Faculty Experiences from Teaching and Learning Online: Lessons Learned

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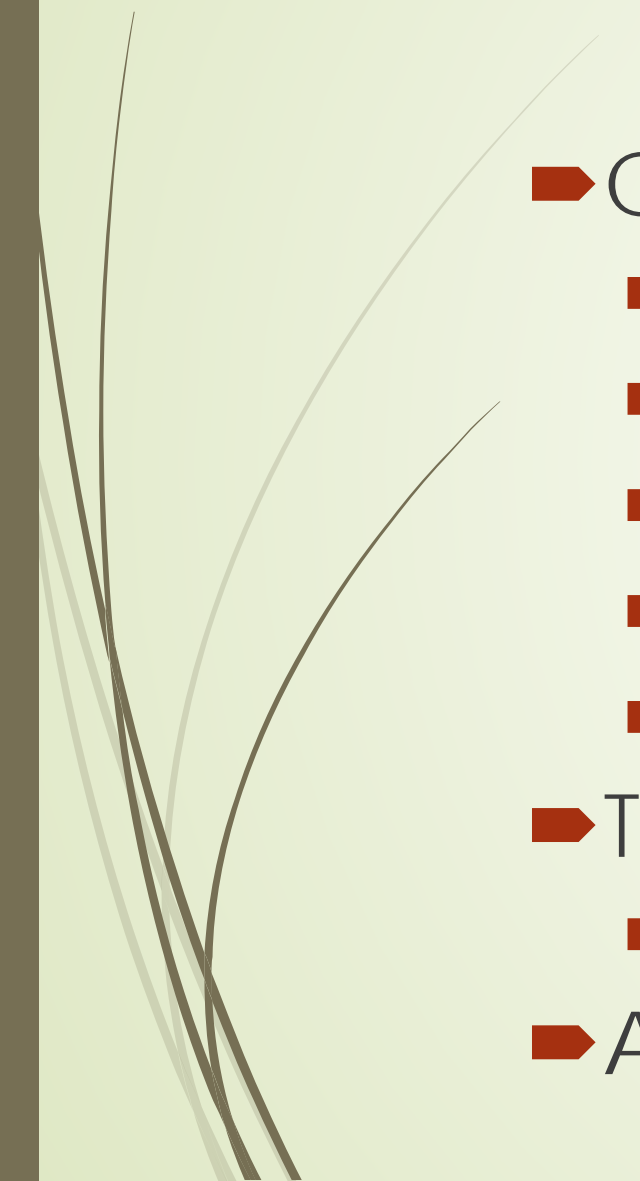
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Objectives

- Course Design
  - Quality Matters
  - Tools and Technology
  - Communication and Expectations
  - Content
  - Collaboration and Interaction
- Teaching
  - Facilitating and Providing Feedback
- Additional Tips

Course Design

Quality Matters

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
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

Overview of QM

- Nationally/Internationally Recognized
- Research Based
- Quality Assurance for online teaching
- Peer Based Assessment
  - Team Chair
  - Subject Matter Expert
  - Reviewer
- 43 Standards
  - Structure, Management, & Design

Course Design

- **Structure**
  - Consistent
  - Predictable
- **Easy to navigate**
  - Layout
  - File types

Course Design

- Asynchronous vs. Synchronous
  - Technology considerations
- Work at own pace or controlled movement through course
  - Pros and cons

Course Design

Tools and Technology

What additional tools have you used?

Course Design
- Communication and Expectations

Course Design

- Communication
  - Email
  - Announcements
- Expectations for Learners
  - Clearly outlined
  - Reasonable
  - Learner friendly

Course Design
 - Content

Course Design

- Content
  - How much?
    - Focus on course objectives
    - Relevant activities and assignments
      - Focus on content, not on technology

Course Design

- Content
  - Course materials and resources
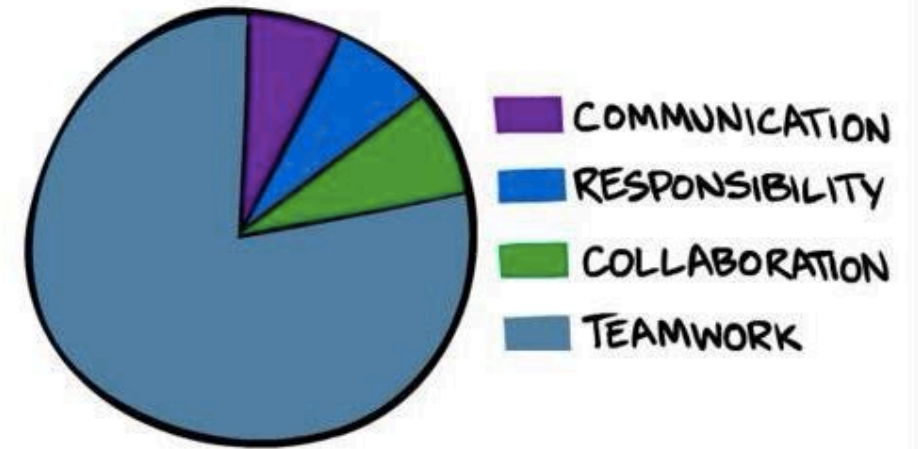   - OER – Open Educational Resources
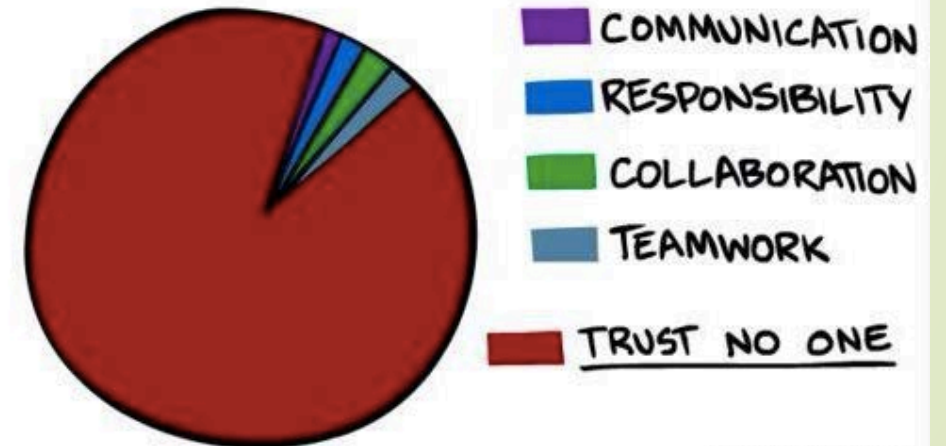   - Websites
    - Tutorials
    - Modules

Course Design

Collaboration and Interaction

Course Design

- Group and individual work
- Peer-to-peer interactions
  - Encourage or require?

Teaching

Facilitating and Providing Feedback

Teaching

- Discussions
  - Expectations for responses and interactions
  - Boards for class questions and peer interaction/sharing
  - Monitoring
  - Feedback and comments
    - Archive

Teaching

- **Assignments**
  - **Reasonable time frame for completing**
  - **Feedback**
    - Provide before the same or similar response is required
    - Written or audio
  - **What about cheating?**
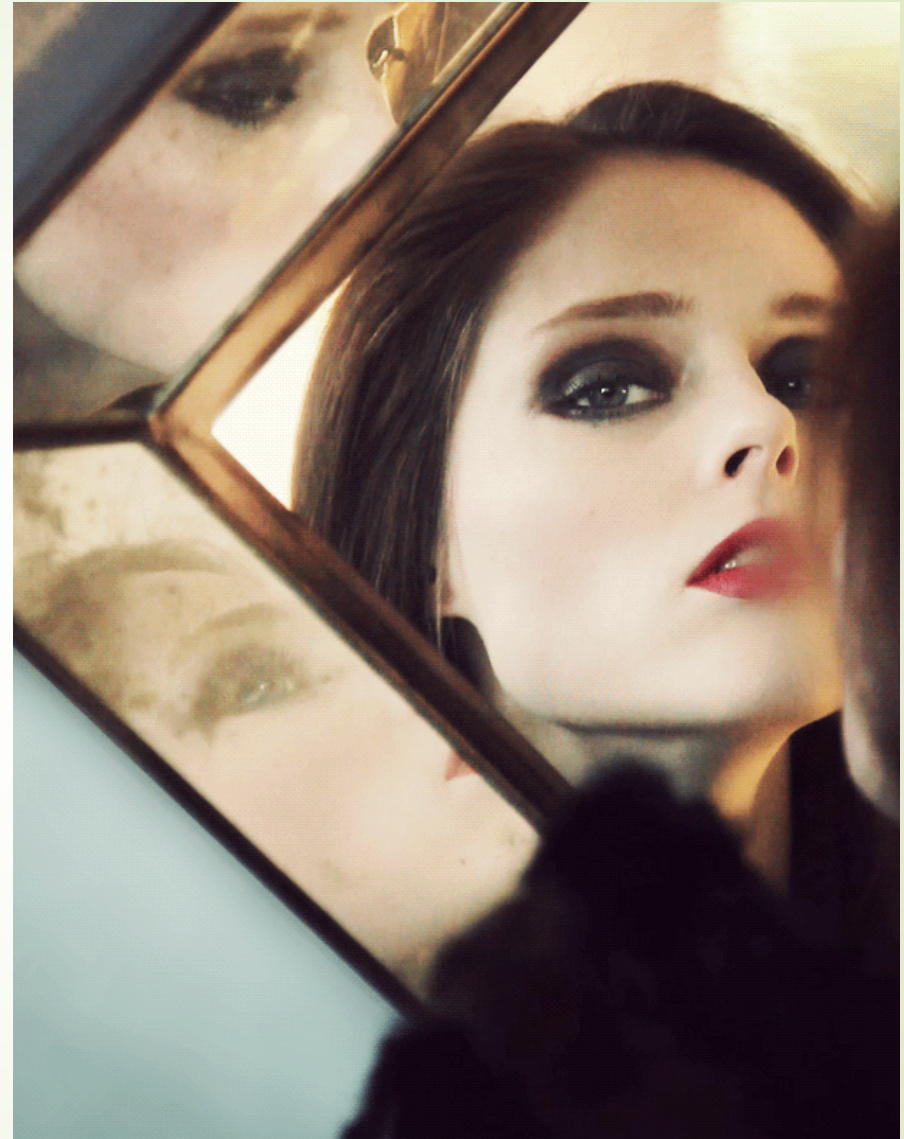
Additional Tips of the Trade

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- Student Issues
  - Back up system for technology glitches
  - Blank/wrong assignment submission
  - Late policy
  - Other technologies for submissions

Additional Tips of the Trade

- Instructor Issues
  - No dates on course documents
  - Dead links
  - Be present- they are watching
  - Grading- Auto text

Questions