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

- 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
“...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

- 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’
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Introduction Video
Schedule
Syllabus

Modules
Resources
Student Orientation
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- Objectives
- Content/Activities
- Interaction
- Assessment
- Support
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:
    • Seminar archive
    • Supporting resources
    • The Online Course Quick Check: Link
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Thompson, K.


Canvas Guides:


Teaching at UCF, UCF Karen Smith Faculty Center for Teaching and Learning: [http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/teaching_at_ufc.pdf](http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/teaching_at_ufc.pdf)