Developing & Assessing Quality Online Courses and Programs

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Developing and Assessing Quality Online Courses and Programs

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9:00 Introduction and Overview (15 min)
- About your Instructor
- Objectives for this workshop
- Domains of e-Learning

9:15 Current Status and Growth of Online Learning (30 min)
- Growth and pervasiveness of e-Learning
- E-Learning versus face-to-face learning
- Online learning effectiveness
- Learning management systems
- Questions, comments or concerns

9:45 Elements of quality online courses and programs (45 min)
- Distance education vs. correspondence education
- What makes a high quality online course?
- Standards and rubrics for online course design
- Formulating learning objectives
- Making expectations clear

10:30 Break

10:45 Quality online course design (75 min)
- Setting up online course
- Course management
- Ungraded discussion forums
- Lesson design (Gagne's Nine events)

12:00 Lunch

1:00 Sample quality guidelines (90 min)
- Online discussion forums
- Icebreaker activities
- Online instructional activities
- Learning objects
- Open courseware
- Online journals
2:30 Break

2:45 Evaluating Quality and Effectiveness (75 min)

- Evaluating online teaching
- Evaluating online student work
- Alternative online assessment
- Online objective exams

4:00 Conclusion and workshop evaluations
Developing & Assessing Quality Online Courses and Programs

Dr. Anthony Piña
Sullivan University System
Louisville, KY

Sullivan University

- 50th anniversary
- KY's largest Private U.
- 6,000 students
  - 1,000 fully online
  - 3,000 hybrid
- 47 online programs
- 450 online courses
- 150 faculty

Objectives

- Discuss status & growth of online learning
- Describe characteristics of quality online course design:
  - Online discussions
  - Online instructional activities
  - Online assessments

Three Domains

Current Status and Growth of Online Learning

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E-Learning Myth #1

- It already has!
- Online enrollments
- Story of UI-Springfield

Online Enrollment Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Online Enrollment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>16.61 million</td>
<td>1.60 million</td>
<td>9.6</td>
</tr>
<tr>
<td>2003</td>
<td>16.91 million</td>
<td>1.97 million</td>
<td>11.7</td>
</tr>
<tr>
<td>2004</td>
<td>17.27 million</td>
<td>2.33 million</td>
<td>13.5</td>
</tr>
<tr>
<td>2005</td>
<td>17.49 million</td>
<td>3.18 million</td>
<td>18.2</td>
</tr>
<tr>
<td>2006</td>
<td>17.76 million</td>
<td>3.49 million</td>
<td>19.8</td>
</tr>
<tr>
<td>2007</td>
<td>18.25 million</td>
<td>3.84 million</td>
<td>21.9</td>
</tr>
<tr>
<td>2008</td>
<td>18.70 million</td>
<td>4.61 million</td>
<td>25.3</td>
</tr>
<tr>
<td>2009</td>
<td>19.04 million</td>
<td>5.58 million</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Avg. H.E Total Growth | Avg. Online Growth
1.9% | 19%

Source: National Center for Education Statistics & Sloan-C

Univ. of Illinois - Springfield

E-Learning Myth #2

- Online learning can't match learning in a classroom

- Is face-to-face always superior?
- Opinion polls showing faculty resistance
- What the data says

Analysis of Variance

| Group  | | |
|--------|--------|
| Control| Treatment |

Analysis of Variance

| Group  | | |
|--------|--------|
| Control| Treatment |
Online Learning Effectiveness

- Over 80 years of studies have tended to find no significant difference
  - Latest DOE meta analysis shows DE advantages
  - No research to support that online learning is inferior
  
  www.nosignificantdifference.org
  www.ed.gov

Learning Management Systems

Blackboard
Desire2Learn
moodle
INSTRUCTURE canvas
Pearson learning studio
Sakai

Student Experience with LMS

80% 75% 70%
70% 65% 60%
60% 55% 50%
50% 45% 40%
40% 35% 30%
30% 25% 20%
20% 15% 10%
10% 5% 0%

Positive Neutral Negative

How Students Use LMS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMS access to learning resources</td>
<td>76%</td>
</tr>
<tr>
<td>LMS access to assignments</td>
<td>71%</td>
</tr>
<tr>
<td>LMS access to grades</td>
<td>69%</td>
</tr>
<tr>
<td>LMS access to discussions</td>
<td>68%</td>
</tr>
<tr>
<td>LMS access to feedback</td>
<td>62%</td>
</tr>
<tr>
<td>LMS access to resources</td>
<td>59%</td>
</tr>
<tr>
<td>LMS access to content links</td>
<td>57%</td>
</tr>
<tr>
<td>LMS access to external resources</td>
<td>51%</td>
</tr>
<tr>
<td>LMS access to students' profiles</td>
<td>48%</td>
</tr>
</tbody>
</table>

Source: 2012 Education Council Study
E-Learning Myth #3

I don't want my brain surgeon to have an online degree!

Online Brain Surgery

- Straw man
- There are no online degrees in brain surgery...

...yet!

Online Brain Surgery

www.edheads.org/

Online Learning

Online Enrollments

- Online learning is not going away
- Focus on how to do it well

Questions??

Comments??

Concerns??

Elements of Online Course Quality

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E-Learning Myth #4
- Not in good online courses!

Online instruction?
- Read chapter 2 in the textbook
- View a PowerPoint presentation
  - Bulleted outline of the textbook chapter
- Assignments all about the text chapter
  - Write a paper
  - Post in discussion forum (respond to two!)
  - Multiple choice recall exam

Distance & Correspondence Ed.
- Definitions from Higher Ed Act & US Dept of Ed
- Correspondence Education
  - Technology delivered materials
  - Interaction initiated by student
- Distance Education
  - Technology delivered instruction

Distance & Correspondence Ed.
- Many "online courses" are, in actuality, correspondence courses

Quality Online Courses
- Well designed
  - Clear objectives
  - Clear expectations
  - Logical navigation
  - Effective use of media
  - Relevant content
  - Engaging instruction
  - Practice w/feedback
  - Valid assessments
### Quality Online Courses

- Well taught
  - Engaged instructor
  - Posts announcements
  - Participates actively in discussions
  - Answers questions & provides guidance/expertise
  - Timely grading
  - Helpful feedback

### Standards and Rubrics

<table>
<thead>
<tr>
<th>Standards &amp; Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td>- Provide guidance for course design &amp; evaluation</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>- Not much help for online teaching</td>
</tr>
<tr>
<td>- We'll address after lunch</td>
</tr>
</tbody>
</table>

### Clear Objectives

- Objectives are measurable
  - "Know," "appreciate" & "understand" are not
- Bloom's Taxonomy
  - Formulate objectives using action verbs

### Questions??

- Comments??
- Concerns??
Setting up the online course

- Logical navigation
- Clear expectations: them & you!
- Set your policies & boundaries
- You do not have to be there 24/7
- Be engaged

Clear Expectations

- Attendance/participation
- Online etiquette
- Grading policies
- Late assignment policies
- Cheating & plagiarism
- To do lists & course schedule w/due dates
- Grading rubrics!

Attendance

- US DOE: Logging in is no longer considered "attendance"
- Students must either
  - Turn in assignment
  - Take exam
  - Complete tutorial w/proof
  - Post discuss about course topic

Course management issues

- Many students have the same questions
- Instructors receive & send multiple e-mails on the same topics
- Students do not see responses to others
Un-graded discussion forums

- A gathering place or "water cooler"
  - Get acquainted "outside class" (outside of classroom)
  - Informal, non-class discussion
- Post personal introductions
- Practice with threaded discussion without the pressure of graded class work

"Ask the Instructor" forum

- Technical questions & issues
  - Private: answer via e-mail
  - Public: answer via "Ask Dr. Piña"

"Student Lounge" forum

- A gathering place or "water cooler"
  - Get acquainted "outside class" (outside of classroom)
  - Informal, non-class discussion
- Post personal introductions
- Practice with threaded discussion without the pressure of graded class work

"Ask the Instructor" forum

- Students check forums first
  - Their answer may already be there
- Question/answer benefits all students
- Does not discourage interaction
  - E-mail confidential matters to instructor
- Decreases redundant e-mail messages
- Provides content for course FAQ page

Gagne's 9 Events of Instruction

1. Gain attention
2. Set the learning or training objective
3. Stimulate recall of prior knowledge
4. Present the material
5. Provide guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention & transfer

Questions??

Comments??

Concerns??
Why Online Discussions Fail

- Many students consider student-student interaction to be busywork.
- In many cases they are right.

Improving online communication

- Often used for "end of chapter" text questions
- Not designed to stimulate group interaction
- Which questions do you use in classroom discussion?

Facilitating Classroom Discussion

- What do you do:
  - Non responders?
  - Incomplete answers?
  - "Conventional wisdom"
  - Unclear responses?
- Many online discussions:
  - No Instructor participation
  - "Read all post & respond to ___ of your peers"

Encouraging elaboration

- What do you think?
- What are your reasons for saying this?
- Can you please elaborate?
- How do you define ___?
- What are the implications/ramifications?
- Can you back that statement up?
- Are there any alternatives to your view?
Instructor posts the first response

- Provides model for students to follow
- Helps establish the tone
  - Are you "down to business" or "down to earth"?
- Let students know how they should address you
  - Many students feel less formal online
  - If this is not your preference, let them know

Icebreaker activities

- Online scavenger hunts
- Short autobiographies
- Story from student's life
- Student interviews
- Favorite website
- Student expectations
  - What do you hope to learn?

Instructional activities

Virtual Field Trips

- Like webquest, it is not just surfing a website!
- Activities with a specific purpose
- Massive amounts of content available on the web

Virtual Tour/Field Trip

- Activity
  - "Guided" tour with specific tasks
  - Not just surfing a site
  - Post observations on discussion forum
- Learning outcomes
  - Comparison/contrast
  - Evaluation
Role play

- Activity 1
  - Research character & formulate presentation
  - Learning outcomes: research & synthesis
- Activity 2
  - Debate with other character
  - Learning outcomes: defense & support
- Activity 3
  - Where you agree/disagree with your character
  - Learning outcomes: comparison & reflection
**Guest lecturer**

- Activity
  - Students analyze guest article
  - Formulate questions for guest
  - Guest interacts via discussion forum

**Other ideas**

- Case Study
  - Hypothesis building
  - Problem solving

- Peer review
  - Evaluation
  - Interaction

- Collaboration
  - Joint research
  - Project planning

- "Classroom" assessment
  - "Muddiest" point

**Learning Objects**

- Small units of learning
  - 2-15 minutes

- Self-contained
  - can be taken independently

- Reusable in multiple contexts & purposes

- Searchable
Online Journals

Questions??

Comments??

Concerns??

Evaluating Quality

- Online course design
- Online teaching
- Student work

Evaluating Quality and Effectiveness

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Louisville, KY

Online Course Design

- Easier than F2F course
  - Everything is there
- Use rubric (CSU Chico, Quality Matters, etc.)
- Peer, chair or committee review

Online Teaching

- More challenging
  - QM, CSU, etc. rubrics for course design
  - Faculty teach courses they did not design
  - How to separate out what faculty do
- But still easier than F2F!
Evaluating Online Faculty

- Each brings unique qualities to课程.
- Many teach courses that they did not design
  - Good faculty often make up for poor course.
- What they do in the course
  - Not how well or how poorly course is designed.

Instructor of Quarter Draft Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Logs into course</th>
<th>Logs into course 2 days per week</th>
<th>Logs into course 1 day per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Biography</td>
<td>Provides a descriptive biography about career, expertise, &amp; other information</td>
<td>Includes minimal biographical information (e.g. number of years in career, courses taught)</td>
<td>Posts only contact information</td>
</tr>
<tr>
<td>Course Announcements</td>
<td>Announcements at least weekly</td>
<td>Announcements at least biweekly</td>
<td>Fewer than 5 announcements</td>
</tr>
<tr>
<td>Course Announcements</td>
<td>Avoids overly long announcements (i.e. over 20 words per post)</td>
<td>Posts a couple of long announcements</td>
<td>Most announcements are overly long</td>
</tr>
</tbody>
</table>

Instructor of Quarter Draft Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not participation in discussion forums</th>
<th>Posts only once or twice in a forum</th>
<th>Does not participate in discussion forums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td>Moderates posts thought-provoking comment/explanation</td>
<td>Offers opinions on student posts</td>
<td>Merely agrees or disagrees with other participants</td>
</tr>
<tr>
<td>Institutional Media</td>
<td>Uses multimedia effectively to create a visual presence</td>
<td>Uses some images and multimedia</td>
<td>Uses only text-based materials</td>
</tr>
<tr>
<td>Administrative Tasks</td>
<td>Posts attendance, census, mid-term &amp; final grades on time</td>
<td>Posts occasional late attendance, census &amp; mid-term grades</td>
<td>Misses attendance, census &amp; mid-term grades (1 or more)</td>
</tr>
</tbody>
</table>

Instructor of Quarter Draft Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student comments indicate timely grading</th>
<th>Student comments indicate occasional late grading</th>
<th>Student comments indicate habitual late grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Provides regular relevant feedback for assignments</td>
<td>Provides occasional or minimal feedback for assignments</td>
<td>Does not provide feedback for assignments</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicates clearly &amp; uses correct language and grammar</td>
<td>Occasionally makes errors or uses ambiguous language and/or makes regular spelling or grammatical errors</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Uses respectful, positive, encouraging verbiage</td>
<td>Uses value-neutral language</td>
<td>Denies or makes fun of students</td>
</tr>
</tbody>
</table>

Online Student Work

- Elephant in the room:
  - Online cheating
- Only way to eliminate cheating
  - Find a technology that makes people moral.

Our Challenge

- How to evaluate online faculty
  - What they do in the course
  - Not how well or how poorly course is designed.
Solutions for Identity Verification

- Live F2F proctoring
- Biometric scanning
- Voice, writing & keyboard recognition
- Webcams for proctoring
- Answering personally identifying questions

Evaluating Online Discussions

- You want more than just "she's right" but less than a research paper
- Create evaluation rubric
  - Provides substance beyond "yes" or "no"?
  - Contributes an original thought?
  - Restates or elaborates previous answer?
  - Provides backup or support for views?

Discussion Evaluation Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Rubric 1</th>
<th>Rubric 2</th>
<th>Rubric 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T</td>
<td>No spelling/grammar errors.</td>
<td>A few errors in spelling/grammar.</td>
<td>Conclusions are not clear.</td>
</tr>
<tr>
<td>2. C</td>
<td>Following directions keep thoughts in context</td>
<td>Following directions are good but could be better</td>
<td>Following directions are inconsistent with the question.</td>
</tr>
<tr>
<td>3. S</td>
<td>Supports argument with examples and expert opinions</td>
<td>Supports argument with examples and expert opinions</td>
<td>Supports argument with examples and expert opinions</td>
</tr>
<tr>
<td>4. O</td>
<td>Offers comparison of alternatives to your position</td>
<td>Needs more or a different view of the idea.</td>
<td>Does not acknowledge the ideas of others in the forum.</td>
</tr>
</tbody>
</table>

Assessments

- Why use 2012 technology to deliver 1960's Scantron?
- We can do better!
- Assessment must match objectives

Alternative Online Assessments

- Progressive projects with feedback
  - Research papers, training projects, literature reviews, chapter or journal article summaries, e-portfolios, etc.
- Reflective journals
- Case studies
- Oral presentations submitted via audio or video files
- Vary the types of assessments

Online Objective Exams

- Do not give the same exam each term
- Assume all online exams are open book
- Disable printing/copying
- One question per screen
- Use lock down browser
- Time the exam
Online Objective Exams

- Use test item pool
- Randomize
  - test items
  - distracters
- "Full review" only after all exams are submitted
- Proctor high stakes tests (Administrative)

Questions??

Comments??
Concerns??

Developing & Assessing Quality Online Courses and Programs

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Standards for e-Learning Courses

(Updated 09/02/2011)

A. Course navigation is intuitive and consistent
   - Course includes Syllabus & Important Documents, Ask the Instructor forum, and a folder for each week of instruction, e.g. Week 1, Week 2, ..., Week 10, Week 11 (Final)
   - Syllabus follows the University's "master syllabus" model, including course objectives and required assignments (how the objectives are measured)
   - Course schedule includes required text readings and assignment due dates
   - Links and information are provided for student handbook, technical support, student services, required software downloads, tutorials and library support

B. Course policies and student expectations are stated clearly and explicitly and include the following:
   - Prerequisite skills and knowledge expected of students
   - Unique hardware and software technology requirements for the course (if applicable)
   - Requirements for quantity and type of online interaction expected of students
   - Standards of acceptable online conduct (netiquette)
   - Grading policies and criteria used for grading assignments are clear and explicit (w/rubrics when appropriate)
   - Policies for late assignments (or statement that late assignments will not be accepted)
   - Links to applicable University policies (e.g. academic integrity, attendance)

C. Course and lesson objectives are measurable, appropriate and stated in terms of student learning outcomes
   - Objectives begin with an action verb (e.g. define, describe, compare, identify, analyze)
   - Non-measurable terms are avoided (e.g. know, understand, appreciate, gain experience)
   - Individual lesson objectives are based on and are consistent with the course objectives
   - Assignments and assessments measure/assess the lesson's objectives
   - Instructional activities and materials facilitate achievement of the objectives
   - Media, technology and instructional materials used in the lesson (including textbooks) facilitate learning and the achievement of lesson objectives

D. Course promotes interactivity
   - Instructor provides contact and biographical information
   - Expectations for instructor response time for e-mail, questions and grading are stated
   - Instructor communicates to class regularly (e.g. class announcements)
   - Instructor interacts regularly with individual students (e.g. discussion forums, chat sessions, assignment feedback)
   - Student-student interaction (via discussion forums, chat, teams, collaborative learning, etc.) is provided where appropriate to the learning objectives
   - Student-instructor and/or student-student interaction should occur weekly unless lesson calls for individual research or other activity

E. Visual design, formatting and media facilitate learning
   - Writing is clear, explicit and appropriate to the target audience
   - Course content is free of spelling and grammatical errors
   - Course content is accurate and up-to-date
   - Judicious use of white space, headers and placement of images ("chunking") helps to focus attention upon most important elements and to decrease cognitive overload
   - Use of fonts, colors, images, icons provides a professional and attractive layout (e.g. avoid use of entire pages of multi-colored text)
   - Underlining of text is used only for hyperlinks, not for emphasis
   - Graphics and multimedia (audio, video, animation, etc.) are optimized to load quickly without crashing
F. **Course adheres to copyright and accessibility standards**
- All resources and materials follow copyright guidelines and are cited appropriately
- Equivalent alternatives to visual and auditory content (e.g., alt text, redundant text) are provided
- Layout and formatting of text, graphics and page elements enhance readability

G. **Weekly lessons demonstrate principles of good instruction and include**
- Lesson objectives derived from the course objectives
- An introduction
  - A story or scenario to introduce the topic
  - Builds upon learner's prior knowledge
  - Provides context for the lesson (where it fits within the course)
- Instructional activities based on each objective (examples below)
  - Text readings*, scripted & narrated PowerPoint*, podcasts, audio or video (lecture)
  - Role play
  - Case study
  - Debate
  - Discussion
  - Field trip
  - Webquest
  - Collaborations/Cooperative/Group activities
  - Procedural task (step-by-step instruction)
  - Interviews
- Opportunities for students to engage in active learning (examples below)
  - Practice/feedback activity
  - Self-assessment
  - Discussion forum
  - Reflection assignment
  - Individual or group research
- Opportunities for interaction (examples below)
  - Discussion forums
  - Chat session
  - BlogWiki
- Graded assignments and/or assessments that are based on the lesson objectives
- Directions for completing assignments are clear and explicit
- The amount of content and the time required to complete the lesson is appropriate and sufficient

* While lessons may contain readings from the textbook and/or non-narrated PowerPoint presentations based on the textbook, these alone are not sufficient to constitute a week's worth of instruction.
Bloom's taxonomy of cognitive objectives, originated by Benjamin Bloom and collaborators in the 1950's, describes several categories of cognitive learning.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Ability to recall previously learned material.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Ability to grasp meaning, explain, restate ideas.</td>
</tr>
<tr>
<td>Application</td>
<td>Ability to use learned material in new situations.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Ability to separate material into component parts and show relationships between parts.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Ability to put together the separate ideas to form new whole, establish new relationships.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ability to judge the worth of material against stated criteria.</td>
</tr>
</tbody>
</table>

Many people also call the analysis, synthesis, and evaluations categories "problem solving."

### Behavioral Verbs Appropriate for Each Level of Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Choose</td>
<td>Apply</td>
<td>Analyze</td>
<td>Arrange</td>
<td>Appraise</td>
</tr>
<tr>
<td>Identify</td>
<td>Cite examples of</td>
<td>Demonstrate</td>
<td>Appraise</td>
<td>Assess</td>
<td>Assess</td>
</tr>
<tr>
<td>List</td>
<td>Demonstrate use of</td>
<td>Dramatize</td>
<td>Calculate</td>
<td>Collect</td>
<td>Collect</td>
</tr>
<tr>
<td>Name</td>
<td>Describe</td>
<td>Employ</td>
<td>Compare</td>
<td>Compare</td>
<td>Compare</td>
</tr>
<tr>
<td>Recall</td>
<td>Determine</td>
<td>Generalize</td>
<td>Conclude</td>
<td>Construct</td>
<td>Construct</td>
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<tr>
<td>Recognize</td>
<td>Discriminate</td>
<td>Illustrate</td>
<td>Contrast</td>
<td>Create</td>
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<tr>
<td>Record</td>
<td>Discuss</td>
<td>Interpret</td>
<td>Correlate</td>
<td>Design</td>
<td>Design</td>
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<td>Explain</td>
<td>Operate</td>
<td>Criticize</td>
<td>Develop</td>
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<tr>
<td>Repeat</td>
<td>Express</td>
<td>Operationalize</td>
<td>Deduce</td>
<td>Formulate</td>
<td>Formulate</td>
</tr>
<tr>
<td>Underline</td>
<td>Give in own words</td>
<td>Practice</td>
<td>Debate</td>
<td>Manage</td>
<td>Manage</td>
</tr>
<tr>
<td></td>
<td>Identify</td>
<td>Relate</td>
<td>Detect</td>
<td>Modify</td>
<td>Modify</td>
</tr>
<tr>
<td></td>
<td>Locate</td>
<td>Schedule</td>
<td>Determine</td>
<td>Organize</td>
<td>Organize</td>
</tr>
<tr>
<td></td>
<td>Pick</td>
<td>Shop</td>
<td>Develop</td>
<td>Plan</td>
<td>Plan</td>
</tr>
<tr>
<td></td>
<td>Report</td>
<td>Use</td>
<td>Diagram</td>
<td>Prepare</td>
<td>Prepare</td>
</tr>
<tr>
<td></td>
<td>Restate</td>
<td>Utilize</td>
<td>Differentiate</td>
<td>Produce</td>
<td>Produce</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>Initiate</td>
<td>Distinguish</td>
<td>Predict</td>
<td>Predict</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>Simulates</td>
<td>Draw</td>
<td>Reconstruct</td>
<td>Reconstruct</td>
</tr>
</tbody>
</table>

20
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Course policies and expectations are stated clearly and explicitly</td>
<td></td>
</tr>
<tr>
<td>Standards of acceptable online conduct (netiquette)</td>
<td></td>
</tr>
<tr>
<td>Requirements for quantity and type of online interaction expected of learners</td>
<td></td>
</tr>
<tr>
<td>Requirements for quantity and type of online interaction expected of instructor</td>
<td></td>
</tr>
<tr>
<td>Grading policies and criteria (w/rubrics when appropriate)</td>
<td></td>
</tr>
<tr>
<td>Expectations for instructor response time for e-mail, questions and grading</td>
<td></td>
</tr>
<tr>
<td>Instructor provides contact and biographical information</td>
<td></td>
</tr>
<tr>
<td>Minimum hardware and software technology requirements for the course are listed</td>
<td></td>
</tr>
<tr>
<td>All resources and materials follow copyright guidelines and are cited appropriately</td>
<td></td>
</tr>
<tr>
<td>Prerequisite skills and knowledge expected of learners are described</td>
<td></td>
</tr>
<tr>
<td>Opportunities for learners to introduce themselves are provided</td>
<td></td>
</tr>
<tr>
<td>Graphics and multimedia are optimized to load quickly without crashing</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>Course is visually attractive and focuses attention upon most important elements</td>
<td></td>
</tr>
<tr>
<td>Navigating the course is simple and intuitive</td>
<td></td>
</tr>
<tr>
<td>Objectives are measurable, appropriate and stated in terms of learner outcomes</td>
<td></td>
</tr>
<tr>
<td>Objectives for each lesson or module are consistent with course objectives</td>
<td></td>
</tr>
<tr>
<td>Instructions to learners on how to meet the learning objectives are adequate and stated clearly</td>
<td></td>
</tr>
<tr>
<td>Instructional activities and materials facilitate achievement of objectives</td>
<td></td>
</tr>
<tr>
<td>Use of media and technology facilitates learning and achievement of objectives</td>
<td></td>
</tr>
<tr>
<td>Course instruction facilitates higher order thinking beyond mere facts</td>
<td></td>
</tr>
<tr>
<td>The instructional materials are logically sequenced and integrated</td>
<td></td>
</tr>
<tr>
<td>Content is presented in manageable segments</td>
<td></td>
</tr>
<tr>
<td><strong>Interactivity</strong></td>
<td></td>
</tr>
<tr>
<td>Course design facilitates student - instructor interaction</td>
<td></td>
</tr>
<tr>
<td>Course design facilitates student - content interaction</td>
<td></td>
</tr>
<tr>
<td>Course design facilitates student - student interaction</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Assessments are aligned with course and lesson objectives</td>
<td></td>
</tr>
<tr>
<td>Types of assessments are appropriate to the topic and content</td>
<td></td>
</tr>
<tr>
<td>Opportunities are provided for student self-assessment and practice with feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td></td>
</tr>
<tr>
<td>Layout and formatting of text, graphics and page elements enhance readability</td>
<td></td>
</tr>
<tr>
<td>Equivalent alternatives to visual and auditory content are provided</td>
<td></td>
</tr>
<tr>
<td>Redundant text for image maps and alt text for images are utilized</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td></td>
</tr>
<tr>
<td>Links and information for technical support</td>
<td></td>
</tr>
<tr>
<td>Links and information for student services, tutorial and library support</td>
<td></td>
</tr>
<tr>
<td>Links and information to download software, plug-ins and resources needed for course</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
Online Discussion Forums

Some of your interaction and participation in this class will be by means of the Online Forums in the Discussion Board. You will participate in several required discussion assignments. Forums will cover topics in the text, course readings and current issues. You are required to post at least once during each forum, but multiple postings are strongly encouraged. Posts are judged using the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full Credit (5)</th>
<th>Partial Credit (2-4)</th>
<th>Minimal Credit (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>Posts on or before due date</td>
<td>Posts on due date</td>
<td>Posts after due date</td>
</tr>
<tr>
<td>Relevance</td>
<td>Consistently posts topics related to discussion topic</td>
<td>Occasionally veers off topic, but returns</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No spelling or grammatical errors</td>
<td>A few minor spelling or grammatical errors</td>
<td>Consistent spelling or grammatical errors</td>
</tr>
<tr>
<td>Quality</td>
<td>Posting demonstrates deep thought and reflection</td>
<td>Posting demonstrates good thought and effort</td>
<td>Posting seems constructed in a hurry &amp; demonstrates little thought</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and ideas in a clear, concise and logical manner</td>
<td>Expresses opinions in an understandable manner</td>
<td>Expresses opinions in an unclear, rambling or illogical manner</td>
</tr>
<tr>
<td></td>
<td>Supports opinions with examples and/or citations to research or other backup references</td>
<td>Supports opinions with examples</td>
<td>Provides no support for opinions</td>
</tr>
<tr>
<td>Contribution</td>
<td>Offers expansion of or alternatives to prior posts</td>
<td>Merely repeats or affirms the ideas of others on the forum</td>
<td>Does not acknowledge the ideas of others on the forum</td>
</tr>
<tr>
<td></td>
<td>Attempts to motivate and expand the group discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By enrolling in this course, you agree to follow the Standards for Online Conduct and Civility which include:

- Always using your actual full name, rather than an alias.
- Not using vulgar or profane language.
- Treating other participants with respect. Promotion, comparison and debating of different ideas and points of view is essential for scholarly discussion, but personal (ad hominem) attacks or sexual/racial harassment will not be tolerated.
- Understanding that violating these standards will result in being banned from discussion forums, which will have a negative affect on the final grade.
### Online Instructor “Class Observation” Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logs into course 3 or</td>
<td>Logs into course 2 days per week</td>
<td>Logs into course 1 day per week</td>
<td></td>
</tr>
<tr>
<td>more days per week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Biography</td>
<td>Provides a descriptive biography about career, expertise, &amp; other</td>
<td>Includes minimal biographical information (e.g., number of years in</td>
<td>Posts only contact information</td>
</tr>
<tr>
<td></td>
<td>information to help students get to know their instructor</td>
<td>career, courses taught)</td>
<td></td>
</tr>
<tr>
<td>Course Announcements</td>
<td>Posts announcements at least weekly</td>
<td>Posts announcements at least bi-weekly</td>
<td>Posts fewer than 5 announcements during the entire quarter</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Avoids overly long</td>
<td>Posts a couple of long announcements</td>
<td>Most announcements are overly long</td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ask the Instructor</td>
<td>Answers inquiries within 2 days</td>
<td>Takes longer than 4 days to answer inquiries</td>
<td></td>
</tr>
<tr>
<td>Forum</td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>Posts more than twice in class discussion forums</td>
<td>Posts only once or twice in a forum</td>
<td>Does not participate in class discussion forums</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Discussion Forums</td>
<td>Moderates by posting thought provoking comments or questions</td>
<td>Offers opinions on student posts</td>
<td>Merely agrees or disagrees with other participants</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Assignments</td>
<td>Student comments indicate timely grading</td>
<td>Student comments indicate occasional late grading (1-2 assignments)</td>
<td>Student comments indicate habitual late grading</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Provides regular</td>
<td>Provides occasional or minimal feedback</td>
<td>Does not provide feedback for assignments</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Communicates clearly</td>
<td>Occasionally makes typos or uses ambiguous language</td>
<td>Regularly uses ambiguous language and/or makes regular spelling or</td>
<td></td>
</tr>
<tr>
<td>&amp; uses correct</td>
<td></td>
<td></td>
<td>grammatical errors</td>
</tr>
<tr>
<td>language and grammar</td>
<td></td>
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<td></td>
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<tr>
<td>Uses respectful,</td>
<td>Uses value-neutral language</td>
<td>Demeans or makes fun of students</td>
<td></td>
</tr>
<tr>
<td>positive &amp; encouraging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbiage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Tasks</td>
<td>Posts attendance weekly &amp; posts census, mid-term and final grades on time</td>
<td>Posts occasional late attendance, census &amp; mid-term grades</td>
<td>Does not post attendance, census &amp; mid-term grades (1 or more)</td>
</tr>
</tbody>
</table>
A Distance Learning Leader’s Toolbox

Anthony A. Piña, Ed.D.
Dean of Online Studies
The Sullivan University System
Louisville, Kentucky
apina@sullivan.edu

Online Design and Teaching
- Gagné’s 9 Events of Instruction
  http://academics.georgiasouthern.edu/col/id/gagne_9_events.php
- Online Course Design: http://academics.georgiasouthern.edu/col/id/
- Instructional Strategies Online: http://olc.spsd.sk.ca/DE/PD/inst/index.html
- Crafting Questions for Online Instruction:
  http://ets.tlt.psu.edu/learningdesign/crafting_question
- Teaching Strategies: Online Teaching http://www.crit.umich.edu/tstrategies/tsot.php

Virtual Field Trips:
- Smithsonian: www.si.edu
- Library of Congress: www.loc.gov
- NASA: www.nasa.gov
- Field Museum: www.fieldmuseum.org/
- Shedd Aquarium: www.shedd aquarium.org/
- Museum of Science & Industry: www.msichicago.org/

Learning Objects:
- MERLOT: www.merlot.org
- Wisconsin Online: www.wisc-online.com
- Learning object repositories: http://www4.uwm.edu/cie/learning_objects.cfm?gid=37
- YouTube: http://www.youtube.com
- MIT Open Courseware: http://ocw.mit.edu/
- Open Courseware Consortium http://www.ocwconsortium.org/

Distance Learning vs. Face-to-Face
- Evaluation of Evidence-Based Practices in Online Learning (U.S. DOE meta analysis)
- No Significant Difference (Results of hundreds of media comparison studies 1928-2009)
  http://www.nosignificantdifference.org
Standards and Rubrics

- iNACOL National Quality Standards http://www.inacol.org/research/nationalstandards
- Sloan-C Quality Scorecard http://sloanconsortium.org/quality_scoreboard_online_program
- Quality Matters http://www.qmprogram.org
- Quality Matters Rubric (Paradise Valley College) http://www2.pvc.maricopa.edu/hybrid/docs/QMRubric.pdf
- Illinois Online Network Rubric & Checklist http://www.ion.uiuillinois.edu/initiatives/goci/

Learning/Course Management Systems
- Edutools Comparisons of Course Management Systems: http://www.edutools.org

Trends in Online Learning
- Sloan-C Surveys of Online Learning http://sloanconsortium.org/publications/survey/
- WCET/Campus Computing Project 2010 Managing Online Education Survey http://wcet.wiche.edu/advance/managing-online-education-survey

Print Journals
- American Journal of Distance Education
- Distance Education
- Quarterly Review of Distance Education

Online Journals
- Online Journal of Distance Learning Administration http://www.westga.edu/~distance/ojdl/
- International Journal of Instructional Technology & Distance Learning http://www.itdl.org/
- International Review of Research in Open and Distance Learning http://www.irrodl.org/
- Journal of Distance Education (Canada) http://www.jofde.ca/index.php/ide
- Journal of Educators Online http://www.thejeo.com/
- Journal of Interactive Online Learning http://www.ncolr.org/jiol/
- Journal of Online Learning & Teaching (MERLOT) http://jolt.merlot.org/