



Checklist for Meeting Online Quality Essentials Standard 6

Engagement and Learner Interaction

- ✓ 6.1 Course incorporates formative, low-stakes assessments/activities for frequent engagement.
- ✓ 6.2 Instructor uses supportive, constructive language in all feedback and communications.
- ✓ 6.3 Instructor posts regular and relevant announcements on the course site.
- ✓ 6.4 Instructor solicits learner feedback about the course at least once during the term.
- ⚙ 6.5 Course supports learner metacognition through periodic self-reflection activities.
- ⚙ 6.6 Instructor contributes meaningfully to online activities and discussions.
- ⚙ 6.7 Instructor encourages learner-to-learner engagement in online activities.
- ⚙ 6.8 Course incorporates adaptive learning strategies to personalize learning.
- ⚙ 6.9 Instructor actively engages with learners who show signs of struggle in the course.
- ⚙ 6.10 Instructor encourages or incentivizes learners to participate in office hours.
- ⚙ 6.11 Instructor responds to student communications and inquiries in a timely manner.

Active Learning: Active learning occurs when learners engage by “doing” something, such as discovering, processing, or applying concepts and information.

Learning Activity: Any form of learner participation that serves to reinforce course content. Often, an activity allows for practice, discover, and trial-and-error.

Designing Engagement and Learner Interaction

- ☐ Incorporate low-stakes assessments or activities that encourage frequent learner engagement (6.1)
- ☐ Use positive, supportive, and constructive language when providing feedback or communicating with learners (6.2)
- ☐ Post regular, relevant announcements to keep learners updated and engaged (6.3)
- ☐ Collect learner feedback at least once during the term to gauge course effectiveness and make adjustments (6.4)
- ☐ Build in activities that promote self-reflection and metacognitive awareness (6.5)
- ☐ Participate actively and meaningfully in online discussions and activities (6.6)
- ☐ Provide structured opportunities for peer-to-peer interaction and collaboration (6.7)
- ☐ Incorporate adaptive or personalized learning strategies where appropriate (6.8)
- ☐ Reach out to learners who appear to be struggling and offer targeted support (6.9)
- ☐ Encourage or incentivize participation in office hours (6.10)
- ☐ Respond to student messages and inquiries within the timeframe communicated in the syllabus or course introduction (6.10)

Tips (Recommended strategies to consider)

Use weekly check-ins, discussion prompts, or polls to maintain regular student engagement.

Create a “course rhythm” by posting announcements on the same day each week.

Provide anonymous mid-course surveys to encourage honest learner feedback.

Use adaptive release of content or personalized feedback to individualize learning experiences.

Monitor learner progress in the LMS and proactively contact students who may be falling behind.

Offer flexible office hours (e.g., rotating times, online drop-in sessions) to accommodate different schedules.