Using Quality Assurance as Your Table of Contents of Tools

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| **Criteria** |  | **LDI Toolkit & Notes** |
| **Section I: General Course Information** | | * **Asking Good Questions** * **Considering BL Continuum** * **Course Design Questions** * **LDI Learning Design Template** * **Lexicon of terms** * **CMU site** [**https://www.cmu.edu/teaching/designteach/index.html**](https://www.cmu.edu/teaching/designteach/index.html) |
| Instructions on how to get started and where to find various course components are clear and easy to find. | Yes No N/A |  |
| The course goals are clearly stated. | Yes No N/A |  |
| The structure of the course is clearly explained. | Yes No N/A |  |
| A link is provided to the official current course outline. | Yes No N/A |  |
| Purposes and etiquette expectations for online discussions, chat, email, and other forms of communication are stated clearly. | Yes No N/A |  |
| Prerequisite knowledge and required competencies are clearly stated. | Yes No N/A |  |
| Minimum technical skills expected of the student are clearly stated. | Yes No N/A |  |
| A clear and current course schedule with topics, meeting times (if relevant), and activity or assignment due dates is posted. | Yes No N/A |  |
| A link to course and/or institutional policies the student is expected to comply with is provided (or policies are clearly stated). | Yes No N/A |  |
| Assessment information is easy to find. | Yes No N/A |  |
| Communication/Activity tools (forums, wikis, blogs, etc.) are easy to find. | Yes No N/A |  |
| Contact information for instructors and tutors is easy to find. | Yes No N/A |  |
| Instructor response and assignment turnaround times are clearly stated. | Yes No N/A |  |
| In blended learning contexts, online and in-­‐classroom activities are clearly distinguished. | Yes No N/A |  |
| There is an online introduction or icebreaker activity for students and the instructor to develop an online community. | Yes No N/A |  |

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| **Criteria** |  | **Notes** |
| **Section 2: Course Goals and Learning Outcomes** | | * **Dale’s Cone of Experience** * **Dweck – Growth Mindset** |
| The course learning outcomes are clearly stated and measurable. | Yes No N/A |  |
| The course learning outcomes are described in terms of what the student will be able to do upon completion and are written from the students’ perspective. | Yes No N/A |  |
| The module/unit learning outcomes are clearly stated and are consistent with the course-­‐ level outcomes. | Yes No N/A |  |
| Instructions to student on how to meet the learning outcomes are clearly stated. | Yes No N/A |  |
| Learning outcomes are appropriately distributed among modules/units. | Yes No N/A |  |
| The learning outcomes are at levels appropriate for the course. | Yes No N/A |  |
| **Section 3: Assessment** | | * **Backward Design** <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/> * **Assessment** <https://www.cmu.edu/teaching/assessment/index.html> * **Asking Good Questions** |
| The learning activities and assessments are consistent with the learning outcomes. | Yes No N/A |  |
| The course grading policy is stated clearly. | Yes No N/A |  |
| Rubrics (specific and descriptive criteria and standards) are provided for the evaluation of students’ work, assignments and participation. | Yes No N/A |  |
| Learner assessment is sequenced, varied and conducted on an ongoing basis throughout the course (formative and summative). | Yes No N/A |  |
| An assessment plan exists to provide students with feedback throughout the course. | Yes No N/A |  |
| The assessment strategies/tools selected are appropriate to the student work being assessed. | Yes No N/A |  |
| Self-­‐assessment activities with feedback are incorporated in the course. | Yes No N/A |  |
| Clear instructions are provided on how to submit assignments. | Yes No N/A |  |
| Students have multiple opportunities to measure their own learning progress. | Yes No N/A |  |

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| **Section 4: Course Materials** |  | * **Thinking About Structure – the funny triangle** * **Quantity and Quality** <https://cat.wfu.edu/resources/tools/estimator2/> |
| Course content is sequenced and structured in a way that enables students to achieve stated learning outcomes. | Yes No N/A |  |
| Learning activities are clearly integrated with specific instructional materials and linked to learning outcomes. | Yes No N/A |  |
| Course materials are presented in a consistent and logical structure and layout, suitable to the delivery mode. | Yes No N/A |  |
| All course materials are current, and free from typos and grammatical errors. | Yes No N/A |  |
| The distinction between required and optional materials is clearly explained. | Yes No N/A |  |
| All materials and resources used in the course are appropriately cited. | Yes No N/A |  |
| The course design facilitates readability and minimizes distractions. | Yes No N/A |  |
| The course contains equivalent alternatives to auditory and visual content for accessibility purposes. | Yes No N/A |  |
| **Section 5: Learner Engagement** | | * **Schulman’s Signature Pedagogy** * **Dweck – Growth Mindset** |
| The learning activities promote the achievement of the stated learning outcomes. | Yes No N/A |  |
| Learning activities foster levels and types of interaction (instructor-­‐student, content-­‐ student, student-­‐student) that are appropriate to the course learning outcomes. | Yes No N/A |  |
| Learners are actively engaged in meaningful and relevant learning activities throughout the course. | Yes No N/A |  |
| The instructor’s plan for classroom response time and feedback is clearly stated. | Yes No N/A |  |
| The requirements for student interaction and progression through the course are clearly articulated. | Yes No N/A |  |

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| **Criteria** |  | **Notes** |
| **Section 6: Course Technology** | | * **IT Tools 4 BL** * **Considering BL Continuum** |
| The tools support the learning outcomes and enhance the learning process. | Yes No N/A |  |
| The course technologies are current. | Yes No N/A |  |
| Instructions on how to access the online technologies and resources are sufficient and easy to understand. | Yes No N/A |  |
| The tools used in the course are available to students, and there are instructions on how to get any additional required tools (e.g. free downloads). | Yes No N/A |  |
| If synchronous activities are included, they are archived for students to review (e.g. webinars, podcasts). | Yes No N/A |  |
| Navigation of the course is logical, consistent and efficient. | Yes No N/A |  |
| The course uses accessible technologies. | Yes No N/A |  |
| The course design accommodates the use of assistive technologies. | Yes No N/A |  |
| **Section 7: Learner Support** | | * **Asking Good Questions** * **Dweck – Growth Mindset** |
| The course instructions make it clear how students can access technical support. | Yes No N/A |  |
| The course instructions make it clear how the institution’s or the program’s academic support systems can be accessed (e.g., Library services, peer tutoring). | Yes No N/A |  |
| The course instructions make it clear how the institution’s student support services can be accessed (e.g., Peer support services, Counselling). | Yes No N/A |  |
| The course instructions articulate or link to the institutions’ accessibility services. | Yes No N/A |  |
| The course provides guidelines or links to resources on how to succeed as a student in online or blended environments. | Yes No N/A |  |
| There is a guidance manual for Teaching Assistants on how to support learners in the course. | Yes No N/A |  |