

CEET iTunes U

Ensuring Quality in Online Learning – Part 1

This collection is derived from a January 2013, CEET MoodleMeet: *Quality in ODL*, (Open/Distance Learning) originally designed by Sue Hellman, David LeBlanc, and Clint Surry.

You can go to <http://ceetbc.ning.com> to participate in a community where these ideas are being discussed.

Quality in ODL

The focus of the CEET Meet was to investigate what current research offers teachers and others to develop effective online courses. Among the topics discussed were: defining what quality comprises in online learning; what are students' expectations of online learning; and what can teachers do to with Moodle tools to promote quality in their virtual classrooms.

David LeBlanc has created a comprehensive set of slides related to the theoretical framework for quality in ODL available at this link:

http://server.time2evolve.net/~together/Web/CEET_QualityAssuranceODL/player.html

You don't need to feel that you must watch every slide in linear fashion. If you want to skip over certain sections, feel free to access any slides you want to view directly by clicking its title in the left-hand sidebar.

Some highlights from the slideset are shown below:

How we Define Quality in DL

Quality Control	• a procedure for checking work after it is done
Quality Assurance	• planned attempts to prevent faults and inadequacies
Quality Management	• a system of measures to ensure quality control

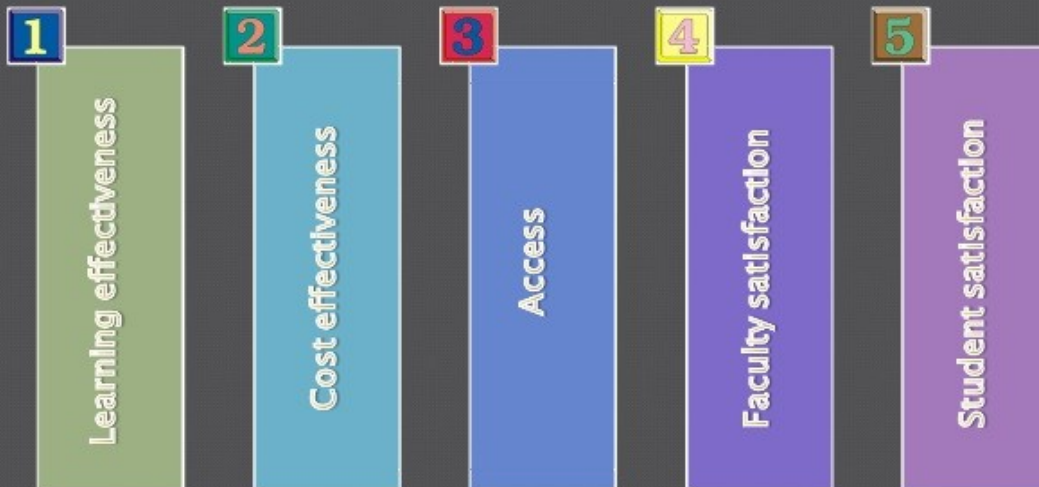
3 Learning Theories: Knowledge

<u>Behaviourism</u>	<u>Cognitive Constructivism</u>	<u>Social Constructivism</u>
<i>Skinner</i>	<i>Piaget</i>	<i>Vygotsky</i>
Behavioural responses to environmental stimuli.	Building on your existing knowledge by discovering and exploring new knowledge.	Knowledge is socially constructed.

3 Learning Theories: Learning

Behaviourism	Cognitive Constructivism	Social Constructivism
Passive absorption of predefined body of knowledge by learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners.	Integration of students into knowledge community. Collaborative assimilation and accommodation of new information.

Five Pillars



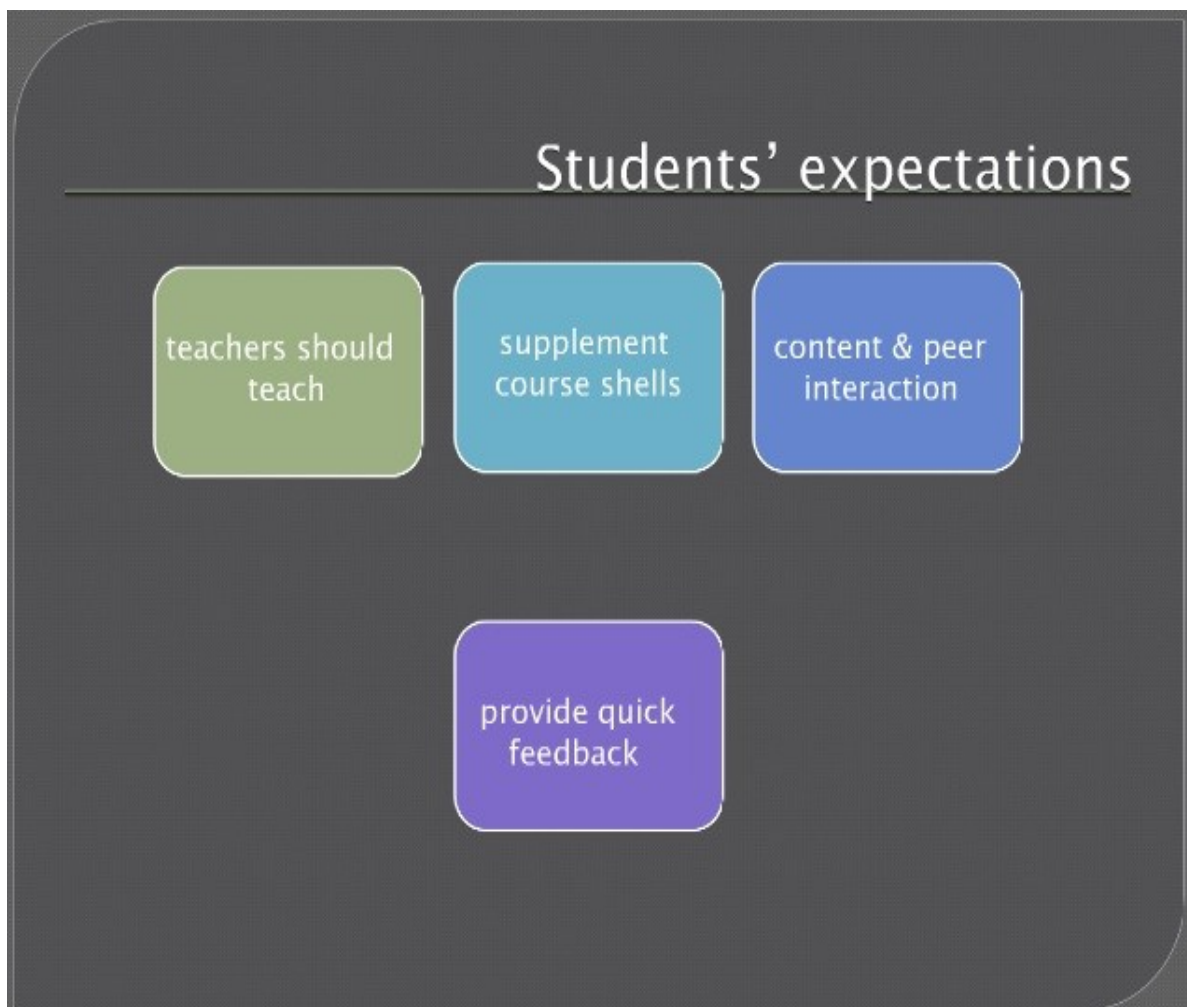
3 Learning Theories: Motivation

Behaviourism	Cognitive Constructivism	Social Constructivism
Extrinsic, reward and punishment (positive and negative reinforcers)	Intrinsic. Learners set their own goals and motivate themselves to learn.	Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.

3 Learning Theories: Instruction

Behaviourism	Cognitive Constructivism	Social Constructivism
Correct behavioral responses are transmitted by the teacher (tutorial) and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation & accommodation.	Collaborative learning is facilitated and guided by the teacher. Dialogue and interactivity with others.

And of utmost importance, consider what students expect in the online environment – that the teacher needs to bring value to the experience, and do more than just grading and evaluating.



An early conversation in the CEET Meet included the following question:

If you could use only three words or short phrases to describe the key properties or markers of high quality course design, what would they be? In other word, if one of these qualities was missing, you'd feel instantly that the design (not the teaching or facilitation) was not strong.

Replies:

From Jan

1. interactive
2. highly relevant to learner for future employment (i.e. content aligned to job market needs)
3. outcome based

From Jodie

1. choice of information presentation (audio/visual or text/graphics)
2. choice in showing learning outcomes (based on same PLOs)
3. clear overview of activities that are easy to navigate to

From Donna

1. informative-precise
2. interactive
3. user friendly

From Indira

1. Learner support (orientation - pre-requisite knowledge and skills, learning objectives, course components, evaluation criteria, etiquette and expected participation etc.)
2. Well-structured course content (ease-of-use with resources, activities and blocks)
3. Timely feedback (on participation and performance)

4. Aligning learning tasks and assessment questions with learning outcomes.
5. Engage students in interactive, reflective, constructive and collaborative activities.

From José

1. Interactive : in the way that it enhances communication among teacher and students in a synchronous and asynchronous way .
2. Learner support : clear exposure to the course objectives , clear reference to the tasks the learner is supposed to do and feedback as well as clear outcomes evaluation criteria (use of rubrics).
3. Clear course lay-out with good use of labels and clarity of activities, blocks, events, deadlines...

From Robert

1. design layout
2. orientation
3. flow

Conclusion for Part 1:

Make your course easy enough that older students are able to be successful. Individuals should not have to quit their full-time jobs in order to do this! Work load needs to be easy enough to maintain employment (paying the bills) and obtaining educational goals Do not assume what is obvious is obvious. Give explicit directions on such things as course navigation, how to post and respond to posts in forums, etc.

<http://ceetbc.ning.com/groups> gives you access to educators who have formed an online group to discuss technology in education including topics like this one. You are welcome to join and participate.

Part 2 is a collection annotated links related to an investigation of “what is instructional design” in the context of online learning and quality.