

Measuring Online Course Design Quality with Open Resource Metrics

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**How can we know
our courses are
high-quality?**



Instructional Technologist
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Development

**What are the
components of a
high-quality course?**



Instructional Designer
Subject Matter Expert
Adjunct Online Instructor
Curriculum/Project Manager



Importance of Quality

- According to the Babson Survey Research Group's 2012 survey of more than 2800 academic leaders, "the proportion of [those] who say **online learning is critical to their long-term strategy** is at a new high of 69.1%."
- As higher education institutions increase their online learning offerings, **the process of creating an online course can be underestimated.**
- **Open Access (OA), Open Educational Resources (OER)** can be resource-savers.

Familiar Restrictions & Challenges?

- We need it now, or next week at the latest, last week would have been better.
- We don't have a budget for this.
- Students are already enrolled!?
- Resistance to online delivery, rubrics, etc.
- Unfamiliar with instructional design process.
- Standardized course design process and products.
- SMEs “on staff” vs. contracted “from the outside.”

Concerns About Quality

“The greatest concerns about e-learning are the adequacy of staff and the **technological know-how of faculty.**” – *EDUCAUSE: ECAR State of E-Learning in Higher Education, June 2013*

“**Faculty Concerns** in Adopting Online Teaching” include Professional Development, Workload, Recognition, Change, Support from Department. – *Hwu and Talab, April 2013*

How do others describe and measure *quality* in online course design?

- “The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.” – *U.S. Dept. of Education*
- Observations from around the Web ... quality metrics as: “Common sense checklists” | Emphasis on what can be easily documented and observed | Needing benchmark data – online and on-campus sections | A general starting point, a framework
- [Quality Matters Rubric \(QM\)](#), [Quality Scorecard \(QS\)](#), Open Access ...

Link	Sponsor/ Author	Structure	Availability
http:// www.csuchico.edu/roi/	California State University - Chico	6 categories, all available online	CC: BY
http:// www.ion.uillinois.edu/ initiatives/qoci/ rubric.asp	Illinois Online Network (ION)	6 categories, all available online	CC: BY-NC-SA
https://elearn.usu.edu/ courses/online-rubric- form.pdf	Utah State University	9 categories, all available online	Online access
http:// www.westga.edu/ ~distance/webct1/ Rubric/	University of West Georgia	6 categories, all available online	Online access
http://teach.ucf.edu/ pedagogy/design-of- an-online-course/ evaluation/	University of Central Florida	7 categories, all available online	CC: BY-NC-SA

Cal State - Chico	ION	Utah State	West Georgia	Central Florida
Learner Support and Resources	Learner Support & Resources	Resources and Materials Learner Support	Learning Materials and Content	Administration/Student Support
Online Organization and Design	Web Design	Course Organizations Course Intro and Syllabus	Course Introduction and Information	Course/Instructor Introduction
Instructional Design and Delivery	Instructional Design	Learning Objectives	Instructional Design and Interaction	Course/Module Objectives
Assessment and Evaluation of Student Learning	Student Evaluation and Assessment	Assessment and Activities	Assessment and Evaluation	Assessment Strategy
Innovative Teaching with Technology	Communication, Interaction, & Collaboration	Course Technology Interaction and Learner Engagement	Course Technology, Innovation and Accessibility	Course Activities/ Interaction
Faculty Use of Student Feedback	Course Evaluation		Additional Resources	Course Tools
		Accessibility		Accessibility/Copyright/ FERPA

Open access metrics can help you ...

Focus awareness on course as part of program curriculum

Develop task lists, requirements, deadlines for project

Set expectations for what should be developed

Provide a starting point, framework for online course design projects

Open access metrics can help ...

Serve as “third-party experts” in the design process (research-based instruments)

Organize participation of contributing members of a lean team using a project management approach

Encourage you to experiment within a framework focused on quality

How do YOU define & measure quality in online course design?

Who is involved in discussions and decisions about quality?

What is involved in your online course quality efforts?



Feedback from Sloan-C and PASSHE

- QM/QS are popular options ... but with costs associated.
- Adapting rubrics is possible: customize for context!
- Transition possible: begin with QM, move to open or in-house, or vice versa
- Common concerns: Time, Buy-in
- Need to stay flexible: keep needs, goals in mind
- Some faculty members skeptical of third-party resources
- Existing guidelines don't address delivery/teaching

Thanks for contributing to the discussion!
Keep it going ...

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... and enjoy the conference!

References

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Changing course: Ten Years of Tracking Online Education in the United States
http://sloanconsortium.org/publications/survey/changing_course_2012
(Babson)

Overview of Accreditation (U.S. Department of Education)
<http://www2.ed.gov/admins/finaid/accred/accreditation.html>

The State of E-Learning in Higher Education: An Eye toward Growth and Increased Access (EDUCAUSE)
<http://net.educause.edu/ir/library/pdf/ers1304/ERS1304.pdf>

Assessing Faculty Concerns in Adopting Online Teaching: Lessons Learned at the University of Alaska Fairbanks (Hwu & Talab)
<http://sloanconsortium.org/conference/2013/et4online/assessing-faculty-concerns-adopting-online-teaching-lessons-learned-univer>

Resources

Concurrent Instructional Design: How to Produce Online Courses Using a Lean Team Approach <http://itforum.coe.uga.edu/paper56/paper56.htm>

Creating Quality Online Course Design Through a Peer-Reviewed Assessment
http://www.naspaa.org/jpaemessenger/Article/VOL18-1/12_gibsondunning.pdf

Accreditation and Assuring Quality in Distance Learning - CHEA
<http://www.chea.org/Research/Accred-Distance-5-9-02.pdf>

Examples

UW-La Crosse Online Course Evaluation Guidelines
<http://www.uwlax.edu/online/guidelines.pdf>

Monterey Institute for Technology and Education - Online Course Evaluation Project
<http://www.montereyinstitute.org/pdf/OCEP%20Evaluation%20Categories.pdf>

Michigan Community College Association Virtual Learning Collaborative - Online Course Development Guidelines and Rubric
<http://www.mccvlc.org/~staff/content.cfm?ID=108>

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Slide 3: [David Lofnik](#), [wetwebworks](#), [KB35](#),
[Kristina Alexanderson](#)