

A photograph of a stone building, possibly a church or a historical structure, with a large golden door and a smaller red door above it. The building is surrounded by lush greenery and trees. The text "Ensuring Quality in Online Courses" is overlaid on the image.

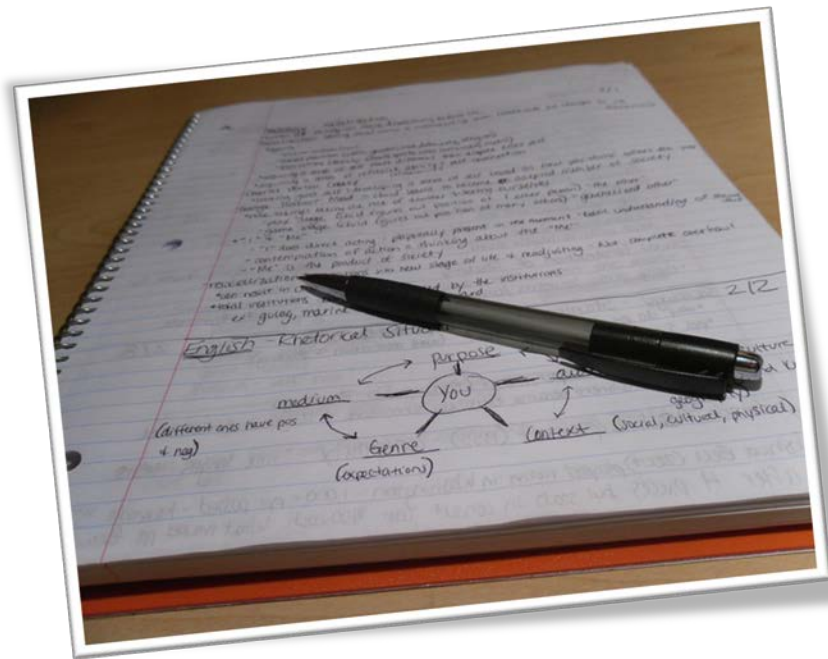
Ensuring Quality in Online Courses

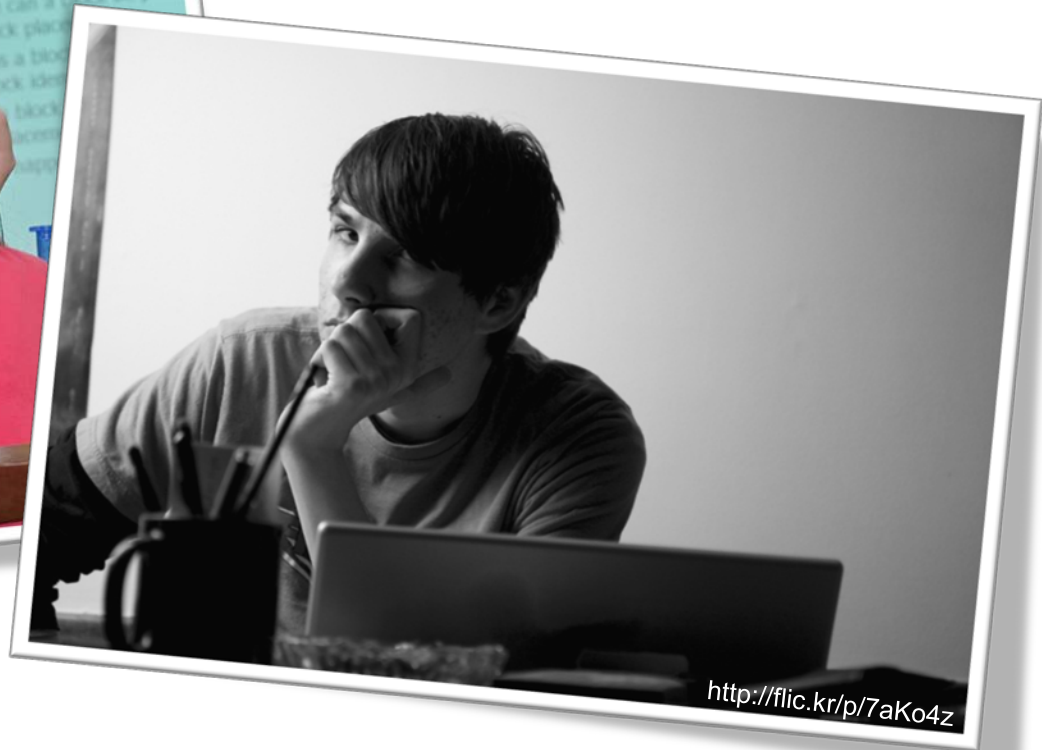
"Education is the key to unlock the golden door of freedom."

George Washington Carver

"College is a place where the professor's lecture notes go straight to the students' lecture notes, without passing through the brains of either."

Mark Twain



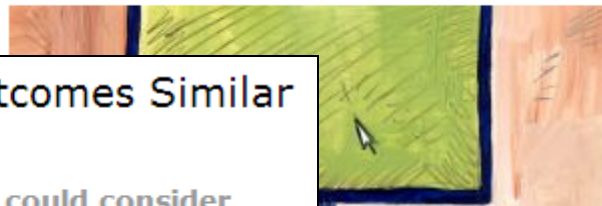


No significant difference?

Studies show ...

May 22, 2011

Why Are So Many Students Still Failing Online?



By Rob Jenkins

Online learning has become the third rail in American higher-education politics: Step on it and you're toast.

Study: Online Learning Outcomes Similar to Classroom Results

Universities with shrinking budgets could consider online education to save money.

By RYAN LYTLE

July 25, 2012 | [RSS Feed](#) | [Print](#)

BLENDED LEARNING IS BETTER THAN INSTRUCTOR-LED OR ONLINE LEARNING ALONE

July 16, 2012 - by *Ruth Colvin Clark*

Online students perform better than face-to-face students

JULY 3, 2009 BY TONY BATES ▪ 3 COMMENTS



Means, B. et al. (2009) Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies Washington, DC: US Department of Education



FACULTY FOCUS

FOCUSED ON TODAY'S HIGHER EDUCATION PROFESSIONAL

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OCTOBER 11, 2010

Online vs. Face-to-Face Throwdown: Good Teaching Transcends Course Format

By: [Mary Bart](#) in [Online Education](#)



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In the 2009 report, [Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#), the Department of Education reported that "on average, students in online learning conditions performed

World Class Faculty



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High Quality Students

Heavener School of Business

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Warrington is Online



Spotlight: [UF MBA Online Programs](#)

The myth that online programs aren't as strong or as highly regarded as traditional on-campus programs is simply that...a myth. Your degree won't have the word "online" or "Internet" anywhere on it. The curriculum, quality of faculty and reputation of the degree are identical to conventional formats. The only difference is the delivery of the materials.

What Does **Quality** Look Like?

- Provides access to learner **support** and **resources**
- Well-organized and **easy to navigate**
- Designed for **interaction** and **communication**
- Timely and appropriate assessment of **readiness** and **learning**
- Innovative teaching with technology
- Faculty use of student feedback

Quality Assurance Process

- Regularly review and evaluate course and program quality
- Collect and review data – close the loop
- Align with college and program mission, program goals and objectives, learning goals and objectives



Measures of Quality

- Quality Matters
- Sloan-C Quality Scorecard
- Rubrics developed by Chico State and 7 other institutions



UF Standards & Markers of Excellence

<i>Course Overview and Introduction</i>	
Standard	
	The instructor starts the course with a welcome and review of the syllabus, course schedule and other important information for the course.
	The role that the online environment and technology will play in the course is clearly stated at the start of the course.
✓	In the course site, students are immediately presented with an obvious starting location and explanation on how to navigate the course.
✓	The syllabus, schedule and other important course documents are easily located.
✓	The syllabus contains all the relevant elements from the UF syllabus policy using the syllabus template as a starting point (Note: Your syllabus may require additional specific information for your college or department)
	All course deadlines are included in the course schedule.
	Synchronous and asynchronous requirements for participating in the course are clearly outlined.
✓	Instructions for course participation are clearly provided and easily found in the course site. The instructions define how students get started and where to find components of the course.
	Students are provided with information explaining when feedback will be provided, the type of feedback, and mode of communication they should expect from the instructor.
	Students and instructor are provided with space to introduce themselves to each other.
	Consistent terminology is used for tools referenced in the course management system.

Implementation

- Available through teach.ufl.edu website
- Aligned with Faculty Institute (required of all adjunct faculty)
- Encouraged through UF instructional designers





Assistance for Teaching

UNIVERSITY of FLORIDA

Search UF Web



Instructional Resources ▾

Faculty & TA Development ▾

Support Services ▾

Workshops for Teaching with Discussions

Discussions can give you a big return in terms of student engagement and learning. These two workshops will help you to make the most of discussions in the classroom and online.

- Teaching and Learning through Classroom Discussions
- Effective Online Discussions

Visit Workshops >



Course Assistance

- > Course Assistance Request Form
- > Program Assistance Request Form
- > Request ADA Course Assistance

Unit Support

- > College of Business
- > CALS Teaching Resource Center
- > IFAS Center for Online Learning and Technology

Useful Resources



Faculty Institute

e-Learning

Course Materials

Assessments

Discussions

Mail

Resources (Hidden)

Site Info (Hidden)

Site Stats (Hidden)

Student FAQ

Gradebook

Help




Options

Faculty Institute



Course Materials

Welcome: Start Here

- [Web Tour](#)  | [Closed Captioned Webtour](#)  (Requires Flash)
- [Welcome and Overview](#) 

Course Modules



Module 1:
[Students](#)



Module 2:
[Planning](#)



Module 3:
[Goals and Objectives](#)



Module 4:
[Assessment](#)

Modules Aligned with Standards



Module 1: Students

[Back to Course Materials](#)

In this module we'll consider some of the challenges and benefits involved with learning online.

Objectives

After completing this module, you will be able to:

- Identify student strengths and weaknesses
- Identify common pitfalls to online learning
- Outline methods to ensure student success in an online course

The estimated time to complete this module is 30 to 45 minutes.

Model of an Online Course

- Video: [A Vision of Students Today](#) (4:45)
- Video: [Student Strengths and Challenges](#) (6:50) PowerPoint with transcript

Interaction and Engagement

Standard		
Standard	Annotation	Example
Introductory video or text is provided on the course website to establish the instructor presence in the online course.	Help students get to know you with a welcome message. Students who "connect" with their instructor are more likely to log in and do the coursework.	A video welcome message allows the student to see and hear their professor discuss the course he/she might do in a face to face course.
Students are divided into appropriate-sized groups to encourage interaction and engagement.	It can be difficult for students to work together and interact effectively in groups that are too large or too small.	Group size may vary depending upon the activity. Set up groups that are small enough so that each person can make a significant contribution, but not so small that the group stagnates if one or two people do not contribute.
The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.	Student-student interactions can help students engage with the course material as well as each other.	Students can interact with each other through group discussions, small-group projects and peer review.
The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.	Students appreciate personal attention from their instructor.	A discussion board set up for questions about the course content is an easy way for the instructor to answer questions. Provide feedback to students about their coursework as frequently as possible.

Module 1

Student Analysis: What do your students need to be successful?

DESIGN AND DEVELOPMENT WORKSHEET | SECTION 1

STUDENT NEEDS AND CHARACTERISTICS

Who are your students? (Age, sex, culture, location, and year in school)	
What are their potential strengths? (Previous knowledge, experience, enthusiasm, commitment and social networks)	
What are their potential challenges? What factors could make it hard for them to succeed in the course? (Commitments to family and job, age, lack of previous knowledge or experience)	
What do they already know about the proposed topic?	

Faculty Institute Test

[◀ Prev](#) [☰ Table of Contents](#) [Next ▶](#) [📄 Continue Later](#) [✅ Finish](#) [📖 Instructions](#)

Remaining Time: 00:29:45



Time Limit: 0:30

Question 1 of 14 (worth 8 points)

A professor teaching a language course requires her students to use Keynote which is a presentation program available only for Mac computers. Is this a good idea?

- ☐ A. Yes, Keynote is an excellent presentation program and students should learn how to use it
- ☐ B. Yes, providing students with a specific program will make it easier to grade assignments
- ☐ C. Yes, most students use Mac computers
- ☐ D. No, since Keynote is not available for PCs, those students would not be able to do the assignments

[📌](#) Review

☐ Check to review **before** finishing (will be flagged in Table of Contents)

[◀ Prev](#) [☰ Table of Contents](#) [Next ▶](#) [📄 Continue Later](#) [✅ Finish](#) [📖 Instructions](#)

Ongoing Review

- Review cycle example (3 year redesign process)
- As requested by faculty or department
- Review based on Standards



Value of **Instructional Design**

- **Manufactured** learning experiences
- Making sense of new information
- **Faculty SME focus:** Content
- **ID focus:** Instructional experience



Planning for Success

- Consistency
 - Format
 - Structure
 - Student experience
- Coordination
- Flexibility







A close-up photograph of a hammer with a worn metal head and a red handle, lying on a light-colored wooden surface. In the foreground, a single silver screw lies on the wood. The background is slightly blurred.

If all you have is a
HAMMER

All your problems
Start to look like
NAILS

Adaptable

- One size does NOT fit all
- Common structure
- Adapted to fit needs of:
 - Instructor
 - Content
 - Students





Standards Encourage Quality

Interaction and Engagement

Standard

Introductory video or text is provided on the course website to establish the instructor presence in the online course.

Students are divided into appropriate-sized groups to encourage interaction and engagement.

The course provides opportunities for students to engage with other students in a variety of communication and interaction experiences.

The course provides opportunities for students to engage with instructor in a variety of communication and interaction experiences.

Course Technology

Standard

Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.

Navigation throughout the online components of the course is logical, consistent, and efficient.

The technology tools and media support the learning objectives of the course.

The technology used in the course is readily accessible and available to students.

The tools and media are compatible with prevailing standards and formats.

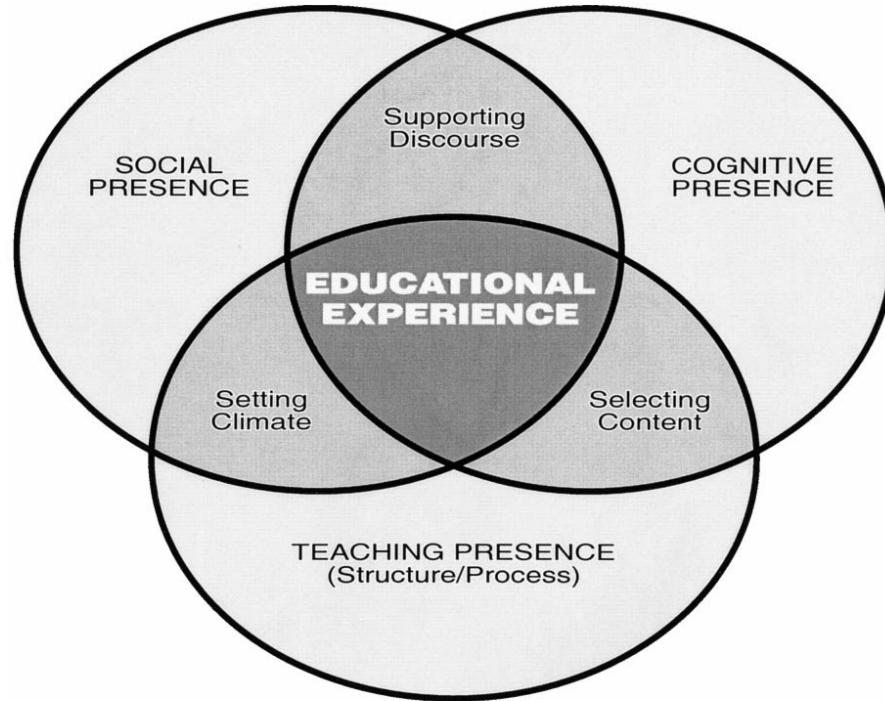
Types of Interaction

- Instructor-to-student
- Student-to-content
- Student-to-student



Establishing Presence

Community of Inquiry



Communication Medium

Teaching

Cognitive

Social

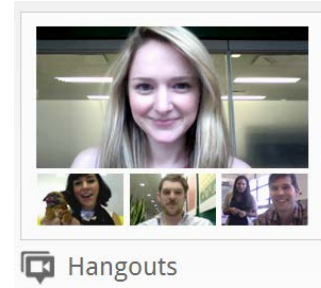
“Learning is not a **spectator** sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must **talk** about what they are learning, **write** about it, **relate** it to past experiences, **apply** it to their daily lives. They must make what they learn **part of themselves**.”

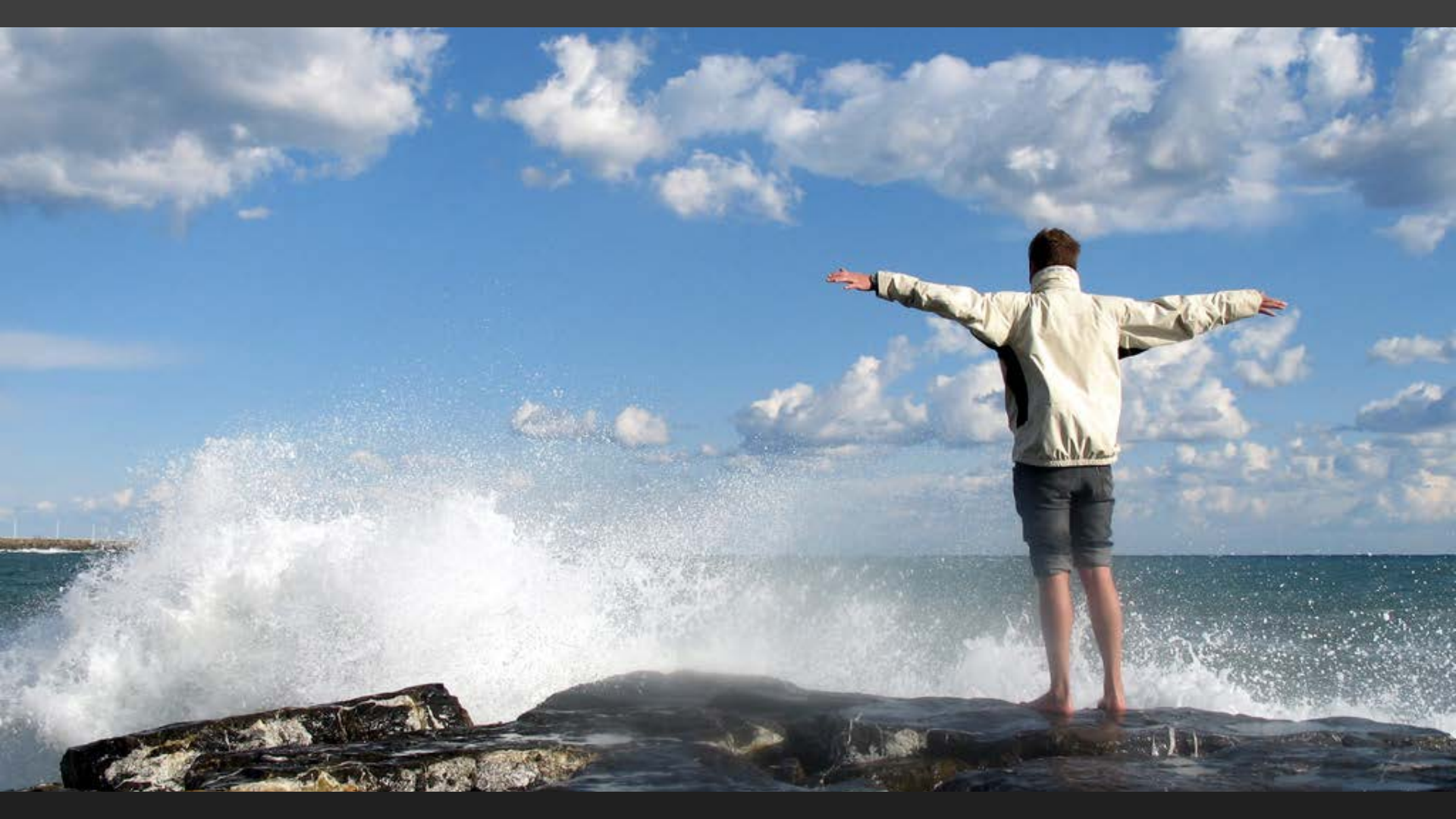
Chickering and Gamson “Seven principles for good practice.”

AAHE Bulletin 39 (March 1987), 3-7

Technology Tools and Strategies

- Synchronous meetings
- Discussion tools
- Peer-review





Exceeding the Standards

Course Goals and Learning Objectives

Exemplary

Learning objectives are posted in the weekly overviews or sub-sections of the course. These objectives also relate to the overall course goals.

Assignments and assessments specify the learning objectives that are relevant to the task/assignment.

Assessment and Measurement

Exemplary

Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes and skills.

Opportunities are provided for students to self-assess and to measure their own learning progress.

Assignments or project-based assessments encourage students to utilize critical thinking skills.

Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments.

