

Contact North | Contact Nord Webinars
17 January 2017



ENSURING QUALITY

How to Design and Deliver Quality Courses in a Supportive Learning Environment

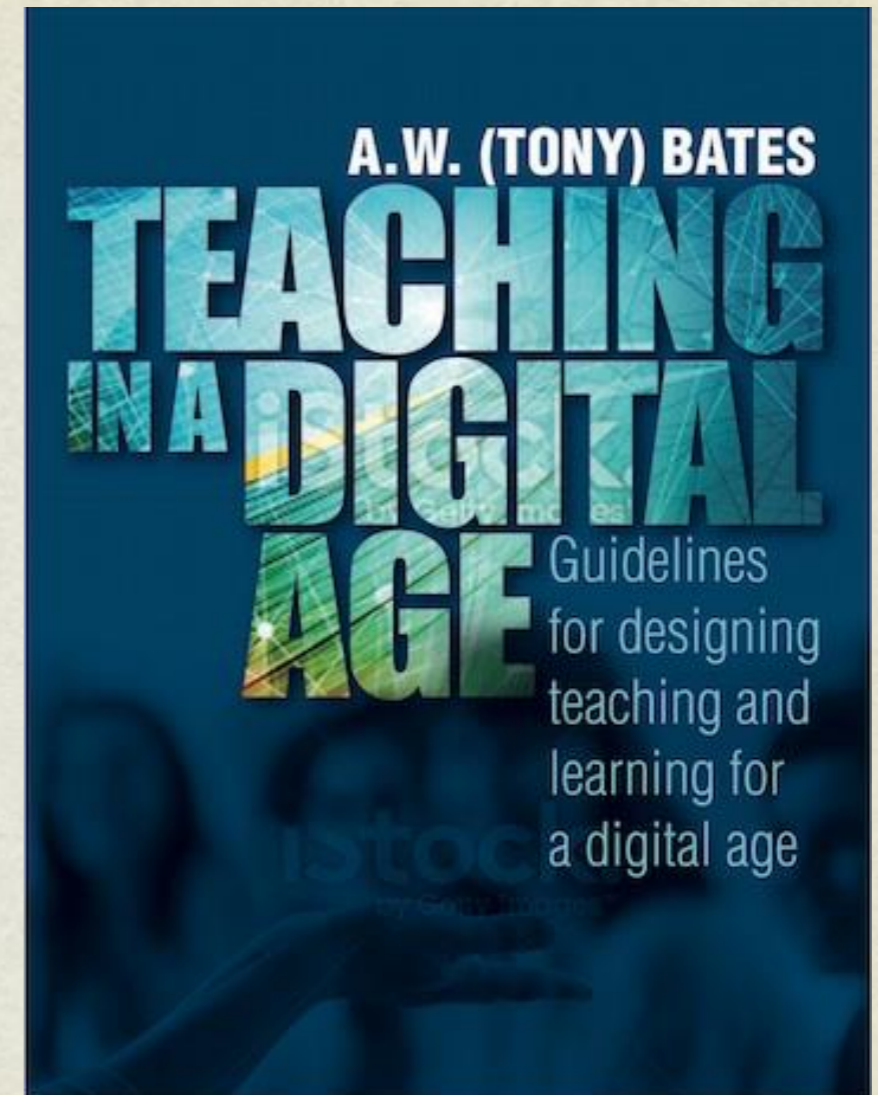
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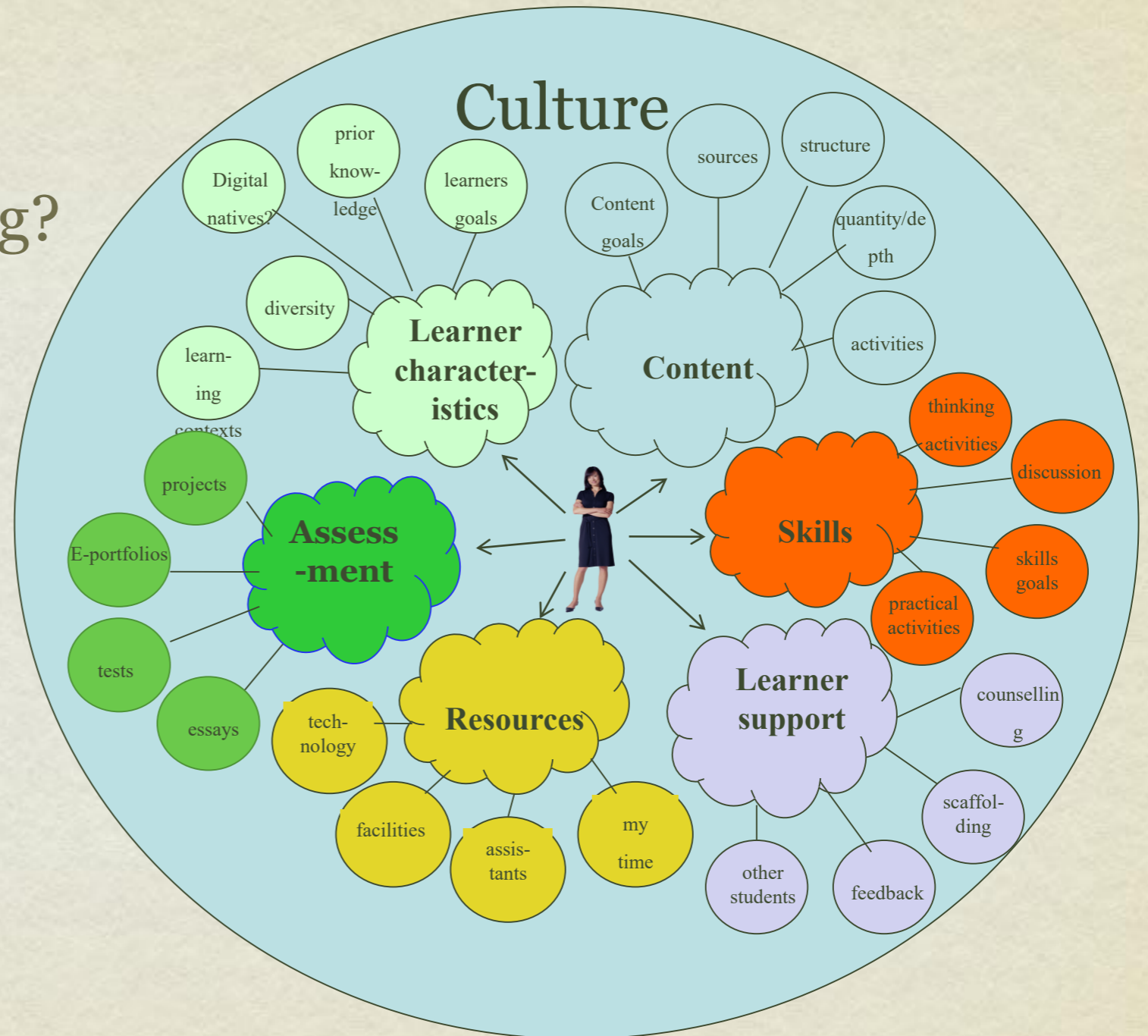
Seminar format

- Covering Chapters 11, 12 and Appendix A of Teaching in a Digital Age
- Short presentations followed by discussion
- General discussion after 45 minutes



Topics

- What do we mean by quality in online learning?
- Nine steps to quality teaching
- Building an effective learning environment
- General questions and discussion



Quality standards

Lots for online learning (20)

- For different sectors/countries
- based on experience/research
- all quite similar
- mainly 'process' focused
- often unknown or ignored by instructors

E-learning quality assurance standards, organizations and research

AUGUST 15, 2010 BY TONY BATES • 26 COMMENTS (EDIT)

 Listen

 +1  4



I am surprised how often academic colleagues argue that there are no quality standards for e-learning. Well, hello, I'm sorry, but there are and some of them are damned good. However, I was surprised to find while doing some research for a client that there is no single source where one can go to compare different quality standards for e-learning. So I'm starting a list here, and would appreciate it if readers could direct me to ones that I may have missed. (For more detailed information on some of these, see comments below).

Canada

Barker, K. (2002) *Canadian Recommended E-learning Guidelines (CanREGs)* Vancouver BC: FuturEd/CACE (also available in French)

Barker, K. (2001) *Creating quality guidelines for online education and training: consultation workbook* Vancouver BC: Canadian Association for Community Education

BC Ministry of Education (2010) *Standards for K-12 Distributed Learning in British Columbia v3.0* Victoria BC: BC Ministry of Education

Ontario Postsecondary Education Quality Assurance Board: *Review Guidelines: Review of Capacity to Deliver Online Degree Programming* Toronto ON: Ministry of Training, Colleges, and Universities

USA

Quality standards (QS)

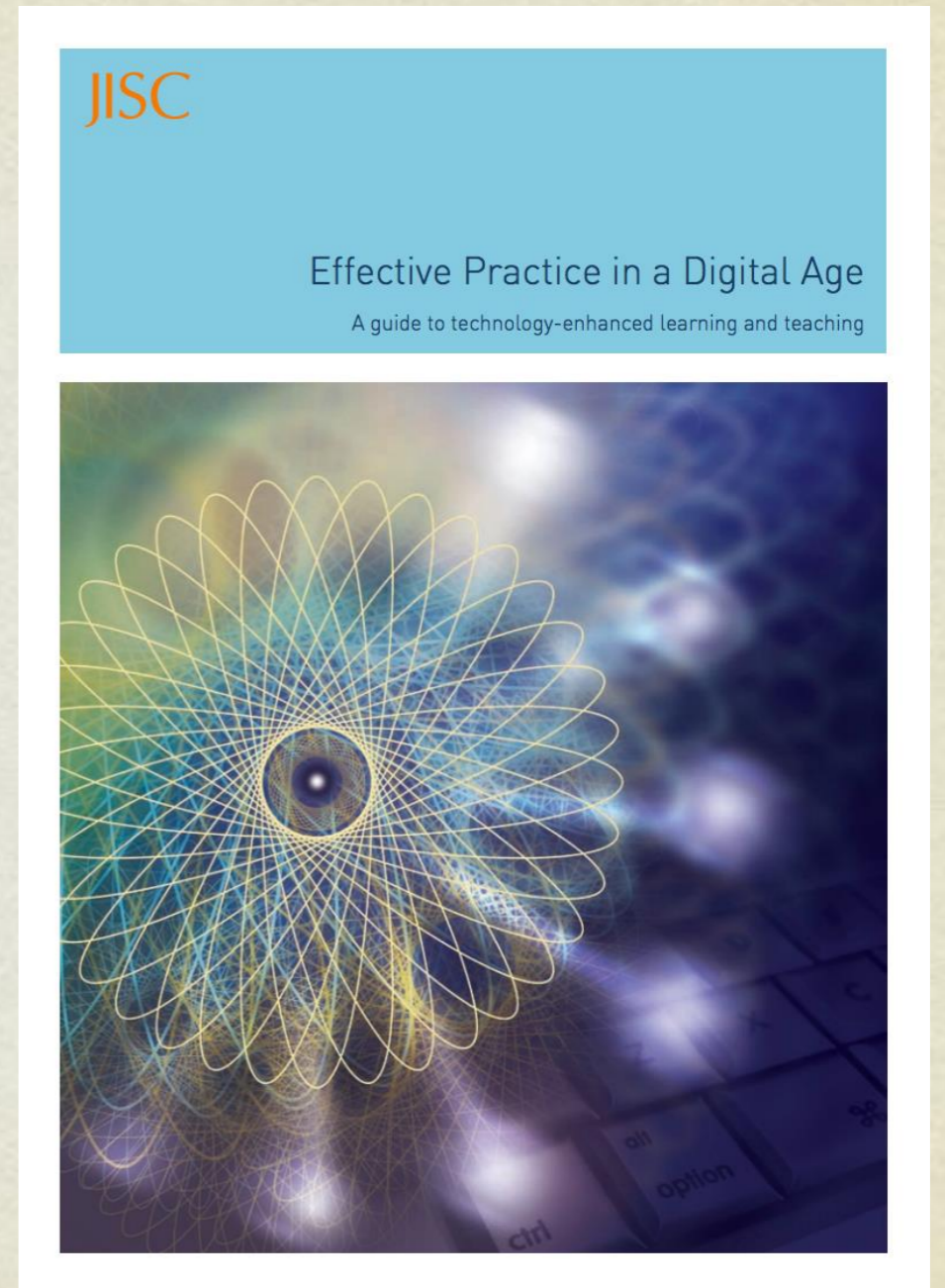
QS based on *past* best practices

Different approach in book

Definition:

- *teaching methods that successfully help learners develop the knowledge and skills they will require in a digital age.*

Best practices vs innovation

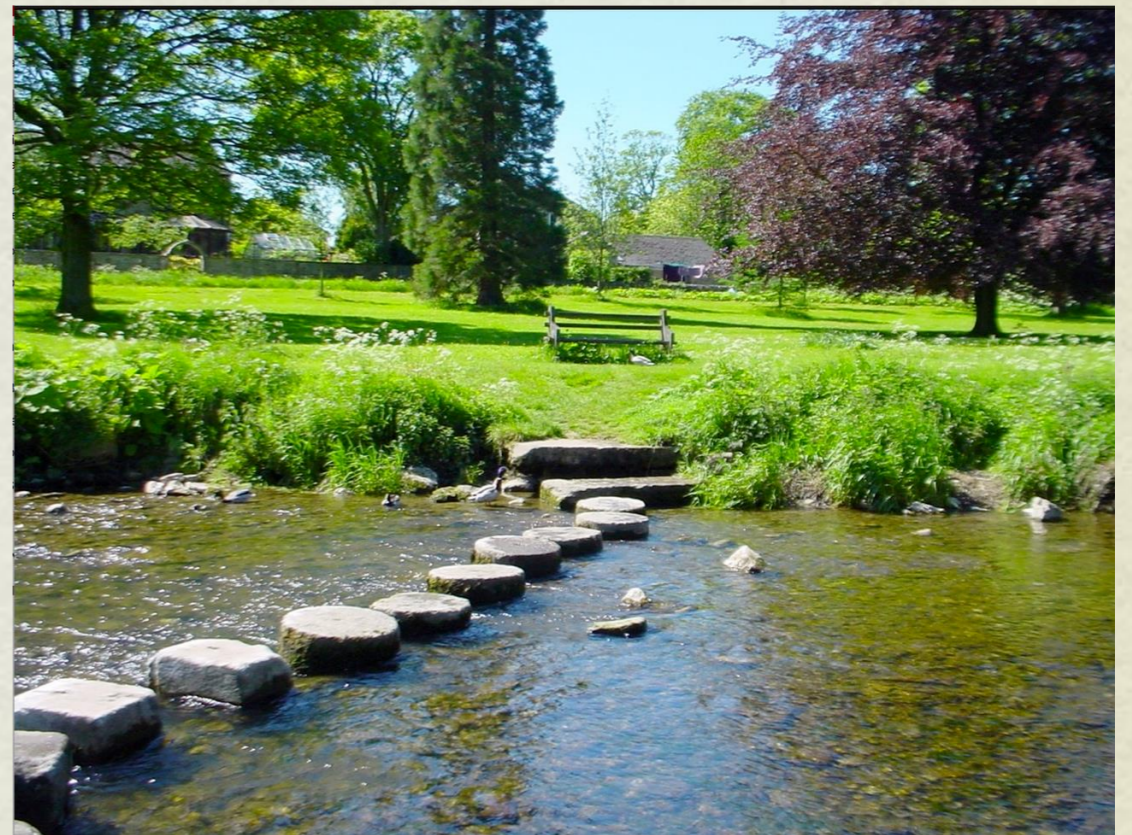


Questions

- Have you used a quality standards process? If so, which one? Did it work for you?
- How would you define quality in teaching? How would you measure or assess quality in teaching? Why is this so hard?
- Do we need to change teaching methods in a digital age? If so, how can we still maintain and measure quality?

Implementing quality approaches

- Broad enough to cover different modes of delivery
- One component of an effective learning environment
- Nine steps to quality learning
- ADDIE-type approaches: step 6 onwards



Nine steps to quality teaching

1. How do you want to teach?
2. What kind of course?
3. Work in a team
4. Build on existing resources
5. Master the technology
6. Set appropriate learning goals
7. Create a strong course structure/schedule
8. Communicate, communicate, communicate
9. Innovate and evaluate

Step 1: How do you want to teach?



to this?



+



Step 2: What kind of course?



← blended →

fully online

face-to-face **classroom** **flipped** **hybrid** **(distance)**
 aids

← no technology (delivery) all technology →

3. Work in a team

Who is in team?

- instructor + instructional designer (initially)
- colleagues
- Web designer
- IT support?



3. Work in a team

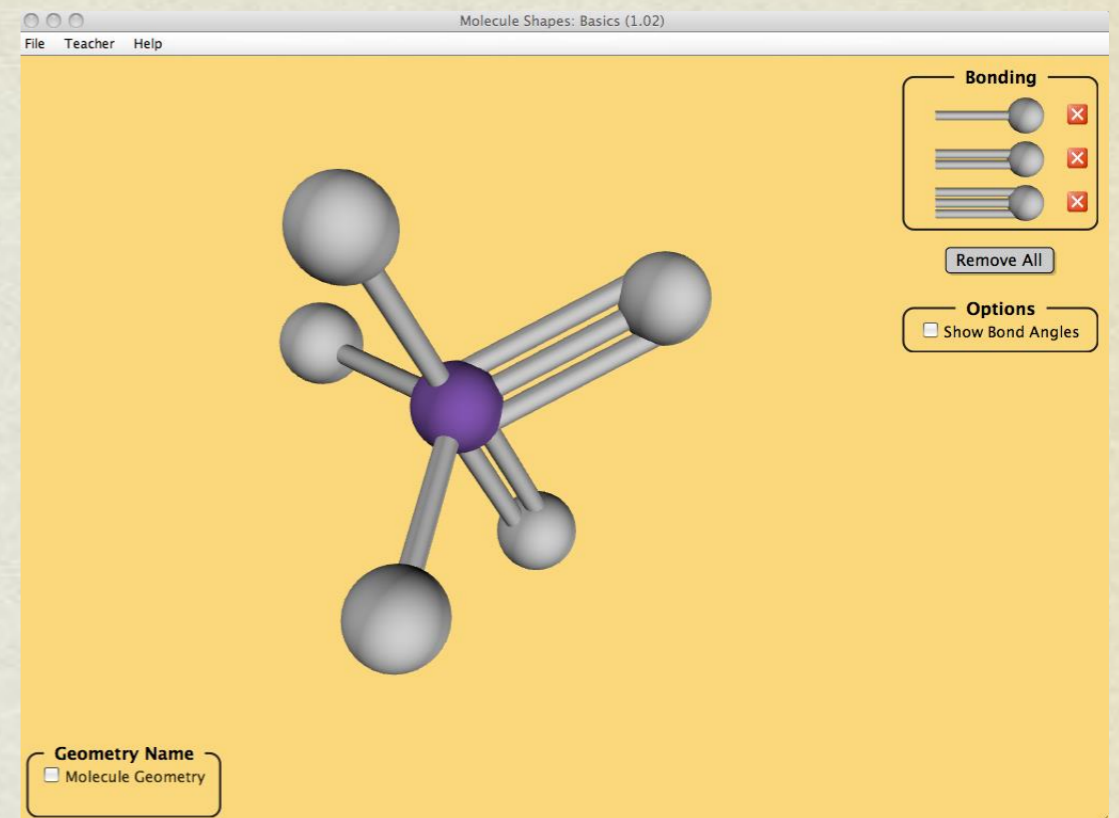
Why?

- Online or hybrid learning is different
- course design critical
- manage workload
- share experience/resources
- develop online learning activities for students



4. Build on existing resources

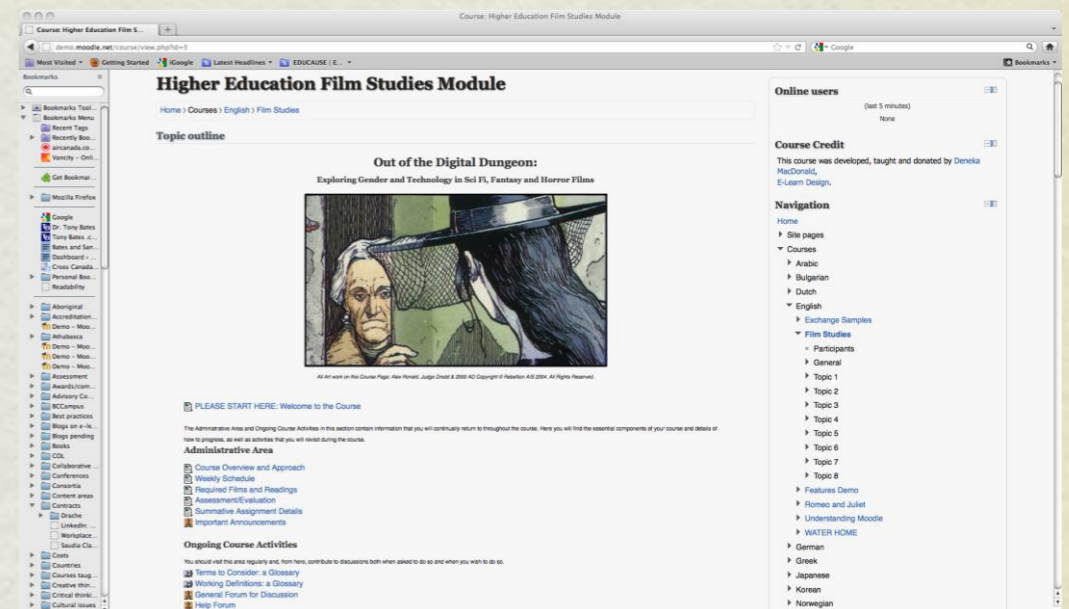
- Technology tools: LMS (e.g. Moodle), web conferencing
- Open educational resources: text; graphics, videos, animations, simulations, remote labs
- What your colleagues have developed
- Will save time



Molecule shapes simulation: phET,
University of Colorado at Boulder,

5. Master the technology

- LMSs provide a structure
- Instructors need LMS training
- Relate technology training to how you want to teach (“Can I do this?”)
- Design (with team) course template
- Don’t get into LMS ‘wars’
- Explore (with team) new tools (9)



6. Set appropriate learning goals for e-learning

Same or different? Some online roles:

- 21st century skills
- subject specific Internet/IT skills
- bring in outside world (experts, online resources, other students)



Communicate goals to students

7. Design structure and activities

- 3 credit = 100 hrs online study = 8 hours a week
- Topics or projects? Weekly?
- Student activities: read, discuss, collect, do
- Learning outcomes and assessment
- Work with design team; control YOUR workload (and students')



8. Communicate, communicate, communicate

- Be 'present' online every day
- Set clear expectations for students
- Clear learning goals, activities, deadlines
- Make students do the work
- 48 hours response maximum
- Monitor discussion forums



9. Innovate and evaluate

- Steps 1-8: competency, effectiveness
- Exciting time to be an instructor
- New technology developments; new possibilities; mobile learning
- Web 2.0 tools: social media, e-portfolios, WordPress, new LMSs
- move to learner-centered teaching



Questions

- Are there other steps or quality requirements you would add?
- Are most of these steps within your control as a teacher?
- Are they flexible enough to ensure quality in new/innovative teaching approaches?
- Which of these steps are missing in most MOOCs?

Building a strong foundation

Nine steps based on:

- Learning theories tested in both online and classroom courses
- Past best practices

These fundamentals can be applied to the use of new tools/technologies

The nine steps: necessary but not sufficient; still need to apply these steps within a learning environment

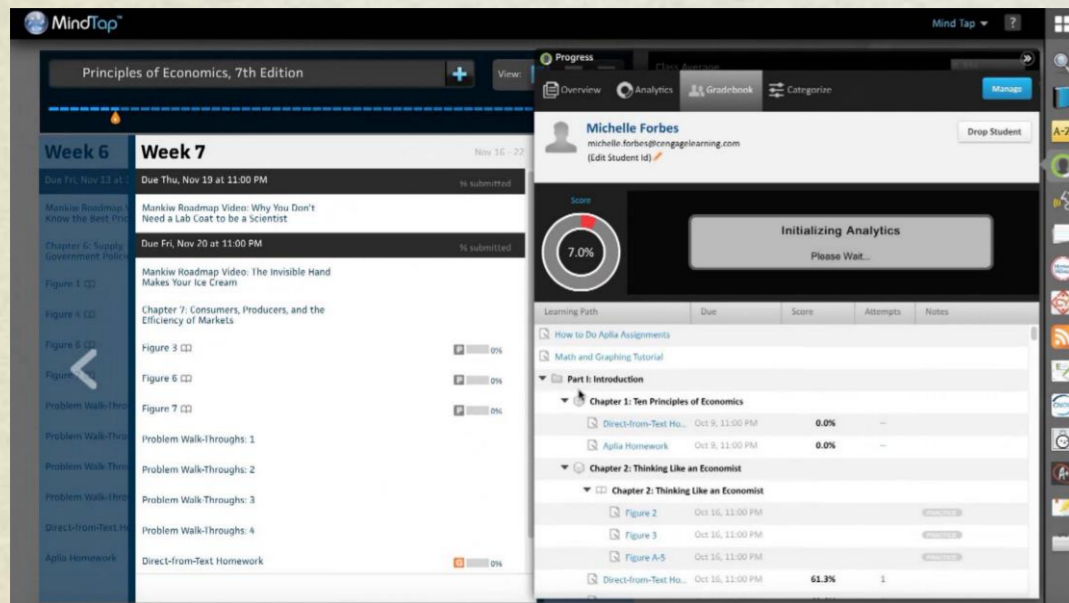


Alternative learning environments

Online course



Military training



Can you think of others?



'Nature' as a learning environment

Many possible learning environments

- The campus or school
- Online course
- Experience (work, family, life)
- (online) personal learning environments (technology)
- All need certain common elements that support learning

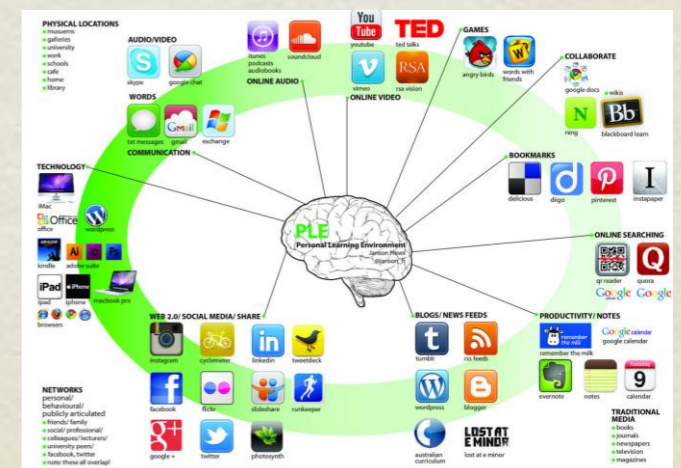
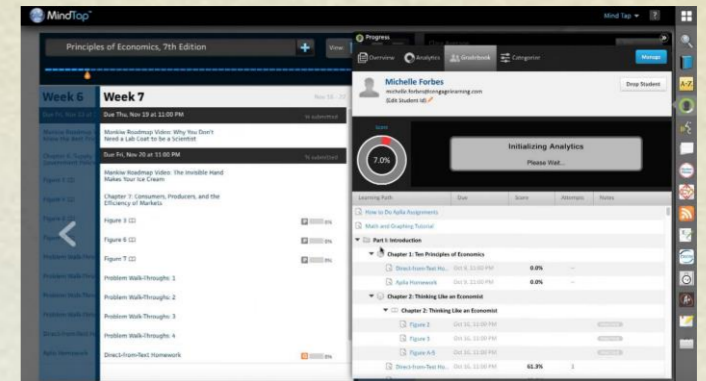


Technology and learning environments

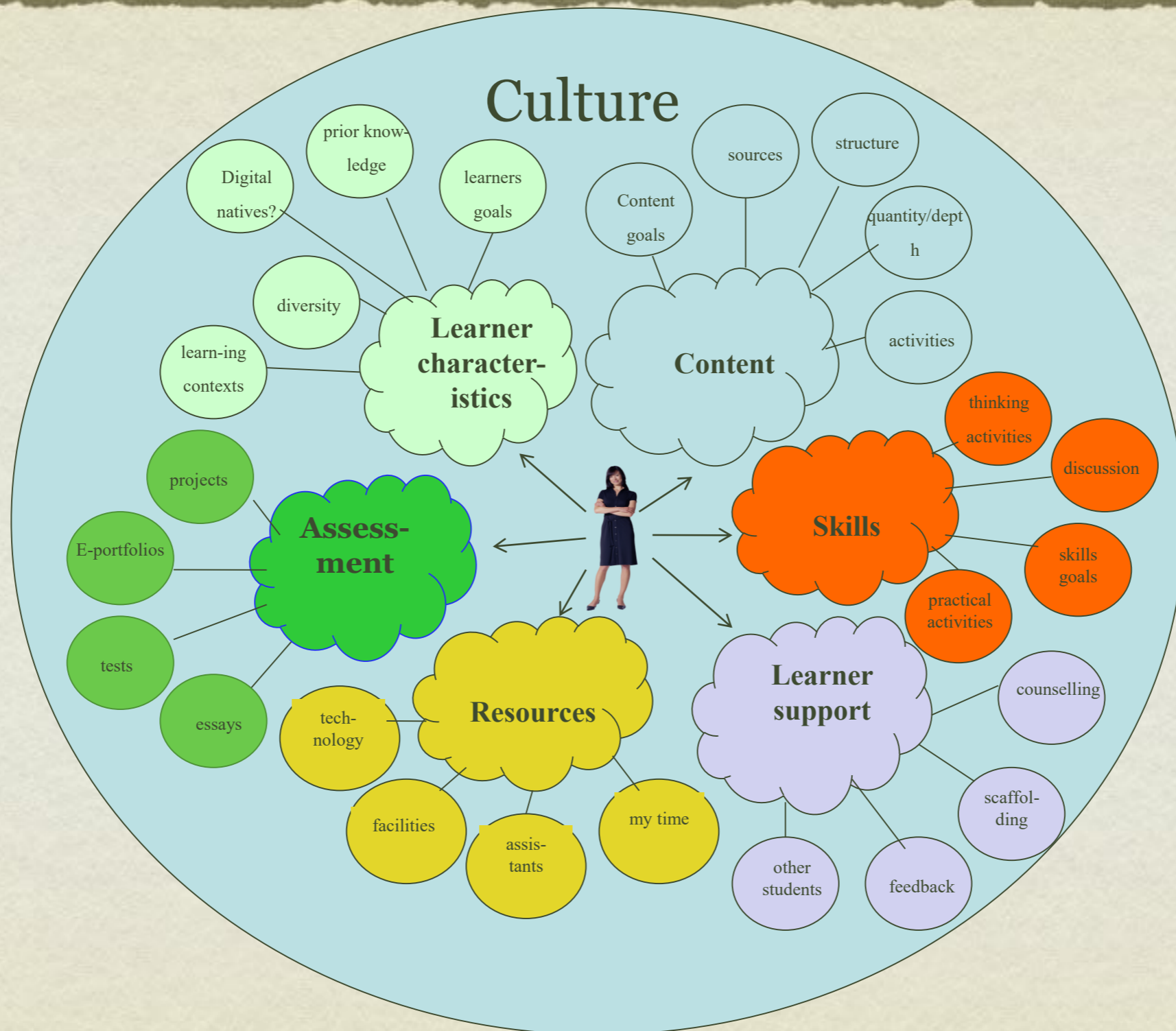
Technology provides different contexts for learning environments, e.g.

- Learning management systems
- Virtual worlds (e.g. Second Life)
- Personal learning environments

These contexts still need to be filled with the components of a learning environment: teacher's responsibility

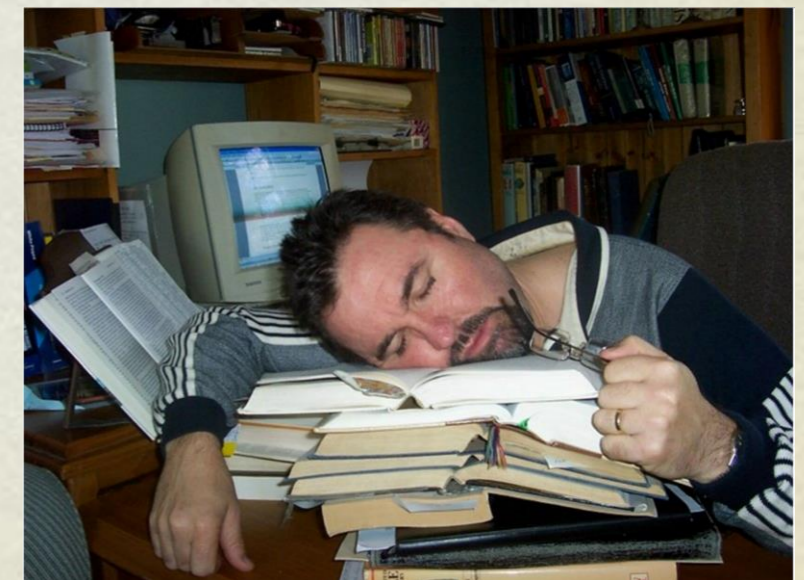
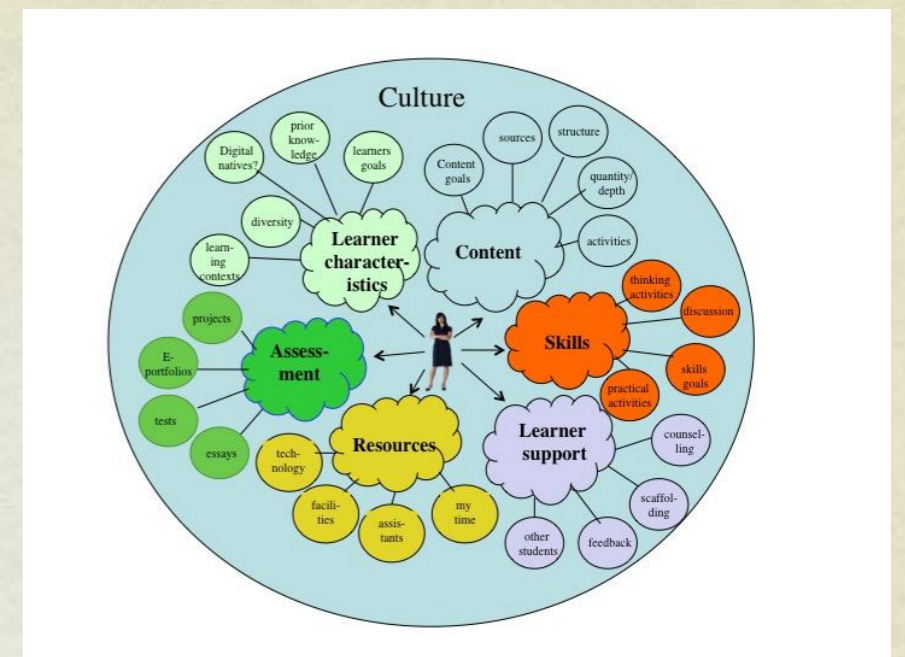


One learning environment from a teacher's perspective

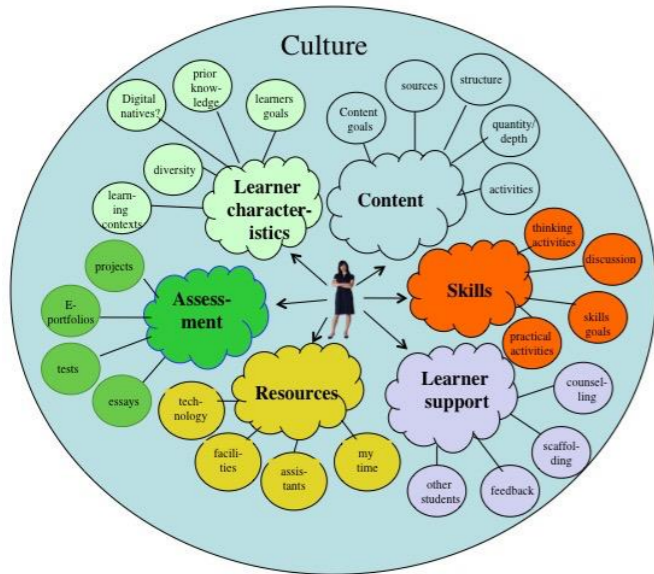


Learning environments and course design

- Necessary but not sufficient
- Still need
 - good course design
 - empathy
 - competence (e.g. subject knowledge)
 - imagination to create context
- the learners have to do the learning
- environment creates conditions for success



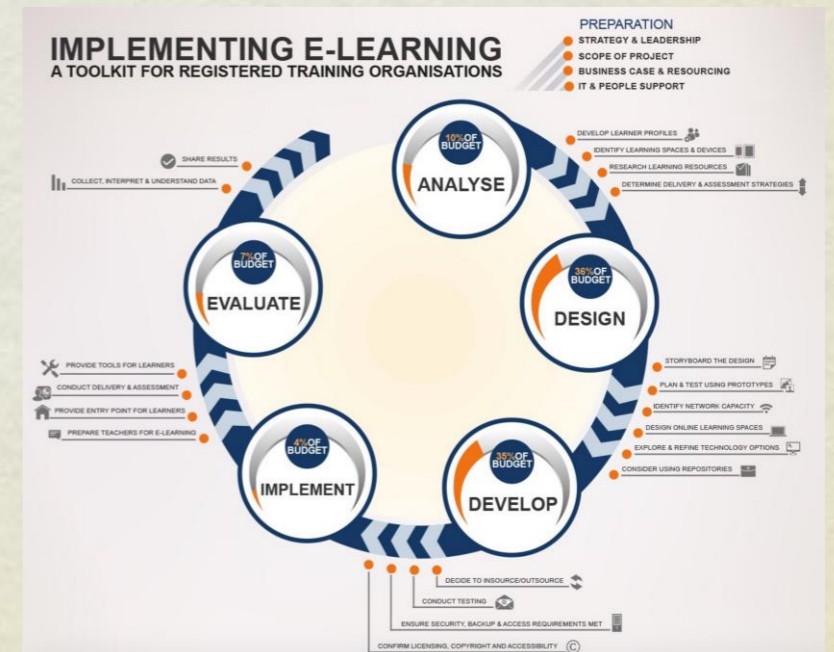
Questions



Is this a useful way to think about quality teaching?

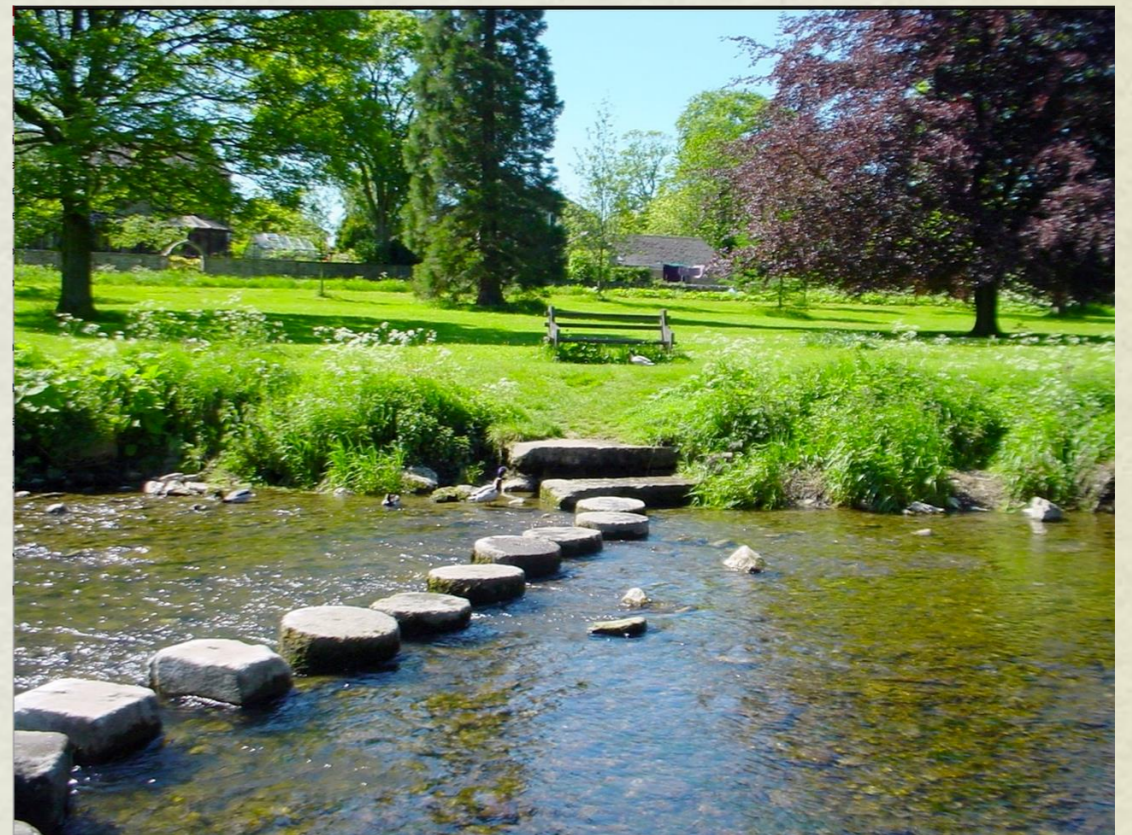
Could you create a very different learning environment?

How does my learning environments differ from the ADDIE model?



Conclusion

- Quality in teaching requires more than following standard processes
- Needs imagination and some risk taking
- Nevertheless, nine steps provide a foundation on which to build a rich learning environment



General discussion

Your questions/comments

