

Course Design

Quality Assurance Rubrics

Program level rubrics

- The Online Learning Consortium (Sloan-C) Quality Framework and the Five Pillars – developed by Janet C. Moore - <http://onlinelearningconsortium.org/5pillars>
- Quality Scorecard 2014: Criteria for Excellence in the Administration of Online Programs - <http://onlinelearningconsortium.org/olc-scorecard>

Course level rubric

- [Quality Matters Rubric™](#) – Maryland Online

Online: Self-Paced

Large scale

One deadline – course ends

Little to no interaction

- Student-to-content

Moderator

Recertification, update courses

Deliverables

Location – no issues

Online

Few F2F meetings – if any

- Residency/Orientation
- Exams/Capstone

Strong instructor presence

- Student-to-instructor
- Student-to-content
- Student-to-student (activity dependent)

Technology dependent

Start of semester – end of semester

No required day/time meetings

Hybrid

30% online (min)

On-campus seat time is reduced

- Activities/projects
- Group work
- Presentations
- Lab

Flexibility

Limitations: audience

Common Ground

Clear instructions and expectations

- Type of course
- Communication
- Grading

Schedule

- Details! Details! Details!
- Due dates and times (time zone)
- Consistency

Course completed before launch

START EARLY!

Considerations

Learners

Technology Access and Skills

- Faculty
 - Determine interactions
- Students

Purpose of course

Online Course Must Haves

Student to *Content* interaction

- Reading
- Quizzes
- Exercises
- Journals

Student to *Instructor* interaction

- Discussion forums
- Papers and reports (with feedback)
- Email, phone, Skype

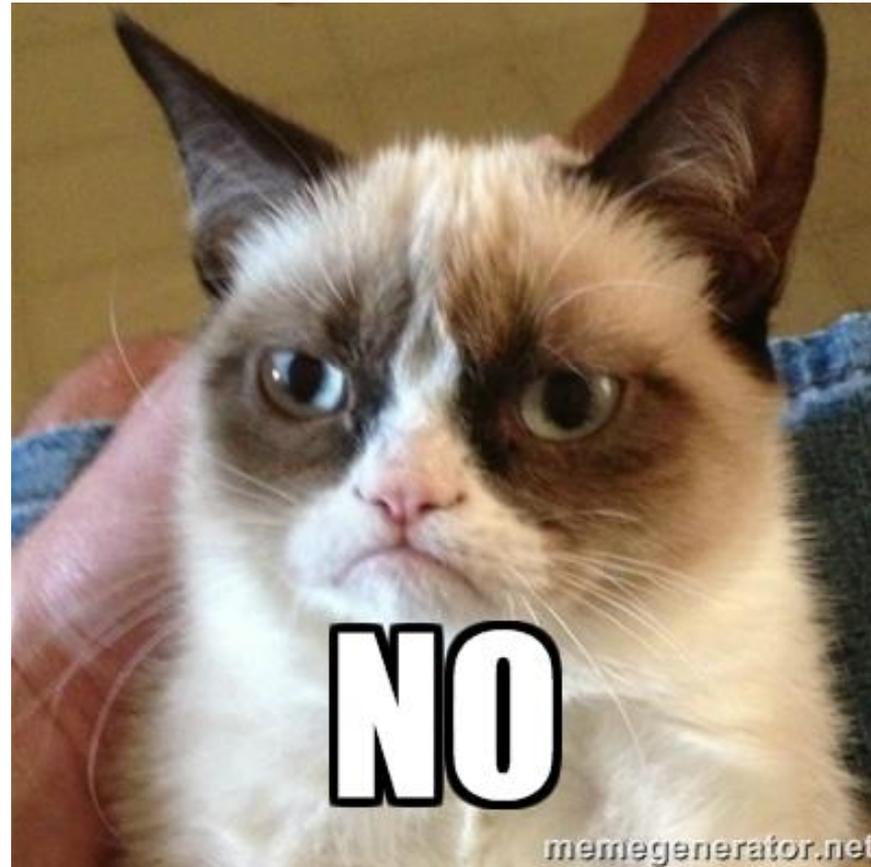
Student to *Student* interaction (if appropriate)

- Peer review
- Wiki
- Discussion forums

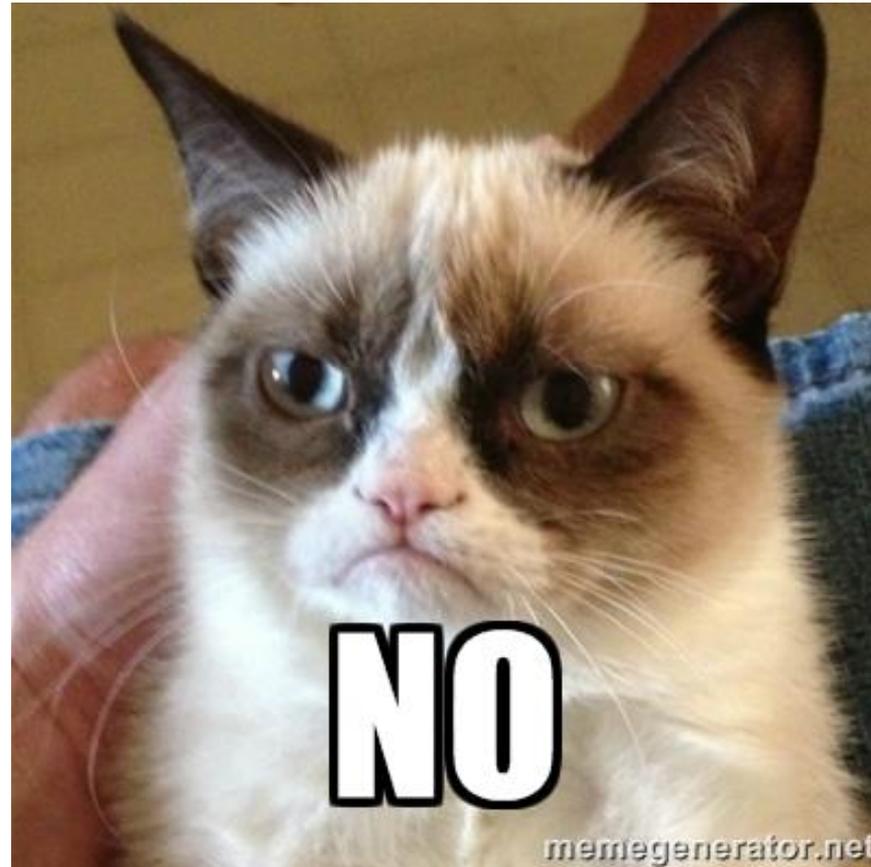
“Putting your class online doesn’t mean copying your lectures and syllabus word for word.”

Ko & Rossen (2001)

Can I put my syllabus online and call it an online class?



Can I use all of my materials from my F2F course online?



Needs of the [Online] Learner

To be involved in *active learning*

To be able to *practice* the concepts they've learned

To have a sense of *community*

To have continuous *formative assessment*

To have *consistency*

To receive *immediate and timely feedback*

To do well!

Starting Point

Syllabus

Calendar

Instructional materials

- Readings
- Publisher materials
- Open Educational Resources (OER)

Your technical knowledge

Course management system

Instructional design support

An Effective Online Syllabus

Provide a “Welcome” or “Read this First” area at the beginning.

Give clear directions and expectations.

Provide overall course calendar. What is expected each week? Be consistent!

Describe how the different course components are integrated.

Include office hours, grading, rubrics, discussion board expectations, specifications for writing assignments, policy on plagiarism, directions for online chats.

Be redundant!

Use hyperlink function in Microsoft Word to create links to activities that are located on the Web.

Be sure that the course provides a sense of continuity (e.g., each unit of the lesson builds on the previous unit). Be consistent.

Interaction in an Online Course

Plan what interaction should look like

Ensure everyone will have something unique to share

Communicate clear guidelines to students, including:

- Deadlines (if asynchronous)
- Number of contributions
- Quality of contributions
- Assessment (critical to participation)

Interact effectively with a diverse group of students

Communication Considerations

What type of persona is expected?

How do students perceive me?

How social should I be with students?

How quickly should I respond to students?

What do I do when students want too much individual communication/attention?

Should I save class communications and emails? For how long?

When do I use individual communication? Group communication?

Create a Safe Environment

Create a climate where students are empowered to take risks.

Integrate reflective thinking by helping students look beyond the surface of situations and analyze their assumptions.

Create a safe environment that allows students from diverse backgrounds and differing perspectives to express themselves.

Netiquette

Does the course provide any guidance to learners on how to behave and post messages in online discussions so that their postings do not hurt others' feelings?

- Netiquette Quiz - <http://www.albion.com/netiquette/netiquiz.html>
- Netiquette - <http://www.4faculty.org/includes/113r3.jsp>

Course Objectives

Must be measurable

How will objectives be assessed?

Do students have the tools necessary to achieve them?

Determine if 'to know' and 'to understand' are measurable:

- By what method will they 'understand'?
- By what method will they 'know'?

Measurable Learning Objectives

Purpose of the Measurable Objective

Clearly communicate expectations of student performance,
aka- the learning outcome; student-centered

“Students will be able to...”

Goals vs. Objectives

Goals: instructor's aims for the course; overarching/all-encompassing; broad statements (usually department given)

Objectives: specific skills and knowledge students should have after completing the course; competency-based; accumulation of objectives = course goals

Goal vs. Objective

Goal	Objective
Broad	Narrow
Long-range	Short-term
General Intentions	Precise
Immeasurable	Measurable
Abstract	Concrete

Benefits of Measurable Learning Objectives

STUDENT

Sets a clear standard/ expectation of performance

Keeps students on task and focused

Helps to identify areas for remediation

Promotes fairness and satisfaction

Encourages active learning

Provides sense of accomplishment

FACULTY

Transition activities from F2F to online

Build assignments

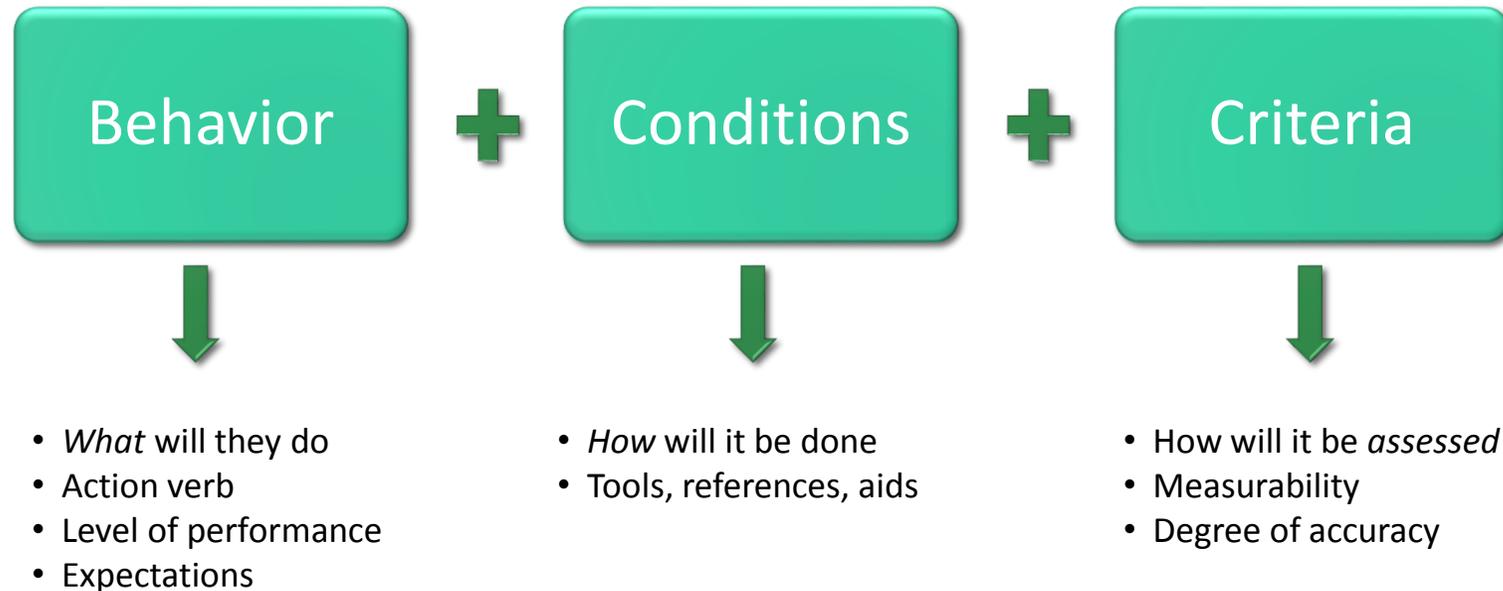
Assess student performance (rubrics)

Promotes fairness and equality

Aids in time management

Provides evidence of student learning
(accreditation)

Parts of a Measurable Learning Objective



Part 1: Behavior (action verbs)

How will you assess...

- Understand
- Know
- Appreciate
- Relate to
- Feel
- Have an awareness of
- Internalize
- Comprehend
- Familiarize
- Perceive
- Learn
- Study
- Gain knowledge of
- Study

Use with Caution!

Behavior



- What will they do
- Action verb
- Level of performance
- Expectations

Part 2: Conditions (tools, vehicles)

Activities

- Blog
- Journal
- Discussion forums
- Papers
- Essays
- Web Quests
- Read
- Case Studies
- Charting
- Experiments
- Role playing
- Games/ puzzles



- How will it be done
- Tools, references, aids

Part 3: Criteria (demonstrate ability)

Assessments/Rubrics

- Test
- Quiz
- Written communication
 - Papers
 - Essays
 - Discussion Forums
- Provide a standard or degree of accuracy



- How will it be assessed
- Measurability
- Degree of accuracy

A Measurable Learning Objective

“At the end of this unit, students will be able to:

- Explain the terms - populations, samples, data, descriptive and inferential statistics, parameters, and statistics.
- Describe the role of the computer in statistical analysis.”

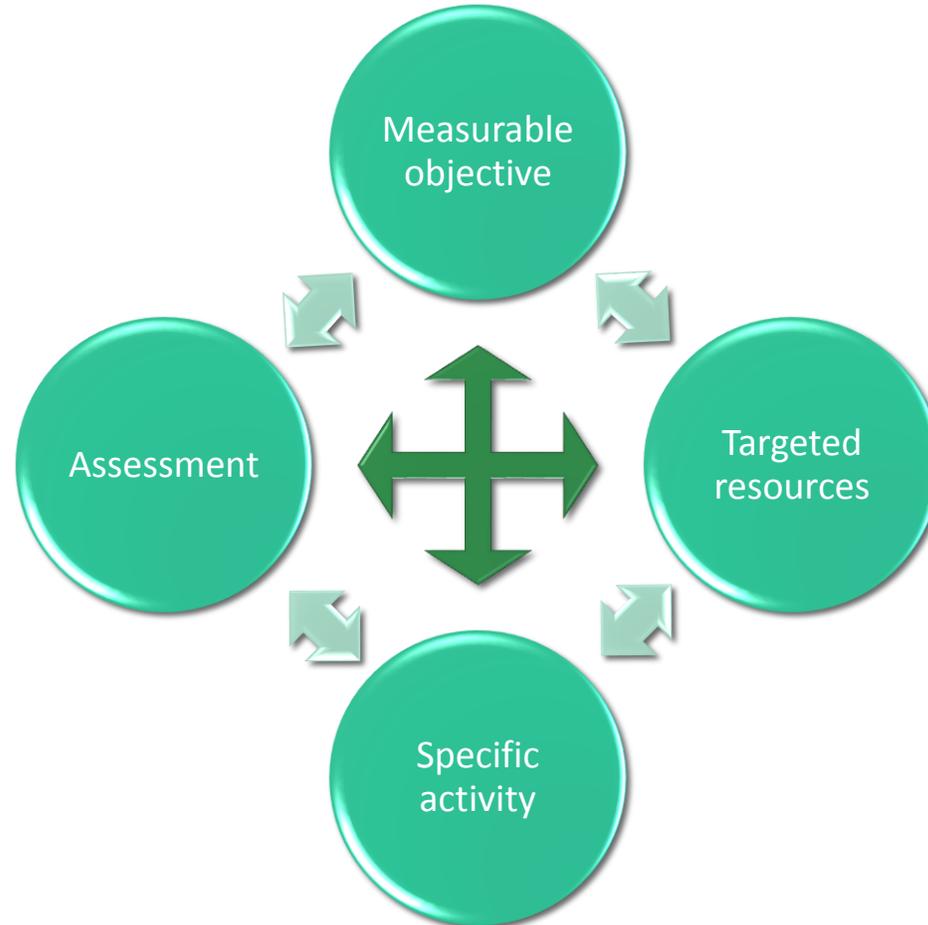
Dr. Joan Guetti: MATH 1203

“At the end of the unit, after having read the course materials and completed discussion board assignments, students will be able to:

- Explain the strategies that they will use in reading literature critically.
- Develop a plan for writing literary analysis papers.”

Prof. Maura Harrington: ENGL 1202

Importance of “alignment”



Action Verbs and Activities

Remember

ACTION VERB

- Define
- Match
- Label
- List
- Name
- Select
- Describe
- Recognize
- Locate
- Identify

ACTIVITIES

Question and answer sessions
Workbooks or worksheets
Programmed instruction
Games and puzzles
Information search
Reading assignments
Drill and practice
Finding definitions
Test your knowledge quizzes

Understand

ACTION VERB

- Classify
- Explain
- Rephrase
- Compare
- Outline
- Summarize
- Contrast
- Relate
- Translate
- Interpret
- Tag
- Defend
- Categorize
- Convert
- Paraphrase
- Estimate

ACTIVITIES

- Debate
- Small Group
- Projects
- Making Predictions or Estimates
- Giving Examples
- Paraphrasing
- Journaling

Apply

ACTION VERB

- Implement
- Solve
- Change
- Apply
- Build
- Model
- Organize
- Construct
- Utilize
- Plan
- Choose
- Prepare
- Graph
- Predict
- Modify

ACTIVITIES

- Case Studies
- Graphing experiment data
- Charting
- Apply concept to own work
- Reflection
- Discussion forums
- Wikis
- Debates
- Role playing
- Brainstorming
- Problem solving

Analyze

ACTION VERBS

- Analyze
- Compare
- Relate
- Contrast
- Examine
- Simplify
- Classify
- Dissect
- Identify
- Test
- Distinguish
- Categorize
- Organize
- Integrate
- Quantify
- Diagram
- Deconstruct
- Outline
- Extrapolate

ACTIVITIES

Develop a survey

Create an abstract for research paper

Organize information in chart or diagram form

Case studies

Videos

Reading

Generate criteria for evaluation

Problem identification

Evaluate

ACTION VERBS

- Build
- Compose
- Design
- Formulate
- Plan
- Solve
- Combine
- Construct
- Develop
- Invent
- Predict
- Test
- Compile
- Create
- Estimate
- Modify
- Prepare
- Theorize
- Justify
- Argue
- Critique
- Summarize
- Hypothesize

ACTIVITIES

- Debate
- Journals
- Lists
- Case Studies
- Wiki's
- Discussion forums
- Peer assessment
- Research
- Media
- Interviews
- Moderate

Create

ACTION VERBS

- Design
- Plan
- Invent
- Make
- Publish
- Produce
- Assemble
- Modify
- Synthesize
- Formulate
- Devise
- Appraise
- Justify
- Prove
- Measure
- Support
- Defend
- Explain
- Prioritize
- Recommend
- Value
- Compare
- Disprove
- Assess

ACTIVITIES

- Discussion forum
- Wiki
- Peer assessment
- Case studies
- Chart
- Survey
- Plan
- Create or invent something

Activity Guidelines

Due dates and times

Specific and descriptive instructions

Required tools and instructions for access

Submission method

Sample assignment

Grading criteria/rubrics

Discussion Boards

BENEFITS

Provides time for reflection

Improves writing skills

Everyone has an equal opportunity to participate (e.g., shy students)

English as a second language and slower typing pace have more time to compose messages

Written record of communication for later reference

CHALLENGES

Motivating group to participate

More difficult to prolong conversation

Time consuming when compared to in-class communication

Can become overwhelming with active group

Conversations must be moderated

Must ask the right questions

Faculty Role in Online Discussions

Act as a facilitator and moderator of discussions

Instructors should maintain a balanced presence in course discussions and chats

- Too little presence can result in low participation and off-track discussion
- Too much presence can result in instructor-centered participation and low-depth of discussion

Learners follow the instructor's lead for types of communication/messages

Online Discussion Applications

Thought-provoking questions - controversial issues elicit different points of view

Investigative reporting – students participate in activity that requires investigation of the impact of a practice or problem

Debates – students work in groups to look at pros/cons of issues

Role Playing – students take on differing roles

Reaction Posting – Students reflect on and critique websites or assigned readings

Case Scenario – Students respond to questions related to an assigned case study

Peer Review – student receive peer feedback on assignments

Assessment: What and How

Students want to know how they will be assessed

- A plan is needed up front
- Rubrics can be helpful and time-saving

Instructors need a method for providing grades and feedback

- Students need immediate feedback
- Instructors can comment within papers if everyone uses the same tool (i.e., Word) or provide comments in a separate document

Rubrics

A scoring guide used in subjective assessments.

Implies that a rule defining the criteria of an assessment system is followed in evaluation.

Can be an explicit description of performance characteristics corresponding to a point on a rating scale

Will aid student in meeting objectives of the assignment

Aid in workload and time management

[Sample Group Work Rubric](#) (Minnesota State University Mankato)



Low-stakes quizzing

Allow students to take quizzes as many times as necessary to receive a passing grade

Questions can be pulled from a “pool”

Provides practice for students

Feedback can allow for remediation

Exams

Can be administered through a CMS

- Multiple choice
- Fill-in
- True/False
- Essay

Can be timed so that the student only has a specific amount of time to complete it

Open book tests – more challenging or conceptual

Alternatives - Papers

Creative or applied topics

Create a knowledge inventory

- A list of everything students know or think about their given topic, as well as tracing where they learned what they know or how they derived the opinions they have

Collect work in increments

- Failure to meet the incremental deadlines can be reason to refuse the final paper

Reflective Essay

Alternatives Cont.

Final Presentations

- Web conferencing
- Projects (PowerPoint)

Portfolios (Research)

- careful record keeping
- reflective essays
- research log
- copies of sources used
- annotated bibliographies

Group Wiki

Chunking

The strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information

Create knowledge nuggets

Helps to develop content

Components of Accessible Design

Why is it important?

- Ethical and Legal

What does it include?

- Any material supporting course content (Powerpoint, blog, wiki, etc.) that can be used by people with a wide range of abilities and disabilities

Common Issues

Videos without captions

Audio without transcripts

Images without “ALT tags”

Timed assignments/tests in Blackboard

Cluttered pages with too much text or graphic

Lack of clear navigation

Links to inaccessible websites

PowerPoint slides

Colorful fonts without enough contrast

Quick Accessibility Fixes

Headings should be added using styles.

Images should have alternative text.

Hyperlinks should be configured properly.

Audio and video should be captioned.

Use an automated tool to check accessibility.

Tips for Course Developers

Post an accessibility statement in your syllabus

Use Exception rules in Blackboard (time extensions)

Follow a visual design that is high-contrast and easy to read

Provide alternative text descriptions for images and long descriptions for complex charts, graphs, or other important visual images

Create a table of contents for long documents to improve navigation

Ensure accessibility of course materials

Add captions to your videos and create transcripts for audio recordings

Collaborate to find solutions to obstacles

Make sure any products from outside vendors are accessible!

*Angela Millman, Director, Disability Support Services
Seton Hall University*

Making content accessible

Ensure materials are accessible – Microsoft Word documents, PDF files, PowerPoint presentations, tables and spreadsheets

Create document structure using style sheets with header markup

Use column and table markup with appropriate headers in order for screen readers to read information properly

Use a simple, crisp font, such as Verdana or Arial

Use a reasonably sized font for your purposes

Don't use color alone to convey information

Module/ Unit/ Week

Introduction - why it's important

Measurable and attainable learning objectives – what they will be able to do at the end of the module

Knowledge development – tools/resources

- Reading
- Presentation
- Video

Activity - application of knowledge

Assessment – mastery of objectives

Remediate

10 Keys to Your Success

Know your strengths and weaknesses with technology

Use your face-to-face course as a foundation to build the online course

Focus on outcomes – be open to new methods of learning

Don't be afraid to try something new

Be engaged!

Leave plenty of time for course development

Any time between start/end of semester is YOURS!

Set clear standards and expectations

Do as you say and say as you do (be a role model)

Manage your time to avoid burnout