

COURSE QUALITY CHECKLIST

A Simple, Self-Guided Tool
To Elevate Your Online
Course





Land Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples.



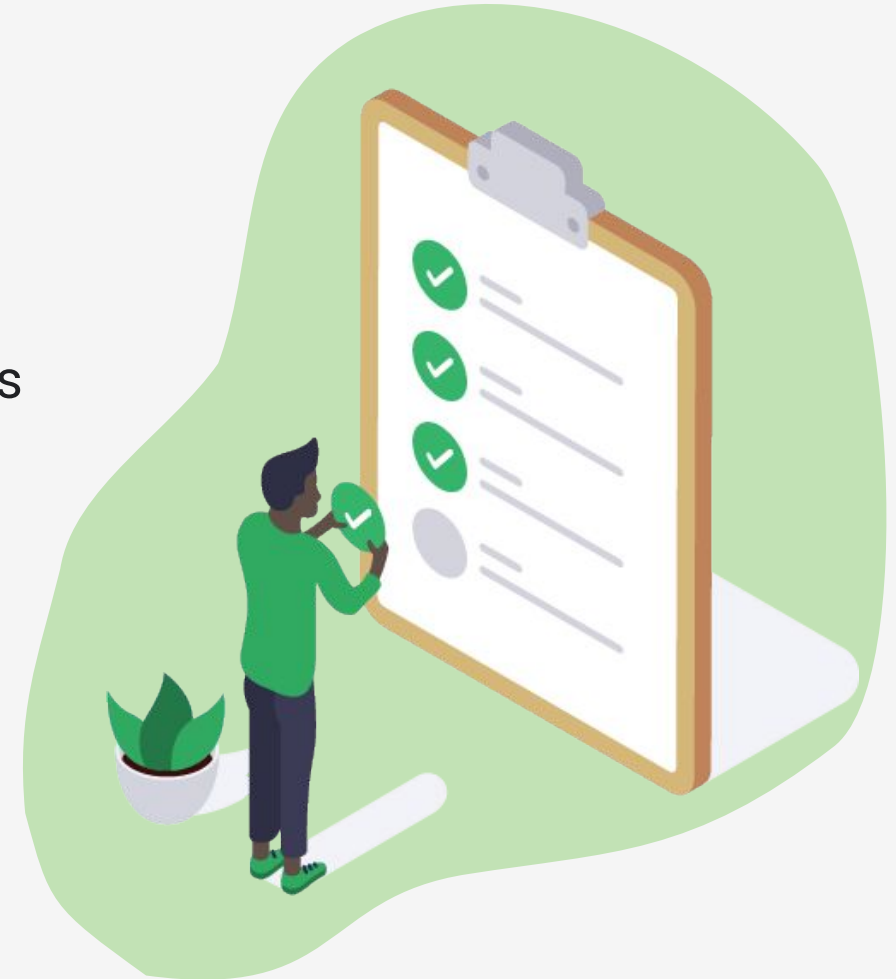
Shereen Seoudi
Senior Instructional
Designer
Online Learning and Continuing
Education

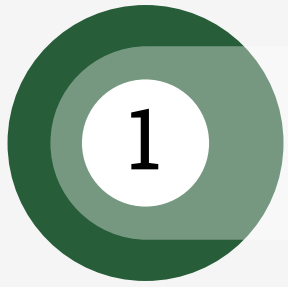
Monica Lucarini
Learning Experience
Developer
Online Learning and Continuing
Education



In today's session, we will...

- 1 Introduce the Course Quality Checklist.
- 2 Provide a high-level understanding of the categories that make up the checklist with some examples
- 3 Explain how to access the checklist.





Learning Outcomes



Visual Appearance



Content Organization



Media and Resources



Engagement Strategy



Assessment Strategy



Assessment Quality



Accessibility

1

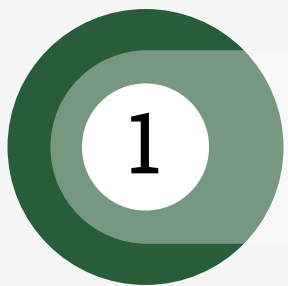
Learning Outcomes

List course LOs at the start of the course and module LOs at the beginning of the modules.

Follow Bloom's taxonomy to ensure LOs are measurable and achievable.

Ensure that there is alignment between LOs, assessments, and instructional materials.





Learning Outcomes



Are the course learning outcomes clear, observable, and measurable?



Are the course learning outcomes listed in the syllabus and/or Getting Started/Welcome module?



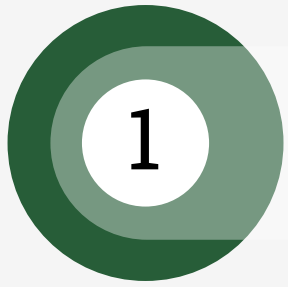
Are there module-level learning outcomes derived from the course-learning outcomes and listed at the start of each module?



Are the course and module learning outcomes appropriate for the course rigour and suited for the course level, title, and catalog description?



Are the course-learning outcomes aligned with assessments and course content/instructional materials?



Learning Outcomes



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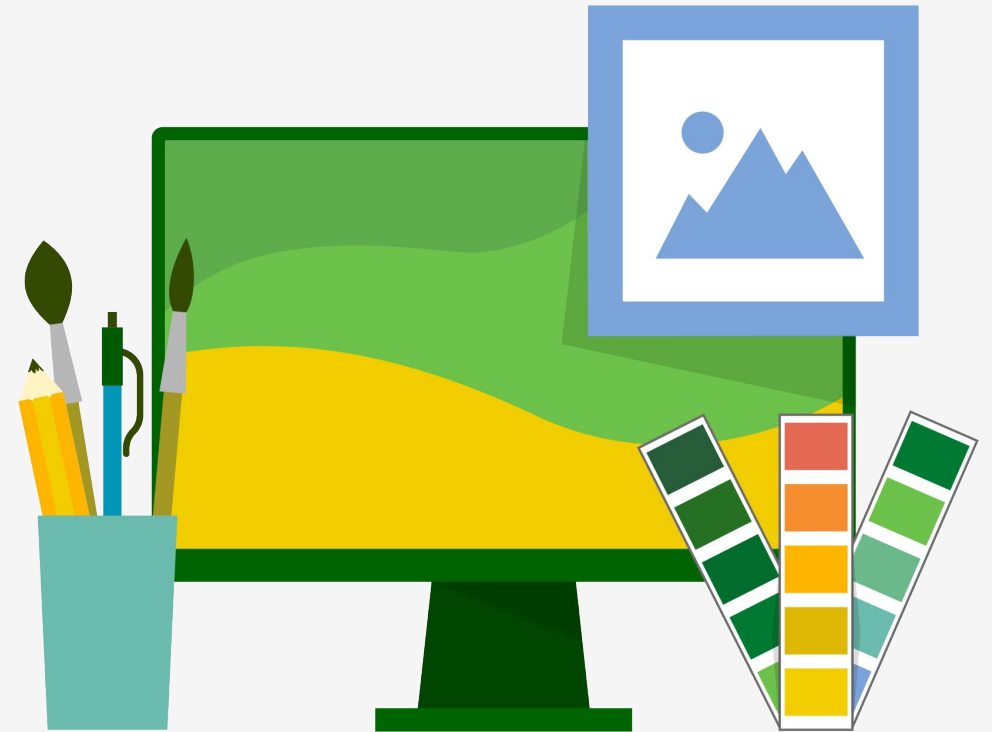
2

Visual Appearance

The use of colour can make your online course more visually appealing.

- Green and gold

Consistency of icons and components within your modules.



The Value of Group Work

In a world where complexity is the norm and challenges are multifaceted, the ability to collaborate effectively has become a fundamental skill. Group work, often underestimated, stands as a powerful catalyst for success in both academic and professional settings.

Let's explore the myriad benefits of embracing group work as a strategic approach to tackling challenges and maximizing outcomes.

Support and motivation within group dynamics serve as indispensable pillars, elevating collaborative efforts and driving individuals towards collective goals. Here's why they matter:

- 1. Encouragement Amid Challenges:** Group members offer encouragement and reassurance during difficult times, fostering resilience and perseverance in the face of obstacles.
- 2. Shared Accountability:** A sense of accountability permeates group work, compelling each member to uphold their responsibilities and

Creativity flourishes in the fertile soil of collaboration, where diverse perspectives intersect, and ideas spark innovation. Let's delve into how group work enhances creativity:

- 1. Cross-Pollination of Ideas:** Group work brings together individuals with varied backgrounds, expertise, and viewpoints. Through open dialogue and brainstorming sessions, diverse ideas merge, evolve, and inspire novel solutions to complex problems.
- 2. Synergy of Minds:** The collective intelligence of a group transcends the sum of its parts. As members bounce ideas off one another, creativity flourishes, fueled by the fusion of complementary skills, experiences, and imaginations.

Some of the best ideas are generated in a group setting. Figure 1.1 illustrates that 78% of the learners at the University of Bears find that their learning is expanded when completing a group assignment in comparison to an individual assignment.

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Enhanced Creativity

Let's explore the myriad benefits of embracing group work as a strategic approach to tackling challenges and maximizing outcomes.

Support and Motivation

Support and motivation within group dynamics serve as indispensable pillars, elevating collaborative efforts and driving individuals towards their goals. This support can manifest in several ways:

The use of sub-headings

- 2. Shared Accountability:** A sense of accountability permeates group work, compelling each member to uphold their responsibilities and contribute to the collective endeavor.



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1. Encouragement And

Group members offer reassurance during challenges, building resilience and perseverance in the face of obstacles.

The use of page breaks

- ### 2. Shared Accountability:
- A sense of accountability permeates group work, compelling each member to uphold their responsibilities and contribute to the collective endeavor.



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1. Encouragement Amid Challenges:

The use of decorative images

2. **Shared Accountability:** A sense of accountability permeates group work, compelling each member to uphold their responsibilities and contribute to the collective endeavor.



Enhanced Creativity



Visual Appearance



Does the course match the University of Alberta branding?



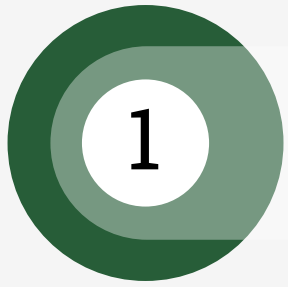
Are the components used in the pages of the course consistent with the other modules?



Are there icons used consistently throughout the course as visual cues?



Are the text heavy pages broken up using decorative images, page breaks, and/or subheadings?



Learning Outcomes



Visual Appearance



Content Organization



Media and Resources



Engagement Strategy



Assessment Strategy



Assessment Quality



Accessibility

3

Content Organization

Make a welcome module available at the beginning of the course.

Consistent module structure and naming conventions.

Overall learner workload.



3



Content Organization



Do the modules have consistent structure (e.g. module introduction, module conclusion, etc.)?



Does the course have a welcome module that includes items such as syllabus, important resources, meet your instructor, course learning outcomes?



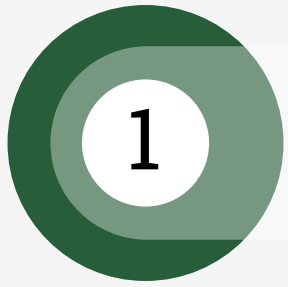
Do the course modules have consistent naming conventions (e.g. weeks, modules)?



Does the content of the module allow for learners to meet the learning outcomes and successfully complete assessments?



Is the learner's workload appropriate given the course requirements?



Learning Outcomes



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Media and Resources

Utilize diverse formats such as video, infographics, text, and/or pdfs.

Include media and resources that align with the module's learning outcomes.

Clearly label any external resources as mandatory or optional.



4

Media and Resources



Is content in the course being presented in multiple ways (e.g. video, infographics, text, pdfs, etc.)?



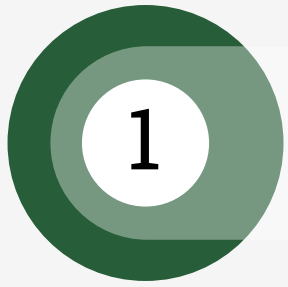
Are the videos (recorded or pre-existing) in the course purposefully selected and of appropriate length?



Are informative images being used as a method of delivering content (e.g. graphs, infographics, diagrams, etc.)?



Are external resources (e.g. articles, websites, library resources, reading lists, or online textbooks) being used to support learning and clearly identified as mandatory or optional?



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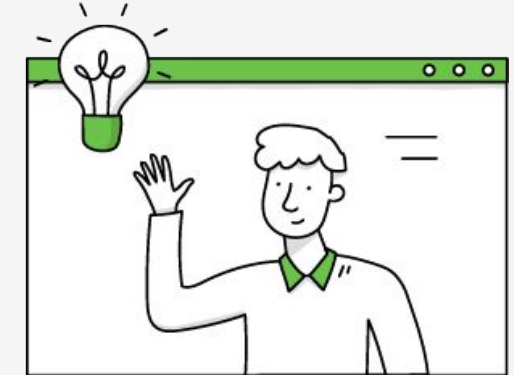
5

Engagement Strategy

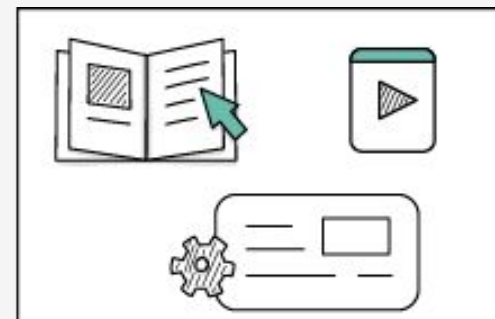
Instructor - Learner Interaction



Learner - Learner Interaction



Learner - Content Interaction



5

Engagement Strategy



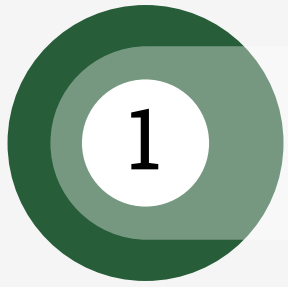
Does the instructor have a clear and regular plan for establishing presence and interacting with learners (e.g. a welcome video, regular announcements, engagement in discussion forums, recorded lectures)?



Are learners given an opportunity to interact with one another (e.g. group work, discussions, instant messaging platforms, etc.)?



Are there opportunities for learners to actively engage with the course content (e.g. reflection questions, and learning activities)?



Learning Outcomes



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Assessment Strategy



Assessment Quality



Accessibility

6

Assessment Strategy

Clearly list assessments, due dates, and weightings.

Distribute assessments evenly across the course to ensure a manageable workload.

Provide opportunities for formative assessments with constructive feedback.



6

Assessment Strategy



Are the course assessments in alignment with the learning outcomes?



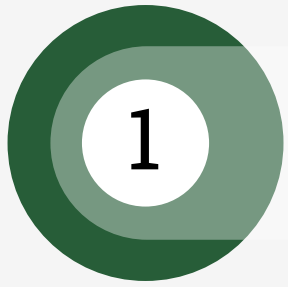
Is the assessment strategy clearly outlined in the syllabus including assignment dates, details, and weightings?



Are the assessment weightings evenly distributed over the course of the term?



Does the course include formative assessments along with constructive feedback to help learners evaluate their learning?



Learning Outcomes



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Assessment Quality



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Assessment Quality

Make sure assessment instructions and questions are clear.

Provide a clear rubric explaining what the requirements for success are.

Ensure you provide a variety assessment types.





Assessment Quality



Do learners have the opportunity to demonstrate their learning through different types of assignments (e.g. written, oral, or visual)?



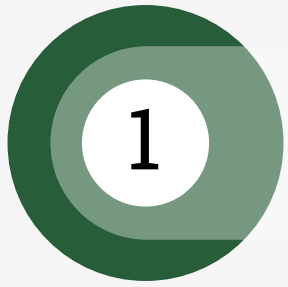
Are assessment instructions/questions clear and easy to follow?



Is there a rubric that clearly explains the success criteria upon which each assessment will be graded?



Does instructor feedback align with the rubric and provide learners with a clear direction for improvement?



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Accessibility

Develop your courses keeping best accessibility practices in mind.

Include text alternative such as captions and/or transcript to video and/or audio clips.

Headings are used in a hierarchical fashion.
(H1 – H6)



8

Accessibility



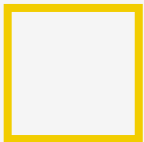
Do all informative images have appropriate alternative text or explained in surrounding paragraphs?



Do graphics, text, and any other media follow the accessibility standard for colour contrast?



Do all hyperlinks include descriptive text?



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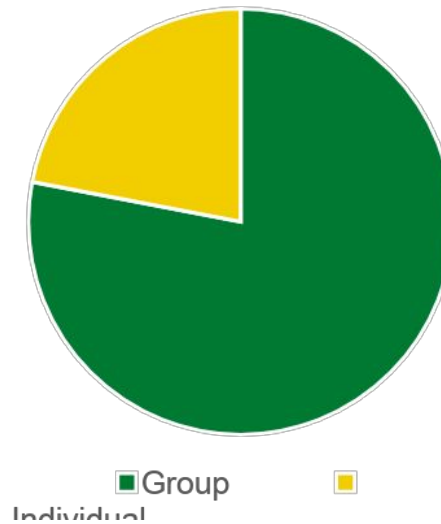


Figure 1.1

- 2. Synergy of Minds:** The collective intelligence of a group transcends the sum of its parts. As members bounce ideas off one another, creativity flourishes, fueled by the fusion of complementary skills, experiences, and imaginations.

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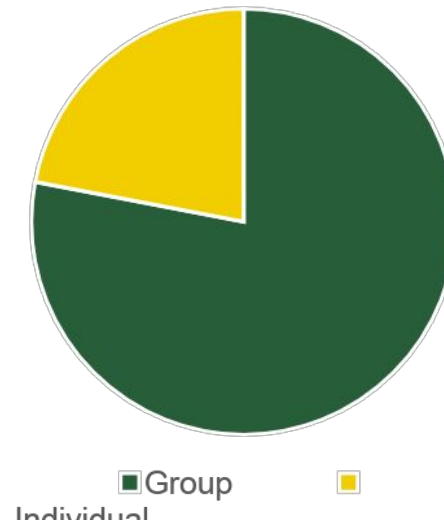


Figure 1.1

8

> Accessibility



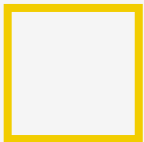
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Do content pages follow appropriate heading structure (h1-h6)?

8

Accessibility



Black text on a dark green background.

NOT ACCESSIBLE
Background Colour: #275C37
Foreground Colour (text):
#000000
Ratio: **2.67:1**



White text on a gold background.

NOT ACCESSIBLE
Background Colour: #F2CE00
Foreground Colour (text):
#FFFFFF
Ratio: **1.54:1**



Light green text on white background.

NOT ACCESSIBLE
Background Colour: #FFFFFF
Foreground Colour (text):
#6CC24A
Ratio: **2.22:1**

8

Accessibility



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ACCESSIBLE

Background Colour: #275C37

Foreground Colour (text):

#FFFFFF

Ratio: **7.85:1**



Black text on a gold background.

ACCESSIBLE

Background Colour: #F2CE00

Foreground Colour (text): #000000

Ratio: **13.6:1**



Dark green text on white background.

ACCESSIBLE

Background Colour: #FFFFFF

Foreground Colour (text):

#275C37

Ratio: **7.85:1**

8

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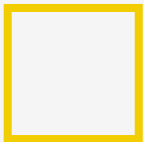
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Navigate to the following link to learn more:
<https://www.ualberta.ca/index.html>



Navigate to the [University of Alberta website](#) to learn more about the different programs the university offers.

8

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Closing Notes

The Course Quality Checklist resource can be accessed using the following tinyURL:

<https://tinyurl.com/5csj3myz>

The resource includes:

The Course Quality Checklist including the categories discussed in today's session and the questions to ask yourself when developing or updating your course.

Helpful tips, tools, and external resources to help you gain a better understanding of some of the topics discussed in today's session.



References

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