

# QUALITY MATTERS

Eight Principles of Quality Design

# Standard 1: Course Overview and Introduction

- ▶ The overall design of the course is made clear to the learner at the beginning of the course
- ▶ Overview Statement:
  - ▶ The course overview and introduction sets the tone for the course
  - ▶ Lets learners know what to expect
  - ▶ Provides guidance to ensure learners get off to a good start

# Standard 1: Specific Review Standards

- 1.1 Instructions make clear how to get started and where to find various course components
- 1.2 Learners are introduced to the purpose and structure of the course
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided
- 1.5 Minimum technology requirements are clearly stated and instructions for use provided
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated
- 1.7 Minimum technical skills expected of the learner are clearly stated
- 1.8 The self-introduction by the instructor is appropriate and is available online
- 1.9 Learners are asked to introduce themselves to the class

# 12-Step Checklist for meeting Standard 1

1. Send Welcome Email
2. Explain to students what to do first - steps to getting started
3. Provide access to the syllabus
4. Post the pacing guide (course schedule)
5. Discuss netiquette expectations
6. Direct students to institutions resources and policies
7. Explain prerequisites including technology skills
8. State required technology
9. Write your instructor introduction
10. Facilitate student to student introduction
11. Establish Social Café or Tech Help Section
12. Explain to students what to do next

# Standard 2: Learning Objectives (Competencies)

- ▶ Learning objectives or competencies describe what learners will be able to do upon completion of the course
- ▶ Overview Statement:
  - ▶ The learning objectives or competencies establish a foundation upon which the rest of the course is based

# Standard 2: Specific Review Standards

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies
- 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated
- 2.5 The learning objectives or competencies are suited to the level of the course

# 12-Step Checklist for meeting Standard 2

1. Write your course level objectives by beginning with the end in mind (Consider skills and abilities you want students to obtain by the end of your course)
2. Draft specific learning objectives for each module or unit that align to course level objectives
3. Limit your list of objectives for each module or unit; 3 to 5 objectives should be adequate
4. Write objectives in student friendly voice
5. All verbs used in learning objectives should be observable (Bloom's verbs)
6. Clearly state learning objectives
7. The relationship between learning objectives and activities is obvious to the student
8. All verbs used in learning objectives are measurable
9. Review wording of learning objectives to ensure students receive all information on how to meet the objective
10. Clearly communicate and describe the intended learning objective
11. Reread to check clarity of learning objective to assure expectations are evident to students
12. Verify learning objective is appropriately designed and add to your course

# Standard 3: Assessment and Measurement

- ▶ Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies
- ▶ Overview Statement:
  - ▶ Assessment is implemented in a manner that corresponds to the course learning objectives or competencies
  - ▶ Allows the instructor a broad perspective on the learners' mastery of content
  - ▶ Allows learners to track their learning progress throughout the course



# Standard 3: Specific Review Standards

- 3.1 The assessments measure the stated learning objective or competencies
- 3.2 The course grading policy is stated clearly
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed
- 3.5 The course provides learners with multiple opportunities to track their learning progress

# 12-Step Checklist for meeting Standard 3

1. Assessments align with learning objectives
2. Learning objectives align with activities and resources
3. Grade calculations include relationship between points, percentages, weights, and grade
4. Assignment category clearly indicates number of assignments
5. Policy on late submissions is clearly stated
6. Criteria to evaluate assignments is clear, preferably in a rubric
7. Point values are used in evaluation
8. Assessment strategies are varied
9. Assessments are sequenced and build on previous knowledge
10. Assessments are regularly scheduled
11. Timely feedback on student progress is evident (self-checks, self-scoring practice, peer critique, etc.)
12. Students can self-evaluate their progress

# Standard 4: Instructional Materials

- ▶ Instructional materials enable learners to achieve stated learning objectives or competencies
- ▶ Overview Statement:
  - ▶ The focus of this standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials

# Standard 4: Specific Review Standards

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained
- 4.3 All instructional materials used in the course are appropriately cited
- 4.4 The instructional materials are current
- 4.5 A variety of instructional materials is used in the course
- 4.6 The distinction between required and optional materials is clearly explained

# 12-Step Checklist for meeting Standard 4

1. Verify content, materials, and resources align to learning objectives
2. Verify content, materials, and resources relate to the course
3. Properly cite resources and materials including copyright
4. Confirm materials and resources are current and up to date
5. Properly note and cite any older material or resource and explain why you are using older material
6. Supply course materials from a variety of resources
7. Provide course materials to students in a variety of forms (texts, pdf, digital, etc.)
8. Required materials for the course is clearly stated
9. Provide statement explaining which materials are suggested or optional for the course
10. Apprise students of necessary materials at the beginning of class
11. Differentiate and cite epack, instructor developed material, or publisher material
12. Stated course learning objectives align to content, materials, and resources

# Standard 5: Course Activities and Learner Interaction

- ▶ Course activities facilitate and support learner interaction and engagement
- ▶ Overview Statement:
  - ▶ Course components that promote active learning contribute to the learning process and to learner persistence

# Standard 5: Specific Review Standards

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies
- 5.2 Learning activities provide opportunities for interaction that support active learning
- 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated
- 5.4 The requirements for learner interaction are clearly stated

# 12-Step Checklist for meeting Standard 5

1. Learning activities are tied to learning objectives in course and, if applicable, learning modules
2. Learning activities align with assessments, activities, and technology
3. Interactions are purposeful
4. Instructor response time on grading of student work is clearly noted
5. Assignments include interaction with the instructor
6. Assignments include interaction with content
7. Assignments include interaction with technologies
8. Assignments include interaction with peers
9. How you will provide feedback is clearly indicated (on discussion board, through comments, on rubrics, etc.)
10. Expectations for student participation are clear (in the course policies)
11. Expectations for student interactions are stated (in the course policies)
12. Rubrics or other criteria detail how participation is evaluated



# Standard 6: Course Technology

- ▶ Course technologies support learners' achievement of course objectives or competencies
- ▶ Overview Statement:
  - ▶ The technologies enabling the various course components facilitate rather than impede the learning process

# Standard 6: Specific Review Standards

- 6.1 The tools used in the course support the learning objectives and competencies
- 6.2 Course tools promote learner engagement and active learning
- 6.3 Technologies required in the course are readily obtainable
- 6.4 The course technologies are current
- 6.5 Links are provided to privacy policies for all external tools required in the course

# 12-Step Checklist for meeting Standard 6

1. Tools are functional software that provide areas for interaction in the course
2. Tools used in the course help learners actively engage in the learning process
3. All required technologies are easily obtainable, through download, purchase at the bookstore, or another means
4. Clear information and instructions are provided regarding how the tools support the learning objectives
5. Instructions are provided on how to obtain peripheral devices is provided if used (headsets, cameras, etc.)
6. Information is provided regarding the availability of the tools on mobile devices (smartphones and tablets)
7. For technologies that require subscriptions, instructions are provided
8. Assure course technologies are up-to-date
9. Tools used in the course include links to the privacy policies provided by the creator of the tool
10. The course takes advantage of tools in the learning management system
11. Incorporated “other” technologies support learning objectives
12. Make sure technology tools are current

# Standard 7: Learner Support

- ▶ The course facilitates learner access to institutional support services essential to learner success
- ▶ Overview Statement:
  - ▶ It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support

# Standard 7: Specific Review Standards

- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it
- 7.2 Course instructions articulate or link to the institution's accessibility policies and services
- 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them
- 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them

# 12-Step Checklist for meeting Standard 7

1. State description of the technical support services provided
2. Provide link, email, or phone number to technical support center
3. Clearly worded directions for obtaining support for externally provided resources
4. Links to tutorials or resources providing instructions on how to use the tools and feature of the learning management system
5. Link provided to the institution's accessibility policy
6. Statement that informs the learner how to obtain an institution's disability support services
7. Links to online orientations or demo courses
8. Link to the library, including information on how to obtain library access, request materials, access databases, and contact a librarian
9. Clear description of student support services and how to access them (including email addresses and phone numbers for personnel)
10. Link provided to the student support website
11. Information on academic resources include tutorials on conducting research, writing papers, citing sources, using an online writing lab
12. Accommodation statements state that services and accommodations are available for learners with disabilities

# Standard 8: Accessibility and Usability

- ▶ The course design reflects a commitment to accessibility and usability for all learners
- ▶ Overview Statement:
  - ▶ The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components

# Standard 8: Specific Review Standards

- 8.1 Course navigation facilitates ease of use
- 8.2 Information is provided about the accessibility of all technologies required in the course
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners
- 8.4 The course design facilitates readability
- 8.5 Course multimedia facilitate ease of use



# 12-Step Checklist for meeting Standard 8

1. Information on the accessibility of the learning managements system and additional required technologies is provided
2. Links to accessibility statements for all required technologies is provided
3. Audio and video have transcripts or captioning
4. Contrast is used to make text easy to read
5. Images are appropriately sized and can be viewed in their entirety without scrolling
6. Design format is consistent throughout the course
7. Font styles and sizes are consistently used
8. Navigation is easy and intuitive
9. A text equivalent for images is provided
10. Heading styles are used
11. Files have been tested with an accessibility checker
12. Course multimedia are easy to view, operate, and interpret

# Questions?

[ycharles@coastalbend.edu](mailto:ycharles@coastalbend.edu)

<http://www.coastalbend.edu/ndlw>

361.354.2506