https://tinyurl.com/AIatMTC

Assessing the Quality of Online Courses

Mary Helen Hendrix and Devin Henson

Midlands Technical College

Agenda

- Overview of course evaluations
- Popular standards to evaluate courses/instruction
- What are your resources?
- Course design and navigation
- Pedagogy
- Regulatory issues

Overview of Course Evaluations

Areas commonly evaluated

- Course design and navigation
- Subject matter rigor
- Copyright
- Web accessibility
- Student engagement
- Grammar, spelling, due dates, broken links, gradebook
- Timeliness of feedback
- Assessments
- Learning objectives
- Alignment
- Technology

Popular Standards

Overarching

- Quality Matters (QM)
- iNACOL (K-12)
- Univ. of Florida Standards and Markers of Excellence
- Penn State e-Learning Design Standards

Pedagogy

- @ONE Standards for Quality Online Teaching (CA Comm. Colleges)

Accessibility

- WCAG 2.0
- Section 508

Copyright

- Fair Use or Teach Act

Popular Standards

QUALITY MATTERS
QM

Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full QM Rubric
visit www.qualitymatters.org or email info@qualitymatters.org

Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3

What are Your Resources?

- Match the scale of your evaluation to your institutional resources.
- Focus on low hanging fruit.
- For those with light resources, consider:
  - Delegating components to others; e.g. course design, gradebook, etc.
  - Peer review
- For those with low expertise, consider outsourcing course evaluation; e.g. QM
- How frequently should you evaluate instruction?

Course Design and Navigation

▶ Is course content easy to find?

▶ Is the purpose of modules, activities, and assignments introduced? Are directions sufficient?

▶ Does your institution use a standardized course navigation?

Pedagogy

- Learning objectives
- Alignment
- Variety of assessments
- Feedback on assignments
- Properly set up gradebook
- Up-to-date gradebook
- Student engagement

Regulatory Issues

- Can be overwhelming.

- Handle the low-hanging fruit.

- Accreditation

  - No mandatory on-ground requirements* (*discuss testing)

  - Look for regular and substantive interaction

- Accessibility

  - Take and provide accessibility training; e.g. Deque University

  - Captions on videos, transcripts for podcasts

  - Headings on webpages and documents

  - No scanned images/PDFs

- Copyright

  - Be aware of course resources other than those adopted

Links

- iNACOL standards (K-12) - https://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-courses-v2.pdf

- Quality Teaching Standards - http://ccconlineed.org/wp-content/uploads/2015/12/@ONE_SOOT_CC.pdf

- California Community Colleges Course Design Rubric - http://ccconlineed.org/wp-content/uploads/2015/11/OEI_Rubric_Edited-ACC.pdf

- CSU Chico Rubric - https://drive.google.com/file/d/0BxN4M6qCVbDPOElod1dKWmFXOEk/view

- University of Florida Standards and Markers of Excellence - http://teach.ufl.edu/uf-standards-and-markers-of-excellence/

- Penn State e-Learning Design Standards - https://weblearning.psu.edu/resources/penn-state-online-resources/penn-state-quality-assurance-e-learning-design-standards/

Links – cont.

- Deque University Accessibility Training - https://dequeuniversity.com/curriculum/online-classes/

- Portland CC Accessibility Resources - https://www.pcc.edu/instructional-support/accessibility/

- Columbia Univ. Fair Use Checklist - https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html