2. How do online teachers rate the frequency of use of specific knowledge and skills to their online teaching practice? 3	mixed methods; survey
2009	Bolliger, D. U., &	Factors influencing faculty	Quality is important in the		All online instructors at the institution were contacted via email and invited to participate in the

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	Wasilik, O.	satisfaction with online teaching and learning in higher education	delivery of all courses and programs, regardless of the environment in which they are delivered. Two of the five elements in the Sloan Consortium's quality framework for online education are student satisfaction and faculty sat		were provided with information about the study and a link to the online faculty satisfaction survey (OFSS) that was an integral part ...
2009	Bailey, C. J., & Card, K. A.	Effective pedagogical practices for online teaching: Perception of experienced instructors	andragogy, constructivism, and transformational learning	What do instructors perceive to be effective pedagogical practices for online teaching? What have you experienced in terms of the phenomenon? What contexts of situations have typically influenced or affected your experience of the phenomenon?	This phenomenological study determines what experienced, award-winning South Dakota e-learning instructors perceive to be effective pedagogical practices. One-on-one interviews were conducted.
2009	Shea, P., & Bidjerano, T.	Community of inquiry as a theoretical framework to foster "epistemic	Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet	several recent theoretical conceptions technology-mediated education are examined and a study of 2159 online learners is presented.	The study validates an instrument designed to measure teaching, social, and cognitive presence indicative of a community of learners within the community of inquiry (Col) framework [Garrison, D. R., Anderson, T., & Archer, W. (2000).

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		engagement” and “cognitive presence” in online education	and Higher Education, 2, 1–19; Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in di		
2010	Ke, F.	Examining online teaching, cognitive, and social presence for adult students	Community of Inquiry model (Garrison, Anderson, & Archer, 2000)	examined the nature and interactions of teaching, cognitive, and social presence created by online instructors and adult students in diverse course contexts.	mixed-method case study; The study used a naturalistic case study approach; Data collected from each class included a pre- and post-course interview with the instructor, midterm and end-of-course interview with selected students, end-of-course student sur
2010	Drexler, W.	The networked student model for construction of personal learning environments: Balancing teacher control and student autonomy	Networked learning, constructivism, and principles of connectivism inform the instructional design and provide a foundation on which future studies can explore the impact of networked learning on K-12	The purpose of this test case is to introduce a model for the student construction of personal learning environments that balances teacher control with increased student autonomy. The	The networked student test case follows a single iteration, design based research process (Ma & Harmon, 2009) for analysing a problem, developing a solution, testing a prototype, and reflecting on the results. It addresses the problem of determining the l

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			students and teachers.		
2010	González, C.	What do university teachers think eLearning is good for in their teaching?	The present study followed a phenomenographic approach. Phenomenographic research aims to reveal the qualitatively different ways in which people experience phenomena in the world around them (Marton and Booth 1997; Marton and Pong 2005). phenomenographic	What do university teachers think eLearning is good for in their teaching? It is concerned with developing, from the data gathered, a hierarchically structured set of categories of description which represent people's different ways of conceiving ...	Interviews were employed as the medium for data gathering. Phenomenographic interviews have the objective of making the interviewee bring forth her/his awareness of the phenomenon under investigation (Marton and Booth 1997, 130; Prosser 2000).
2010	Guasch, T., Alvarez, I., & Espasa, A.	University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training	The study we present is based on a socioconstructivist and situated approach, which means that the actions people perform and the	This paper attempts to shed light on the competencies a university teacher must have in order to teach in virtual learning environments?	This study was based on the study case method (Sharan, 1998). The case we refer to shows a typical teacher training experience to develop competencies which enable the teacher to promote collaboration between the participants in virtual learning environment

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		experience	context that surrounds these people are intertwined and, thus, they must be regarded as parts of a joint construction of tota		
2010	Shelley, M., Baumann, U., & Murphy, L.	Qualities of Effective Tutors in Distance Language Teaching: Student Perceptions		The study reported here represents the student-focused phase of a research project into the knowledge, attributes and skills required by distance language tutors.	The taxonomy derived from earlier phases of the research was used in a survey of distance language learners (N=144) of French, German and Spanish at The Open University (UK); in-depth interviews were also carried out with 12 students
2010	Uça-Güneş, E. P., & Gümüş, S.	Instructors' transformations during early online teaching experiences	Transformative learning is an adult learning theory, first introduced by Jack Mezirow in 1978 (Taylor, 2008). It's based on the thought that adults cannot trust what they believe or know because of the continuous change of circumstances	The purpose is analyzing and presenting instructors' transformational experiences in online learning environments.	This study is designed as a qualitative study. In this study, participants were (6 male, 1 female) instructors from a 2-years associate degree program in a scientific field among the new online programs that started in 2009-2010 academic year.

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			es (Taylor, 2008)		
2010	Espasa, A., & Meneses, J.	Analysing Feedback Processes in an Online Teaching and Learning Environment: An Exploratory Study	, referring to the feedback content or the significance of statements made in the feedback. As we will explain below, semantic dimension will be the focus of our research. As Narciss pointed out, feedback characteristics can be complemented by a further t	identify the presence of feedback according to the regulation of learning required; characterise this feedback according to content (i.e. the meaning of feedback); and, finally, to explore possible relationships between feedback and the results ...	In order to accomplish these objectives, exploratory research was conducted between February and June 2005, among a non-random sample of 186 students from the Universitat Oberta de Catalunya (UOC, Open University of Catalonia) graduate programmes.
2010	Eslaminejad, T., Masood, M., & Ngah, N. A.	Assessment of instructors' readiness for implementing e-learning in continuing medical education in Iran		The purpose of this study was to assess instructors' readiness and to identify the most important factors that affect their readiness in e-learning in CME programs in order to use the effective opportunities that facilitate e-learning in CME programs.	A 5-point Likert scale instrument consisting of two domains (technical and pedagogical) was constructed according to four subdomains (knowledge, attitude, skills, and habits) and distributed to 70 faculty members. A factor analysis was employed to extract
2011	Baran, E., Correia,	Transforming online			

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	A.-P., & Thompson, A.	teaching practice: critical analysis of the literature on the roles and competencies of online teachers			
2011	Bair, D. E., & Bair, M. A.	Paradoxes of online teaching	"Garrison and Vaughn (2008) present a framework that can be used to conceptualize the work of online instruction. This framework suggests three elements for consideration when teaching online: social presence, cognitive presence, and teaching presence."		"In this collaborative self-study, the authors analyze data consisting of their reflections and discussions, anonymous student surveys, anonymous course evaluations, and online observations by other faculty. They argue that online instruction; "
2011	Bonnel, W., & Boehm, H.	Improving Feedback to Students Online:	Content analysis for key themes, using Miles and	This study was conducted to identify how experienced faculty provide What is	This descriptive exploratory study surveyed faculty about their approach to feedback with broad exploratory questions and a validation survey. The sample

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		Teaching Tips From Experienced Faculty	Huberman's (1994 ) framework for discovery, guided data analysis.	feedback to online students.	included faculty in four different states who benchmark online educational best practices.
2011	Redmond, P.	From face-to-face teaching to online teaching : Pedagogical transitions		What change in pedagogical practice did academics report when moving from face-to-face to blended and online teaching? How do the perceptions of instructors change over time when moving from face-to-face to blended and online teaching?	Data included three 1-hour interviews and an analysis of online discussion postings. The instructors reflected on their values, beliefs and assumptions about teaching and learning.
2011	González, K., Padilla, J. E., & Rincón, D. A.	Roles, Functions and Necessary Competences for Teachers' Assessment in b-Learning Contexts			The research presented is of descriptive and qualitative character and adopts a proactive approach. This means that both the findings and results obtained are the product of an interpretation exercise.
2011	Horvitz, B. S., & Beach, A. L.	Professional development to support online teaching		This paper presents the details and examines the outcomes of a professional development program created for instructors who are beyond the novice stage as online instructors, but desire and require further support to develop their online teaching expertise.	Survey methods were used to evaluate the program's pilot implementation. Participants showed gains in self-efficacy both during and after the program. Participants also described improvements to their online course design and teaching strategies.
2011	Northcote, M.,	Benchmark yourself:	The initial design of	Are you a good online teacher? What makes	The MOOBRIC has been developed using a utilisation-focused

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	Seddon, J., & Brown, P.	Self-reflecting about online teaching	the MOOBRIC was driven by Avondale College of Higher Education's desire to provide reflective assistance to its staff and to move towards a better understanding of online learning within its particular educational niche.	Are you a good online teacher? Can you design an engaging online course? How would you know if you had designed a meaningful, challenging and engaging online course?	evaluation methodology (Patton, 1997) which enabled the intended users of this tool to initiate and contribute to its development. The researchers became facilitators of the evaluation process whi
2012	Edwards, S., & Bone, J.	Integrating peer assisted learning and elearning: Using innovative pedagogies to support learning and teaching in higher education settings	The unit design was informed by a cultural historical perspective (more commonly known as social-constructivist or socio-cultural) perspective in which learning is described as an inherently socially developing process (van Oers,	Explore the interface between PAL and eLearning as a site for developing an alternative approach to the more traditional face to face (f2f) lecture 2. Determine students' perceptions of the relationship between PAL and eLearning	The participants included 90 pre-service teachers (89 female and 1 male) enrolled in two Bachelor of Education degrees, which lead to qualification as early childhood and/or primary education specialists. The participants' ages ranged from 20-55 years.

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			2008). According to this perspective		
2012	Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F.	The identification of competencies for online teaching success			Based on faculty interviews and a review of relevant research, 64 teaching tasks were identified and included in the survey instrument. A factor analysis produced seven reliable factors.
2012	Maier, L.	What Are Online Teaching Faculty Telling Us About Building Community?		examined the perceptions of community among online faculty in Washington state community and technical colleges.	mixed-methods study
2012	Macdonald, J., & Campbell, A.	Demonstrating online teaching in the disciplines. A systematic approach to activity design for online synchronous tuition		This case study describes an initiative at the Open University (UK), which set out to provide professional development in the use of an online synchronous tool.	We have illustrated a systematic approach to activity design inspired by threshold concepts and troublesome knowledge. We found that the demonstrators appreciated both the approach and the peer support available.
2012	Keengwe, J., & Georgina, D.	The digital course training workshop for online	The andragogy paradigm was developed by Knowles	How can group work improve and how can teachers/students learn better skills	survey

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		learning and teaching	(1977, 1984) who also interpreted these two paradigms — pedagogy and andragogy — as a continuum, whereby the needs of the learners are more situational, with learners falling somewhere within that spectrum (Zemk		
2012	Hathaway, D., & Norton, P.	An Exploratory Study Comparing Two Modes of Preparation for Online Teaching		Is there a difference between returning teachers' and new teachers' self-reported frequency of performed online teaching tasks (supporting student learning, supporting content learning, making learning adaptations, assessing learning, and managing learning?	During summer 2010, the GMU-CEHD/ school division collaborative contracted with 53 high school teachers to teach online courses. Twenty-four of those teachers had previously been contracted by the collaborative to teach at least one online course, ...
2013	Carril, P. C. M., Sanmamed, M. G., & Sellés, N. H.	Pedagogical roles and competencies of university teachers practicing		Its core objective has been focused on obtaining information about the level of proficiency that faculty say they have with respect to the pedagogical	nonexperimental quantitative survey; A cross-sectional survey of a descriptive and explorative nature

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		in the e-learning environment		competencies of an online teacher and about their interest in training programs	
2013	O'Dowd, R.	The competencies of the telecollaborative teacher	Telecollaboration, or "online intercultural exchange" (OIE), refers to the application of online communication tools to bring together classes of language learners in geographically distant locations with the aim to develop their foreign language skills a	This article focuses on the implications for teachers and addresses the question: what are the skills, attitudes and knowledge which a foreign language teacher needs to establish and successfully carry out an online intercultural exchange ...	To answer this question, the paper presents research based on the Delphi technique, consulting a large group of "experts" and "experienced practitioners" and achieving a gradual consensus on the necessary telecollaborative skills, knowledge and attitudes.
2013	Schmidt, S. W., Hodge, E. M., & Tschida, C. M.	How university faculty members developed their online teaching skills		Specifically, the study addressed the following questions: 1. How did university professors begin teaching online? What were the experiences associated with that initial online teaching experience?	In order to address the research questions, a basic qualitative approach using focus groups was employed. Merriam (1998) notes that a characteristic of basic qualitative research rests on the fact that individuals construct reality ...
2013	Baran, E., Correia, A.-P., & Thompson, A.	Tracing Successful Online Teaching in Higher		(1) What are the successful practices that exemplary online teachers employ in their online teaching?	A qualitative multiple-case study approach examining six different cases of exemplary online teachers and their teaching contexts within a large

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		Education : Voices of Exemplary Online Teachers		(2) How do exemplary online teachers make a transition to online teaching in such a way that they create successful practices?	Teachers College Record, 115, 030306 (2013) research university in the Midwestern United States. Using mult
2013	Arinto, P. B.	A framework for developing competencies in open and distance e-learning	The TPACK framework ( <a href="http://tpack.org">http://tpack.org</a> ).	What framework can be proposed from interviews?	Data collection was done through semi-structured interviews because course design is a purposeful activity that involves making deliberate choices of content and instructional strategies to achieve specific curricular outcomes
2014	Mitchell, A.	Online Courses and Online Teaching Strategies in Higher Education		The goal of this review was to explore distance learning and teaching strategies that could enhance a nursing students learning outcome. According to the results of a survey of more than 2500 higher education institutions in the United States, approximate	The research is a literature review.
2014	Dailey-Hebert, A., Norris, V. R., Mandernach, B. J., & Donnell-Sallee, E.	Expectations, Motivations, and Barriers to Professional Development: Perspectives from Adjunct Instructors	Faculty Learning Communities (FLC ; also Fullan's three step process for fostering change in educational systems: initiation, implementation, and institutional	The purpose of this case study was to examine one university's efforts to meet the professional development.	qualitative case study

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		Teaching Online	izaiton. First two steps were used.		
2014	Jowallah, R	An investigation into the management of online teaching and learning spaces: A case study involving graduate research students	Moore's theory of transactional distance and social cognitive theoretical framework to guide the project.	In what ways did setting up synchronous and asynchronous tools improve the learning experiences of online research students? How did the inclusion of asynchronous and synchronous tools improve interaction between students and their research supervisors?	All students enrolled in the class were asked to participate in an online questionnaire; 34 of the 70 students completed the questionnaire. All data collected had non-identifiers to ensure anonymity. Data was also collected from the online learning enviro
2014	Fuller	LESSONS LEARNED: ONLINE TEACHING ADVENTURES AND MISADVENTURES	?	This study provides practical "nuts and bolts" advice on developing and teaching a new online course for first-time online instructors.	The advice is predominantly based on the observations and experiences of two instructors who developed and taught online courses for the first time on the "maiden voyage" of a newly established online MBA program and subsequent online teaching experience
2014	González-Sanmamed, M., Muñoz-Carril, P.-C., & Sangra, A.	Level of proficiency and professional development needs in peripheral online teaching roles	This initial literature review has been utilised as a starting point for this article, giving the appropriate framework for the study presented here.	The purpose of this study is to identify and analyse the perceptions on the level of proficiency that online teachers have regarding the peripheral roles of online teaching (social, evaluator, manager, technologist, advisor/counsellor, personal, ...)	The research method is a non-experimental quantitative survey (Cohen, Manion & Morrison, 2007; McMillan & Schumacher, 2005). An online questionnaire was designed and sent, via electronic means. The sample was accidental, applying a non-probabilistic technique

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			Despite the fact that most of the authors reviewed agree on the importance of all the roles, their public		
2014	Badia, A., Garcia, C., & Meneses, J.	Factors Influencing University Instructors' Adoption of the Conception of Online Teaching as a Medium to Promote Learners' Collaboration in Virtual Learning Environments	The online teaching conception addressed here has a closed conceptual relationship with several types of conceptions mentioned in previous contributions: "the web for learning related communication" (Gonzalez, 2009), "eLearning as a medium for engaging in	The purpose of the study was to build a model of the factors that influence the university instructors' adoption of the conception of online teaching named "promoting the learners' collaboration in virtual learning environments".	Part of a larger study. Authors conducted a survey to nine hundred sixty-five higher education online instructors belonging to the Open University of Catalonia(www.uoc.edu); used three scales selected from a larger questionnaire that collected three types
2014	Põldoja, H., Väljataga, T., Laanpere, M., & Tammets, K.	Web-based self- and peer-assessment of teachers' digital	The empirical part of the paper describes the participatory design	This paper addresses the design challenges related to a software solution for self- and peer-assessment of teachers' digital competencies.	The design process follows the research-based design methodology [20]. In this methodology the design process is divided into four iterative stages, which may take place partly in parallel: (1) contextual inquiry, (2) participatory design, (3) product des

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		competencies	process and results from the first user testing of a Web-based self- and peer-assessment tool DigiMina, which supports teachers in building and sharing a personal competency profile. In Di		
2015	Mastel-Smith, B., Post, J., & Lake, P.	Online Teaching: "Are You There, and Do You Care?"	The analytical phase involved integrating findings from theoretical and fieldwork phases. The following synthesis of definitions reflect the theoretical phase: Online (Online, 2014) referred to connections between individuals using computers.	A hybrid model of concept development provided insight into faculty's perceptions and expressions of online caring presence.	Phase one of concept development revealed many related concepts. Phase two involved (a) six qualitative interviews with doctoral-prepared nursing faculty who taught 100% online, and (b) Watson's Ten Caritas Processes were revised for application in online

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			Teaching pre		
2015	Bolldén, K.	The emergence of online teaching practices: a socio-material analysis	A socio-material perspective based on practice theory was used in the analysis, and the focal point was the co-constitutive relation between teaching practices and material arrangements in online settings.		Ethnography. Both courses were followed from launch to the end, focusing on teachers' doings and sayings in the teaching practice. Teachers 1 and 2 were associated with the IL setting, and Teacher 3 with the SL setting. The data in the SL case consisted
2015	Limperos, A. M., Buckner, M. M., Kaufmann, R., & Frisby, B. N.	Online teaching and technological affordances: An experimental investigation into the impact of modality and clarity on perceived and actual learning	Using the MAIN model and multimedia learning theory as theoretical frameworks and drawing on the literature from education, social presence and electronic propinquity	seeks to understand how modality and clarity manipulations impact experiences of instructor closeness and credibility, as well as perceived and actual learning amongst students in a simulated online class.	To test the hypotheses and research questions of interest, we designed an experiment, in which we constructed a 15-min lecture focusing on a popular communication theory. The lecture was manipulated (see stimulus materials) to allow us to test how mode an
2015	Kerrick, S. A., Miller,	Using Continuo		This article shares the curriculum and	The purpose of this retrospective mixed methods CQI study was to

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	K. H., & Ziegler, C	us Quality Improvement (CQI) to Sustain Success in Faculty Development for Online Teaching		evaluation findings over four years for a faculty development program aimed at increasing skills in designing and teaching online courses.	investigate participant's satisfaction with the Delphi U faculty development e-learning program at the University of Louisville over four years (2010-2013); and to use those data to see if t
2015	Mohamad , S. N. M., Salleh, M. A. M., & Salam, S.	Factors Affecting Lecturers Motivation in Using Online Teaching Tools	based on the ARCS Motivation model	factors that can affect lecturers' motivation	An evaluation of the lecturer's motivation had been completed by 30 lecturers from different subject matter experts. The instruments used were interview sessions and classroom observation, which were used to measure four motivation variables: ease of use,
2016	Cuddie, S. B.	Identifyin g the professional development needs of adjunct faculty using an online delphi.			
2016	Stott, P.	The perils of a lack of student engagement: Reflections of a "lonely, brave, and rather exposed" online instructor .	The definition of engagement that I favour is: "the time and energy students devote to educational y-sound activities" (Kuh, 2003), which has a quantitative	Wholly online presentation of courses is becoming increasingly common, but poor levels of student engagement pose challenges to institutions, instructors and students. In this paper, I explore the risks arising from those challenges using an analysis of t	To determine the influence of engagement on learning, I regressed the examination mark against a measure of engagement that I took as the number of days on which each student accessed the resources because I had no means of measuring the time that each st

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
			inherence and is therefore amenable to measurement. Fredricks, Blumenfeld and Paris (2004) regard		
2016	Rohland-Heinrich, N. L.	Transitioning from Lectern to Laptop: Faculty Experiences in Online Instruction	?	This study explored role change for faculty from lectern to laptop, identifying the significance of the numerous idiosyncrasies as instructors experience this transition to a virtual environment. This study examined the perceptions of faculty regarding th	The research was conducted at a mid-sized, public university in Southwestern United States. The mixed methods approach provided a quantitative measure of faculty perceptions of motivators and inhibitors of online teaching from both experienced and non-exp
2016	Franker, K. A.	The influence of teaching style on instructor satisfaction with teaching fully online courses.			
2016	Fernandez, J.	The difference in instructional designers and			

## Online instructor and teaching competencies: Literature review for Quality Matters

YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
		online instructors in determining quality in online courses utilizing the quality matters program.			
2017	RADOVAN, M., & KRISTL, N.	Acceptance of Technology and its Impact on Teacher's Activities in Virtual Classroom : Integrating UTAUT and Col into a Combined Model.	COMMUNITY OF INQUIRY FRAMEWORK IN ONLINE LEARNING	The purpose of this study is to develop a conceptual model that will describe the determinants or the dimensions of Col by predicting of readiness to use (i.e., behavioural intention) and the actual use (i.e., use behaviour) of learning management systems	The sample in our study included teaching staff (N = 326) employed at the University of Ljubljana. The sample included 51% male and 49% female respondents. The majority of respondents were between 31 and 50 years old (59%), and 30% were between 41 and 50
2017	McGee, P., Windes, D., & Torres, M.	Experienced online instructors: beliefs and preferred supports regarding online teaching.		What supports have best supported your developing online teaching expertise?	Three surveys helped to determine consensus regarding how expertise is defined and institutional supports that facilitate developing online teaching expertise.
2017	Frazer, C., Sullivan, D. H., Weatherspoon, D.,	Faculty Perceptions of Online Teaching Effectiveness	Plante and Asselin [7] examined online nursing education	To examine instructors' perceptions of teaching effectiveness within the online environment,	In this qualitative, descriptive study, focus group methodology, as described by Krueger and Casey [16], guided data collection and analysis with an aim to uncover online nursing faculty perceptions of

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YEAR	AUTHOR	TITLE	Theoretical framework	Research Question	Methodology
	& Hussey, L.	ess and Indicators of Quality.	and found that several factors are important to create a sense of social presence and caring. Richardson et al. [8] also examined presence and supported common factors.		what constitutes teaching effectiveness...
2017	Francis, T.	Teacher working conditions: perceptions of novice and experienced k-12 virtual school teachers.			

## Updates to 2016 Report

As noted above in this report's Purpose section, each of the original 190 articles that were identified in Diehl's 2016 study were reviewed in this current analysis. As a result, it has been determined that some of the originally identified articles do not address teaching competencies, and thus, both Table 1 from the original report, the bibliography, and list of publications have been updated in the following sections to reflect more accurate analysis of those 2016 findings.

### Publications Updated

Published articles related to teaching competencies originated from a wide range of journals, a few conference proceedings and other publications. The following is a list of publications (if more than one article in publication has been dedicated to online teaching competency the number of articles is noted in parentheses) including:

*Academy of Management Learning and Education, Active Learning in Higher Education, Advance Principles of Effective eLearning, American Journal of Distance Education, The Australasian Society for Computers in Learning in Tertiary Education, Assessment in Education, Australasian Journal of Educational Technology (2), Australian Journal of Teacher Education, British Journal of Educational Technology (5), Campus-Wide Information Systems (3), Canadian Journal of Learning and Technology / La Revue Canadienne de L'apprentissage et de La Technologie (1), College Teaching, Community College Journal of Research and Practice, Computers & Education (3), Contemporary*

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*Issues in Technology and Teacher Education, Creative Education, Distance Education (5), Education and Information Technologies (2), Education and Training, Educational Media International, Educational Technology Research and Development (3), EDUCAUSE Quarterly, European Journal of Teacher Education (2), Family and Consumer Sciences Research Journal, Hanaover Research Council, Higher Education , Informatics in Education, Innovate (2), Innovation, Innovative Higher Education (2), Instructional Science (1), Interactive Learning Environments, International Association for K-12 Online Learning, International Journal of Computer Applications, International Journal of Engineering and Technology, International Journal of Instructional Technology and Distance Learning (1), International Journal of Learning, International Journal of Medical Informatics, Internet and Higher Education (6), JALN, Journal of Adult Education, Journal of Asynchronous Learning Networks (5), Journal of Computer-Mediated Communication, Journal of Computing in Higher Education, Journal of Digital Learning in Teacher Education, Journal of Educational Technology & Society), Journal of Faculty Development, Journal of Information Systems Education, Journal of Library & Information Services in Distance Education, Journal of Management Education, Journal of Nursing Education, Journal of Online Learning and Teaching, Journal of Professional Nursing (2), Journal of Research in Innovative Teaching, Journal of Technology and Teacher Education (2), Learning, Learning, Media and Technology, Malaysian Online Journal of Instructional Technology (MOIT), Medical Teacher, MERLOT Journal of Online Learning and Teaching (2), Most, New Directions in Adult Education and Human Resource Development, Nurse Education Today, Nurse Educator (2), Online (2), Online*

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*Journal of Distance Learning Administration, Online Teaching and Learning, Performance Improvement, Procedia – Social and Behavioral Sciences (6), Proceedings ascilite Melbourne 2008, Proceedings of Society for Information Technology & Teacher Education International Conference 2008, Proceedings of the 9<sup>th</sup> Annual Teaching Learning Forum, Quarterly Review of Distance Education (5), Qualitative Inquiry, ReCALL (2), Review of Educational Research, Southern Regional Education Board, Studies in Higher Education, Teachers College Record, Teaching and Teacher Education (1), TEACHING Exceptional Children, Teaching of Psychology, Technology for Education (T4E) 2010 International Conference, TechTrends (3), The International Review of Research in Open and Distance Learning, The Internet and Higher Education (3), The Journal of Continuing Education in Nursing (2), The Journal of Educators Online, The Journal of Faculty Development (2), The Language Learning Journal, The Turkish Online Journal of Distance Education (3), World Wide Web.*

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## Number of Publications Per Year Updated

The following (Table 1) shows the number of publications on teaching competency that were found for each particular year.

**Number of publications per year (\* indicates update from Diehl (2016) report)**

<b>Year</b>	<b>New</b>	<b>Hilke</b>
2017	6	0
2016	8	0
2015	6	0
2014	*13	0
2013	*11	0
2012	*11	0
2011	*12	5
2010	*14	4
2009	*16	4
2008	*11	2
2007	10	3
2006	*15	3
2005	*6	4
2004	*4	10
2003	*3	15
2002	*3	11
2001	4	19
2000	*2	17
1999	*1	9
1998	1	4
1997	0	2
1996	0	2
1995	1	3
1994	0	0
1993	0	0
1990	0	3
1982	0	1
1979	0	1
1964	0	1
1962	0	1
nd	3	1
<b>totals</b>	<b>161</b>	<b>125</b>

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The following is a list of articles identified in the 2016 report. These are in addition to those articles found in the Hilke and colleagues' report. Hilke and colleagues' references are found at the end of this document.

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