# Quality Course Standards and Delivery

– **Quality Evolves**

– **Starts with a set of standards**

– **Improve on them as we teach and get feedback from students and peers**
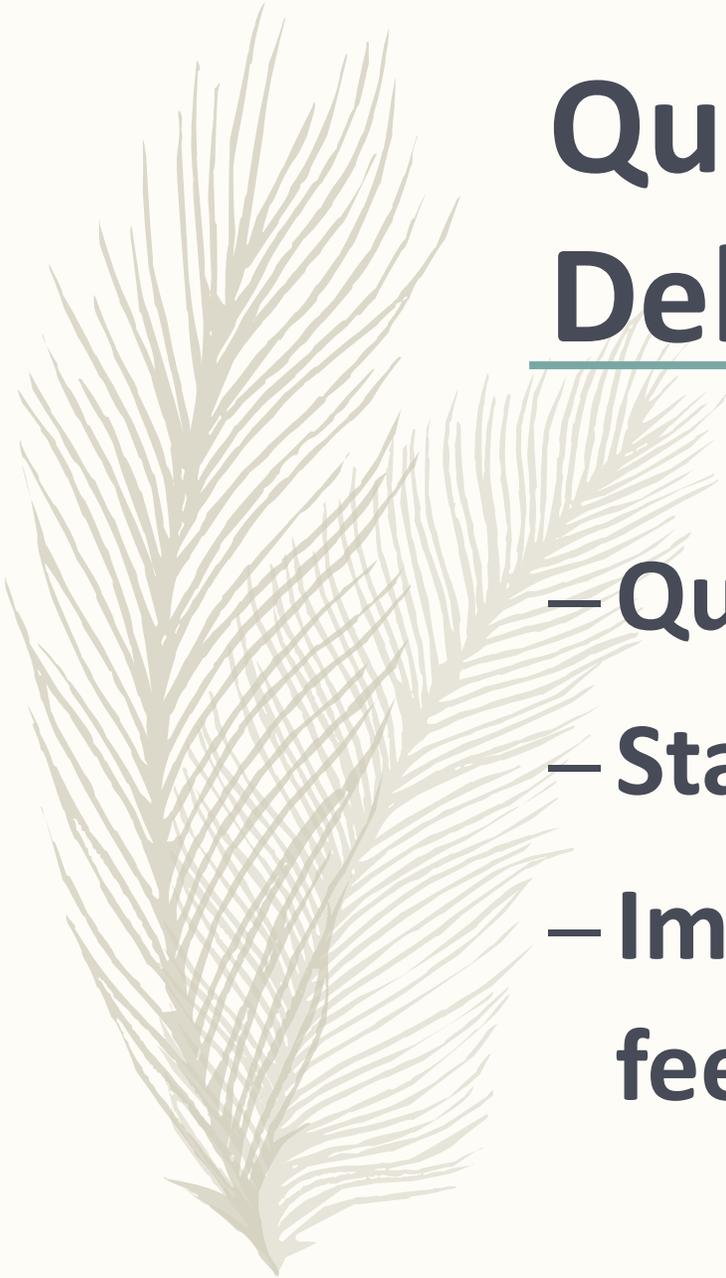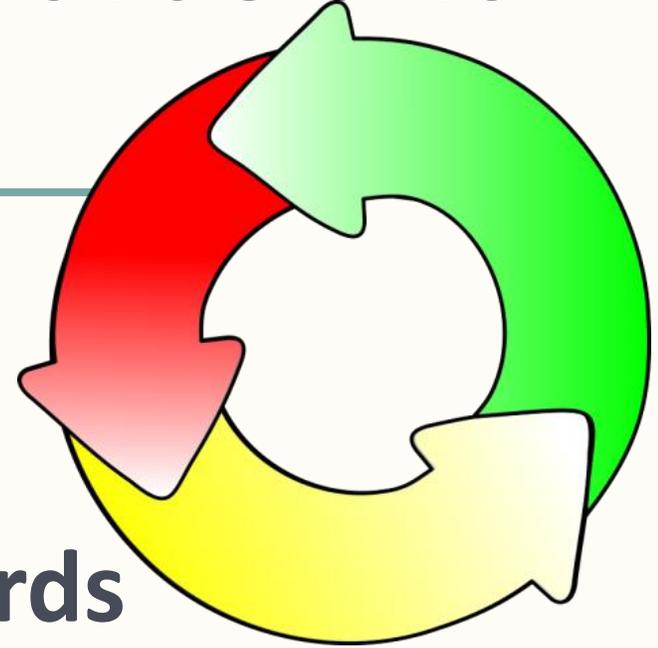
Organization of today's presentation:
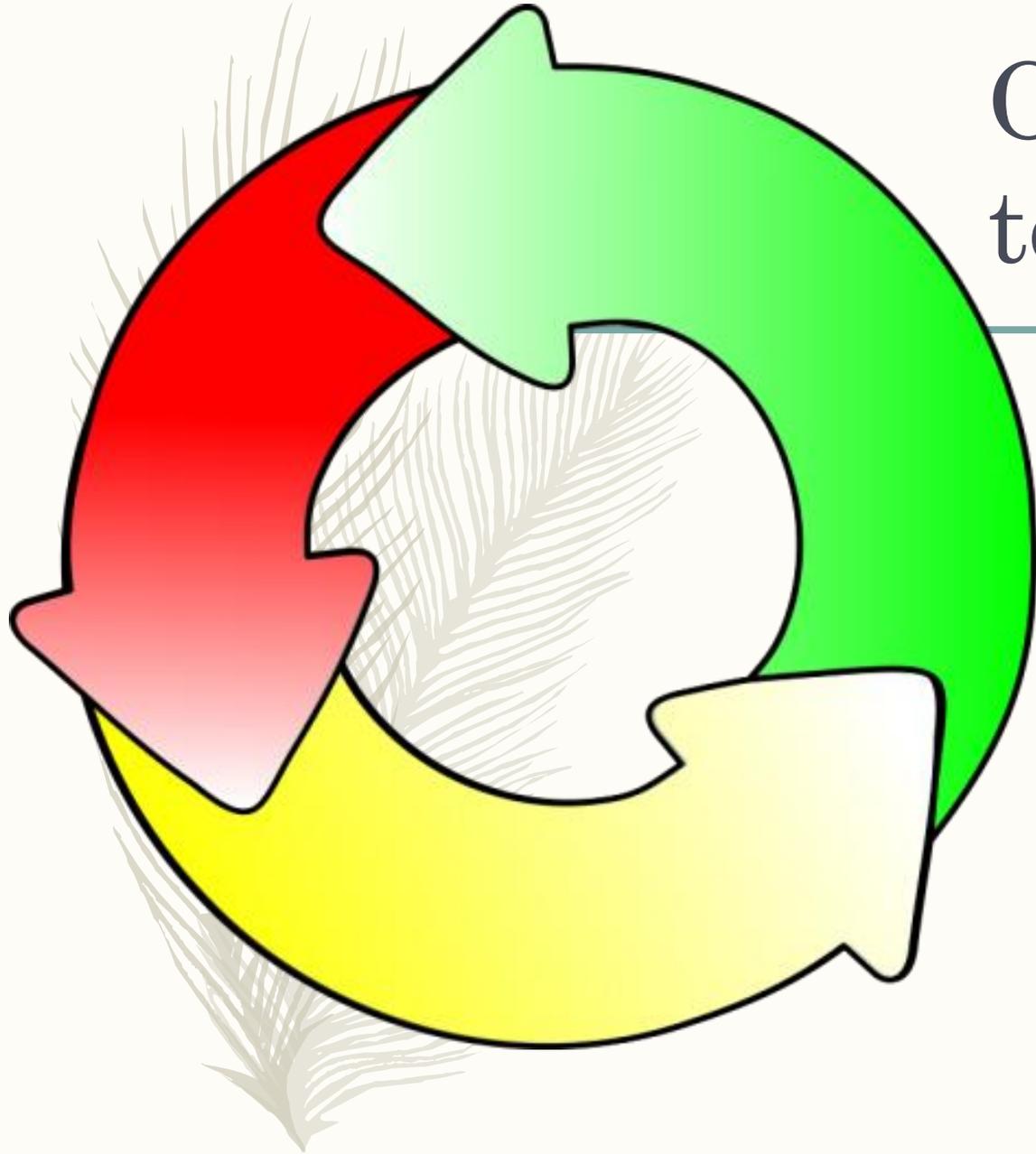
- 1) **Northern College's LMS Course Quality Review Checklist (A-28)**
  - Quality elements to consider when organizing your Blackboard course.
- 2) **Course Quality Design & Delivery Framework**
  - **Introduction** to the 5 Design & 2 Delivery Review Standards
  - **A step-by-step guide** through these 7 elements -- "how to" design and then deliver a course with quality

1) Northern College's LMS Course Quality Review Checklist

- Northern College uses Blackboard for our Learning Management System

- Resources for Bb found on:
  https://help.blackboard.com/Learn/Instructor?utm_source=odhm
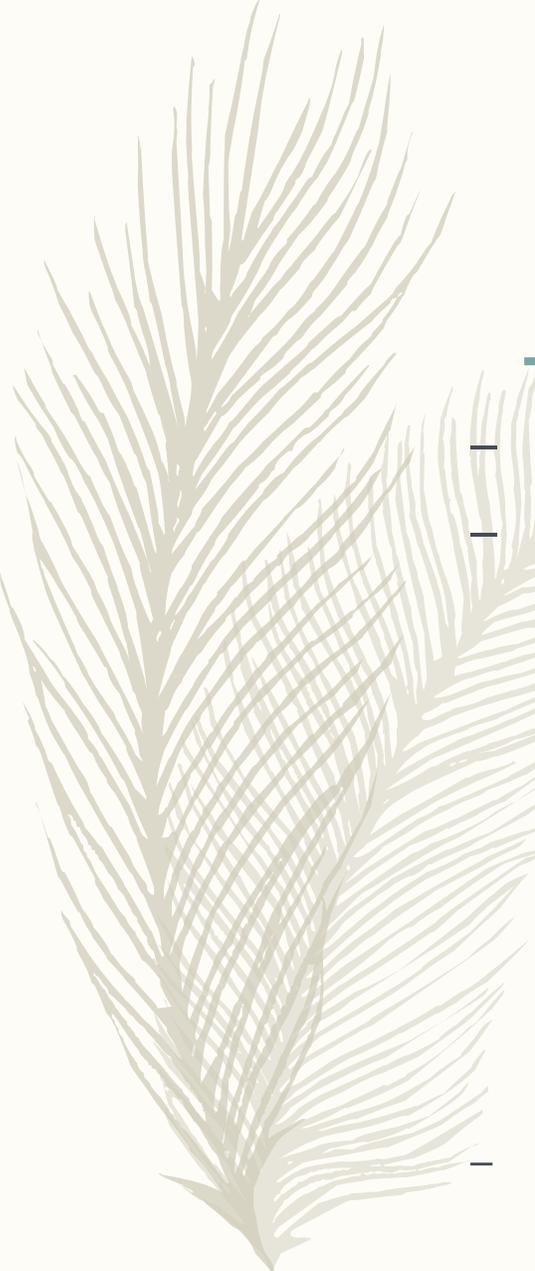
LMS Course Required Elements Policy A-28

- **Reference to Policy A-28 Digital/Technology-Enhanced Learning**

- Northern College supports the intentional use of technology-enhanced learning to:

  - Increase equity, enhance efficiency and improve the quality of teaching and learning.

  - Support and encourage the internal development of the digital strategy by promoting and providing guidelines for training and technical support.

  - Provide information, resources and support services for technology-enabled education.

  - Identify technology-enhanced teaching and learning needs.

  - Encourage and support the use of technology-enabled education.

  - Encourage the sharing of effective technology-enhanced teaching and learning practices.

- http://www.mynorthern.ca/wp-content/uploads/2018/12/A-28DigitalTechnologyEnhancedLearningPolicy.pdf

LMS Course Required Elements Procedure A-28-1

- **Reference to Procedures A-28-1 Using the College's Learning Management System to Provide Students Access to Essential Digital Resources and Learning Activities**

- 1. All post-secondary and credit courses offered to students enrolled in BYOD programs will, through courses available on the College's LMS, contain:

  - *a. professor and instructor contact information including information on the preferred method of electronic communication and intended response time to email or texts.*

  - *b. approved course outline and course section information (CSI) for the academic semester.*

  - *c. information regarding the textbook to be used and online websites or other resources that are available.*

  - *d. a "Getting Started" folder or module to inform students how the course LMS website will be used, and how to find technical or learning supports as necessary.*

  - *e. a digital copy of the student manual or any Northern College owned and produced course related learning materials that are intended to be provided to students.*

  - *f. student engagement tips (examples).*

- 2. Where appropriate and allowable through Canada's copyright legislation, faculty are expected to use the College's LMS to provide student level access to PowerPoint presentations and other digital learning resources.
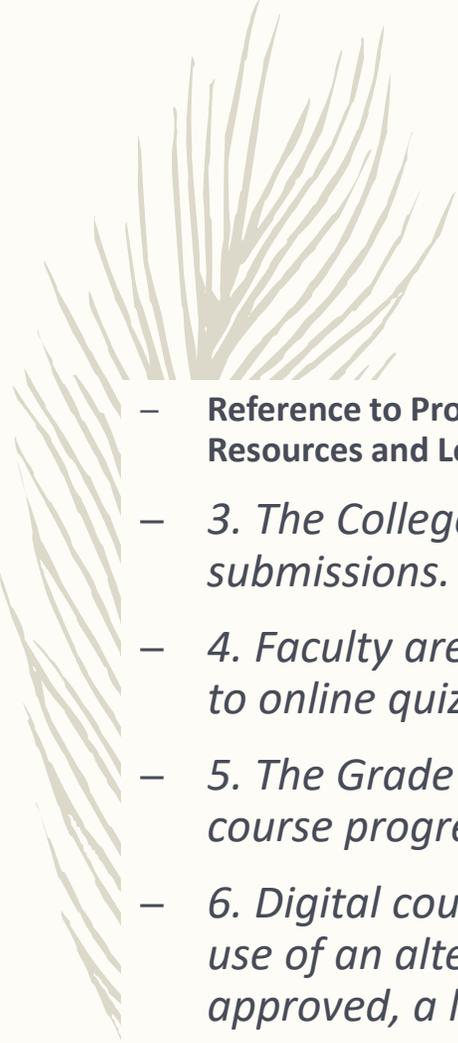
LMS Course Required Elements Procedure A-28-1

– **Reference to Procedures A-28-1 Using the College's Learning Management System to Provide Students Access to Essential Digital Resources and Learning Activities**

– *3. The College's LMS will be used, where applicable and practical, to accept student assignments and project submissions.*

– *4. Faculty are encouraged to use the College's LMS, where applicable and practical, to provide students access to online quizzes, tests, or exams linked to the LMS's Grade Centre*

– *5. The Grade Centre, within each course on the College's LMS, will be used to provide students information on course progress and grades associated with assignments, quizzes, test and projects.*

– *6. Digital course materials provided to students must be accessible via the College maintained LMS unless the use of an alternate service provider or external website has received approval from the Program Dean. When approved, a link to the site must be provided through the College LMS.*

– *7. Courses made available for contract training, distance education or for use in international programming must adhere to the above listed format and should contain a document detailing methods to engage students on certain topics, discussion board examples, and examples of interactive learning activities.*
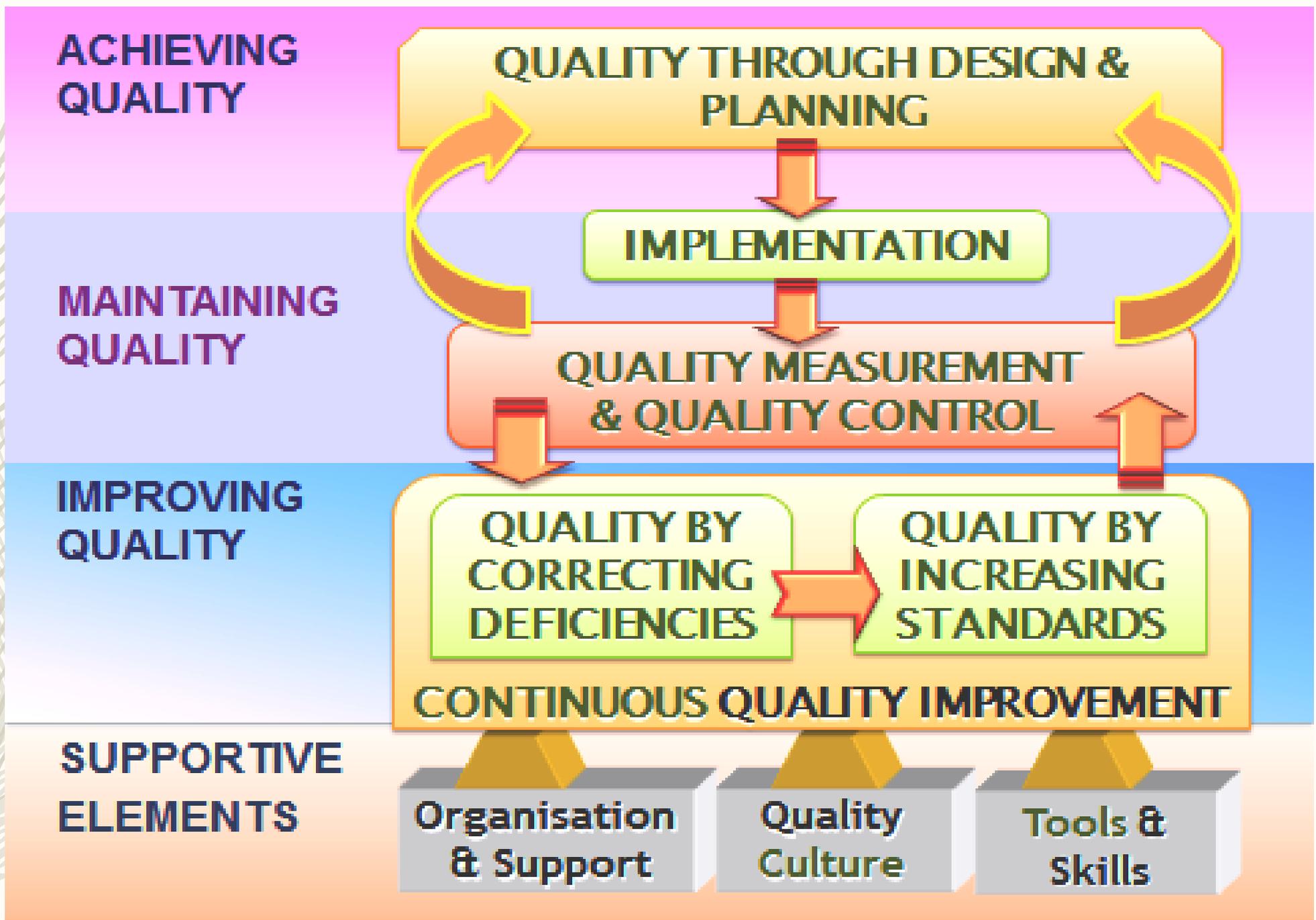
LMS Course Required Elements
Preparing the Bb Course

– Approved Course Outline in pdf format as obtained from the COMMS system

– Course Section Information (CSI) that aligns, including evaluation type weighting, to the course outline and contains a detailed schedule of topics and assessment due dates

– Professor and instructor contact information including information on the preferred method of electronic communication and intended response time to email or texts

– a "Getting Started" folder or module to inform students how the course LMS website will be used, and how to find technical or learning supports as necessary.

LMS Course Required Elements
Preparing the Bb Course

– Students are informed of critical dates for assignment submissions, quizzes, tests and exams, and how late submissions or missed deadlines would be handled

– The Grade Centre, within each course on the College's LMS, will be used to provide students information on course progress and grades associated with assignments, quizzes, test and projects

– Digital course materials provided to students must be accessible via the College maintained LMS unless the use of an alternate service provider or external website has received approval from the Program Dean. When approved, a link to the site must be provided

2) Northern College Course Quality Review Standards

A) Design Framework

1. **Course Overview**
2. **Learning Objectives and Instructional Materials**
3. **Assessment and Measurement**
4. **Student Engagement and Participation**
5. **Accessibility and Usability**

B) Delivery Framework

* Communication & Engagement

Review Standards: A) Design Framework
1. Course Overview

– Learners are introduced to the purpose and structure of the course and how the course contributes to the Program Learning Outcomes

– Expectations are communicated to learners regarding participation and conduct in online discussions, email, and other forms of interactions.

– Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided

– Course materials are organised in Course modules, Units, or week by week activity folders
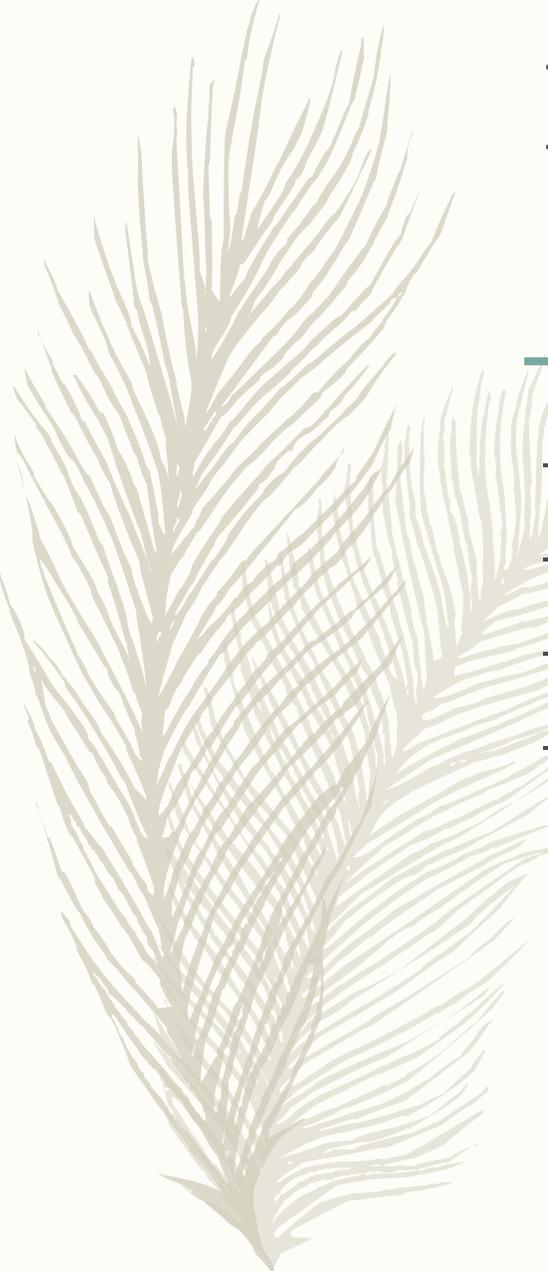
Review Standards:
1. Course Overview

- Minimum technology requirements for the course are clearly stated

- Navigation throughout the course is logical, consistent, and efficient

- Technologies are current

- Learner support systems such as IT and accessibility services are clearly stated and/or a link to the institutions services are provided

Review Standards: A) Design Framework
2. Learning Objectives and Instructional Materials

– Each lesson has an introduction

– Each lesson has a statement of the learning outcomes

– Each lesson has lesson notes, slides, or materials that outline and explain the core content and enhance rather than restate the text

– Lesson notes are presented in a logical and coherent sequence, are AODA compliant, and when necessary made available in alternate (accessible) formats
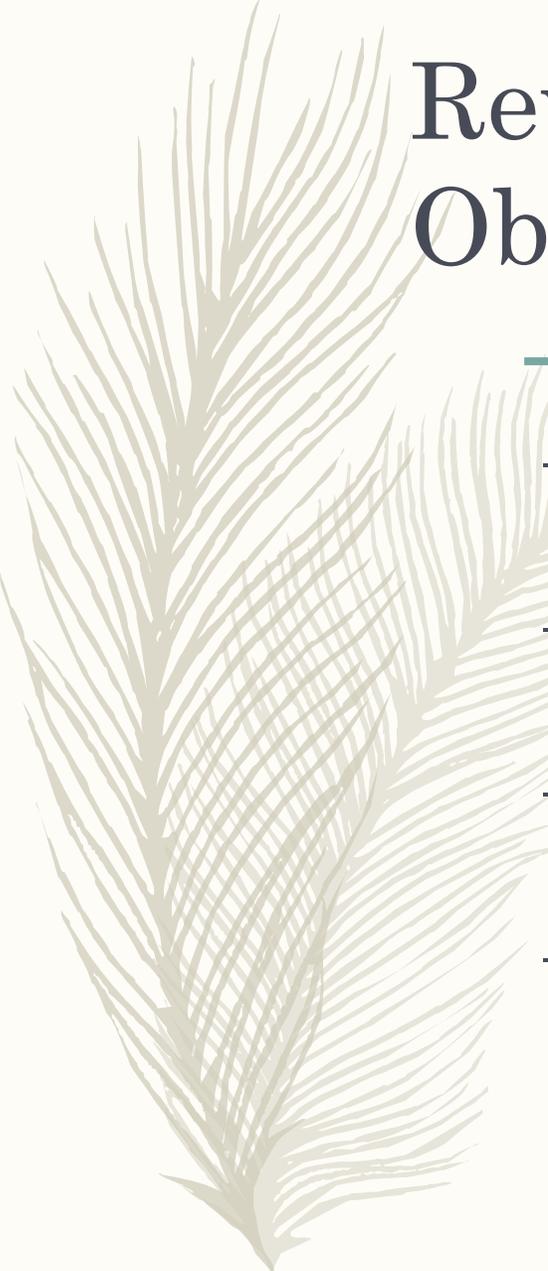
Review Standards: 2. Learning Objectives and Instructional Materials

- Each lesson has a learning activity to assist the student in understanding the material

- Lesson notes include links within the Learning Management System (LMS) to direct students to relevant assignments

- Each lesson has a summary that briefly reviews the content learned in the lesson

- Self-assessment exercises are integrated at appropriate locations throughout online course components

Review Standards: A) Design Framework
3. Assessments and Evaluation

- The assignment, discussion forums and quiz tools are utilized where applicable and practical to provide students access to online quizzes, tests and to accept student assignments and project submissions

- The assessments measure the achievement of the stated learning objectives or competencies

- The assessments used are sequenced, varied, and suited to the level of the course

Review Standards:
3. Assessments and Evaluation

- Instructions are included under the assignment section to advise students how and when to submit their assignments and complete quizzes

- Students are provided with a grading rubric or criteria upon which the assignments will be evaluated

- Assignments and assessments are varied and suited to the level of the course

- Learners are provided multiple opportunities to track their learning progress

Review Standards: A) Design Framework
4. Student Engagement and Participation

- Professor uses announcements regularly/ weekly

- Student engagement and participation is monitored using system access tracking tools and at risk students are referred to College's Academic Student Support Services department as per established timelines

- Instructor led and moderated discussion forums (if part of the course) are designed to generate student participation and engagement

- Learners are informed of the criteria used to used to evaluate their participation in the course

Review Standards: 4. Student Engagement and Participation

– Clear instructions on the group work (if part of the course) are included (e.g., role of Facilitators, marks to be awarded, rubric for assessing, etc.)

– Lessons delivered in a synchronous (video enabled) manner make use of the Blackboard Collaborate or MS teams, and include closed captioning when ever possible

– Webinars, video lessons and synchronous sessions are recorded and made available to learners within the course

– When appropriate, learning activities allow for student-to-student interaction or collaboration.

Review Standards: A) Design Framework
5. Accessibility and Usability

- Course navigation facilitates ease of use

- Grammatical, punctuation and spelling errors are eliminated from all materials

- The course provides accessible text, image descriptions, closed captioned videos and web pages that meet the needs of diverse learners

- Files provided to the students in the form or PowerPoint, Word, or Excel format meet Accessibility for Ontarians with Disabilities Act, 2005 (AODA) accessibility standards

  - (AODA - a statute enacted in 2005 by the Legislative Assembly of Ontario. Its purpose is to improve accessibility standards for Ontarians with physical and mental disabilities to all public establishments by 2025.)

"Course Alignment" is Integral to Quality Course Design
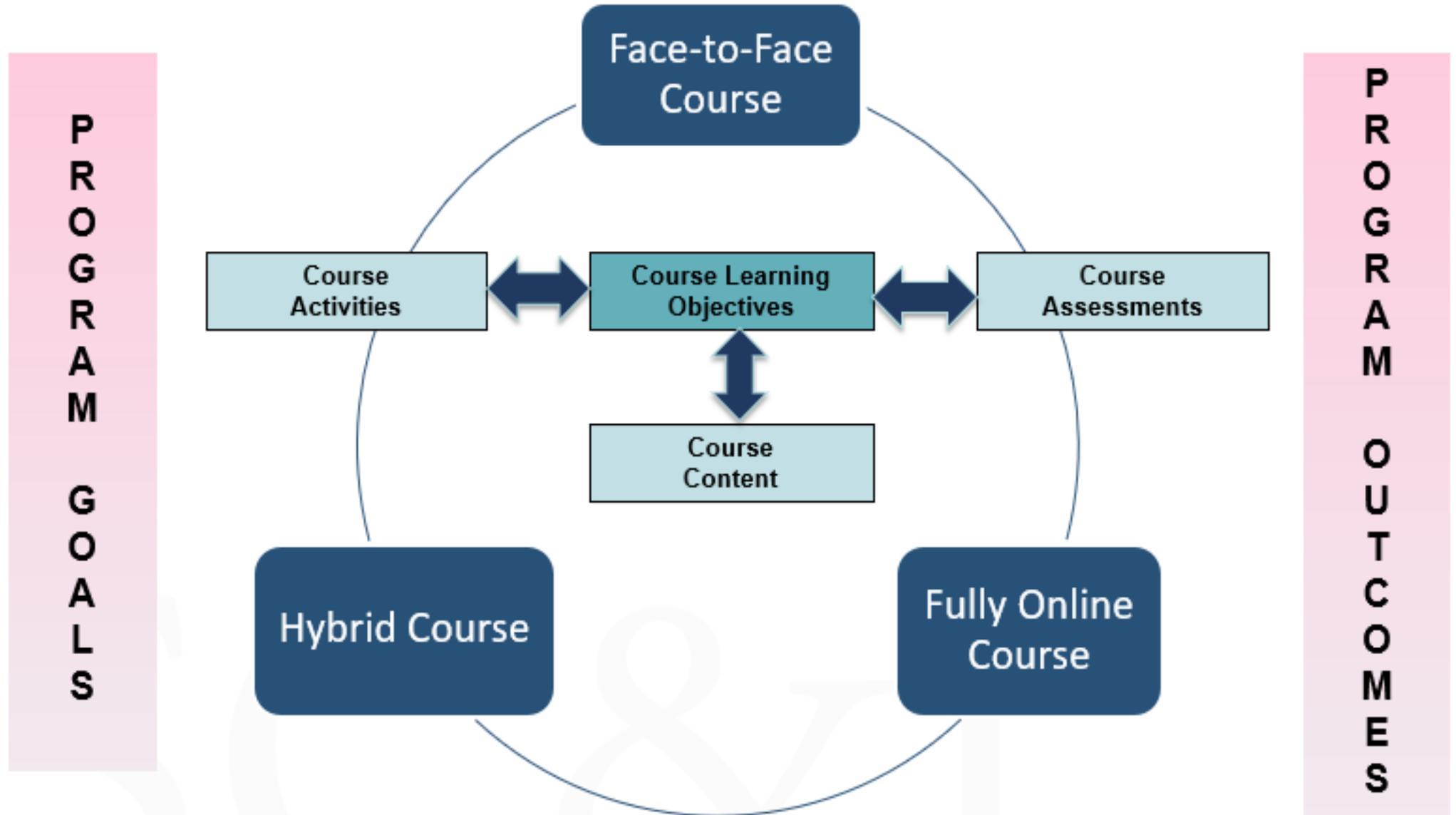
Questions, Discussion, Feedback

———

Review Standards

Course Quality Design & Delivery Framework
- *the Step-by-Step Guide*

- **A: Course Quality Design**

- **B: Delivery**

  - The following 'best practices' for preparing, planning, instructing and evaluating an assigned course(s) are recommendations informed by Northern College's Digital Technology – Enhanced Learning Policy and Procedure A-28 and Student Assessment and Evaluation Policy and Procedure A-26.

  - http://www.mynorthern.ca/wp-content/uploads/2018/12/A-28DigitalTechnologyEnhancedLearningPolicy.pdf

  - http://www.mynorthern.ca/wp-content/uploads/2018/12/A-26PRStudentAEProcedure.pdf
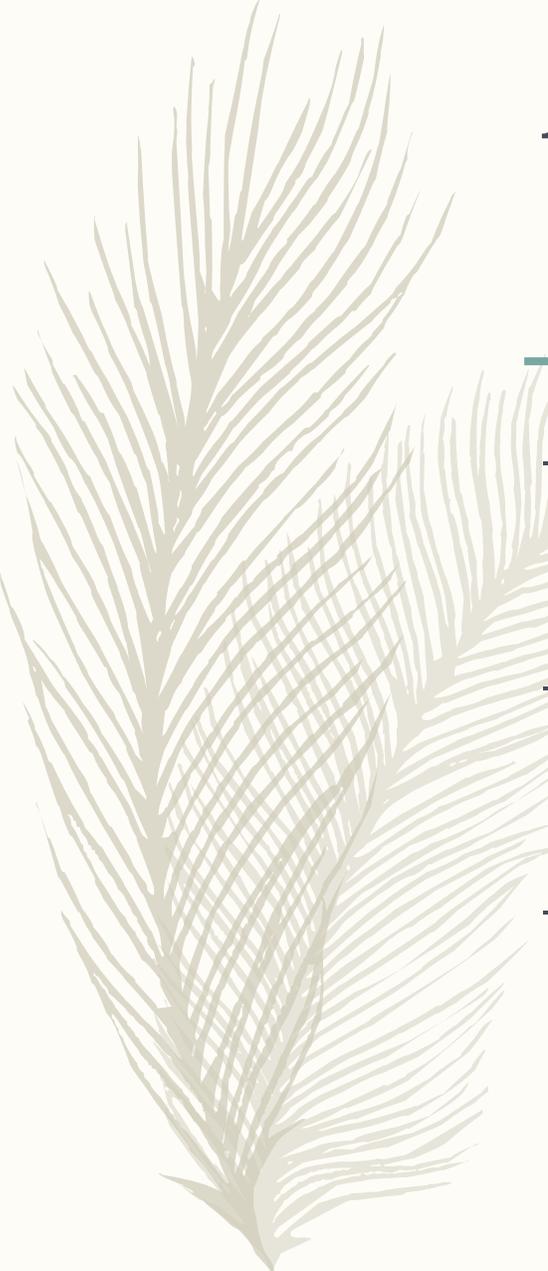
A: <u>Course Quality Design</u>: 1.Overview

– Obtain approved **Course Outline in PDF** format from COMMS system and load into your course shell in Learning Management System (LMS) (i.e. Blackboard, D2L, Moodle, etc.).

– Align and post to LMS the **Course Section Information (CSI)** with evaluation type and weighting (frequent low stake assessments are suggested) and ensure detailed teaching topics and assessment dates are included.

– Create in the LMS a **"Getting to Know Your Professor"** folder and post your contact information and preferred method of communication (no personal emails – use your Northern College account) and office hours where applicable. Share your response time (<48 hrs). Share a short biography and picture of yourself for your students.

1. Overview

- Create a **"Getting Started'** folder to house support/administrative information – i.e. LMS website info., technical support contact info., learning support contact info, technical skills required, minimum technology requirements, netiquette

- Create an **"Assignments & Test"** folder which will list key dates for semester assessments; as well as how late/missed assessments will be handled. Post a copy of Northern College's Academic Integrity Policy and Procedure A-24.

- Set-up your **Grade Centre** for your course(s) which will reflect your course evaluations (i.e. quizzes, tests, assignments, etc.) and their weighting. This should be updated in a timely manner once an assessment is completed to ensure students are aware of their standing in your course.

- Make course available to students once ready

A: <u>Course Quality Design</u>:
2. Learning Objectives and Instructional Material

- Create **"Content with Modules, Units and Lesson"** folders in the LMS to organize modules or units and their associated learning materials.

a) Lesson Introduction

b) List Learning Objectives,

c) Pre-Reading/Lesson Materials for Student Preparation - give students a focus for their reading)

d) Lesson Notes, Slides and/or other materials that are AODA compliant and presented in a logical and coherent format

e) Student Activity(ies)

f) Link to Student Assignment - where applicable

g) Lesson Summary

h) Learner Self-Assessment or Reflection - where appropriate.
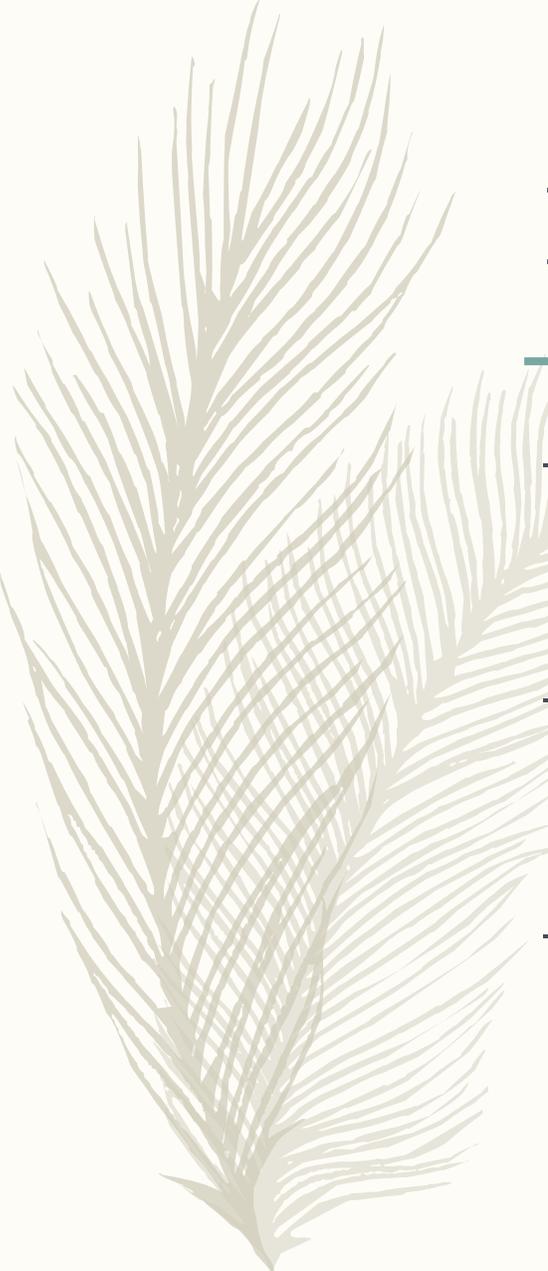
2. Learning Objectives and Instructional Material

- Create a **"Course Resources and Materials/References"** folder where links to websites and digital resources can be shared as they relate to weekly lessons or just general interest.

- Create a **"Discussion/Homework Forum"** folder and have topics students can respond to. Use a variety of tools such as padlets, text, etc. (get students to take ownership of adding interesting facts and topics)

- Post **Welcome Announcement** and send it to students prior to first day of class

A: <u>Course Quality Design</u>:
3. Assessment and Evaluation

- Utilize **LMS Assessment & Evaluation Tools** related to assignments, discussion forums and quiz tools, where applicable, to provide student access to online assessments and project submission.

- Ensure course assessments **Measure** student achievement of stated learning objective or competencies.

- Ensure course assessments are **Sequenced, Varied** (reflect different learning styles), **and Suitable** to the content and level of the course. It is recommended that frequent, low stake assessments be adopted, especially at the beginning of a semester.

3. Assessment and Evaluation

– Provide students clearly in the **"Assignment and Test"** folder, as well as in the weekly **"Lesson"** folder due dates for an assessment(s)

– Issue to students a **Grading Rubric or Assessment Criteria** that will be used to evaluate an assignment or test questions.

– Update student assessment results in **"Grade Centre"** in a timely manner so that learners can track their progress

A: <u>Course Quality Design</u>: 4. Student Engagement, Communication and Success

- Post a short biography in the **"Getting to Know Your Professor"** folder and **weekly course announcements** in the LMS – share updates, quotes, etc.

- **Record and save** all webinars, video lessons and synchronous sessions and make them available to all learners in the course.

- Utilize the **LMS (Blackboard Collaborate), MS Teams or Adobe Connect** to deliver online lessons and closed captioning should be used where possible. Faculty can use other platforms to communicate with students, but they will not be supported by Northern College's IT Department.

- Inform learners of the criteria that will be applied to **Evaluating Participation** in a course. A grade for attendance should not be issued unless stipulated in the course outline, but keeping a record of student attendance is recommended for tracking and accountability purposes.

4. Student Engagement, Communication and Success

- Track **Student Engagement and Participation** in a course using LMS and system tools, as well as **refer at-risk students** to the College's Academic Support Services department in a timely manner.

- Encourage and coach student engagement in online, **Instructor Moderated Discussion Forums** (where applicable).

- Promote **Student-to-Student Interaction or Collaboration** where appropriate.

- Issue clear instructions when planning and **Evaluating Group Work** (i.e. group member roles and responsibilities, evaluation criteria or rubric, marking scheme, etc.).

- Share your **Preferred Method of Communication** with your students and your response time. Share Office Hours if applicable.

Questions, Discussion, Feedback

___

Course Quality Design

A: Course Quality Design:
5. Accessibility and Usability

- **Ease of navigation** in accessing course content

- **Elimination of grammatical, punctuation and spelling errors** in all course materials.

- Provide accessible text, image descriptions, closed caption video and web pages that meet the **needs of diverse learners. Use principles of Universal Design Learning** http://udlguidelines.cast.org/

- Share PowerPoint, Word or Excel documents to learners that meet **AODA accessibility standards.**

B: <u>Lesson Delivery</u> –
1. Communication - First Day

– **Introduce yourself** and share your professional background/experience and appropriate personal information.

– Organize an **Ice-Breaker Activity** in order to get to know your students – i.e. names, location, interests, background.

– Introduce learners to the **Purpose and Structure of the Course** and how it the Program/Vocational Learning Outcomes will be achieved.

– Share your **Learner Expectations** regarding attendance, participation, conduct, online discussions, group work, email, etc.

B: <u>Lesson Delivery</u>
1. Communication

- Present and refer to the **"Course Resources and Materials"** folder for course, program and institutional policies that learners are expected to comply – i.e. Academic Integrity policy, Program Handbook, etc.

- Review minimum technology requirements for the course and highlight it in the **"Getting Started"** folder.

- Review how weekly **"Content/Lesson"** folders are set-up

- Review your **Preferred Method of Communication** and response time. Share Office Hours if applicable.
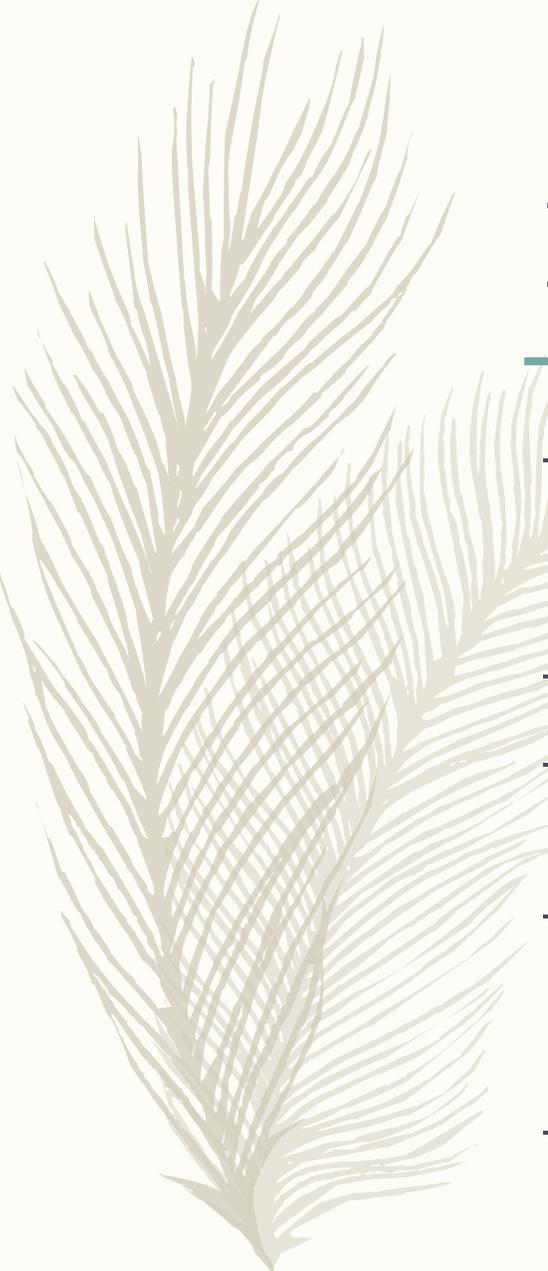
B: Lesson Delivery
Engagement – Every Lesson

- **Engage with Students** – welcome them, say their names, ask them what they did over the weekend, ask about things that they shared during the I**ce-Breaker Activity**, etc.

- Press the **Record Button** when you are prepared to start the lesson.

- **Review Previous Lesson** – answer student questions, take up assigned homework, etc. – (5 minutes)

- Activate **Learner Prior Knowledge** on the Lesson Topic – ask a question, show a video, share a case study, encourage learners to share their understanding of the Pre-Reading/Lesson Materials, etc.

- Introduce the **Lesson Topic**

2. <u>Lesson Delivery</u> – Engagement – Every Lesson

- Review the **Learning Outcomes** for the lesson

- Utilize an **Instructional Strategy** to present content that ties to Pre-Reading/Lesson Materials and desired focus (15-20 minutes).

- Assign a **Student Activity** to reinforce the taught concept(s). (10-15 minutes)

- Review the student activity and **discuss/challenge students to deepen their understanding** of the concept (i.e. Bloom's Taxonomy) using a variety of strategies.

- **Summarize the Lesson** and briefly review the key learnings and how they relate to the Learning Outcomes for the lesson.
  - or ask the students to summarize important points

- Assign **Student Practice** (independent or group) – this may or may not be used as an evaluation for the course

Questions, Discussion, Feedback

_____

Delivery

Presenter Contact Information

– Voula Zafiris: zafirisv@northern.on.ca