

## CEET iTunes U

### Ensuring Quality in Online Learning – Part 2

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.

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

## What is Instructional Design?

### Course Evaluation Checklists

<p>Quality Matters™ Rubric Standards 2011 - 2013 edition</p> <p><a href="http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf">http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf</a></p>	<p>Here's a very clean one-page checklist from the Quality Matters Program in the U.S.</p> <p>Thank-you Dr. Indira Koneru for sharing this resource.</p>
<p>A Craven Community College Course Evaluation Checklist Page</p> <p><a href="http://www.cravencc.edu/centerteachinglearning/resourcedocs/courseevaluationrubric.pdf">http://www.cravencc.edu/centerteachinglearning/resourcedocs/courseevaluationrubric.pdf</a></p>	<p>Craven's Evaluation Checklist is an easy to follow document presented in a simplified three page format.</p>

<p>University of Southern Mississippi Learning Enhancement Center</p> <p><a href="http://ablendedmaricopa.pbworks.com/f/LEC_Online_course+rubric.pdf">http://ablendedmaricopa.pbworks.com/f/LEC_Online_course+rubric.pdf</a></p>	<p>Like Craven Community College, the University of Mississippi's Learning Enhancement Center's Online Course Evaluation rubric is simple and succinct. It is four pages in length.</p>
<p>Southern Regional Education Board Checklist for Evaluating Online Courses</p> <p><a href="http://publications.sreb.org/2006/06T06_Checklist_for_Evaluating-Online-Courses.pdf">http://publications.sreb.org/2006/06T06_Checklist_for_Evaluating-Online-Courses.pdf</a></p>	<p>The Southern Regional Education Board Checklist for Evaluating Online Courses is a bit more detailed than you will have previously seen. It is 16 pages long and uses a scale to evaluate standards. Sandy Hirtz provided a link to this in our <a href="#">Instructional Design Discussions group at CEET</a></p>
<p>Course Evaluation Checklist</p> <p><a href="https://sites.google.com/site/moodlemayhem/engaging-learners-online-part-2">https://sites.google.com/site/moodlemayhem/engaging-learners-online-part-2</a></p>	<p>Here's a checklist that Sandy Hirtz contributed in our <a href="#">Instructional Design Discussions group at CEET</a></p>
<p><b>Academic papers / research</b></p>	
<p>Sloan consortium quality framework and the five pillars</p> <p><a href="http://sloanconsortium.org/publications/books/qualityframework.pdf">http://sloanconsortium.org/publications/books/qualityframework.pdf</a></p>	<p>This overview introduces the Sloan Consortium (Sloan-C), explains its quality framework for guiding quality and sharing effective practices, and suggests directions for research and development. (9 pages)</p>

<p><b>Preparing Instructors for Quality Online Instruction.</b></p> <p><a href="http://www.westga.edu/~distance/ojdla/spring81/yang81.htm">http://www.westga.edu/~distance/ojdla/spring81/yang81.htm</a></p>	<p>This extensive research paper examines new challenges and barriers for online instructors, highlights major themes prevalent in the literature related to “quality control or assurance” in online education, and provide practical strategies for instructors to design and deliver effective online instruction. Recommendations will be made on how to prepare instructors for quality online instruction. (6 pages)</p>
<p><b>Quality Assurance for whom? Providers and consumers in today’s distributed learning environment.</b></p> <p><a href="http://www.thencat.org/Monographs/Mono3.pdf">http://www.thencat.org/Monographs/Mono3.pdf</a></p>	<p>This paper is organized into two parts. The first part focuses on questions and issues of quality assurance viewed largely from the perspective of institutions and agencies. It explores the nature of the problem that distributed learning seems to present for traditional quality assurance practice. The second part focuses on quality assurance from the point of view of consumers, primarily students but also employers and graduate and professional schools. (30 pages)</p> <p><b>The Pew Learning and Technology Program, Center for Academic Transformation, Troy, New York.</b></p>
<p><b>Reflections on the Future of Instructional Design and Technology</b></p> <p><a href="http://www.indiana.edu/~idt/shortpapers/documents/IDTf_Spector.pdf">http://www.indiana.edu/~idt/shortpapers/documents/IDTf_Spector.pdf</a></p>	<p>As the title suggests, this six page paper by J. Michael Spector presents a one researcher's perspective of the evolving field of Instructional Design and Technology (6 pages)</p>

<p><b>Instructional Theory and Instructional Design Theory: What's the difference and why should we care?</b></p> <p><a href="http://www.indiana.edu/~idt/articles/documents/ID_theory.Bichelmeyer.html">http://www.indiana.edu/~idt/articles/documents/ID_theory.Bichelmeyer.html</a></p>	<p>Barbara A. Bichelmeyer, Ph.D presents a clear overview, contrasting the roles and differences between an instructor and instructional designer. Specifically, she outlines how instructional design is not instruction. (6 pages)</p>
<p><b>IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever by Arthur W. Chickering and Stephen C. Ehrmann</b></p> <p><a href="http://www.tltgroup.org/Programs/seven.html">http://www.tltgroup.org/Programs/seven.html</a></p>	<p>In this online paper and resource, Arthur W. Chickering and Stephen C. Ehrmann address the issues of effective practices using technology in online course design. (5 pages)</p>
<p><b>Quality on the Line: Benchmarks for success in Internet-Based Distance Education Prepared by the Institute for Higher Education Policy</b></p> <p><a href="http://www.nea.org/assets/docs/HE/QualityOnTheLine.pdf">http://www.nea.org/assets/docs/HE/QualityOnTheLine.pdf</a></p>	<p>This is an extensive (30 page) guide directed toward institutions of higher education implementing online learning programs. the publication includes quality benchmarks for online education, a case study, and references and resources.</p>

<p><b>Distance Education: Guidelines for Good Practice by the American Federation of Teachers (2000)</b></p> <p><a href="http://www.aft.org/pdfs/highered/distancedguidelines0500.pdf">http://www.aft.org/pdfs/highered/distancedguidelines0500.pdf</a></p>	<p>Here is another extensive (26 page) guide prepared by the American Federation of Teachers (2000). The guide presents recommendations for teacher/developers of online learning on what constitutes effective practice. The recommendations come out of a large body of research, including survey data from students in online courses.</p>
<p><b>Quality Principles: Resources on principles of good practice and quality standards for distance education and online learning.</b> Compiled by the Distance Education and e-Learning branch at the University of Wisconsin-Madison</p> <p><a href="http://depd.wisc.edu/html/quality3.htm">http://depd.wisc.edu/html/quality3.htm</a></p>	<p>This is a Web-page by the University of Wisconsin-Madison that presents an aggregation of tools, research and resources, useful to online educators and designers.</p>

## Video

## Description

### Some background information on Instructional Design and Best Practices

<p>Dr. David M. Merrill on present-day Instructional Design practice</p> <p><a href="http://youtu.be/i_TKaO2-jXA">http://youtu.be/i_TKaO2-jXA</a></p>	<p>Dr. David M. Merrill is one of the best known and most respected Instructional Designers of our day. In this YouTube video, Dr. Merrill gives a brief overview of the progress of ID during his career. Merrill gives some thought provoking criticisms of our present-day state and direction of online learning (5 min. 41 sec.)</p>
<p>An E-learning Design Framework</p> <p><a href="http://youtu.be/GLshskPhA2w">http://youtu.be/GLshskPhA2w</a></p>	<p>E-Learning Tutorial 1 introduces a framework that helps guide the decision-making around technology choice for learning. Your host is Alison Bickford, e-coach for the Connect Thinking E-Learning Academy. A transcript for this tutorial is available at:  <a href="http://www.elearningacademy.com.au/blog/2010/08/free-elearning-podcasts-1/">http://www.elearningacademy.com.au/blog/2010/08/free-elearning-podcasts-1/</a> (8 min. 6 sec.)</p>
<h3>Advice for Teaching and Learning Online</h3>	
<p>Best Practices in Online Learning and teaching</p> <p><a href="http://youtu.be/Elu8e3l67HQ">http://youtu.be/Elu8e3l67HQ</a></p>	<p>A bit sleepy but relates to BLOOM and online tools. Overall a decent presentation. (5 min. 29 sec.)</p>

<p>Cohort driven, self-paced, continuous enrollment  <a href="http://youtu.be/pRP4dbvJO_U">http://youtu.be/pRP4dbvJO_U</a></p>	<p>Here's a screencast video David Le Blanc prepared for a 2013 CEET meet, introducing MOODLE 2.3. The screencast shows how to use groups and the MOODLE calendar to create cohorts in a continuous enrolling classrom. (21 min. 40 sec.)</p>
<p>Online Teaching Tips  <a href="http://youtu.be/7xzFuOT2VWM">http://youtu.be/7xzFuOT2VWM</a></p>	<p>This is a nice little youtube where faculty members of an online college program give their insights on good teaching practices for this environment. (5 min. 11 sec.)</p>
<p><b>Explore a little more Learning Theory</b></p>	
<p>What is Active Learning?  <a href="http://youtu.be/UsDI6hDx5ul">http://youtu.be/UsDI6hDx5ul</a></p>	<p>Here's a brief overview of the concept of Active Learning with examples from face-to-face contrasted with online learning. From Northwest Iowa Community College (4 min. 13 sec.)</p>
<p>Constructionism in 21<sup>st</sup> Century Classrooms  <a href="http://youtu.be/eEHZFd-QWQI">http://youtu.be/eEHZFd-QWQI</a></p>	<p>Here's a general overview of constructionism and contrasted with constructivism. (4 min. 47 sec.)</p>

<p>Social Constructionsim</p> <p><a href="http://youtu.be/GVWmZAStn8">http://youtu.be/GVWmZAStn8</a></p>	<p>It is important to include material about the <i>negotiation of meaning</i>. In this presentation, Drs. Gwen Sharp and Lisa Wade take us through examples of how language and meaning are culturally interpreted and change over time. (10 min. 37 sec)</p>
<p>Building Knowledge: Constructivism in learning</p> <p><a href="http://youtu.be/F00R3pOXzuk">http://youtu.be/F00R3pOXzuk</a></p>	<p>To provide a contrast to constructionism, here is a short presentation by John Abbott discussing the theory of constructivism in learning. Constructionism espouses the idea that learning is promoted by when people are constructing artifacts to represent their knowledge / understanding. In John Abbott's presentation, you can see that constructivism's focus is the negotiation of meaning. (2 min. 33 sec.)</p>
<p><b>Building in Social Learning   Learning Together Apart</b></p>	
<p>Designing Online Learning: Affordances</p> <p><a href="http://youtu.be/RWJMOqu8L8A">http://youtu.be/RWJMOqu8L8A</a></p>	<p>Definition of affordances and the importance of creating online learning environments that allow for interaction and collaboration. (3 min. 47 sec.)</p>
<p>Learning 2.0 and Social Learning Resource</p> <p><a href="http://youtu.be/UdjQVrn mOLY">http://youtu.be/UdjQVrn mOLY</a></p>	<p>What is Learning 2.0? Learning 2.0 refers to social learning or collaborative learning as explained in this clip by Richard Culatta from a presentation at ASTD. (3 min. 09 sec.)</p>

<p>Social Learning: What is it? <a href="http://youtu.be/NllwGYY0_AA">http://youtu.be/NllwGYY0_AA</a></p>	<p>This short video explains the concept of social learning. (4 min. 17 sec.)</p>
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Also see:

<http://fod.msu.edu/oir/evaluating-online-courses>

### **Conclusion for Part 2:**

There is a vast collection of resources to assist you as you explore quality in online learning.

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