

Evaluating your online course

Beyond the Quality Matters Rubric

Quality Matters Rubric

1. Course overview and introduction
2. Learning objectives (competencies)
3. Assessment and measurement
4. Instructional materials
5. Learner interaction and engagement
6. Course technology
7. Learner support
8. Accessibility

Quality Matters Rubric

- Course alignment (Standards 2, 3, 4)
- Engagement (Standard 5)
- Effective use of technology (Standard 6)
- Learner focused design (Standards 1, 7, 8)

Evaluate Credit Hours for Online

One credit hour of online learning is equivalent to **15 hours of direct instruction via computer-assisted (modules), multimedia interaction, discussions, and/or engagement for exams/quizzes/assessments** as documented in the course syllabus and approved to meet best practices in online learning, and **30 hours of student work (e.g. readings, supplemental home work)** to complete the course requirements as set forth by the course instructor. Online courses developed from existing face-to-face instruction adhere to the defined learning outcomes and assessments of the original face-to-face format for the course. All WVU online programs are reviewed for nationally accepted standards for online learning.

From memo to WVU Faculty from the Federally-Defined Credit Hour Subcommittee dated April 23, 2012

Evaluate Credit Hours for Online

Counts toward “direct instruction” (contact hours)

- Instructor’s narrative in a learning module
 - Text
 - Podcast
 - Video
 - In-text exercises
- Multimedia interaction (learning objects)
- Discussions, blogs, wikis
- Exams, quizzes, & assessments

Counts toward “student work”

- Readings
- Homework
 - Papers
 - Projects
 - Prep of presentations
 - Research

Evaluate Usability

5 Components

- **Learnability:** How easy is it for users to accomplish basic tasks the first time they encounter the design?
- **Efficiency:** Once users have learned the design, how quickly can they perform tasks?
- **Memorability:** When users return to the design after a period of not using it, how easily can they reestablish proficiency?
- **Errors:** How many errors do users make, how severe are these errors, and how easily can they recover from the errors?
- **Satisfaction:** How pleasant is it to use the design?

<http://www.nngroup.com/articles/usability-101-introduction-to-usability/>

Evaluate Accessibility

For non-HTML pages and downloads:

Are your PDF and Word documents accessible?

<http://webaim.org/techniques/acrobat/acrobat>

<http://webaim.org/techniques/word/>

Continued 

Evaluate Accessibility (continued)

- Do all images and objects have **alt** tags and/or long descriptions?
- For content presented in Flash (SWF) objects, do you have a text-only alternative?
- Are videos close captioned? Or is a transcript provided?
- Have you avoided flashing or flickering images?

Continued 

Evaluate Accessibility (continued)

About alt tags

Alt tags, or attributes, are intended to describe what is actually in an image, not just the name or general idea. Be *descriptive*.



No – “Governor’s Palace”

Yes – “Black and white photo of the gardens in the back of the Governor's Palace. Diamond shaped hedges surrounding other shrubbery is visible, as are sculpted shrubs lining the walkways that are laid out in grid fashion.”

Continued 

alt tags and long descriptions in Blackboard

* Indicates a required field. Cancel Preview Submit

1. Select Image File

Name

Color of Name Black

Find File

Selected File **File Name** blackwaterfalls101009.jpg
File Type JPG

Alt Text

Long Description

Character count: 0

Provide a description for people who cannot see the image.

alt tags and long descriptions in Word

1. Right click on the image in the document to get the menu shown here.

2. Then fill in the information in the dialog boxes for Alt Text

WVU iDesign

CC BY

Evaluate Accessibility (continued)

- If color is used to convey important info, is another alternative for emphasis also used? (example on next slide)
- Do your tables have row and column headers (HTML element <th>) to distinguish them from the data?

More: Section 508 checklist - <http://webaim.org/standards/508/checklist>

Also see:

<http://elearn.wvu.edu/faculty/Resources/accessibility/>

<http://elearn.wvu.edu/faculty/Resources/UDL/>

Example of providing an alternative means of emphasis when color coding is used.

- By looking down a single column, you can see age changes within a single group (it's a longitudinal examination). As shown in **blue** and **bold**, people become more religious as they age.
- However, if you look across a single row, you can compare different cohorts at the same age (a cohort sequential examination). As shown in **pink** and *italics*, earlier-born cohorts are more religious than recently-born cohorts.
- The diagonals represent cross-sectional examinations of different age groups at a single point in time. The diagonal, shown in **lilac** with an asterisk (*), demonstrates that older adults are more religious than younger adults.

		Percentage of adults who say religion is very important							
		BIRTH COHORT							
AGE:	PRE-1900	1900-09	1910-19	1920-29	1930-39	1940-49	1950-59	1960 ON	
18-29						27	29	28	
30-39					37*	36	34	32	
40-49				39*	40	37	38		
50-59			46*	44	45	40			
60-69		53	46	48	45				
70-79	54*	57	52	50					
80+	61	55	52						

Source: [Pew Research Center](#)



Evaluate Readability

- Avoid cluttered displays
- Place important items consistently
- Don't use too many fonts
- Use a readable font size
- Use upper and lower case letters
- Reserve bold, italic, and brighter colors for emphasis
- Reserve underlining for links only
- Use contrasting text and background colors
- "Chunk" your content



Evaluate Web Standards

Does your viewable content meet W3C standards for Web Design and Applications?

W3C World Wide Web Consortium - complete listing of standards

<http://www.w3.org/TR/>

What does your LMS already do for you?

Evaluation Check List

- Quality Matters
- Content : Federally Defined Credit Hour
- Usability
- Accessibility
- Readability
- Web Standards