Best Practices in High Quality Online Learning?

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Agenda.

- **Introductions**

- **What grounds quality design?**

- **Standards, criteria, and tactics**

- **Q&A**

Feel. Do. Think.
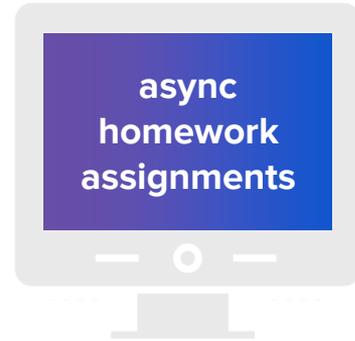
Feelings, attitudes & beliefs impact learning.

Students learn best by *doing*.

Students learn best by *thinking* about what they are doing.

Weekly flow.

Building blocks of delivery

async homework assignments

async homework assignments

Foundational Learning   **Social Learning**   **Post-processing**

Weekly flow.

Learning Events

- **Motivation setting**
- **Expectation setting**
- **Diagnostic assessment**
- **Activating prior knowledge**
- **Didactic instruction**
- **Knowledge checks**
- **Demonstration and modeling**
- **Practice activities**

- Reviewing concepts
- Clarifying misconceptions
- Getting real-time feedback
- Strengthening mental models
- Practicing skills with peers
- Going deeper and wider on foundational learning
- Building community

- Consolidating learning
- Elaborative practice
- Metacognitive activities
- Reflective journaling
- Concept mapping
- Homework completion
- Assignment feedback
- Adding to portfolio

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How do we translate learning science theory and a weekly flow into effective design?

Disclaimer Too much text on the following slides

After each standard and criteria, we are going to pause and identify tactics in the zoom chat
Once we've reached 5, we'll move on!

Learner Focused

multiple strategies for the engagement, motivation, and inclusion of diverse online learners.

Tracking of Progress
- activities for students to track and monitor their progress towards course level learning objectives

Cultural Inclusion
- appropriate consideration of cultural inclusion. These are practices that promote cultural participation, access, and expression within a course

Student Choice and Self-Direction
- opportunities for students to extend their learning, make choices in their learning, and a variety of ways for learners to demonstrate mastery of learning goals.

Learning Goals

appropriate, measurable, student-centered, and properly written goals that drive learning

Student-focused
- course goals written from the lens of what the student will accomplish

Measurable
- course learning objectives that describe outcomes that are measurable

Appropriate and Specific
- The course goals are specific and appropriate for the level of the course

Practice and Assessment Opportunities

multiple and varied opportunities for authentic and appropriate assessment and practice that consider the level of the learner, course objectives and the discipline.

Alignment
a clear and intentional link between assessments (graded and ungraded) to course goals and objectives

Varied Practice
multiple different practice and assessment activities for students to demonstrate proficiency in a single learning outcome

Authentic Assessments
assessments designed to mimic authentic environments to facilitate knowledge transfer

Incorporating Feedback
practice opportunities that allow students to incorporate feedback from prior attempts to demonstrate proficiency towards a learning objective

Alignment to Async
live session activities that map to asynchronous components.

Spaced Practice
multiple opportunities to practice and demonstrate proficiency in a learning objectives appropriately spaced out over the duration of the course (i.e., not all at the end of the course)

Feedback

appropriate mechanisms for instructors and students to provide and understand feedback

Timely
Mechanisms for timely and regular feedback from the instructor exist.

Varied
multiple types of feedback to students on their progress towards course learning objectives (e.g., auto generated feedback, instructor feedback, peer feedback).

Paired with Practice
a feedback mechanism for every practice opportunity.

Self-Assessment
opportunities for student self-assessment and reflect on their mastery of course content

Course Feedback
opportunities for students to provide ongoing or in-time feedback to the instructor

Peer
opportunities for students to give and receive feedback to and from their peers.

Assessment Criteria
criteria for the assessment of graded assignments

Learning Structure

a clear, intentional, and research-validated sequence and flow of course content, learning events, and assessment

Course Scaffolding
- learning activities build in challenge, complexity, and independence throughout the course

Differentiated Opportunities
- opportunities to implement additional support, practice, or challenge based on feedback

Prior Knowledge
- opportunities for students to connect prior knowledge to new concepts.

Live Sessions
- detailed plans for live sessions

Consistency
- learning activities that are consistently structured and sequenced to reduce cognitive load

Delivery

delivery methods, course organization, tactics and content types align with pedagogical and technological best practices and research

Chunking
- information that is "chunked" or grouped to help students learn the content and achieve the stated objective

Curiosity, Interest, and Attention
- tactics that generate curiosity and interest in material

Interaction
- course makes use of interactive elements and includes guidance to students on how to interact with each learning activity

Transformation
- allows for forms of instruction and learning that were previously unimaginable when compared to a traditional classroom setting

Instructional Materials
- a variety of instructional material types and perspectives, while not overly relying on one content type such as a text.

Course Communication

activities and mechanisms for communicating expectations and adequately explaining design decisions to students

Revealing Pedagogy
a plan to communicate learning structure, modality decisions and alignment of goals

Foundational Course Information
critical information related to course logistics and support that every student must know in order to meaningful engage in the course

Learning Objectives
course goals and objectives that are present and explicitly stated to the learner.
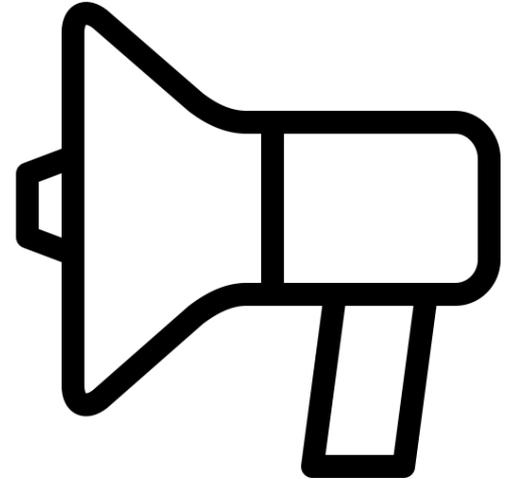
Feedback Expectations
a plan for communicating timely and regular feedback from the instructor

Practice Expectations
clearly defined expectations for graded and ungraded practice in the course

Institutional Policies
all required cross-course institutional policies and information

Community Building

multiple and varied opportunities through interaction to foster belonging, build transferable skills, exchange ideas, and to set and model expectations.

Introductions
- opportunities for students and the instructor to get to know each other, develop a sense of community, and learn about their roles in the course.

Communication & Trust
- activities intended to support continued open communication and trust-building

Sharing Ideas
- opportunities for students to share, discuss, and argue about ideas so that they can co-create knowledge with one another

Student-initiated contact
- a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.

The Digital Care Package

Learning Design @2U

Free Quality Rubrics

1. **Quality Matters (QM)**

2. **Course Quality Assessment Rubric (ACE)**

3. **UW La Crosse Online Course Evaluation Guidelines**

4. **Rubric for Assessing Interactive Qualities of Distance Courses (RAIQDQ)**

5. **Quality Teaching and Learning QLT**

6. **Blackboard**

7. **Quality Online Course Initiative (QOCI)**

8. **The Online Learning Consortium (OSCQR)**

9. **National Standards for Quality Online Courses (iNAACOL)**