Components of successful online courses

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6,000 two-year college students from 10 community colleges in California, Michigan, Nebraska, North Carolina, South Dakota, Texas, Virginia, Wisconsin and Wyoming in fall 2017 and 2018.
Problems with online education:

- Fifty-three percent of them reported difficulties with learning online.
- 44 percent said the lack of interaction with faculty is a problem.
- "Throwing courses online with no real interaction is a recipe for disaster," Phil Hill, an education technology consultant.
Problems with online education:

- A well-designed online learning system at California Community College Systems helped close the gap between the rate of students successfully completing traditional courses and online classes from 17 percent to 4 percent in 2016.
Problems with online education Comments:

- If students require the flexibility of online education in order to succeed, why does the faculty not spend some time rethinking ways to provide necessary interaction within that modality.

- the best chance of success came when I treated online education as if it was actually an in-class experience.
1. A current syllabus is available in the course.  
2. Instructor’s contact information and office hours are provided.  
3. Textbook information (with ISBN) and/or other required materials are identified and included in the LMS.  
4. Expected turn-around time in responding to students’ emails is stated (e.g., within 24 hours or 24–48 hours).
5. Instructor is active in the course and communicating with students (e.g., logging in a minimum of once a week AND a minimum of 1 hour per week of activity, updates and changes via announcements or e-mail, progress and feedback via Gradebook, etc.).

6. Assignments are scheduled and have due dates.

7. A variety of assessment methods and types are included.
8. Use of LMS tools to support course activities/assignments (e.g., announcements, assignments, discussions, conferences, quizzes, etc.

Adapted from Online Course Basic Checklist on pages 2 & 3 and R. Poulin; 2012, April 20

Quality Assurance Online Course Checklist

1. Getting Started Module and/or Syllabus Information
2. Organization and Navigation
3. Assessment and Feedback
4. Communication and Interaction
5. Usability and Accessibility
1. Getting Started Module and/or Syllabus

- Students are directed where to begin on the home page.
- A self-introduction and welcome is provided by the instructor.
- A syllabus is provided with all information required in the DACC Syllabus checklist.
- A list of required materials is posted.
- The course grading policy is provided.
- Instructor contact information and office hours are provided.
- Technology requirements are provided.
2. Organization and Navigation Information

- Course content is organized in modules.
- Modules are organized logically by topic, unit, or week.
- Each module states the learning objectives that will be addressed.
3. Assessment and Feedback

- Work toward having each module containing at least one formative assessment
- Multiple assessment strategies are used to measure student achievement throughout the course.
- Instructions are provided for each assignment.
- Due dates are listed for each assignment.
- Grading criteria is provided for each assignment.
4. Communication and Interaction

- Each module has at least one opportunity for student-instructor interaction.
- Opportunity for student-student interaction is provided in the course.
- Netiquette policies are provided.
5. Usability and Accessibility

- Videos contain transcripts or are closed captioned.
- Images that are used for educational purposes (not decorative) have tags or descriptions.
- Course structure is clear, consistent, and easy to navigate.
Why Presence?

- Meaningful Experiences
- Rich Experiences
- Sense of Community
The ability to establish presence is closely connected to the ability of the instructor to create a sense of community among learners in an online course. (Palloff & Pratt, The Excellent Online Instructor, 2011)
Instructor Presence

Cognitive Presence

**Students:**
- Construct meaning through communication.
- Understanding of tasks
- Understanding with high expectations
- Relate the course content to their lives

**Why?** More likely to listen, reflect, respond, analyze ideas.

**How?** Assignments, authentic assessments and discussions
Sample assignment post

1. Read the chapter resources, watch the videos and formulate your thoughts into a written response.

2. This initial post is due by 11:00 p.m on Wednesday and should be at least 200 words. You need to include one problem from the material and share your solution.

3. The reflection post is due by 11:00 p.m on Wednesday. You must respond to at least one of your peers and should be at least 3 sentences.
Cognitive Presence

For homework, quizzes and tests assignments via MyLab, you will receive immediate feedback upon submitting your work. If necessary, I will send you more feedback within 24 hours of the deadline. For discussions, you will receive your grade within 24 hours of the deadline.
Students:

• Maintain interest and motivation, facilitate engagement
• Know the instructor is always visible

Why? More likely to success (Guide, support and shape their experiences)

How? Instructor Introduction (Video), Canvas announcements, email, chat, assessments feedback, videos, web conferencing and social networking apps.
Q&A Discussion

Students are encouraged to post questions about assignments or course content here. Students are encouraged to answer their peer's questions. I will also monitor this discussion area to provide input as well. By answering questions here, I can provide a single answer for the entire class. In some cases, if I receive an e-mail from you, I may move your question into this forum (though I will try to make it anonymous unless I've checked with you first).
COMMUNICATION WITH THE INSTRUCTOR:
Our primary means of communication will be online via the LMS and emails. For any question, please send me an email, I will reply to your email within 24 hours. You may call me at (575) 527-7687.
Teaching Presence

For homework, quizzes and tests assignments via MyLab, you will receive immediate feedback upon submitting your work. If necessary, I will send you more feedback within 24 hours of the deadline. For discussions, you will receive your grade within 24 hours of the deadline.
Social Presence

**Students:**
- know and trust each other.
- Make interpersonal connection with each other
- Know and trust the instructor.

**Why?** More likely to engage with the course.

**How?** Introduce themselves, Weekly Discussions, Mail, Chat, Web conferencing, Blogs, Wikis, Social networking apps
Introduce yourself to the class
Please introduce yourself here.
1. Tell us your name and, if you have a nickname
2. Tell us what your area of study
3. Tell us about your expectations from this class and how to meet those expectations.
4. You may tell us about your hobbies if you choose to.
5. Read other posts and respond to at least one post
In what ways do you encourage online participation and engagement?

How do you measure online participation and engagement?
To run the accessibility checker:
Select Review>Check Accessibility

Accessibility checker will be open: error,tips
Check Accessibility of your Word Document

- Errors: content can not read by students with learning disability
- Warnings: less serious
- Tips: issues may cause problems
ALT Text

- Pictures
- Charts
- Tables
- Shapes
- Objects
- Clip art
ALT Text

- Alt text to any picture
- Right click on the picture > Edit Alt Text
Improve Heading Accessibility

- Select the text
- Select Home then Style
- Pick the Heading Style
Incorrect: https://michmatyc.org/
Click edit hyperlink
Correct: Welcome to MichMATYC!
Create Accessible Tables

- Navigate using the tab key from left to right.
- Select the row as a header
- Check Alt text
DISCUSSION
• https://teachonline.asu.edu/2014/10/important-instructor-presence-online-course/
• https://cdl.ucf.edu/files/2016/01/slides_online_engagement.pdf