

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



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





Tools in Webcourses@UCF



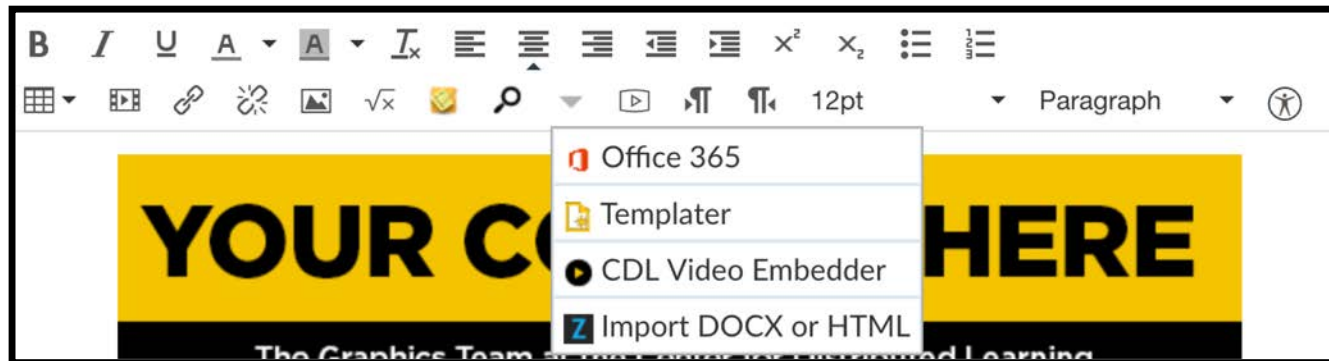
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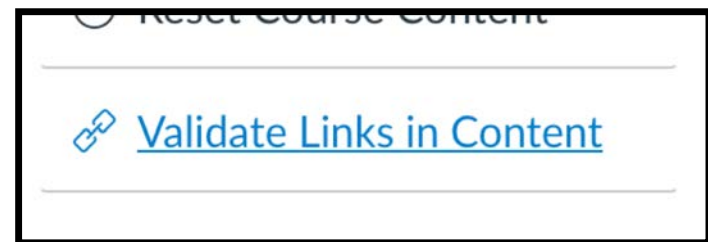
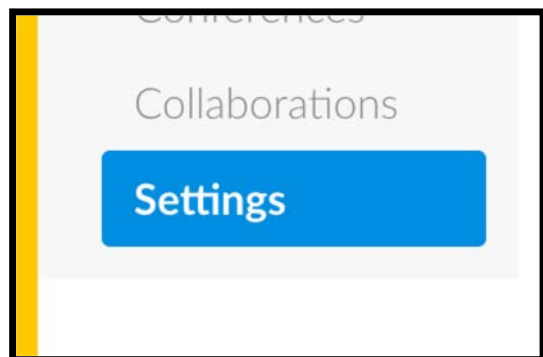
Templater Tool

- **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).



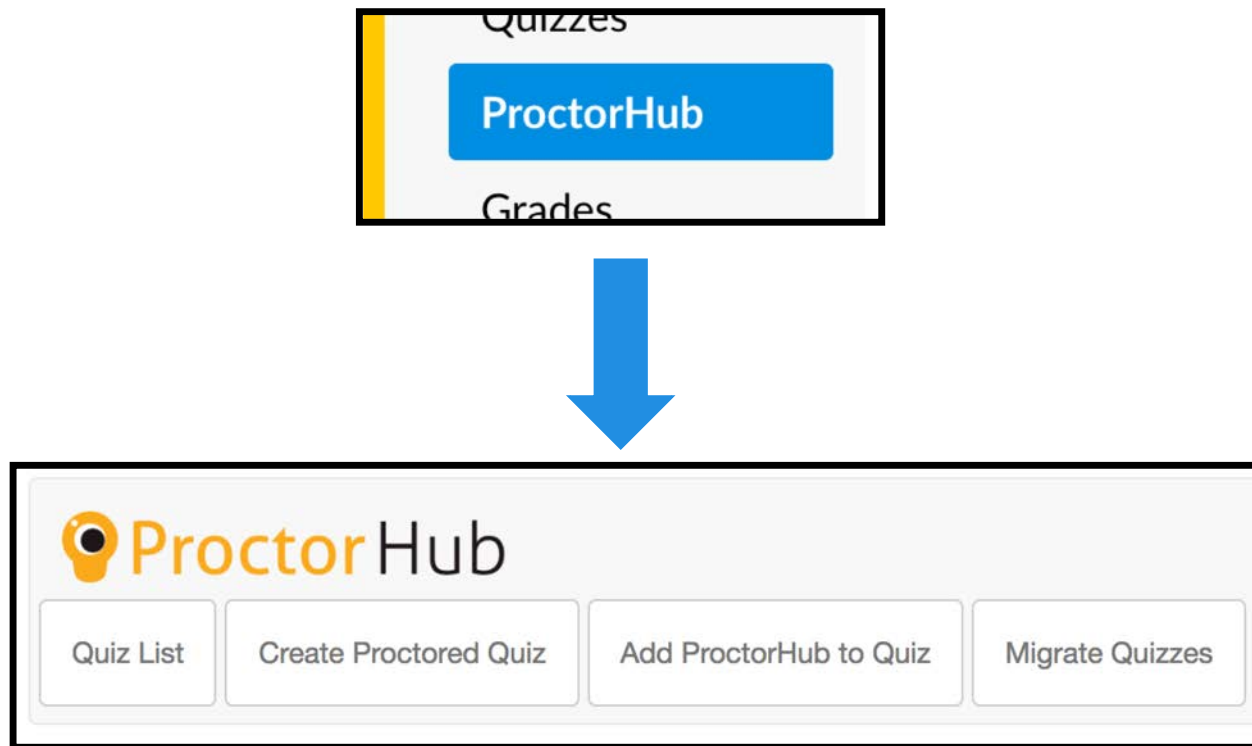
Validate Links in Content ("Link Checker")

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



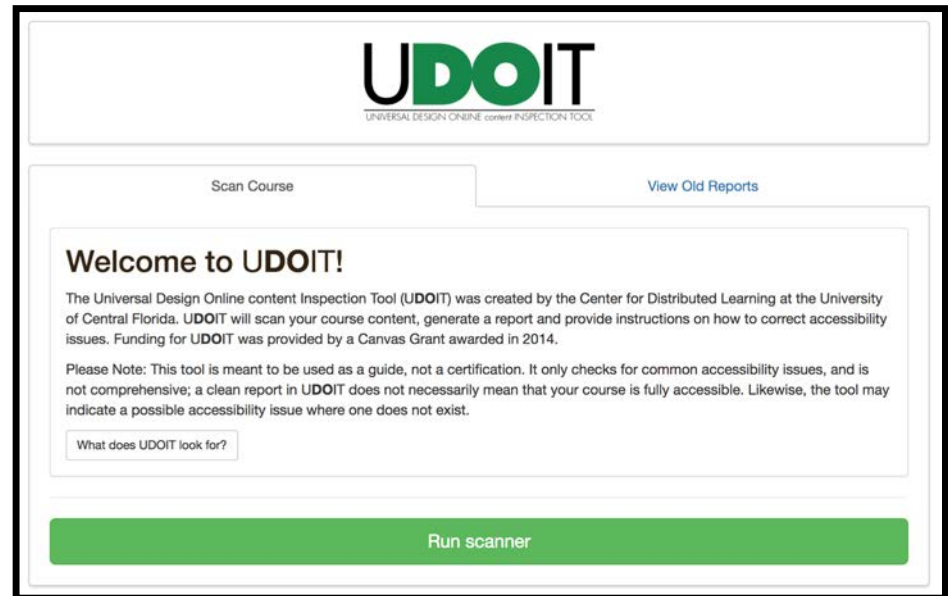
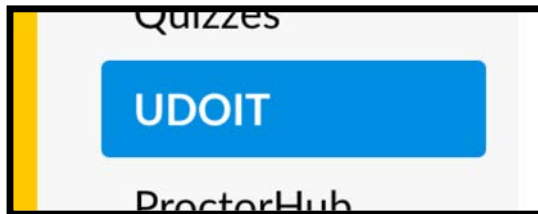
ProctorHub

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.

Welcome to CPO3034 Politics of Developing Areas!

This course is designed as an introduction to the politics of developing areas. Throughout the course we will be trying to answer a basic question: what do we mean by factors that explain underdevelopment? We will be looking at economic and cultural factors.

Globalization has led to a more interconnected and interdependent economic development, environmental degradation, migration solved by focusing exclusively on domestic solutions. Thus, it understand and explain the different societies around the world (and negatively) by increased globalization.

To begin the course, please click on the [Syllabus](#) link on the left. Then, please click the [Modules](#) button in the navigation list at the top of the page to see what you need to do the first week of class.



Welcome to INR4076 Global Drug Policy!

Dr. Annabelle Conroy

[Start Here](#)

Click on "Week 1" in the Modules tab to start the course.

[Course Syllabus](#)

The syllabus contains the course information, schedule, and course expectations.

[Weekly Content](#)

Each week contains required readings and assignments.

[Technical Support](#)

Use this link to seek technical assistance.

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 <i>Coherent argument of at least two points, supported by evidence from the readings/other supplementary material and all questions posed were addressed</i>	2.0 pts <i>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.</i>	1.0 pts <i>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.</i>	0.0 pts No Marks <i>There was no posting by Saturday (11:59 pm)</i>	3.0 pts
Replies	2.0 pts Full Marks <i>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.</i>	1.0 pts <i>Less than 4 responses were posted or the postings were not substantial.</i>	0.0 pts No Marks <i>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.</i>		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).

Week 3 Introduction

Theories are important because they enable us to make sense of the world and the world around us. Because theories emerge from a combination of our own research, they may sometimes lead us to be "ethnocentric" (centered on our own perspective). It is important to keep testing our theories against new evidence and to be open to new perspectives. Throughout this course, we will aim to develop and test theories and hypotheses and debates.

In this module we will focus on two theories of development: Modernization and Dependency theory. Modernization theory emerged in the 1950s when American scholars were beginning to pay attention to the developing world. This was a time when many former colonies were gaining independence, when less developed countries were beginning their industrialization, and when revolutionary movements were emerging around the world. Thus, the main questions that social scientists were asking were: how can we end poverty? How can we enable countries to be more stable? How can we achieve stability?

Scholars who advocated Modernization theory believed that economic growth would come with the rise of democracy. The assumption was that as the economy grew, the political system would become more democratic, and this would become the bedrock of democracy. In order for the economic growth to occur, though, societies would first need to become "modern." In this perspective, modernization is a bipolar process with tradition at one end and modernity at the other. This natural progression is a judgement: traditional values were "bad" and modern values and practices were "good."

Dependency theory emerged from the developing areas themselves, particularly in Latin America. It argued that the economic dependence of these countries on the industrialized world was the cause of their underdevelopment. This theory argued that the economic dependence of these countries on the industrialized world was the cause of their underdevelopment.

Week 2 Introduction

Module Objectives:

- To understand the public policy stages and process
- To understand the issues involved in comparative public policy
- To identify the different types of narcotics and their classification
- To identify the evolution of the policy towards illegal narcotics

In order to examine global drug policy, we must first begin by understanding what we mean by "policy" and what the process of policy making involves. Thus, the module includes a brief overview of the policy stages, the policy process and the comparative tools we can use to study cross- and intra-country variation. For those of you who have already taken policy courses, this will be a review and for those who have not, it will be a good introduction to the policy process.

The second step in our quest to understand and explain global drug policy is to learn about the evolution of the drug policy approaches. This also involves identifying the different types of narcotics, their classification and the consequences of this classification. The aim is to understand how the policies came into being, what factors led to the current policy approach and what actors were instrumental in designing and carrying out the policy.

◀ Previous

Next ▶

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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