Online Course Creation Guide

University of Georgia Office of Online Learning

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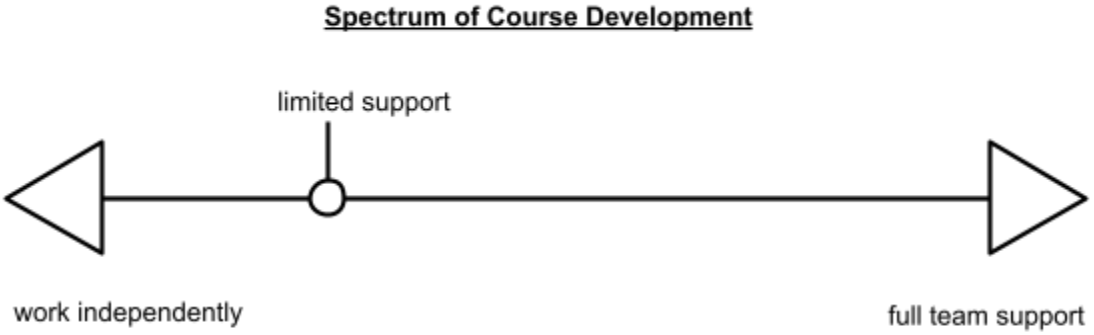
Introduction

The first step you should take if you are considering creating and teaching an online course would be to have a discussion with your department head or program director. **It may be useful to complete the first three sections of this guide as preparatory work for that discussion**. The remainder of this guide outlines the practical and conceptual work you can do to create a high quality online course.

Online course creation occurs across a spectrum. On one end is a model where the faculty member does all of the work to create the course. A slight variant on this is where the faculty has limited staff support to provide guidance or assistance with tasks. On the other end of the spectrum is the “full team” model where a team of specialists come together to create a highly produced course.



This guide assumes you will be using a model like the first or second in which you are solely or primarily responsible for the entire online course. The Office of Online Learning (OOL) and Center for Teaching and Learning (CTL) can help you in every step of creating your online course whatever the case. Write to Steve Balfour for help or consultation at any time.

If you are working with an existing face-to-face (f2f) course we recommend that you begin by transforming parts of your course, perhaps making a few units into hybrid or online modules. This way you can begin to learn which online practices and content-types work for you, your topics, your students, and your context. This paced-start approach also helps spread the work

of converting a f2f course over time, especially if you are using the first model of online course design – the one in which you are doing the vast majority of the work.

Our experience is that in the third model – the full team (e.g., two faculty members, a project manager, two graduate assistants, and an instructional designer with significant funding in this case) – took three months at ~110 person hours per week to transform a f2f course to the first iteration of a high quality online course.

The sections of this guide are:

The Office of Online Learning welcomes your feedback on this document.

Getting Started

1. Self-assessment of Readiness to Teach an Online Course

The areas you want to consider as you evaluate your readiness are:

- Basic computer operations
- Logging in and accessing classes in your learning management system (LMS)
- Navigate course spaces in the LMS
- Setup and manage an online gradebook
- Use course communications systems
- Manage course roster in the LMS
- Manage student submissions through the LMS
- Create and manage course files and folders
- Communicate grading per assignment
- Provide comprehensive syllabus
- Mediate course conflicts
- Adhere to FERPA policies
- Revise course content
- Obtain technical assistance
- Communicate student behavior expectations
- Communicate and monitor academic integrity policies
- Report grades securely
- Notify students of your availability
- Attend to the unique challenges of asynchronous learning
- Provide appropriate educational experience for diverse learners
- Achieve mastery of the teaching and learning environment
- Respond to student inquiries
- Communicate course progress and changes
- Promote a safe, inviting, mutually respectful learning environment
- Monitor and manage student progress
- Communicate course goals and outcomes
- Establish my presence in the course
- Demonstrate sensitivity to disabilities and diversities

Following your self-assessment seek a trusted colleague's advice, meet with someone from OOL or CTL, or find online resources to address your concerns.

2. Differences between Online and Face-to-face Courses

The University of Texas has a chart comparing online course environments to face to face course environments at:

https://web.archive.org/web/20160325044128/http://www.edb.utexas.edu/jabba-archive/it/fc_resta_courses_files/itpm/m0_7.html

The reference contrasts online and face-to-face (f2f) course in the following areas:

- Instructor's sense of control
- conditions of meetings
- modes and contexts
- time (continuous versus discrete meetings)
- method of work and discussion
- group dynamics
- assessment of groups
- the effect of absences on student participation
- how feedback needs to be different
- levels of effort required
- role of choice and divergence in student behavior in the two modes

One note on the section "Giving feedback of people's [sic] work", point three reads "Textual feedback only"; but, it is certainly the case that cell phones and web-cams, video or audio feedback is easy to create and use in an online course.

3. Analyze the viability of the course

After your self-assessment and thinking about the differences in online and f2f courses, it is important to consider the course and course material. The University of Tennessee Knoxville has an excellent online resource to help you think through the aspects of making a popular online course at:

http://oit.utk.edu/instructional/strategies/toolkit/online-course-design/analyze/

This resource could be used to reflect on a course you are thinking about or to identify a good candidate course. The resource is short and addresses the need for the course, readiness to teach the course, determining course objectives.

4. Administrative Steps at UGA to begin Teaching an Online Course

After you and your department head have decided to go forward with an online course there, then the faculty governance approval process must be started at least 9 months in advance of teaching the course.

A. You and your department head should make decisions about the mode of delivery and who can take the course.
B. E-suffix courses are those in which 95% or more is taught online. The application form to be considered for an E-Suffix:
    a. https://www.capa.uga.edu/Capa/Esuffixinfo.pdf
C. The deadlines for application are available on the UGA CAPA page:
    a. https://www.capa.uga.edu/

General Considerations for Online Courses

5. Standards for Online Courses

It is often good to look at an established standard for assessing the quality of online courses before starting the design process so that you know what it is you are aiming for. UGA subscribes to Quality Matters (QM).

QM has eight general standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

An orientation to the QM rubric is available:

https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric

6. Universal Design for Learning

A diverse set of learners will encounter your materials and perform the tasks you assign. Include closed captioning on videos, alternative (alt) text for images, and use the features in text, spreadsheet, and PDF creation tools that extract structure from documents. An example of this is the outline created of this document.

These steps help ensure compliance with federal regulations and also benefit all students. Morton Ann Gernsbacher (2015) summarized over 100 studies showing that all learners benefit from captioned video.

Making documents and video accessible is but one part of Universal Design for Learning (UDL). The central element of UDL is making everything available in a diversity of ways: materials, mode of presentation, ways of responding to learning tasks. More information about the aspects of Universal Design for Learning (UDL) can be found in this great overview video from CAST, the leading resource on UDL.

Captioning Video

DIY

There are several options for captioning video and two no-cost options both involve YouTube.

1. If you have a script you can upload your video, then upload your script, and YouTube will synchronize your video and script as captions.
2. If you do not have a script YouTube can generate captions which you can easily correct.

While the technology is improving, there is some variance in the accuracy of YouTube auto-generated captions. Accuracy will depend on the voice of the speaker, number of speakers, background noise, and other factors.

Detailed instructions for using YouTube for captions:

https://support.google.com/youtube/answer/2734796?hl=en&visit_id=1-636463711173399211-3720637964&rd=1

Commercial Captioning

Commercial captioning is available through 3PlayMedia, a vendor who is integrated with our media hosting solution, Kaltura. OOL can help coordinate captioning and prices will vary based on turnaround time. The starting cost starts at approx. $2.31/min for a four business day turnaround and increases as the turnaround duration shortens.

7. It's the Law: FERPA and Copyright for Online Courses

FERPA

The Family Educational Rights and Privacy Act (FERPA) governs the handling of student records, which includes student grades. The University of Georgia is legally and ethically obligated to protect the confidentiality of students' records. The Office of the Registrar provides several resources to help faculty and staff learn about student privacy rights and responsibilities.

Please see all of the following components for complete information:

- What is FERPA?
- What is Allowable?
- What is Directory Information?

Among the most important points for online courses from the above links are that grades should only be shared via the eLC gradebook or directly with a student through UGAMail. If you have questions, please contact the Registrar's Office.

Copyright

Copyright law can seem murky, but permissive, for f2f courses. This changes significantly for online courses. In f2f courses, showing a video to a group, for instance, is a very time-limited event that occurs in a defined context with a very limited chance a student would record or download the material; in an online course all of this changes. Thus, **it is critical** that everyone involved in creating online courses familiarize themselves with the USG copyright policy.

There are a variety of resources available to help guide you. If you are considering whether to claim fair use of a copyrighted work in your course, USG provides a Fair Use Checklist to help with the determination. The CTL resource offers guidance on Copyright and Fair Use. Additionally, the UGA Distance Learning Librarian, Patrick Reidenbaugh, can help you locate and make materials available to your distance students.

Designing Your Online Course

There are three overarching steps for designing your online course. First, formulate your learning objectives for students in your course. Then, determine what the authentic assessments of those objectives will be in your online course. Finally, piece together the pedagogy/instructional strategy, assignments, content, methods of engagement, and technology that will help the students demonstrate their proficiencies on the assessments you have specified. While the steps are written sequentially, the actual design process is iterative. It is

often the case that a learning objective is refined as the assessment for that objective is being planned or the instructional strategies, methods of engagement, or technology is being implemented.

8. Learning Objectives

Because online courses lack the f2f physical presence of a physical class, students need very thorough instructions and orientations to the course and all its tasks. Many first-time online instructors marvel at how much clarification and modification of assignments and tasks they are used to doing in a f2f environment. Online students require all the instruction and clarification of course objectives, assignments, and assessments to be done before they encounter each task.

Learning objectives provide the structure for your course. There are no set number of learning objectives that define a course, but each learning objective should be assessed and supported with instruction. Assessments and instruction that are not aligned with a learning objective should be removed from the course.

Learning objectives have structure. The A.B.C.D. method[1] of constructing learning objectives provides a useful guide for writing learning objectives.
Audience, Behavior, Condition, Degree.

- Audience: who are your learners?
- Behavior: what overt, observable behaviors do you expect from your learners?
- Condition: under what circumstances will the behavior take place?
- Degree: what is the criterion for success?

An example might read: “(C) Given examples of activities in a college classroom, (A) students will (B) differentiate between constructivist and others, and (B) explain their rationale (D) in 20 words or less.”

Learning objectives written in this manner help structure thinking about how online students can demonstrate their activity and help you evaluate to what degree they met the learning outcomes.

9. Authentic Assessments

The goal of authentic assessment is to develop measures of behaviors that demonstrate learning in daily contexts and in meaningful ways. This helps online learners be successful because the connection between the course and daily life feels strong and the reason for completing the learning task is clear.

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[1] Heinrich, R., Molenda, M., Russell, J.D., Smaldino, S.E. (1996). *Instructional Media and Technologies for Learning*. Englewood Cliffs, NJ: Merrill.

The University of Florida has an excellent site that helps instructors to explore many forms of assessment and think about the authenticity or performance-based nature of good assessment:

http://citt.ufl.edu/online-teaching-resources/assessments/authentic-assessment-in-online-learning/

The steps to designing authentic assessments are also detailed on their website and are:

1. Identify standards of assessment
2. Select task for students to perform
3. Identify essential performance criteria for task
4. Develop your rubric for assessment

For more examples of authentic assessment, consult the UGA Office of Online Learning's Instructional Design Basics document.

Authentic assessments should be used for each learning objective and it could be that learning objectives are assessed in multiple ways. For instance, the vast majority of online courses use some amount video to deliver content. One best practice is to divide the content presentation into small, cohesive chunks that are presented in video for between 5 and 12 minutes. At the end of the content presentation, some type of assessment is made to help the student check whether they understood the material. Since time on task is one of the better predictors of learning, it is good practice to allow the student to watch the video as many times as they would like and to take the quiz as many times as they like. Further, it is good to allow students to review that material with or without the quiz even after they have moved on in the course. This formative assessment checks for understanding, but other assessments of the students' learning of this same material can also be made in group assignments, discussion board posts, and summative assessment such as higher stakes, single-trial exams.

10. Online Testing & Identity Verification

SACS requires that any institution offering distance education ensure that the student who registers in a distance education course or program is the same student who participates in the course or program and receives credit (Principles of Accreditation, Section 10.6.a). At UGA, this is accomplished primarily through using a secure login to eLC.

For enhanced identity verification and monitoring of high-stakes exams, UGA testing services facilitates online proctoring via Examity. Students must bear the cost of any proctored examinations in online courses. If you choose to use online proctoring, SACS requires student be notified of the projected charges associated with verification of online proctoring in your course at time of registration (Principles of Accreditation, Section 10.6.c). **Therefore, notification of the charge must be present in Athena prior to the course being listed for registration.**

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Because of the nature of online examinations, we recommend that you always randomly draw questions from large pools of categorized questions and randomize both the order of questions and the order of answer choices. Please contact Steve Balfour for help or with questions.

11. Pedagogy, Content, Engagement, and Technology

As your learning objectives and authentic assessments begin to take form, you should begin to think about the pedagogy, instructional strategies, content, methods of engagement, and technology that you might use to help your students be successful on your assessments of your learning objectives. Because this step must be very individualized to the instructor or set of instructors teaching the online course, this section will present alternatives and options to explore so that you can select what might work best for who you are as a teacher, your students, your course, your learning objectives, and your assessments.

Pedagogy/Instructional Strategy

A great article about the pedagogy/instructional strategies for online teaching was written by Bill Pelz in 2004 for the Journal of Asynchronous Learning Networks which is now called Online Learning. Pelz (2004) outlines the following ideas about pedagogy and instructional strategy:

1. Let the students do (most of) the work
    a. Student led discussions
    b. Students find and discuss web resources
    c. Students help each other
    d. Students grade their own homework assignments
    e. Case study analysis
2. Interactivity is the heart and soul of effective asynchronous learning
    a. Collaborative research paper
    b. Research proposal team project
3. Strive for presence
    a. Affective presence
    b. Cognitive presence
    c. Teaching presence
4. Two cardinal rules of online discussion
    a. Students' comments must introduce relevant, new information
    b. Students must create subject lines that convey their main points

Video-based Content

Video is likely to play a significant role in the delivery of your content delivery in an online course. It can also be a method for increasing student interaction through videoconferencing, giving feedback on assignments, be the way students fulfill an assignment, and have other uses

in your course. Melanie Hibbert has an excellent case study on what makes instructional video compelling from 2014 (available at: http://er.educause.edu/articles/2014/4/what-makes-an-online-instructional-video-compelling).

In essence, compelling instructional video has the following characteristics:

- They have a direct connection to course assignments
- They are amenable to periods of viewing averaging **four** minutes
- The instructor uses wit or humor in the video
- The instructor narrates and diagrams an important process
- There was some production value to the video; that is, it was not just shot on a cell phone or webcam and put up on the Internet, but rather it was edited or professionally done.

We have seen instances of 45 minute videos being watched all the way through, but it is rare. One great strategy is to break your content down into manageable four to twelve minute chunks and then assess the students over that content before letting them proceed to the next chunk of material. This strategy is detailed at the end of Section 9 about authentic assessment.

A common method of producing video content is screencasting, where the recording captures the contents of the computer screen along with a voiceover. We have collected a set of screencasting best practices on our site at https://faculty.online.uga.edu/design-development/making-your-own-media/ including things like writing a script, checking your microphone before recording, and keeping your content evergreeen.

There are a wide range of ways to create screencast content for an online course. Free tools for screencasting include:

- Screencast-o-matic
- Jing

If you are looking for a more robust tool, you might consider one of these paid solutions:

- Camtasia
- Screenflow (Mac Only)

Another way to create presentation style videos is using the Center for Teaching and Learning's One Button Studio.

Any video produced for online learning should be captioned. Please see the "Captioning Video" unit in Section 6: Universal Design in this guide for more information.

Other Ways to Present Content

Content can be presented in many other ways in an online course. It may be useful to present content in a game-based format so that particular information is presented and is necessary to complete an educational game. Jose Bowen's jazz identification game asks students to first identify instruments, then combinations of instruments, then styles of jazz, then composers, then composers in eras (YouTube video of the gameplay is available at: https://www.youtube.com/watch?v=CqTFvvBgNMo). The content presentation is tied to the game and lets the student learn through exploration. Similarly, students can first encounter information in a case-based or problem-based learning scenario. In these examples, students have identified a problem they need to solve and then gather the information necessary and employ it to solve the problem immediately. The formal name for gathering material to learn it when it is necessary to complete a task is "just in time learning" and it is very effective.

Students may generate the content they learn from by having the instructor use well known experiments or processes that almost always have the expected result. For example, the psychological principle of chunking refers to the fact that the average number of chunks of information that humans hold in their short term memory is seven. It is easy to demonstrate this principle by collecting data from all the students in a class and analyzing the data in a form accessible to them online. In this way, the students generate the data for key findings essential for their class. There are seven more psychology demonstrations of memory phenomenon at this link: http://teachpsych.org/Resources/Documents/otrp/resources/mccabe14.pdf. When students generate the data they learn from themselves, another powerful learning effect call the "self reference effect" may operate and help to increase student learning.

Students may also find and discuss content in some form of a webquest with follow up discussion designed to determine the best of the sources. Several groups could compete against each other to find the best web resource for popular course topics or illustrations of principles relevant to the online course. Students can also be given assignments that result in them collaborating on assignments that can double as future course material, or editing and contributing to Wikipedia itself.

The methods above are largely asynchronous meaning that the students and instructor do not have to be present at the same time. If it is possible to gather a class together despite time zones and schedules, live presentation of content can occur in something more like a teleconference or webinar. UGA offers has Blackboard Collaborate Ultra for web conferencing. Please note that this type of video presentation is less able to be captioned and modified to fit Universal Design for Learning in other ways and thus may be undesirable.

Students can encounter course content many ways and online courses should meaningfully challenge students to encounter content in a diversity of ways.

Engagement

Taylor and Parsons (2011) define six factors that can increase student engagement:

1. Interaction
2. Exploration
3. Relevance
4. Multimedia
5. Challenging Instruction, and
6. Assessment for Learning

Some ideas for incorporating the factors above include:

- Interaction: Blogging, Wikipedia, and Tweeting about course material during daily life
- Exploration: Webquests, editing Wikipedia for credit, Ted Talks
- Relevance: Learning portfolios, Google Apps for Education, gamification
- Multimedia: TED talks, MERLOT.org, UGA Library Media Resources
- Challenging Instruction: Low stakes assessment, one minute papers
- Assessment for learning: Peer evaluation, eCampus

Technology

It is critical that you know what you want technology to do for you in your online course before you begin looking at all the educational technology that exists. Many products vary from each other only slightly and there are multiple apps for just about any task you can think of.

- eLearning Commons - UGA's learning management system
- Office 365
- Lecture recording tools
- Content creation tools
- Student engagement tools
- Tools to provide feedback more efficiently
- Multimedia tools
- Tools for creating games

Please note that the use of technology alone does not improve learning; it is often the way that students are introduced to the technology and how the technology incorporates known pedagogy that determines how impactful the technology is.

According to Dan Pink's book Drive, people develop intrinsic motivation to do things when they have **autonomy**, **mastery**, and **purpose**. Thus, when technology is used in online courses, students should have choices about the material and contexts that they can apply it in, should be challenged to use the technology to improve their performance, and those choices and

challenge should be presented in ways that are meaningful to the student. One example would be to introduce a tool that improves writing and uses peer evaluation by first commenting on the fact that US employers often rank two skills as the most important for people they intend to employ: writing and critical thinking. Then, explicitly show how the tool you are using will help students develop those two skills and challenge the students to use the tool to become the best writers and critical thinkers they can be in your course.

12. Online Course Introductory Module

Your introductory module orients your students to your course, describes your teaching philosophy, helps your students understand how to navigate your course, and sets expectations. Ten elements will help to shape your course introduction:

1. Course purpose
2. Course description
3. Course objectives
4. Instructor introduction
5. Administrative details such as preferred contact method and response times
6. Are you Ready? – survey for students to see if they are prepared to taken online course
7. How to be successful in an online course or more specifically in this course
8. How to navigate through the course – screencast
9. Overall schedule of the course – time commitment for planning ahead
10. Netiquette

Course purpose, description, and objectives can largely be put together from the work you have already done to define learning objectives and assessments. Your instructor introduction should be a video in which you describe your relevant biography, a little about what this course means to you, your teaching philosophy, and whatever else you would like to include to set the tone for the course. Administrative details should be written out and easy to access from anywhere in the course.

The University of North Carolina has an “Online Learning Readiness Questionnaire” for students accessible at http://www.unc.edu/tlim/ser/. A great resource to tweak for your course is the Illinois Online Network “What makes a successful online student?” page at http://www.ion.uillinois.edu/resources/tutorials/pedagogy/studentprofile.asp.

You should make your own screencast video of how students should navigate through your course. Did you set up topical modules or temporally-based modules? Have you used release conditions for your materials or can the students do things in the order they wish? How should they post to the discussion board(s)? Where can your students find their assignment deadlines? What is the overall schedule for the course?

Netiquette is the etiquette you expect from your students in the course. Steve Balfour has used a simple netiquette that you are free to copy or modify:

1. Constructive criticism only. You know the difference. Help your classmates develop their thoughts, don't shut them out.
2. Be polite. We can't see your face or hear the tone of your voice, and you can't write an addendum to an offensive message you accidentally sent and have that addendum arrive first. Be careful and polite.
3. Don't take it personally but do take it professionally. Read what others are saying about what you posted not about who you are. Post back about what they posted not about who they are.
4. Build on your classmates' posts. Posting "I agree!" or "me, too" is usually uninformative for others. Posting the insights or new thoughts you had while reading someone else's post is much better.

There are many other examples of netiquette guidelines online. Two others are the Virginia Adult Learning Resource Center's and Touro College's.

Teaching Online

13. General Good Practice in Online Teaching

After you have finished your course structure, content, and activities and the term begins, there is a great deal you can do to teach a very successful course. Several experienced online instructors have concurred that interactivity is the key to creating a great online course. Following on this path, Judith Boettcher published an outstanding article titled "Ten Best Practices for Teaching Online: Quick Guide for New Online Faculty" at http://www.designingforlearning.info/services/writing/ecoach/tenbest.html. An overview of her 10 good practices follows:

1. Be present at the course site
2. Create a supportive online course community
3. Share a set of very clear expectations for your students and for yourself as to how you will communicate and how much time students should be spending each week
4. Use a variety of large group, small group, and individual work experiences
5. Use both synchronous and asynchronous activities
6. Early in the term (about week 3) ask for informal feedback on "How is the course going?" and "Do you have any suggestions?"
7. Prepare discussion posts that invite questions, discussion, reflections, and responses
8. Focus content resources and applications and links to current events and examples that are easily accessed from learners' computers
9. Combine core concept learning with customized and personalized learning
10. Plan a good closing and wrap up activity for the course

Each of these practices is detailed in her article and some points have specific tips or suggested text you could use.

Online Office Hours

It may also be helpful to think about the ways that you will hold virtual office hours. There are several options for video conferencing. You may choose to use video conferencing through Collaborate Ultra. It is good practice to be sure that your students know when you expect to be available and unavailable online. If you do not log in on Saturdays, then tell your students that they will not get replies from you on Saturdays and please avoid making students complete assignments at times you know you will not be available.

14. Building Online Community

Kevin Wilcoxon wrote "Building an Online Learning Community" in 2011 and it is a good primer. The core elements are that building online learning communities takes understanding the changing roles of the instructors and students during the course and managing discussions effectively as well as elements of online presence that set the climate, support discourse, and promote the right content.

The Changing Roles of Students and Instructors during a Course

Phase	**Weeks**	**Learner Role**	**Instructor Role**
1	1 to 2	Newcomer	Social Negotiator
2	3 to 4	Cooperator	Structural Engineer
3	5 to 6	Collaborator	Facilitator
4	Beyond	Initiator/Partner	Challenger/ Partner

Managing Discussions

Here is a summary of discussion management issues. Note how issues come and go along with the phases of development.

- Asking good questions and providing complete initial instructions
- Ongoing monitoring
- Redirecting, providing additional instruction, clarifying as necessary
- Summarizing at key junctures, prompting movement toward resolution
- Privately prompting those who participate too much and those who don't participate enough

- Calling out and correcting netiquette offenders – privately
- Deleting inappropriate messages
- Managing conflict
- Moving discussions through the cognitive phases, using prompts
- Moving the group through the phases of learner engagement, evolving expectations

Social, Cognitive, and Teaching Elements of Presence

To have a successful online learning community, instructors must maintain social, cognitive, and teaching elements in their online presence. Social elements engage interactivity, cognitive elements engage exploration and reflection, and teaching elements include organization, facilitation, and modeling good thinking. Social and cognitive elements of presence are used to promote supportive discourse; cognitive and teaching elements promote the correct content, and teaching and social elements help to set the right climate. Together, these elements and their combinations enhances the educational experience. There is a great deal more detail at: http://www.learningsolutionsmag.com/articles/761/building-an-online-learning-community

Assessing and Refining your Course

Online courses have a great deal of data and artifacts that can be used in assessment. Like f2f courses, grades and student evaluations can provide data about what worked and didn't. Additionally, student created artifacts/discussion posts can be assessed in light of the course objectives. A key to working with all these data is to formulate an assessment plan.

- You will probably want to know if students reached the learning objectives you set for them.
- You may want to know what they used in your course to reach those goals so that you can add productive material and remove unproductive material.
- You may want to review student performance on the questions you used for formative assessment on each of your videos coupled with the number of attempts they made at the mastery quizzes to see if any stood as as being particularly good or bad.
- You may want to know the times they spent in course sections and use evidence of a lot of time spent or little time spent in conjunction with reviewing the content yourself to see if it was confusing or oversimplified.
- You may want to review your course with the QM rubric to see if there are activities or features that you could use to improve your course.

It is also helpful to ask students periodically during the course for feedback on general or specific items. Assessment techniques like "The Muddiest Point" and "One Minute Papers" allow you find areas in which more content or learning activities would help.

- "The Muddiest Point" is a one-item survey that asks students what they still don't understand about the material after the content presentation or learning activity is done.

- “One Minute Papers” ask students to summarize what they learned, what questions they have, and what they still do not understand after content presentation or a learning activity.

Both activities can help refine content or assignments in your online course.

You may also want to specifically assess the interactivity in your course and the technology you used in your course. After you have taught the same course multiple times, you may use comparative analysis to determine the effects your materials or teaching are having on learning.

After you have completed your assessment plan, it may be useful to revisit your learning objectives, assessments, pedagogy/instructional strategy, content presentation, engagement strategies, and technology using those sections of this guide and the data you have collected. Steve Balfour would be happy to help you with any assessment and refining of your course.

Reference articles from Faculty

Heinrich, R., Molenda, M., Russell, J.D., Smaldino, S.E. (1996). *Instructional Media and Technologies for Learning*. Englewood Cliffs, NJ: Merrill.