

# Online Course Quality: Tune Up Your Course with the Online Course Quick Check

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# Define Online Course Quality

Using the following criteria:

- Objectives
- Content/Activities
- Interaction
- Assessment
- Support

# Quality.....can be elusive

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- Student satisfaction
- Standards/Metrics
- Reflective practice
- Compare to F2F
- Enrollment/retention
- Rigor
- Student and course dynamics

# Using the 'Quick Lube' analogy

- 'Drive your course in,
- Pop the hood,
- Replace or install new parts or tools, or strategies,
- Raise the measure of quality
- **Key words: Quick and essential**

# Course Nuances

“...as seasoned online course practitioners know, there are countless nuances that distinguish one course from another (and, for that matter, that distinguish one semester’s offering of a course from another semester’s offering of the same course),” (Thompson, 2008).

# Questions?

- What brought you to this seminar?
- How do you view online course quality?
- What metrics would you use to measure?
- Do you have effective key components?
- Does teacher presence influence quality?
- How does course design contribute to overall course quality?
- And how is all of this reflected in Canvas?
- Simply put: What about you? When you think of quality – single most important factor?

# Objectives

- **We begin with your course objectives. We feel strongly, as does the literature support, a high quality learning environment should be based on solid, student-centered, and measurable learning objectives. Canvas does offer the Outcomes tool that you might want to consider using to help measure your objectives.**

# Content/Activities

- Modules, publisher content, student-generated content, multimedia
- Does the content support student learning and align with course objectives?
- FCTL/Provost's Syllabus Model
- Assignment tool in Canvas supports many varied approaches to activities
- UCF's Materia or third-party tools



# Interaction

- **Interaction, Michael Moore (1993), offering varied and repetitive interaction between the learner, content and instructor.**
- **Canvas – Discussions, Conversations, Feedback (Surveys), Conferences and Collaborations.**
- **Analytics to gauge your interaction.**

# Assessments

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- **Defined alignment: assessments to objectives**
- **Quiz tool for assessment**
- **Assignment tools; Discussions and Collaboration**

# Support: Last, not least!

- Start and finish points?
- Timely communication and grading?
- Technology support?
- Does the technology work?
- Optimum usability?
- Clear routine or pace?
- Organization
- Support is the key to 'running smoothly'

# Susan Scott Ricci

## Women's Health Issues (NSP4425)

|                |
|----------------|
| Assignments    |
| Discussions    |
| Grades         |
| People         |
| Quizzes        |
| Conferences    |
| Outcomes       |
| Files          |
| Collaborations |
| Pages          |
| Settings       |



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### NSP 4425 - Women's Health Issues

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## Women's Health Issues (NSP4425)



- Objectives
- Content/Activities
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# Advice for Moving Forward

- If possible, DIY or use a trusted colleague to 'peer review' your online course,
- KISS – Keep it Simple Starting
- Or - Lean on Your Instructional Designer for your Course Quick Check – compare notes
- Create a schedule for improvement

# The Online Course Quick Check

- **Drive in....let us check under the hood**
- **Objectives**
- **Content/Activities**
- **Interaction**
- **Assessment**
- **Support**
- **Find it online or contact your ID**

# Questions?

- Seminar Resources:
  - [http://bit.ly/online\\_quickcheck](http://bit.ly/online_quickcheck)
    - Seminar archive
    - Supporting resources
    - The Online Course Quick Check: Link
    - Bill Phillips, [William.Phillips@ucf.edu](mailto:William.Phillips@ucf.edu)
    - Susan Scott Ricci [Susan.Ricci@ucf.edu](mailto:Susan.Ricci@ucf.edu)



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