



Center for Teaching Excellence - Quality Check for Online Courses

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Quality Check for Online Courses

QUALIFIES AS ONLINE DISTANCE EDUCATION

(This is based on a Department of Education federal regulation, 34 CFR 600.2(a).

- Instructor Interaction:** Course must include regular and substantive interaction primarily initiated by the Instructor.
- Instructor Driven:** Course is NOT largely self-paced.
- Authentication:** Course requires proof of student identity through a secure log-in (ex: Network ID used in SIU Online), proctored exams, or other technologies.
- Academic Record:** Course uses a system that documents academic activity to demonstrate regular and substantive interaction (ex: SIU Online).

ENGAGEMENT

- Content for Reading & Collecting:** Instructor provides methods to acquire and collect information.
- Activities for Reflection:** Instructor provides multiple methods to reflect on content & concepts.
- Content & Activities for Visual Learning:** Instructor provides methods to display content & concepts.
- Activities for Hands-on Application:** Instructor provides methods to engage with content & concepts.
- Balanced Content & Participation:** Course provides opportunities for student ownership in the learning process.

COMMUNICATION

- Pre-Course Communication:** Course clearly communicates to students in advance where and when to log-on.
- Syllabus:** Instructor provides a thorough syllabus including course objectives, schedule, and expectations.
- Learning Objectives:** Instructor clearly communicates the learning objectives in the syllabus.
- Instructor to Class Interaction:** Instructor posts news/announcements on a regular basis.
- Instructor to Student Interaction:** Instructor has provided opportunities and guidelines for students to contact instructor and has set reasonable expectations for response turn-around.
- Student to Student Interaction:** Instructor has built in opportunities for students to interact with each other.
- Guided Learning:** Instructor provides ongoing, regular support to students.

ASSESSMENT

- Check Student Learning:** Instructor has incorporated multiple methods to check student learning.
- Feedback:** Instructor has built in methods to provide regular feedback to students.

COURSE DESIGN

- Consistency:** Course reflects consistency of design and content location.
- Accessibility:** Course is accessible when using screen readers and other assistive technologies.

COURSE IMPROVEMENT

- Student Satisfaction:** Instructor provides opportunities, during the course and at the end, for students to provide feedback about the course and their learning experience (ex: Instructor and Course Evaluation).
- Course Review:** Course content is regularly reviewed, especially after revisions and updates, to make sure that the learning objectives still drive the content and instruction.

References: Bonk, C.J. & Zhang, K. (2008). Empowering online learning: 100+ activities for reading, reflecting, displaying, & doing. San Francisco, CA: Jossey-Bass.
Fisher, M. (2003). Designing courses and teaching on the web: A "how to" guide to proven, innovative strategies. Lanham, MD: ScarecrowEducation.



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