

## **IPLL Policy in regards to electronic publications**

(DPC endorsed on 24 Jan 2017)

### ***Articles in e-Journals***

Articles published in peer-refereed e-journals are considered equal to articles in print peer-refereed journals with regard to merit, promotion, and tenure. Publication in peer-reviewed, open-access journals is encouraged, but candidates of tenure and promotion are advised to exercise utmost caution avoiding predatory publishers (please refer to the IPLL Publication Guidelines).

### ***Electronic language-learning resources***

IPLL acknowledges that each of its language programs should determine the extent to which the new technologies of distance or blended learning will be utilized, and the form and manner of their use. IPLL also acknowledges the special needs of the languages taught in our department which belong to the least commonly taught languages for which oftentimes no appropriate and up-to-date teaching and learning materials are available. In order to accommodate the need for relevant teaching materials, many IPLL instructors spend a large amount of their time developing instructional materials and resources. IPLL instructors are encouraged to publish these materials either as printed text books, or as electronic language-learning resources.

The development of electronic language-learning resources is crucial for the mission of our department and deserves special consideration in the tenure and promotion process. In order to be able to measure these materials in terms of quality, quantity, and relevance, the IPLL Departmental Personnel Committee has developed the following guidelines.

### **Guidelines for Electronic Language-Learning Resources**

Electronic language-learning resources should be counted in the tenure and promotion process provided that they fulfill the following minimal requirements:

1. The materials should be publicly accessible, preferably published through a professional publisher. Self-published materials may also be considered as long as they are publicly accessible; self-published resources only available on closed course management systems do not count as publications.

2. The materials should have been independently vetted by a content expert.
3. The materials must be substantial in terms of quality and quantity.
4. The authorship, ownership and copyright status of the materials must be clearly documented.

In order to have electronic language-learning resources count as a publication, the author(s) must provide the DPC with:

Ad 1:

- The link to the page where the resources are stored. Resources on closed course management systems do not count as publications.
- Evidence in regards to the dissemination and adoption of the material: Are other universities using your materials? Is there any other evidence (Google Analytics, for instance) that the materials are widely used?

Ad 2:

- The review should address the points of the “Electronic Language-Learning Resources Quality Checklist”, and shall be complemented by a brief bio of the reviewer(s) with information regarding their qualification and institutional affiliation.

Ad 3:

- A statement in regards to the equivalent amount of classroom hours, e.g. “The resource consist of 5 units. Each unit is equivalent to three classroom hours. The classroom hour equivalence is 15.” Mention if additional materials (lesson plans, teacher book etc) are included.
- A statement describing how this material adds to or innovates the field of “Less Commonly Taught Languages” in general and their language in particular.

Ad 4:

- The resource must be accompanied by a detailed statement in regards to its ownership and copyright status. If the materials are in joint ownership or authorship, a signed statement by all authors and/or owners is required in regards to their respective contributions to the work (preferably in percentage). Owner(s) and the source(s) of the materials shall be clearly identified in form of a statement that is prominently displayed. Permission must have been obtained for copyrighted material.

Developers of electronic language learning resources are encouraged to consult the following documents:

## CLT Quality Guidelines for Online Courses

<https://drive.google.com/file/d/0BzwfRm30Fnb6ZW82V01sUEdxSnM/view>

## Web Accessibility Handbook

<http://www.pcc.edu/resources/instructional-support/access/handbook.html>

## Recommended Criteria for Quality Online Courses

[http://courses.edtechleaders.org/documents/OCD/Course\\_Dev\\_Check.htm](http://courses.edtechleaders.org/documents/OCD/Course_Dev_Check.htm)

## Criteria for Evaluating the Quality of Online Courses

<http://elearning.typepad.com/thelearnedman/ID/evaluatingcourses.pdf>

The DPC will use the following checklist to assure that minimal requirements in terms of instructional quality, design, and accessibility are met.

## Electronic Language-Learning Resources Quality Checklist

1 = Unsatisfactory 5 = Fully satisfactory. If not applicable, mark as “n/a”.

	1	2	3	4	5
Technological requirements (with links & sources) are stated info/tutorial how to use the materials, software/plugin requirements, hardware requirements					
Resource is technologically up-to-date and cross-platform compatible Resource should preferably be responsive and runs on all major OS and browsers					
The web content was created with the Web Content Accessibility Guidelines in mind Compliance with Level A of WCAG 2.0 is desirable					
The content is from reliable sources and appropriate for the audience Copyright compliance, titles, sources, urls, add-free					
The content has been edited for grammar, language, and content verification Content should be clear, correct, concise, comprehensible, consistent, and functional.					
The content is divided into a series of units with topics that flow in a logical sequence The design is structured to follow a consistent format that guides the reader through the content. ToC, Glossary, Index					
Aesthetic design presents and communicates course information clearly Easy to read typeface, length of individual pages					
The activities provided are engaging and diverse and enhance student learning A variety of interactive exercises supplement reading, writing, & other exercises to address multiple learning preferences					
CEF/ACTFL proficiency levels are indicated E.g. “Students need to have a minimal proficiency level of CEF C1”. Link to reference levels					
Time required to complete the modules is stated If feasible, a timeline is provided					
Purpose, intent, goals, and learning outcomes are clearly defined not only for the entire resource but also for individual modules					