Online – Hybrid Course Development Essentials with QualityMatters Rubric in Mind

October 2011-TB

Primary Sections in “To-Do” Format

Course Overview and Introduction

1.1 Give clear instructions how to get started and where to find various course components.

1.2 Include a statement introducing the student to the purpose of the course and to it component state clearly the relationship between the face-to-face and online components.

1.3 State clearly etiquette/netiquette for online discussions, email, and other forms of communication

1.4 Include an appropriate self-introduction that’s available online.

1.5 Ask students to introduce themselves to the class. Give example.

1.6 Clearly state minimum student paper preparation, and, if applicable, prerequisite knowledge in the discipline.

1.7 Clearly state minimum technical skills that are expected of the student.

Learning Objectives (Competencies)

2.1 Include course objectives that describe measureable outcomes.

2.2 Make module/unit learning objectives that describe outcomes that are measurable and consistent with the course-level objectives.

2.3 Write all learning objectives that are stated clearly and written from the students’ perspective.

2.4 Make sure to include instructions to students on how to meet the learning objectives that are adequate and stated clearly.

2.5 Ensure that the learning objectives are appropriately designed for the level of the course.
Assessment and Measurement

3.1 Select the types of assessments that measure the stated learning objectives and are consistent with the course activities and resources.

3.2 State and write the course grading policy clearly.

3.3 Provide specific and descriptive criteria for the evaluation of students’ work and participation.

3.4 Select assessment instruments that are sequenced, varied, and appropriate to the content being assessed.

3.5 Provide “Self-Check” or practice assignments are provided with timely feedback to students.

Resources and Materials

4.1 Ensure that the instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

4.2 Clearly explain the relationship the instructional materials and the learning activities to the student.

4.3 Include instructional materials that have sufficient breadth, depth, and currency for the student to learn the subject.

4.4 Appropriately cite all resources and materials used in the course.

Learner Engagement

5.1 Include learning activities that promote the achievement of the stated learning objectives.

5.2 Include learning activities that foster instructor-student, content-student, and if appropriate to the course, student-student interaction.

5.3 Set clear standards for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)

5.4 Clearly articulate the requirements for student interaction.

Course Technology

6.1 Choose tools and media that support the learning objectives, and are appropriately chosen to deliver the content of the course.

6.2 Include tools and media that support student engagement and guide the student to become an active learner.
6.3  Ensure that navigation throughout the online components of the course is logical, consistent, and efficient.

6.4  Make sure students have ready access to the technologies required in the course.

6.5  Include course components that are compatible with current standards for delivery modes.

6.6  Provide instructions on how to access resources at a distance that are sufficient and easy to understand.

6.7  Take full advantage of available tools and media in course design.

**Learner Support**

7.1  Include the course instructions that articulate or link to a clear description of the technical support offered.

7.2  Include course instructions that articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided.

7.3  Include course instructions that articulate or link to an explanation of how the institution’s student support services can help students reach their educational goals.

7.4  Offer course instructions that answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.

**Accessibility**

8.1  Ensure that the course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.

8.2  Include course pages and course materials that provide equivalent alternatives to auditory and visual content.

8.3  Develop course pages that have links that are self-describing and meaningful.

8.4  Make sure of screen readability in the course.