

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

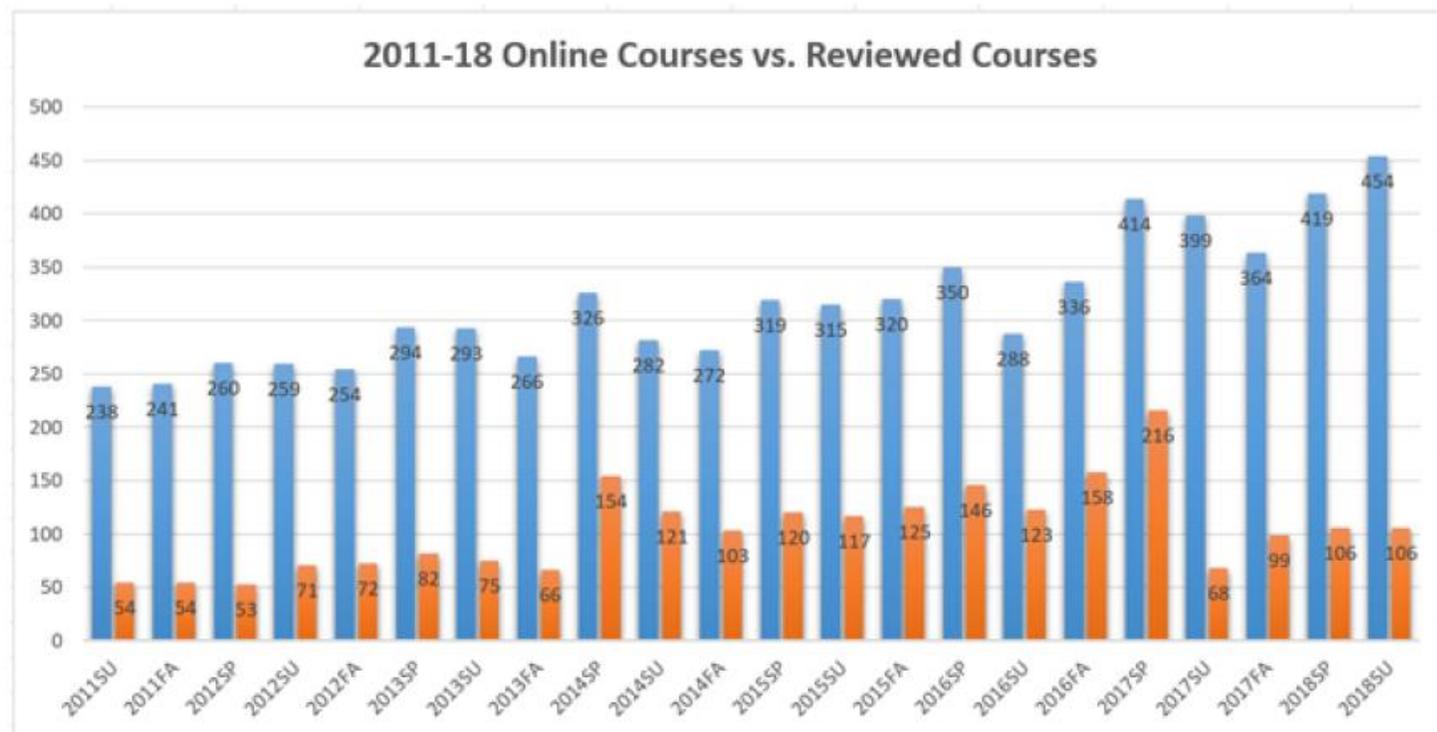
ASEE BEST PRACTICES

ONLINE COURSE PREPARATION-101:
SUMMARY OF ONLINE COURSE CERTIFICATION
TRAINING, SUMMER 2018

A. YORDANOVA

ONLINE COURSE –WHY?

More and more online courses has been offered by universities. SDSU offered 419 online courses in Spring 2018 and 454 in Summer 2018. This number of online courses almost doubled from the number of online course offered in Summer 2011 and Fall 2011.



Blue - number of online courses offered

Orange - number of courses reviewed

MAJOR POINTS

- Online vs face-to-face teaching
- Quality assurance course review rubric
- Backward design strategy
- Creation of measurable desired course learning outcomes

ONLINE VS FACE-TO-FACE TEACHING

Barrera, Ho, Garcia, Traphagan & Chang (2003), University of Texas at Austin:

	Face-to-Face (f2f)	Online
Inherent characteristics	<ul style="list-style-type: none">• Synchronous learning• Teacher directed pace	<ul style="list-style-type: none">• Synchronous and asynchronous learning• Self-paced learning allowed
Learning Process	<ul style="list-style-type: none">• Allows learners and instructors to bond socially• May inhibit reticent learners to participate.• Discussion is limited to the pre-defined time frame.• Teacher exercises strong leadership.• Feedback is immediately delivered through verbal/visual/textual modalities	<ul style="list-style-type: none">• Allows learners and instructors to exchange idea in a more thoughtful fashion.• Allows reticent learners to speak up more easily and actively.• Discussion is not limited to the class time• Conducive to student-centered learning• Feedback is usually delayed and is given mostly through text

What other differences can you think of?

SDSU QUALITY ASSURANCE COURSE REVIEW RUBRIC

Online Quality Assurance Rubrics

New online course review rubric starting from Summer 2015

Based on
Quality
Matters

9 general
standards

38 specific
standards

Points for each
standard range
from 0-3

86 possible
points

The total for
the review
must be at
least 73 points
(85%) to meet
requirements.

SDSU QUALITY ASSURANCE COURSE REVIEW RUBRIC

The nine General Standards of this Rubric are:

SDSU Online Course QA Rubric

- **Nine General Standards**

1. **Overall design** of the course is clear
2. **Learning outcomes** are clearly stated and explained
3. **Assessment strategies** are well integrated
4. **Instructional materials** and resources are sufficiently comprehensive
5. **Meaningful interaction** in the course
6. **Navigation and technology** are intuitive and supportive
7. **Learner Support** provided for student success
8. **Accessibility** (ADA compliance)
9. **Core training** (D2L competency)

[SDSU Quality assurance course review rubric](#)

BACKWARD DESIGN STRATEGY

- It's about beginning with the end in mind. Starting with desired learning outcomes, clearly stated in measurable terms, and working backwards through assessment activities, teaching and learning activities, and content delivery.
- Wiggins and McTighe, in their book *Understanding By Design* (2nd ed., 2005), describe the three steps of backward design:
 1. Identify desired results. What should students know and be able to do at the end of the course? These are your learning outcomes.
 2. Determine acceptable evidence that students have achieved these learning outcomes. These are your formative and summative assessments.
 3. Plan learning experiences, instruction, and resources that will help students be able to provide evidence that they have met the learning outcomes.

CREATION OF MEASURABLE DESIRED COURSE LEARNING OUTCOMES

Tips for developing course-level learning outcomes statements:

- Limit the course-level expected learning outcomes to 5 – 10 statements for the entire course (more detailed outcomes can be developed for individual units, assignments, chapters, etc.).
- Focus on overarching or general knowledge and/or skills (rather than small or trivial details).
- Focus on knowledge and skills that are central to the course topic and/or discipline.
- Create statements that are student-centered rather than faculty-centered (e.g., “Upon completion of this course students will be able to list the names of the 50 states” versus “one objective of this course is to teach the names of the 50 states”).

CREATION OF MEASURABLE DESIRED COURSE LEARNING OUTCOMES

Tips for developing course-level learning outcomes statements (continued):

- Focus on the learning that results from the course rather than describing activities or lessons in the course.
- Incorporate or reflect the institutional and departmental missions.
- Incorporate various ways for students to show success (outlining, describing, modeling, depicting, etc.)
Rather than using a single statement such as “at the end of the course, students will know _____” as the stem for each expected outcome statement.

CREATION OF MEASURABLE DESIRED ONLINE COURSE LEARNING OUTCOMES

In an online course it is important for students to get frequent feedback on how they are doing. Are they learning what they are supposed to be learning?

The most effective way to ensure that students get the feedback they need to stay on track is through a comprehensive, balanced assessment strategy that includes both formative and summative assessments.

- Formative assessment is designed to provide feedback to both student and instructors about how well the learning process is going.
- Summative assessment is designed to provide evidence that students have achieved a learning outcome or otherwise gained skills or knowledge throughout the course.

What formative and summative assessments do you use in your Face-to Face course that you can adopt for an online course?

CREATION OF MEASURABLE DESIRED ONLINE COURSE LEARNING OUTCOMES

Authentic assessment asks students to demonstrate skills and knowledge by performing realistic tasks within the discipline. It provides opportunities to practice, consult resources, get feedback, and refine performances and products. Well-designed authentic assessments:

1. Are realistic, using real-life situations with constraints, purposes, and audiences that impact what needs to be done.
2. Require judgment and innovation to effectively solve unstructured problems
3. Assess students' ability to use their knowledge and skills to negotiate a complex task as a whole.

What authentic assessments do you use in your Face-to Face course that you can adopt for an online course?

ONLINE COURSE PLANNING MATRIX (OUR OWN DR. JU-YU CHANG)

Learning outcomes	Assessments	Instructional Activities	Supporting Materials
<p>In the cells below, add objectives that state:</p> <ul style="list-style-type: none"> What the student should be able to do stated in terms of activities that can be observed. 	<p>In the cells below, add</p> <ul style="list-style-type: none"> How you will assess each objective 	<p>In the cells below, indicate: The activities that your students will be engaged in (e.g., readings, mini lectures, videos, note-taking, discussions, reading and writing activities, group discussion, project presentation, peer evaluation)</p>	<p>What content or supporting materials you will provide (e.g., readings, websites, lesson notes, mini lectures, videos, study guides, partially worked problems, example papers).</p>

TEAM ACTIVITY

- For this activity you will be working as a group, creating a learning outcome for a hypothetical online course module of your choice.
- Discuss with your group what constitutes a "good" learning outcome.
- Create one learning outcome for a hypothetical course module that will focus a topic of your choice.