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](http://onlinelearningconsortium.org/5pillars)

Course level rubric
- [Quality Matters Rubric™](http://www.qualitymatters.org) – 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? 

NO
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 - [http://www.4faculty.org/includes/113r3.jsp](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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad</td>
<td>Narrow</td>
</tr>
<tr>
<td>Long-range</td>
<td>Short-term</td>
</tr>
<tr>
<td>General Intentions</td>
<td>Precise</td>
</tr>
<tr>
<td>Immeasurable</td>
<td>Measurable</td>
</tr>
<tr>
<td>Abstract</td>
<td>Concrete</td>
</tr>
</tbody>
</table>

Reference site: San Diego State University College of Education  
## Benefits of Measurable Learning Objectives

<table>
<thead>
<tr>
<th><strong>STUDENT</strong></th>
<th><strong>FACULTY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets a clear standard/ expectation of performance</td>
<td>Transition activities from F2F to online</td>
</tr>
<tr>
<td>Keeps students on task and focused</td>
<td>Build assignments</td>
</tr>
<tr>
<td>Helps to identify areas for remediation</td>
<td>Assess student performance (rubrics)</td>
</tr>
<tr>
<td>Promotes fairness and satisfaction</td>
<td>Promotes fairness and equality</td>
</tr>
<tr>
<td>Encourages active learning</td>
<td>Aids in time management</td>
</tr>
<tr>
<td>Provides sense of accomplishment</td>
<td>Provides evidence of student learning (accreditation)</td>
</tr>
</tbody>
</table>
Parts of a Measurable Learning Objective

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

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

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

Conditions
- 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

Criteria
- 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

<table>
<thead>
<tr>
<th>ACTION VERB</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Question and answer sessions</td>
</tr>
<tr>
<td>Match</td>
<td>Workbooks or worksheets</td>
</tr>
<tr>
<td>Label</td>
<td>Programmed instruction</td>
</tr>
<tr>
<td>List</td>
<td>Games and puzzles</td>
</tr>
<tr>
<td>Name</td>
<td>Information search</td>
</tr>
<tr>
<td>Select</td>
<td>Reading assignments</td>
</tr>
<tr>
<td>Describe</td>
<td>Drill and practice</td>
</tr>
<tr>
<td>Recognize</td>
<td>Finding definitions</td>
</tr>
<tr>
<td>Locate</td>
<td>Test your knowledge quizzes</td>
</tr>
<tr>
<td>Identify</td>
<td></td>
</tr>
</tbody>
</table>

Students will be able to identify and describe the eight parts of the communication process.
**Understand**

**ACTION VERB**
- Classify
- Explain
- Rephrase
- Compare
- Outline
- Summarize
- Contrast
- Relate
- Translate

**ACTIVITIES**
- Interpret
- Tag
- Defend
- Categorize
- Convert
- Paraphrase
- Estimate
- Debate
- Small Group Projects
- Making Predictions or Estimates
- Giving Examples
- Paraphrasing
- Journaling
<table>
<thead>
<tr>
<th><strong>ACTION VERB</strong></th>
<th><strong>ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Solve</td>
<td>Graphing experiment data</td>
</tr>
<tr>
<td>Change</td>
<td>Charting</td>
</tr>
<tr>
<td>Apply</td>
<td>Apply concept to own work</td>
</tr>
<tr>
<td>Build</td>
<td>Reflection</td>
</tr>
<tr>
<td>Model</td>
<td>Discussion forums</td>
</tr>
<tr>
<td>Organize</td>
<td>Wikis</td>
</tr>
<tr>
<td>Construct</td>
<td>Debates</td>
</tr>
<tr>
<td>Utilize</td>
<td>Role playing</td>
</tr>
<tr>
<td>Plan</td>
<td>Brainstorming</td>
</tr>
<tr>
<td>Choose</td>
<td>Problem solving</td>
</tr>
</tbody>
</table>
## Analyze

### ACTION VERBS
- Analyze
- Compare
- Relate
- Contrast
- Examine
- Simplify
- Classify
- Dissect
- Identify
- Test
- Distinguish

### 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

**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

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides time for reflection</td>
<td>Motivating group to participate</td>
</tr>
<tr>
<td>Improves writing skills</td>
<td>More difficult to prolong conversation</td>
</tr>
<tr>
<td>Everyone has an equal opportunity to participate (e.g., shy students)</td>
<td>Time consuming when compared to in-class</td>
</tr>
<tr>
<td>English as a second language and slower typing pace have more time to</td>
<td>communication</td>
</tr>
<tr>
<td>compose messages</td>
<td>Can become overwhelming with active group</td>
</tr>
<tr>
<td>Written record of communication for later reference</td>
<td>Conversations must be moderated</td>
</tr>
<tr>
<td></td>
<td>Must ask the right questions</td>
</tr>
</tbody>
</table>
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 works 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

Angela Millman, Director, Disability Support Services
Seton Hall University
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