

Quality Matters Online Course Development and Guidelines

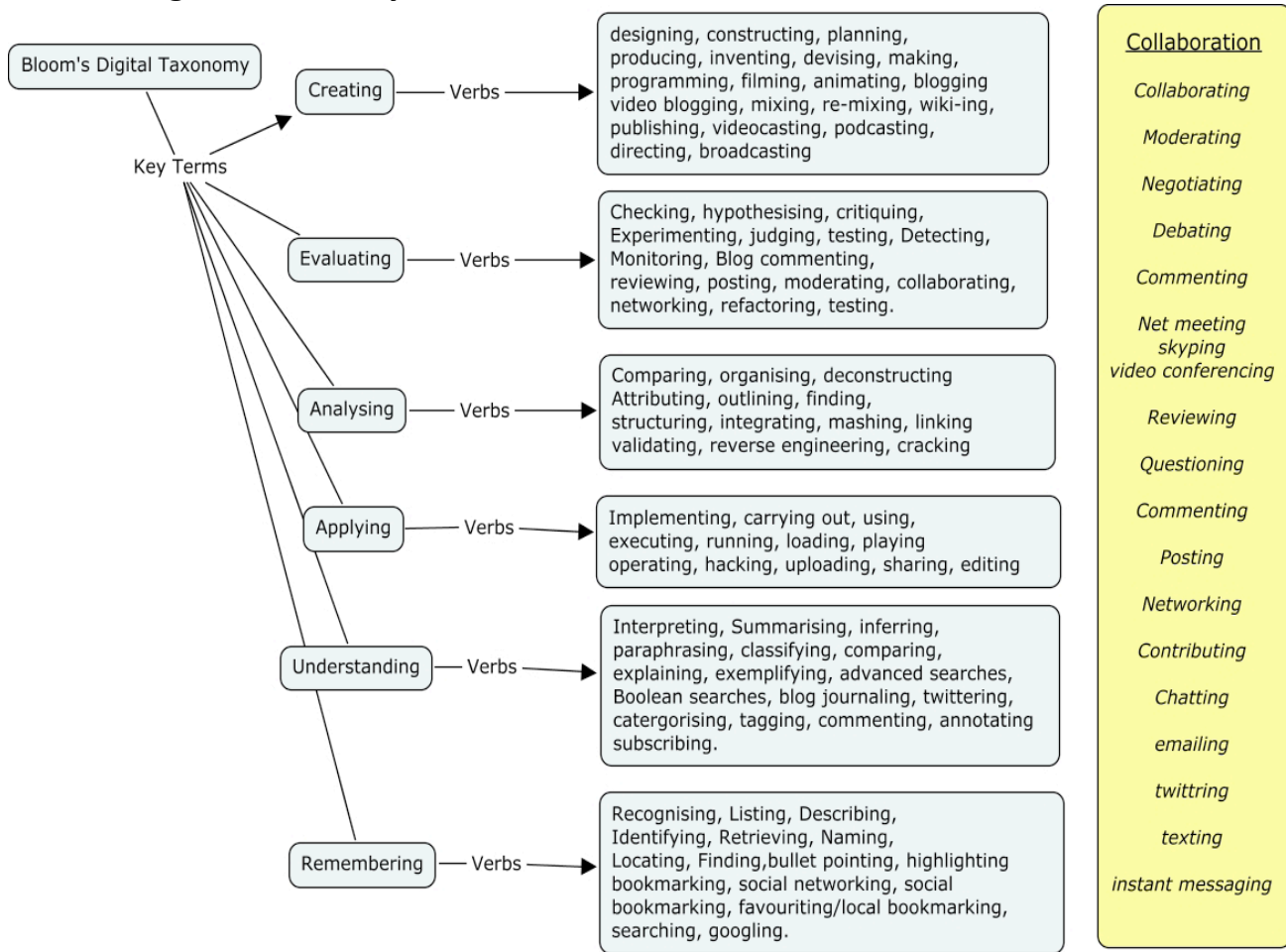
Instructor: _____ First Semester Course will be offered: _____
 Course: _____ Credit/Non-Credit: _____
 College/School/Department: _____
 Degree/Program/Certificate: _____
 Development begin date: _____ Plan Completion Date: _____
 Delivery Method: _____ Fully Online _____ Hybrid/Blended _____ Web Enhanced (F2F)

Online Course Development Guidelines: Contact **Melody Buckner** (626-9484) for instructional design and course development guidance and **Mary Staugaard** (626-2073) for program administrative issues.

<i>Some of these items may exist in a syllabus, however these standards must be integrated into the course to check "Yes".</i>				
Yes	No	Standard	Description	Example
		There is an introduction to the course providing clear instructions on how to get started in the course and instructions helping students understand how to navigate the course tools.	Instructions that provide a general course overview, a schedule for activities, a guide to assist students in exploring the course website and directions on what to do first.	Provide a "Start Here" link in a News Item on your Course Homepage. The link will connect to an area in the content of the course where students receive instructions on how to get started in the course. Example: Student Orientation Lesson
		A statement is provided introducing the student to the purpose of the course and to the structure or flow of the learning process.	This statement gives an idea of the learning process --including learning objectives, schedule, communication modes, types of activities and assessments.	Include this information in the "Start Here" module. Make it easy for students to find this information without having to always refer to the syllabus.
		There is an introduction from the instructor and an opportunity for students to introduce themselves to the instructor and other students.	An introduction creates a connection between the instructor and students. A discussion area for students supports a learning environment and builds a sense of community.	In the "Start Here" module include an Instructor Bio that is professional as well as approachable. In the discussion area, create a student café for students to post comments or questions. Guide them here with an introduction question.
		Students are provided with instructions on how to obtain technical support.	Technical support includes information about topics such as how to log in and how to use the tools and features of the learning management system; a browser-testing tool; information on minimal software and hardware requirements; and links for downloading software.	Refer student to obtain support for Desire2Learn at: http://www.help.d2l.arizona.edu/students Refer students to obtain support at the eCollege helpdesk: 1-800-816-8631.
		Instructions are provided on how students can access resources for accessibility through the Disability Resource Center (DRC).	Courses should comply with the institution's accessibility and/or disability policies and procedures. http://drc.arizona.edu/ada/	Survey your students to see if there are any special needs or check out Universal Design Principles: http://www.advocacyinstitute.org/UDL/

Yes	No	Standard	Description	Example
		The learning objectives are stated clearly, written from a student perspective and describe learning outcomes that are measurable.	Learning objectives refer to what the student is expected to know or be able to do by the end of the instruction, while learning outcomes refer to how the student performs on assessments for specific learning objectives.	Use measureable action words in your learning objectives (examples are in Bloom's Revised Digital Taxonomy - Appendix A)
		The assessments measure student outcomes and are consistent with course activities and resources.	The assessments can be successfully completed, if the student completes the learning resources and activities.	Scoring guidelines, grading rubrics, and assessment assignments are provided with the course materials. (Formative and summative assessments – Appendix B)
		The course grading policy is clearly stated and easy for students to understand.	A clear, written statement explains how the course grades are computed.	Have someone not associated with the course read the grading policy for clarity and understanding.
		There are instructional materials that contribute to the achievement of the learning objectives.	Course instructional materials should align with the learning objectives by integrating effectively with the tools and media selected for their delivery.	Use materials/resources designed for online instruction. (Examples: Record lectures, use PDF, meet and record in Elluminate or create interactive learning with Captivate - Appendix C)
		The learning activities engage students to become active learners in achieving the learning objectives.	The learning activities should actively engage the student with the course content. Vary learning activities to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles.	Activities may include reading assignments, interactive lessons, student presentations, science labs, class discussions, case studies, role playing, simulation exercises, practice quizzes, etc.
		There are technologies and media that support the learning objectives and include sufficient instructions written from a student perspective.	Tools and media used in the course support learning objectives and are integrated with course materials and assignments. Clear information and instructions should be provided regarding how to use the tools and media.	Technology is not used simply for the sake of using technology. Take into consideration your audience. Post in the "Start Here" module clear information and instructions regarding how to use the tools and media offered in the course.
		The course homepage is branded with University of Arizona logo and your College/School/ Department theme.	As students enter the course, they should know that this is a University of Arizona course. The students should also be aware of the College/School/ Department through which the course is being offered. If possible, all disciplines should have the same look or feel on the first page of the course.	A banner on the top of the course should display the UA logo. On that same banner should be the College/School/ Department label or theme graphic. In some of the course management systems (D2L, Blackboard or Moodle) it is possible to create a course homepage to represent and navigate your course.

Appendix A: Bloom's Digital Taxonomy



Bloom's Digital Taxonomy represents the process of learning.

Here is a description of the process:

We have to **remember** a concept, before we can **understand** it.

We have to **understand** a concept, before we can **apply** it.

We have to be able to **apply** a concept, before we can **analyze** it.

We have to **analyze** the concept, before we can **evaluate** its impact.

Finally, we must have all of the above mastered, before we can **create** using the concept.

It may not be necessary to require each stage in the learning process or even start at the beginning. The learning can start at any point, but inherent in that learning will be prior elements of the process.

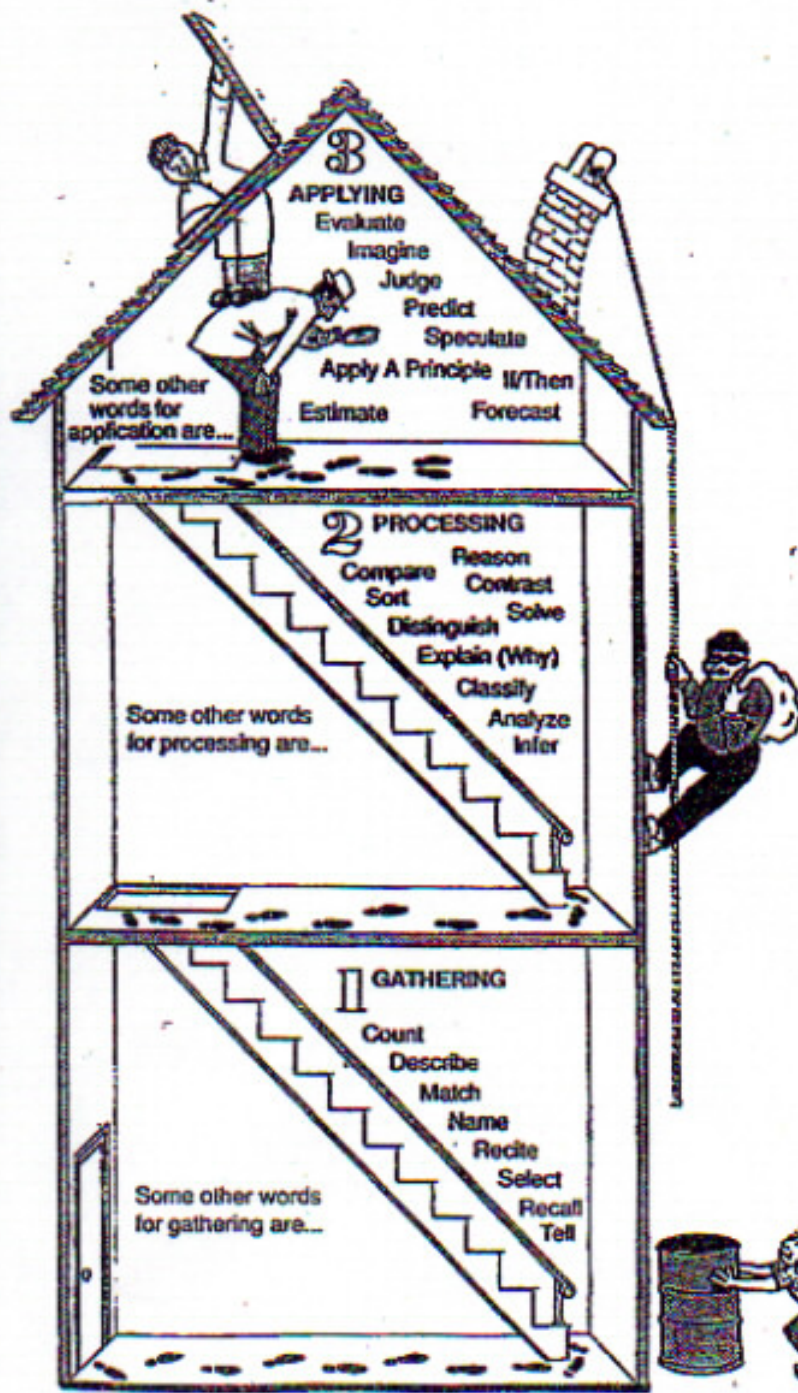
When writing your learning outcome/learning objectives for your course, use the diagram above to find action words to describe your learning outcomes and align with your assessment. For example, if your learning outcome is to have your students remember content, then use the action word, identify. Then your assessment could be multiple choices or matching. So here's an example of how you could write one:

Learning Outcome: After this module, you will be able to identify various elements of computer hardware.

Assessment: Match the picture of the computer part with the term used to describe it.

Here is an illustration inspired by Oliver Wendell Holmes' quote on the **Three-Story Intellect** that puts Bloom's process into action. To start at the bottom: *Level 1 - Gathering* would be Bloom's remembering and understand, *Level 2 - Processing* would be Bloom's applying and analyzing and *Level 3 - Applying* would be Bloom's evaluating and creating.

THE THREE-STORY INTELLECT



There are one-story intellects, two-story intellects and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story men. Two-story men compare, reason, generalize, using the labor of fact collectors as their own. Three-story men idealize, imagine, predict—their best illumination comes from above the skylight.

— Oliver Wendell Holmes

References:

<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

<http://edorigami.wikispaces.com/Bloom%27s+and+the+Three+Storey+Intellect>

Appendix B: Formative and Summative Assessments

There are two kinds of learning outcomes assessment:

- Formative assessment – “in process”.
 - Formative assessment takes place during the course and provides students with “in process” feedback on how they are performing on specific assessment activities and how they can improve their performance on those activities to improve their learning outcomes. Pedagogical research has shown that building formative assessment practices into a course as well as creating a feedback loop to share the assessment findings with students can significantly improve student-learning outcomes.
- Summative assessment “end point assessment”,
 - Summative assessment measures student-learning outcomes at the end of a unit or course usually in the form of a test or final exam.

Objective and Subjective Assessments

- Objective assessment is when there is only one answer.
Examples include:
 - Multiple Choice
 - True/False questions
 - Matching
- Subjective assessment is when there may be more than one way to answer.
Examples include:
 - Extended response
 - Essay
 - Project based
 - Peer reviews
 - Reflections or self-review
- Good idea – Supply students with a Rubric!

Appendix C- Materials/Resources Designed for Online Instruction

Contact for Outreach is Melody Buckner at (520) 626-9484

Contact for OIA is (520) 626-2621

What do you want to do?	How do you do it? Below are recommendations for one way to accomplish the task, knowing there are other methods available.
Record a lecture (audio only)	Purchase a small MP3 player (SanDisk Sansa Clip 2GB - \$35). It will record about an hour of audio. The device is easy to use and small for clipping on to your clothes. It is also easy to transfer the audio file to a computer. To edit and convert your audio file, download free software at www.audible.com . For complete directions, contact Outreach or OIA.
Videotape a lecture or demonstration	Most lectures require a video camera and tripod. There are rooms equipped for this type of recording on campus. I do not recommend videotaping a full lecture unless you are conducting a physical demonstration. If possible, use a Flip Camera (http://store.theflip.com/en-us) for recording short segments. This camera creates an Internet ready product. Only warning is the sound quality (To correct this, you need to be within 6 to 8 feet of the camera).
Capture a lecture using PowerPoint on a PC	Capturing a lecture through PowerPoint is very easy if you have software called Camtasia . There is a free 30 day trail on the website. The educational price for this software is \$180. Once you install Camtasia on your computer, it will automatically create an Add-On tab to your PowerPoint. Just go to this tab to record. There are many options for microphone, I recommend the Blue Snowball . It is about \$80. For complete directions on using Camtasia, contact Outreach or OIA.
Capture a lecture on your computer	You can also use Camtasia to record your voice and capture all the movement on your computer monitor. This is helpful if you need to show computer applications or Internet sites. You will need a microphone, I recommend the Blue Snowball . It is about \$80, but very good quality. For complete directions on using Camtasia, contact Outreach or OIA.
Upload your recording to a web streaming server	Once you have created an audio or video file from the above options, you will need to get them onto the Internet for students to access. One way is through a web-streaming server. Gregory Anderson at OSCR can guide you through the process of creating a workflow to upload your files to a web-streaming server. His contact information is: (520) 626-7295 or gka@email.arizona.edu .

<p>Upload your recording to iTunes U</p>	<p>Once you have created an audio or video file from the above options, you will need to get them onto the Internet for students to access. If you are interested in creating a podcast in iTunes, contact Stuart Glogoff at (520) 626-5347 or stuartg@email.arizona.edu.</p>
<p>Create a PDF or RTF from a Word Document</p>	<p>If you have Microsoft Word, you can create a PDF. To create a PDF file, go to the File pull down menu and select Save As. In the Format pull down menu, select PDF and save your doc as a PDF.</p> <p>There may be time when you need to “strip” the Microsoft formatting code from your document, usually to cut and paste text into another application like a web page (html page). To do this you need to make a Rich Text Format file (RTF). To create a RTF file, go to the File pull down menu and select Save As. In the Format pull down menu, select RTF and save your doc as a RTF.</p>
<p>Conduct a Live Class Online</p>	<p>The UA has purchased a campus license for Elluminate. This is an online collaborative system allowing faculty and students to hold live synchronous class sessions. In the session, all participants can share a whiteboard or their computer, type in a chat box, talk through a microphone and share presentations. The entire session can be recorded for playback.</p> <p>To sign up for an Elluminate session, go to: http://oia.arizona.edu/resource/elluminate. Anyone with a Net ID can create a session! For further questions contact Outreach or OIA.</p>
<p>Create an Asynchronous Discussion</p>	<p>An asynchronous discussion is when you “post” or create a comment to an area for others to respond to at their convenience. This discussion does not require participants to be online at the same time. You can conduct an asynchronous discussion through the Course Management System that you use to deliver your course. The area is usually called Discussions or Discussion Boards. Contact Outreach or OIA for more instructions.</p>
<p>Communicate live with your online students</p>	<p>When teaching a fully online course student may want to make direct synchronous contact with you. There are several ways to accomplish this contact: 1) standard telephone or cell phone, 2) Skype is another alternative, go to Skype for information on how to use this Internet phone system, 3) meet in a virtual world like Second Life. Contact Outreach or OIA for more instructions.</p>

<p>Establishing links to articles in the library database</p>	<p>The best practice in linking articles is to find the article in the database, download the PDF file to your computer, and then upload the PDF file into the Course Management System (example: D2L). The reason for linking to a file you upload is that sometimes links and files posted by others on the Internet disappear.</p> <p>Here is the library link for searching databases: http://www.library.arizona.edu/</p>
<p>Scanning Material for upload to the online course</p>	<p>The Express Document Center located on the First Floor at the bottom of the stairs in the Main Library can assist you will scanning printed material. The turn around depends on the size of your project. Here is the link: http://www.library.arizona.edu/services/express-document-center This is an informative link for faculty and instructors located at the library site: http://www.library.arizona.edu/services/faculty/index.html</p>
<p>Create interactive lessons</p>	<p>There are some software programs that can be used to build interactive lessons. Two of the most popular programs for creating interactive learning are Adobe Captivate or Articulate (at the Articulate site, check out Rapid e-learning Blog under Hot News). If you are interested in taking the extra time to learn and produce some interactive lessons, contact Outreach or OIA.</p>
<p>Use a Virtual World (Second Life) for meetings or instruction</p>	<p>The University of Arizona has a presence in a virtual world called Second Life. If you are not familiar with virtual worlds, think video games and avatars. In Second Life, you and your students create an avatar and communicate live with each other in a simulated environment. If you are interested in exploring this innovative learning environment, contact Outreach or OIA for more information.</p> <p>Here is a link for about UA and Second Life: http://www.oscr.arizona.edu/second life</p>
<p>Using Blogs, Wikis and other Web 2.0 tools for instruction</p>	<p>Blogs are web logs used for communicating on the Internet. Here is an example of a blog on Web 2.0 Teaching Tools. Wikis are another form of communication except with wikis everyone can contribute. The biggest example is Wikipedia. Both of the examples I gave to you explain Web 2.0 tools. Interesting in learning how to use Blog, Wikis or other Web 2.0 tools in your online course, then contact Outreach or OIA for guidance.</p>