Introduction

Stephanie Boychuk works at Vancouver Island University's Centre for Innovation and Excellence in Learning. Her role is to support faculty and learners in using educational technologies. She recently completed her Masters in Educational Leadership and presented on Quality in Online Learning at last summer's Festival of Learning. She's a FLO graduate..

Name(s)

Stephanie Boychuk

Designer(s)

I have designed a course for faculty members to support their use of our technology tools when teaching fully-online. I have delivered the workshop twice. This course was designed and built almost entirely by myself, with support of my M.Ed. supervisor.

I am also currently designing a fully-online adult basic education course in mathematics being offered by VIU. It is being delivered by another instructor, and is currently running as a pilot. This course is being designed in consultation with the instructor and the provincial learning goals for the course.

Purpose of Design

The first course I developed was meant to support faculty members who were inheriting online or blended courses and were not sure how to go about "teaching" in a pre-build shell. The focus was on communication strategies and using the tools within the LMS to boost online teaching presence and community building.

For the second course, we were focusing on creating a self-paced, fully-online mathematics offering, so students can get their mathematics credit for university entrance. This offering is meant to give students and the flexibility to get their credit even if they cannot travel to campus for a face-to-face course.

Scope and Delivery Mode

The course was originally designed to take place over a term. Parts were "peeled off" and delivered for 4 weeks, and then re-delivered for 6 weeks. It was delivered in a blended format. Everything was contained within our LMS, as part of the courses was meant to help faculty get more comfortable in that environment.

The mathematics course is fully-online, continuous intake and is self-paced. There are weekly synchronous online meetings as well as weekly face-to-face meetings for those students who can travel to campus. All of the required activities happen inside the LMS, but a wide variety of practice activities (as well as video and reading support) directs students outside the LMS.

Number of Learners

The faculty course has run with 5 faculty members, and the second run with 4 faculty members.

The mathematics course currently has 20 enrolled students, but this will grow and change throughout the year.

How often the course/workshop design has been tested?

The faculty course has run twice, and we are hoping to run it again in the Fall.

The mathematics course is currently running as a pilot, and we are hoping to gather feedback in addition to our self-assessments and reflections.

Unique, Innovative, Interesting, Challenging?

For the faculty course, this was my first application of the PDPIE Framework. I also used some quality assessment tools including the QOLT Rubric, the Quality eToolkit, and Quality Matters. What I have found, after presenting this work to a few audiences, is that the ease of use of these tools varies widely. The QOLT rubric is great if you have some key background knowledge, but the Quality eToolkit is a much better "starter" for those with less comfort designing. No matter what quality assurance tools are being used, recognizing they are a part of the design cycle can help inform the iterative growth of the project.

During the mathematics course development I found the PDPIE framework valuable as a way to frame conversations around the development of the course and in defining goals. Especially valuable is the idea that implementation is a piece of the cycle - not an end goal - which has helped with ongoing development and fleshing out of the course.

Outcomes? Intentions?

One of my goals for the development of the faculty course was to work with the design cycles and quality assurance tools to get a better "feel" for them. "Quality assurance" becomes a stand-in term for "evaluation" which is an emotionally-charged term. I found that quality assurance often seemed to stand apart from other processes around course design and delivery. This can make it feel unapproachable. If the assurance process is built into the design process, however, and there is a clear cycle and process for improvement, quality assurance becomes another piece of that cycle. I know personally I was ¾ of the way through the course development before I started "passing" quality assurance checks. Since that was part of the process I could adjust my development as needed.

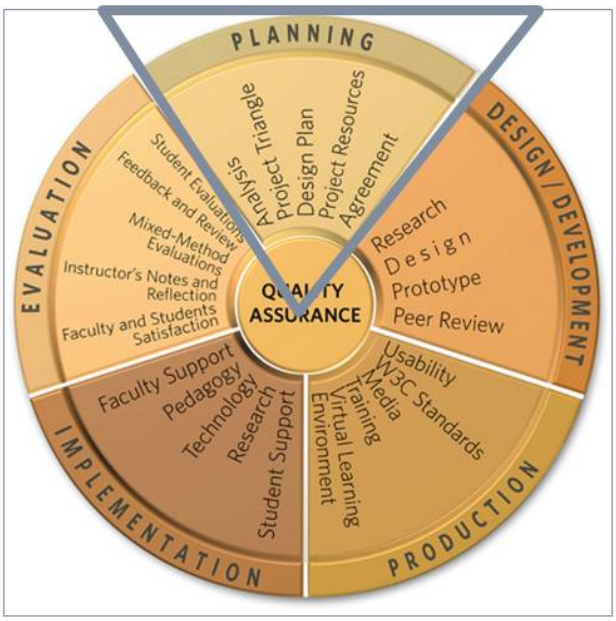
In contrast, my portion of the mathematics course is being enhanced and further developed the by the instructor in order to reach for a higher level of quality in specific aspects of the course design. The quality assurance and design cycles helped develop a shared language about standards - what are non-negotiables (like accessibility) and what are nice-to-haves. From that perspective, I also see that quality assurance can be used as a communication tool within projects and team members, and not just as an assessment tool.

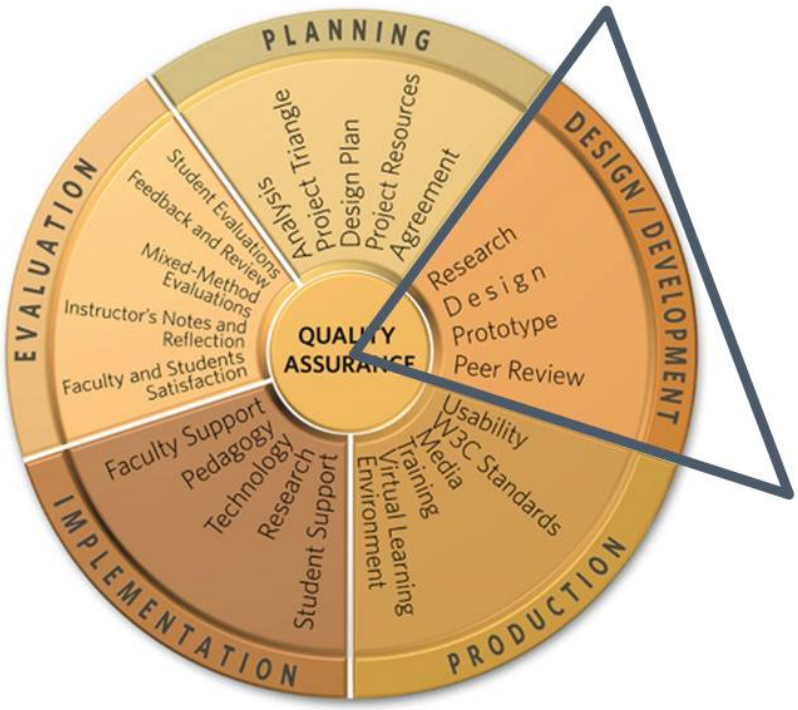
What did you learn about your design approach?

The faculty course and the mathematics course stand in pretty stark contrast in my mind (but partially because I am still in the midst of the mathematics course right now!). Working alone is very different from working with even one other team member, and my approach did change between the two projects.

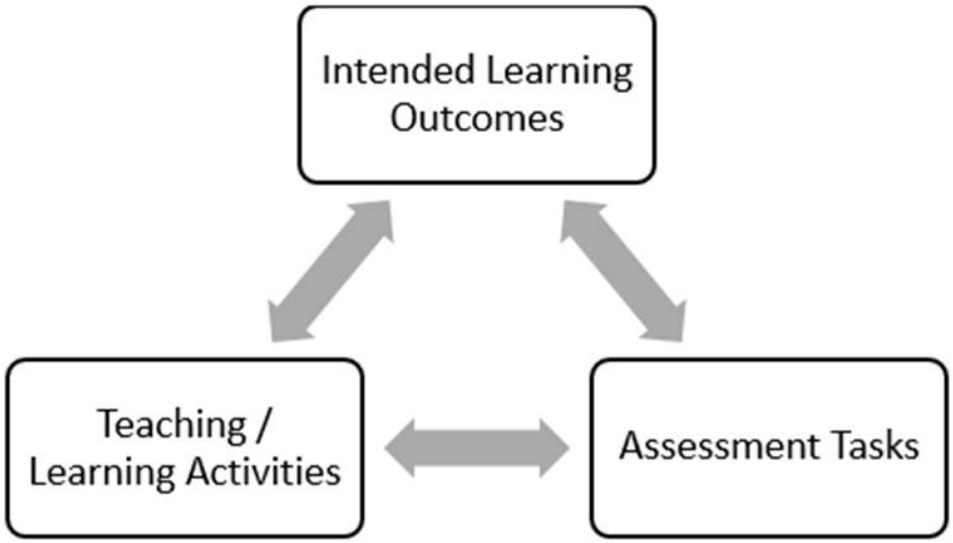
In both cases, the understanding of how quality assurance would be "baked into" the process was different. I feel like that is a good thing - different projects will have different milestones. I do feel that there are some non-negotiable standards that should be understood by all parties, but that quality assurance and a clear design cycle create space for flexibility and creativity in reaching the project goals.

Designing Faculty Supports using the PDPIE framework



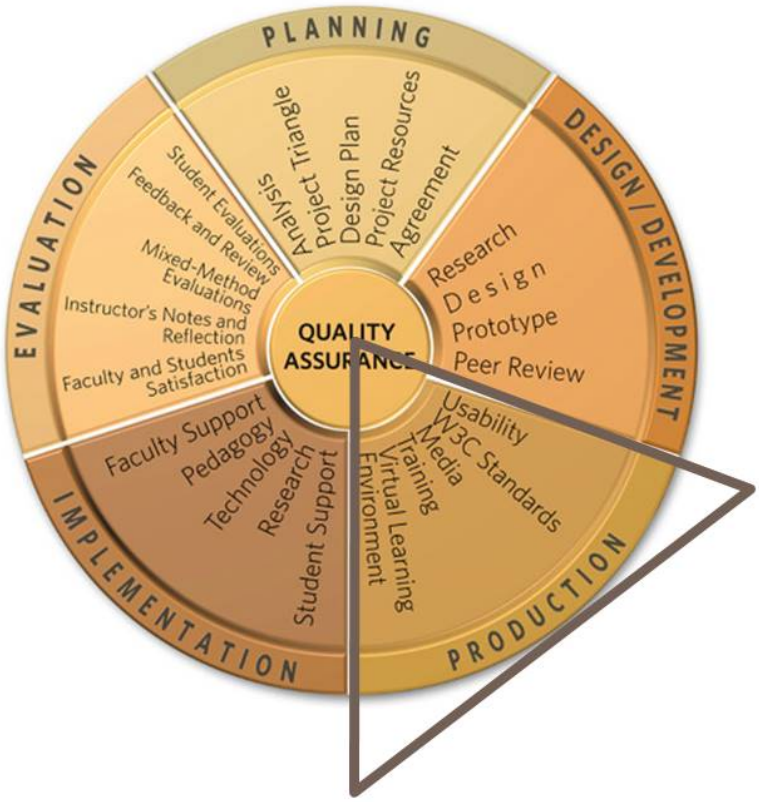


Design and Development



Design and Development

Competencies			Modules	
1	Communicate Expectations	Pedagogy	1 Setting the stage online, asynchronous communication	Increasing tool / tech complexity, linked to pedagogical concepts
2	Synchronous Tools	Technology		
3	Asynchronous Tools	Technology	2 Facilitation with synchronous tools + community building	
4	Facilitation	Pedagogy		
5	Assessment Tools + Feedback	Technology	3 Choosing tools and using current tools better, assessment for learning online	Increasing independence of teaching faculty members
6	UDL, Web Tools — Leveraging Online Environment	Pedagogy		



Quality Assessment during Production

Quality 2.0 Standards
Essential Quality Standards
Self-Assessment

Course Code and Name: _____

Web Design Standards

Format: The course elements use a logical and consistent structure and design format.
Essential ☐ Excellent ☐ Exemplary

Legibility and Readability: The course is designed to facilitate legibility and readability.
Essential ☐ Excellent ☐ Exemplary

Navigation: Navigation throughout the course is consistent, predictable and efficient.
Essential ☐ Excellent ☐ Exemplary

Course Information Standards

Course Outline/Syllabus: A course outline/syllabus and course description is provided.
Essential ☐ Excellent ☐ Exemplary

Instructor Communication: Learners are informed of the ways in which they can communicate with the instructor.
Essential ☐ Excellent ☐ Exemplary

Learning Outcomes/Objectives: Learning outcomes/objectives are achievable, measurable, relevant, clearly stated, and concise.
Essential ☐ Excellent ☐ Exemplary

Grading Information: The grading information is presented to the learners at the very beginning of the course, and is easily accessible throughout the course.
Essential ☐ Excellent ☐ Exemplary

Role of Instructor and Learners: The respective roles of the instructor and the learners in the course in achieving the learning outcomes/objectives are explained.
Essential ☐ Excellent ☐ Exemplary

Writing Standards

Bias: The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.
Essential ☐ Excellent ☐ Exemplary

Tone: The positive tone of the writing contributes to a supportive learning environment.
Essential ☐ Excellent ☐ Exemplary

Citations: All academic content in the course is appropriately cited.
Essential ☐ Excellent ☐ Exemplary

Clear Language: The language is clear and readily comprehensible.
Essential ☐ Excellent ☐ Exemplary

Mechanics of Writing: The course uses correct grammar, punctuation, and spelling.
Essential ☐ Excellent ☐ Exemplary

Resources Standards

Currency: Learning materials are current.
Essential ☐ Excellent ☐ Exemplary

Authority: The authority of learning materials is apparent.
Essential ☐ Excellent ☐ Exemplary

Varied Content Resources: Learners are provided with various types of learning materials.
Essential ☐ Excellent ☐ Exemplary

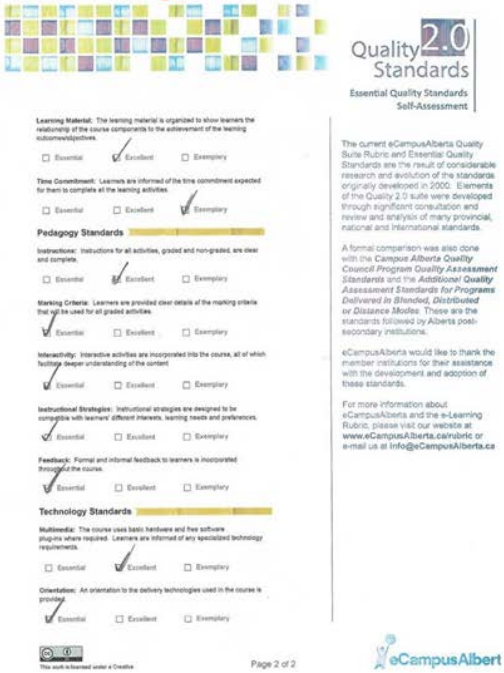
Learner Support: A list of learner support resources with links to the sources is provided.
Essential ☐ Excellent ☐ Exemplary

Organization Standards

Learning Path: The learning path guides learners through the entire course. It explains the learning activities and how they are to be used to fulfill the learning outcomes/objectives.
Essential ☐ Excellent ☐ Exemplary

Page 1 of 2

eCampusAlberta



Quality 2.0 Standards
Essential Quality Standards
Self-Assessment

Learning Material: The learning material is organized to show learners the relationship of the course components to the achievement of the learning outcomes/objectives.
Essential ☐ Excellent ☐ Exemplary

Time Commitment: Learners are informed of the time commitment expected for them to complete all the learning activities.
Essential ☐ Excellent ☐ Exemplary

Pedagogy Standards

Instructions: Instructions for all activities, graded and non-graded, are clear and complete.
Essential ☐ Excellent ☐ Exemplary

Marking Criteria: Learners are provided clear details of the marking criteria that will be used for all graded activities.
Essential ☐ Excellent ☐ Exemplary

Interactivity: Interactive activities are incorporated into the course, all of which facilitate deeper understanding of the content
Essential ☐ Excellent ☐ Exemplary

Instructional Strategies: Instructional strategies are designed to be compatible with learners' different interests, learning needs and preferences.
Essential ☐ Excellent ☐ Exemplary

Feedback: Formal and informal feedback to learners is incorporated throughout the course.
Essential ☐ Excellent ☐ Exemplary

Technology Standards

Multimedia: The course uses basic hardware and free software plug-ins where required. Learners are informed of any specialized technology requirements.
Essential ☐ Excellent ☐ Exemplary

Orientation: An orientation to the delivery technologies used in the course is provided.
Essential ☐ Excellent ☐ Exemplary

The current eCampusAlberta Quality Suite Rubric and Essential Quality Standards are the result of considerable research and evolution of the standards originally developed in 2000. Elements of the Quality 2.0 suite were developed through significant consultation and review and analysis of many provincial, national and international standards.

A formal comparison was also done with the *Campus Alberta Quality Council Program Quality Assessment Standards* and the *Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes*. These are the standards followed by Alberta post-secondary institutions.

eCampusAlberta would like to thank the member institutions for their assistance with the development and adoption of these standards.

For more information about eCampusAlberta and the e-Learning Rubric, please visit our website at www.eCampusAlberta.ca/rubric or e-mail us at Info@eCampusAlberta.ca

Page 2 of 2

eCampusAlberta

Quality Assessment during Production

QOLT
quality online learning & teaching
CSU

Quality Online Learning and Teaching (QOLT) Instrument

The Course Objectives part is comprised of 58 objectives organized into 10 sections as follows:

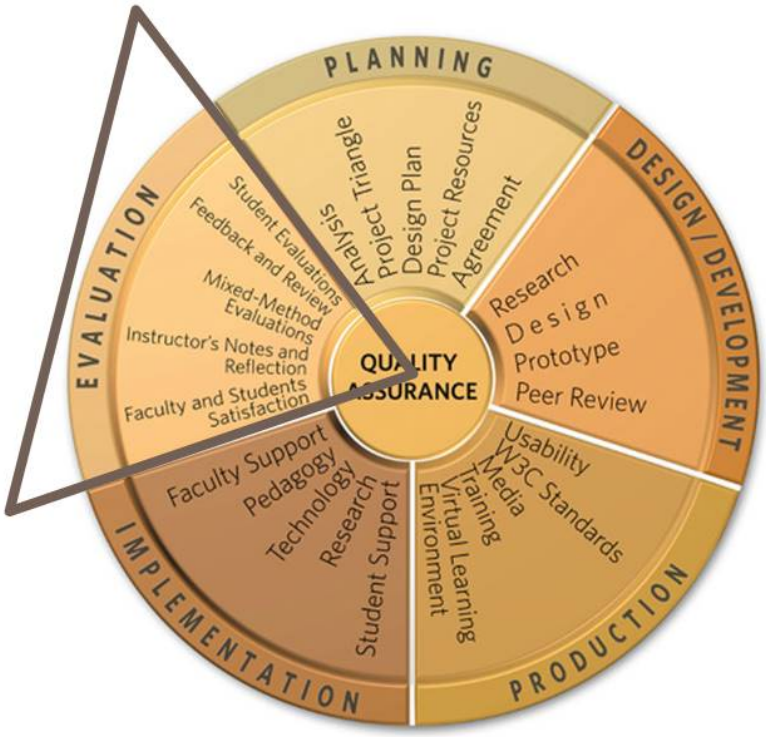
1. Course Overview and Introduction (8 objectives)
2. Assessment and Evaluation of Student Learning (6 objectives)
3. Instructional Materials and Resources Utilized (6 objectives)
4. Students Interaction and Community (7 objectives)
5. Facilitation and Instruction (8 objectives)
6. Technology for Teaching and Learning (5 objectives)
7. Learner Support and Resources (4 objectives)
8. Accessibility and Universal Design (7 objectives)
9. Course Summary and Wrap-up (3 objectives)
10. Mobile Design Readiness (optional) (4 objectives)

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists, or is present but not appropriate for the course.
NA	Objective does not apply to the course	It may be something only a fully online course would need and you are teaching a blended course for example.

Example

Objectives	Example	Rating
1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.	Welcome message or materials introducing course structure/ components is highly recommended.	
Feedback:		



Evaluation and Quality Assurance after Production

		Quality Assurance Tools		
		Quality Matters (QM) Rubric	**Quality eToolkit**	**Quality Online Learning and Teaching (QOLT) Rubric**
Themes From Feedback Survey	**Organization and Web Design**	Course Technology, Accessibility and Usability	Web Design, Organization, Technology	Technology for Teaching and Learning, Accessibility and Universal Design
	Depth and Breadth of Materials	Learning Objectives (Competencies), Instructional Materials	Course Information, Resources,	Course Overview and Introduction, Instructionnal Materials ad Resources Utilized,
	e-Learning Design	Assessment and Measurement, Learner Activities and Learner Interactions	Resources, Pedagogy	Assessment and Evaluation of Student Learning, Student Interaction and Community, Facilitation and Instruction, Course Summary and Wrap-up
	Time and Workload	Learner Support		Learner Support and Resources
	Additional Comments		Writing	