Online Courses

Presenters

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Successful Students

Well-organized and disciplined

Self-motivated

Academically confident

Efficient with time management

Able to work independently

Proactive

Technically savvy, and able to explain viewpoints electronically

Successful Students

Able to complete tasks on time and in a variety of formats

Willing to engage in electronic communication with instructor and other students

Good readers who are able to understand and answer question electronically related to various readings

Advice from Student-Athletes

Read the course syllabus and understand requirements and format of course

Complete course ethically using academic integrity

Proofread all assignment and communications related to course

Become involved in the course

Manage your time wisely

Communicate often with your instructor

Course Design Institute

Instructional Technology Services

SAN DIEGO STATE UNIVERSITY

Semester-Long Workshop

Guided by the Community of Inquiry Framework (2010)

◦ D. Randy Garrison, University of Calgary

◦ Terry Anderson, Athabasca University

◦ Walter Archer, University of Alberta

And the California State University QLT Principles

Community of Inquiry (COI)

Framework emerged in the specific context of computer conferencing in higher education

Asynchronous text-based group discussion

Students work dependently with each other

Not like traditional distance education where students work independently from each other

Community of Inquiry (COI)

Model defines three critical elements of conducting higher education using on-line communication media

A. Social Presence
B. Cognitive Presence
C. Teaching Presence

Social Presence

Promotion of an environment where student-to-student and student-to instructor

Three components of Social Presence
◦ Emotional Expression
◦ Open Communication
◦ Group Cohesion

Least understood of the three COI Elements

Cognitive Presence

The process of reflective inquiry

Develops students' ability to understand course content through critical thinking, reflection, and discourse.

Focus on the process of critical thinking rather than on specific course objects

Observed as a process through entire course

Teaching Presence

Course Design
- ◦ (Instructional Management)

Facilitate Discussion
- ◦ (Building Understanding)

Provide Instruction
- ◦ (Core act of presenting content)

California State University Quality Learning and Teaching

System-wide on-line course evaluation instrument – QLT

Based on ten principles used for course evaluation

Each of the ten principles can be assigned one, two, or three of the COI Elements

Ten QLT Principles and COI

Course Overview and Introduction – C and T

Assessment of Student Learning – C and T

Instructional Material and Resources – T

Student Interaction and Community – C and S

Facilitation and Instruction – C, S, and T

Ten QLT Principles and COI

Technology for Teaching and Learning – S and T

Learner Support and Resources – T

Accessibility and Universal Design – C and T

Course Summary and Wrap-up – C and T

Mobile Platform Readiness (optional) - C

Learning Glass Studio

Learning Glass Studio

Learning Glass in Large Lecture Hall

Learning Glass in Large Lecture Hall

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The Quality Assurance Movement Online Higher Education and How it Benefits Students

JULIE POROSKY HAMLIN

Origin of the Quality Assurance (QA) Movement

Evolution of online learning

Need for online learning to "prove itself"

Who is concerned with online quality?
- Institutions and their stakeholders
- Accreditors
- Federal and state governments
- Higher education professional associations

Processes and Instruments for Online QA

How and by whom they were developed
- Institutions and systems
- Accreditors
- Professional associations
- External validators such as Quality Matters and the Online Learning Consortium

What they consist of

How they are used

Quality Matters and the Student Voice

Resources in the "Value of QM to Students" webpage
- What "quality" means in an online course
- How to find quality
- The QM Online Student Bill of Rights
- Choosing the best online program for you
- Best colleges for non-traditional students

A National project to guide students

Quality Matters in collaboration with 4 other national entities created "Questions You Should Ask When Choosing an Online Program"

Topics covered:
◦ What do you expect of the program?
◦ What learning experiences are used in the program
◦ Student support services
◦ Money matters
◦ Technology
◦ Outcomes

Proposed Advisor Best Practices

Meet with SAs prior to each semester; discuss course needs with special attention to online course discussions

Encourage SAs to take advantage of academic support related to online coursework

Make SAs aware of important of file management and documentation

Advise SAs to communication with instructor at beginning of course with questions and/or concerns - ***essential***

Proposed Advisor Best Practices

Be aware that first-year SAs may not be accustomed to online classes and have time management concerns

Dispel idea that online courses are "easier" and point out potential pitfalls with traveling with team (poor internet connection, time zone changes)

Document topics/issues to develop own notes for planning purposes and suggestions for SAs

Proposed Advisor Best Practices

Know that flexibility is attractive but most SAs prefer face-to-face format – talk about learning style to help make best choice for course delivery method

Hold regular discussions/meeting regarding academic honesty violations, knowing online courses have unique circumstances

Proposed Advisor Best Practices

Meet with institution's Information Technology Services to discuss policies and regulations regarding access to information/files and general security standards

Keep track of number of SAs taking online courses, grade at end of course, and other important relevant data – discuss with ADs, FARs, and coaches to enhance SA success