Poll Question

Of the items below, which do you consider the *most challenging* when you are designing an online course for the first time?

1. The syllabus includes all of the required course information and up-to-date policies.
2. Module objectives and/or goals are measurable, clearly stated from the learner's perspective, and aligned with course objectives and/or goals.
3. The course content is readily attainable, including external links, resources, and technologies.
4. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.

Setting the Stage: Designing for Quality Online Learning Experiences

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Seminar Objectives

- Explore the concept of “quality”
- Relate the concept of “quality” to online course design
- Preview the *Quality* and *High Quality* course review items and processes
- Identify benefits from a faculty member’s perspective for engaging in an online course review

The Concept of Quality

- *"The standard of something as measured against other things of a similar kind."*
- *"A degree of excellence."*

Quality Course Review Process

How are *Quality* and *High Quality* Conceived?

Tools in Webcourses@UCF
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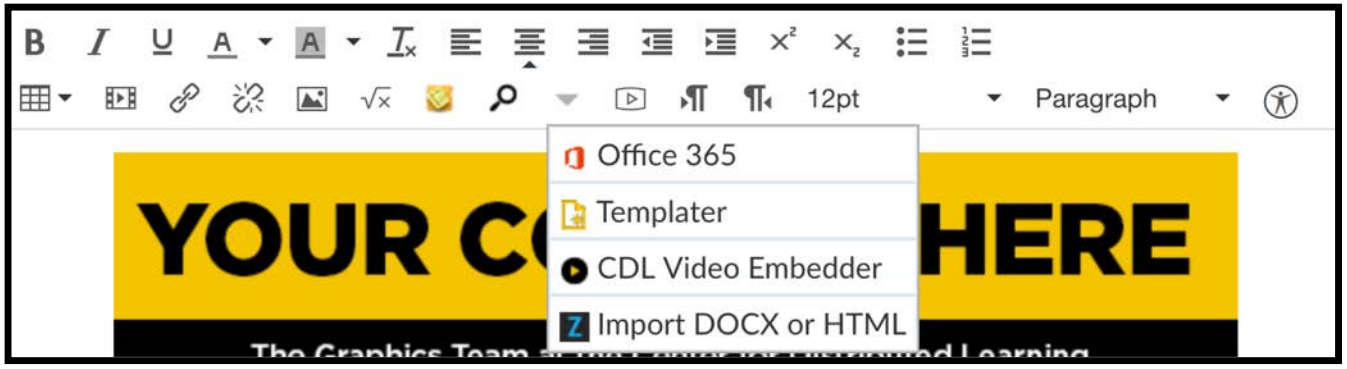
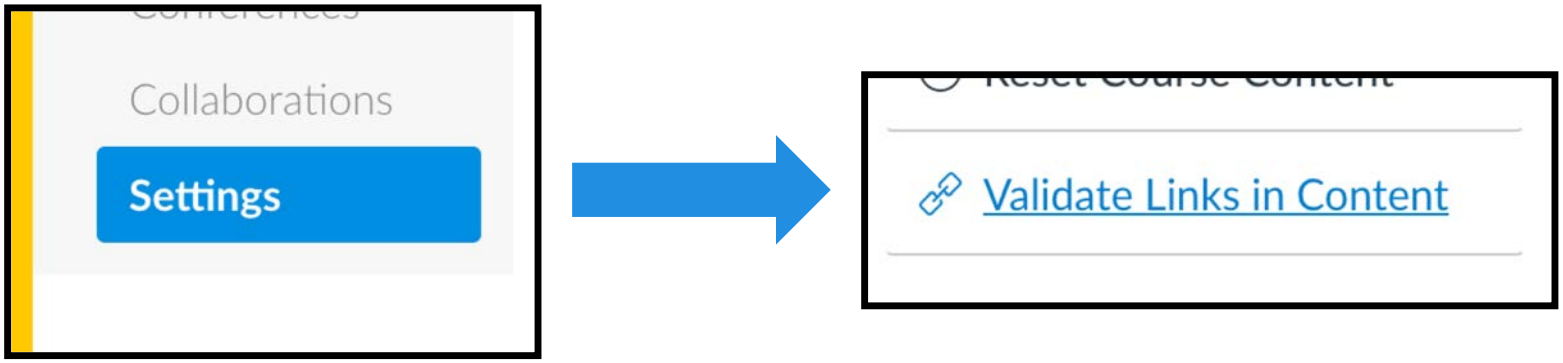
Templater Tool

- **Q item #1**: The course provides a clear starting point for students to begin accessing vital course components.
- **Q item #2**: The syllabus includes the required course information.
- **Q item #8**: Online etiquette expectations for course communication are clearly stated.
- **Q item #10**: Students are offered the opportunity to meet the instructor.
- **Q item #11**: The course has an explicit pace (e.g., a schedule).
- **HQ item #8**: An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video).



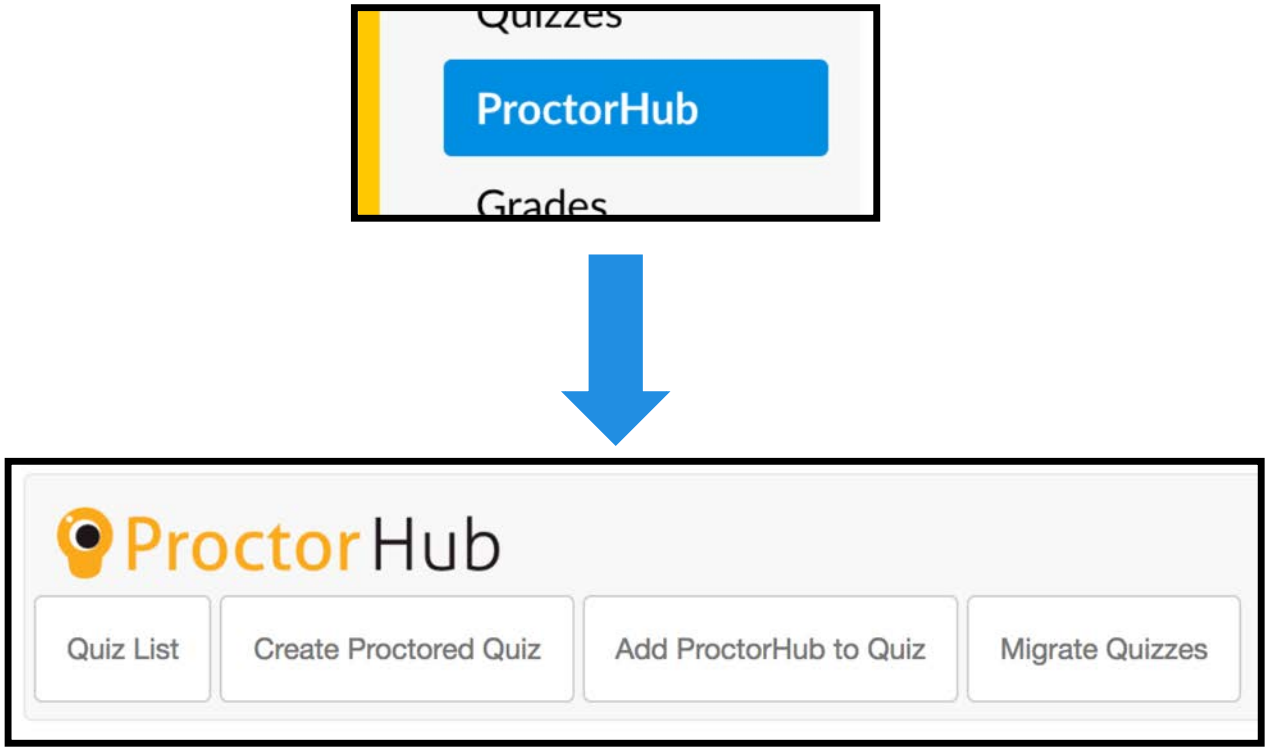
Validate Links in Content ("Link Checker")

HQ item #12: The course content is readily attainable, including external links, resources, and technologies.



ProctorHub

HQ item #15: Measures to promote academic integrity are included.



UDOIT

HQ items 17-25: Accessibility and Universal Design

Where to go from here?

- Reflect on these items while you're designing an online course, or after you've taught it
- Ask a stakeholder (colleague, TA, student) to review your online course
- Ask your instructional designer (IDL6543, OFRA, TLC eligible) to review your online (W) course
  - Digital badge in online course
  - Letter from Vice Provost of Digital Learning
  - Opportunity to be identified in the FloridaShines course catalog

Faculty Perspective

Annabelle Conroy, Ph.D.

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Reasons for Quality Course Review

- Course: Politics of Developing Areas
  - Online (W) modality
- The Process
  - Volunteer to participate (opt-in)
  - Consultation experience
  - Discussion of goals, objectives and concerns
  - Time and effort required
  - Feedback and collaborative redesign

Before and After the Quality Course Review

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Before and After the Review

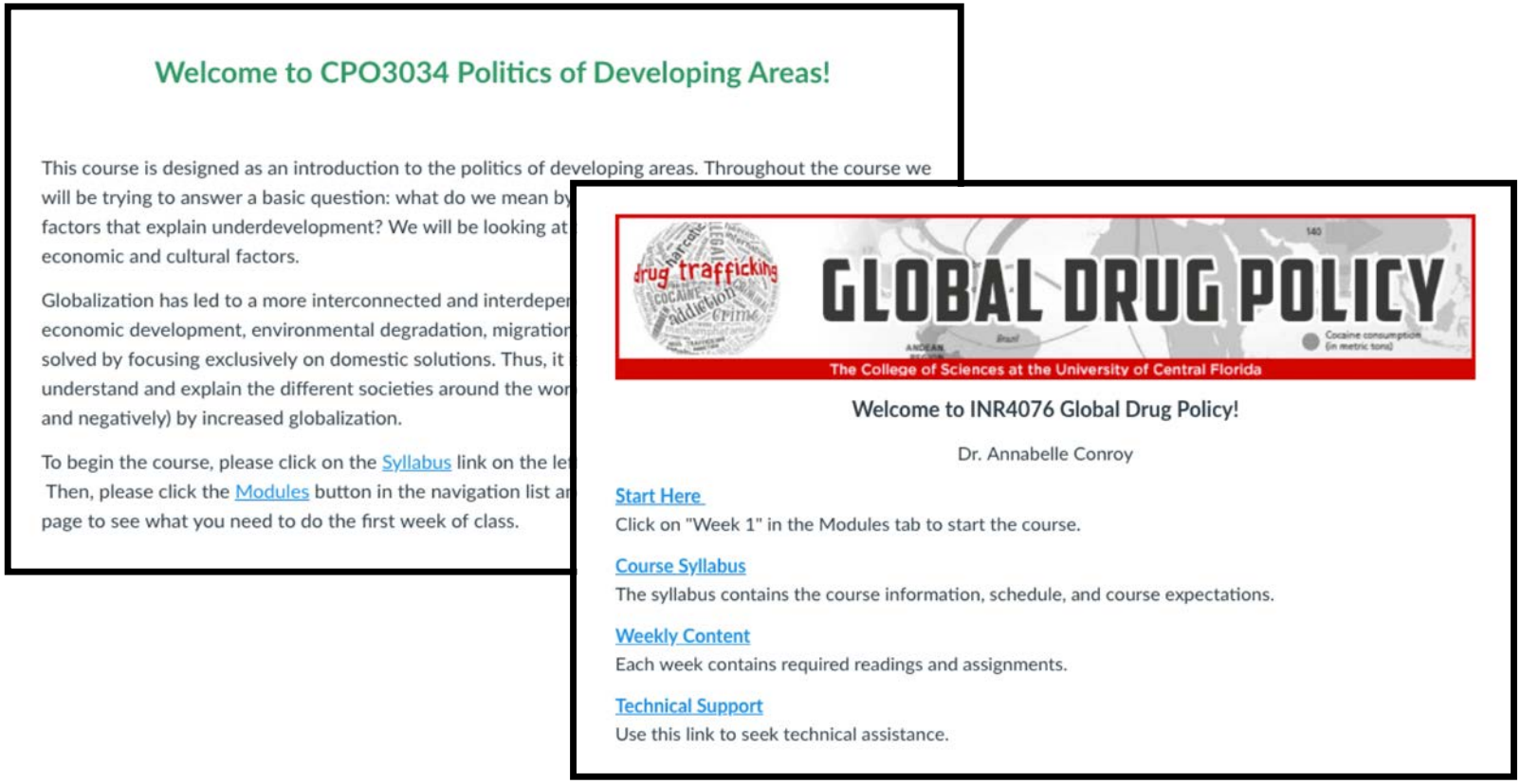
- Before
  - Concerns before
- After
  - Changes that were made to the course and why
  - Benefits to the course
  - Benefits to the instructor

Changes to the Course

Immediate Changes	• UDOIT • Learning objectives • Modify Welcome page to make starting the course easier
Changes in the Medium-term	• Align activities with learning objectives • Develop rubrics for all graded assignments • Develop more interactive and active learning assignments
Long-term Changes	• Introductory video • Materia widgets

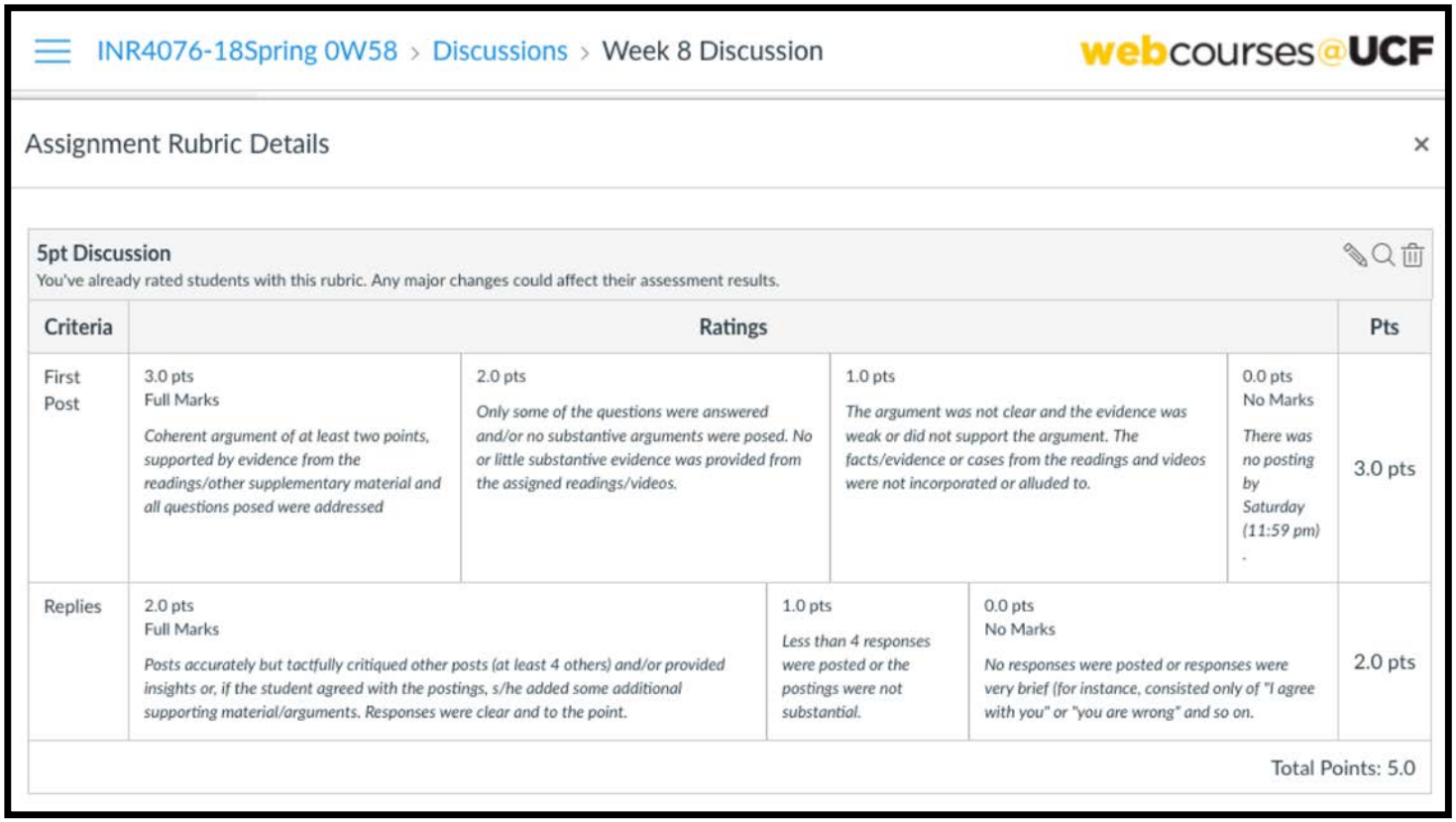
Before and After the Review

Q item #1: The course provides a clear starting point for students to begin accessing vital course components, such as syllabus, course schedule, course content, and assignments.



Before and After the Review

Q item #19: Grading criteria for each learning activity is described (e.g. rubrics).



INR4076-18Spring 0W58 › Discussions › Week 8 Discussion

webcourses@UCF

Assignment Rubric Details

5pt Discussion

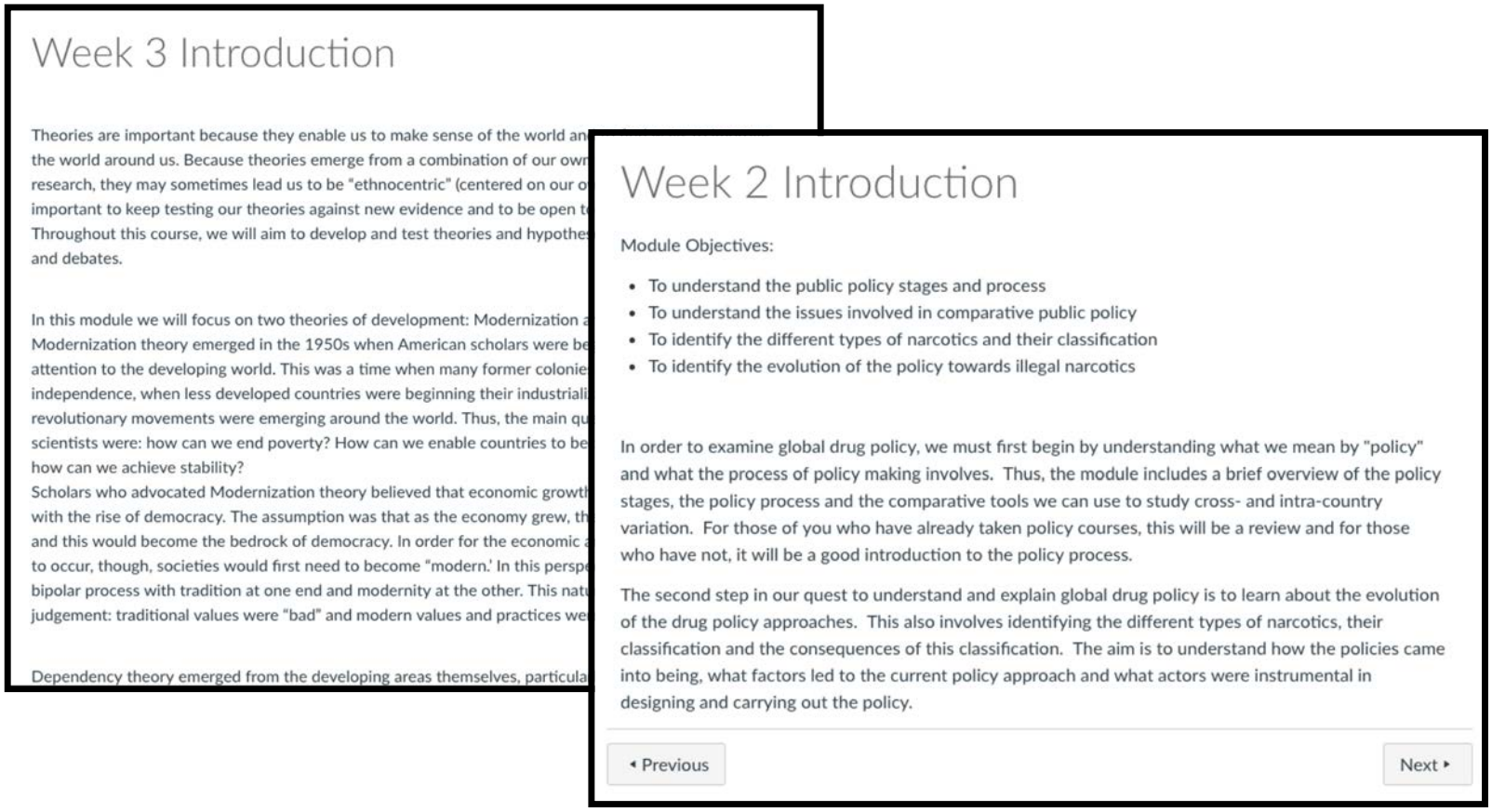
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings				Pts
First Post	3.0 pts Full Marks *Coherent argument of at least two points, supported by evidence from the readings/other supplementary material and all questions posed were addressed*	2.0 pts *Only some of the questions were answered and/or no substantive arguments were posed. No or little substantive evidence was provided from the assigned readings/videos.*	1.0 pts *The argument was not clear and the evidence was weak or did not support the argument. The facts/evidence or cases from the readings and videos were not incorporated or alluded to.*	0.0 pts No Marks *There was no posting by Saturday (11:59 pm)*	3.0 pts
Replies	2.0 pts Full Marks *Posts accurately but tactfully critiqued other posts (at least 4 others) and/or provided insights or, if the student agreed with the postings, s/he added some additional supporting material/arguments. Responses were clear and to the point.*		1.0 pts *Less than 4 responses were posted or the postings were not substantial.*	0.0 pts No Marks *No responses were posted or responses were very brief (for instance, consisted only of "I agree with you" or "you are wrong" and so on.*	2.0 pts

Total Points: 5.0

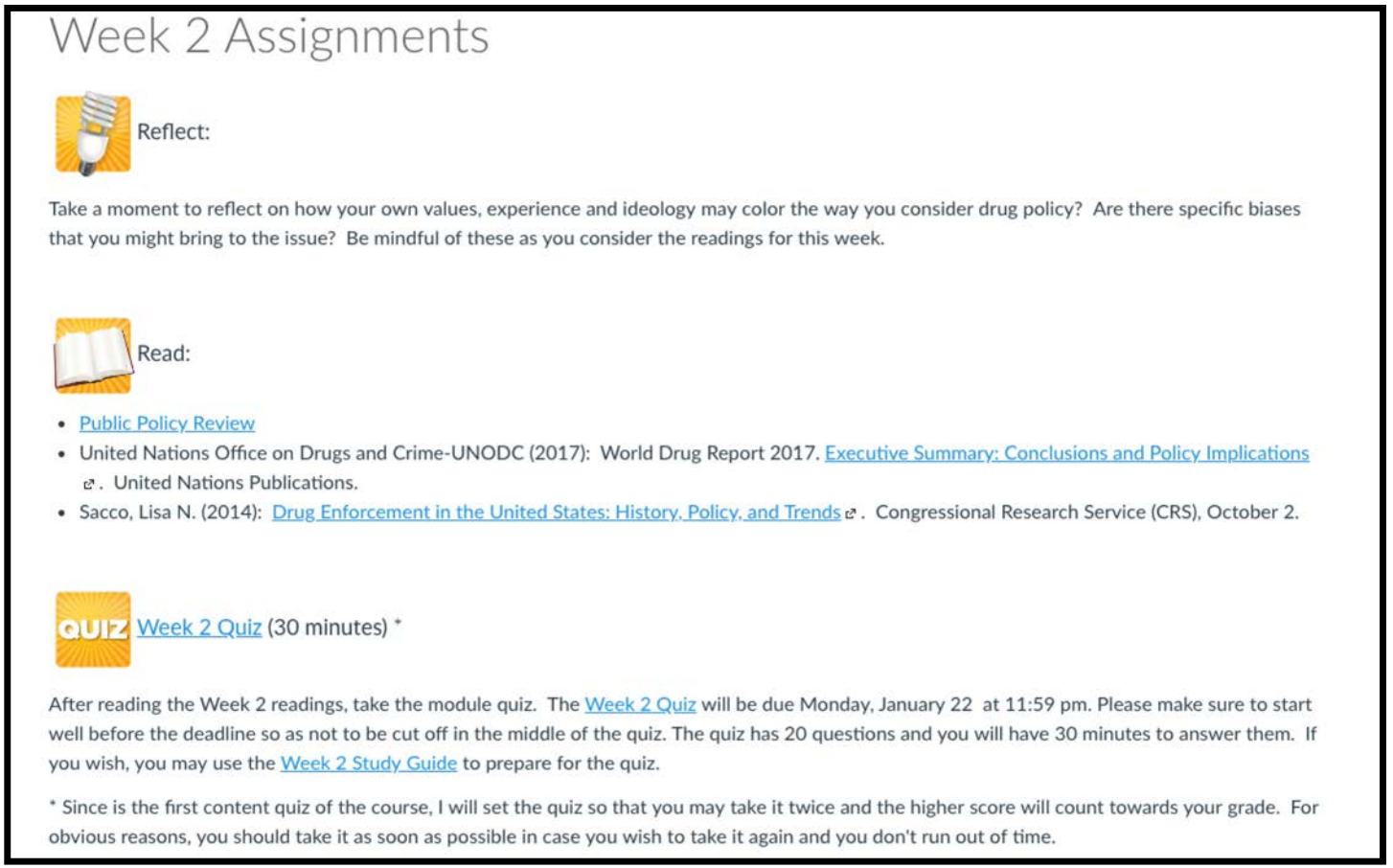
Before and After the Review

HQ item #8: An orientation, introduction, or overview is provided for each module or unit in the course (e.g., Canvas Page, video).



Before and After the Review

HQ item #14: Students are given multiple opportunities to self-assess and/or reflect on their learning throughout the semester.



Week 2 Assignments

Reflect:

Take a moment to reflect on how your own values, experience and ideology may color the way you consider drug policy? Are there specific biases that you might bring to the issue? Be mindful of these as you consider the readings for this week.

Read:

- Public Policy Review
- United Nations Office on Drugs and Crime-UNODC (2017): World Drug Report 2017. Executive Summary: Conclusions and Policy Implications . United Nations Publications.
- Sacco, Lisa N. (2014): Drug Enforcement in the United States: History, Policy, and Trends . Congressional Research Service (CRS), October 2.

QUIZ Week 2 Quiz (30 minutes) *

After reading the Week 2 readings, take the module quiz. The Week 2 Quiz will be due Monday, January 22 at 11:59 pm. Please make sure to start well before the deadline so as not to be cut off in the middle of the quiz. The quiz has 20 questions and you will have 30 minutes to answer them. If you wish, you may use the Week 2 Study Guide to prepare for the quiz.

* Since is the first content quiz of the course, I will set the quiz so that you may take it twice and the higher score will count towards your grade. For obvious reasons, you should take it as soon as possible in case you wish to take it again and you don't run out of time.

Questions?

Interested?
Contact your Instructional Designer

Supporting Materials:
dl.ucf.edu/quality

Take the Survey:
dl.ucf.edu/feedback

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