



Components of successful online courses

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Inside Higher ED Article

[What Community College Students Say Impedes Their Progress](#), Ashley Smith, Feb 12, 2019

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.

Inside Higher ED Article

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.

Inside Higher ED Article

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.

Inside Higher ED Article

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.

Basic online checklist DACC-NMSU

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).

Basic online checklist DACC-NMSU

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.

Basic online checklist DACC-NMSU

- 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

Poulin, R. (2012, April 20). Is your distance education course actually a correspondence course? Retrieved from <https://wcetblog.wordpress.com/2012/04/20/correspondence-definition/>

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 a 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

Well-designed Course

Interaction

Instructor
Presence

Why Presence?

Meaningful
Experiences

Rich
Experiences

Sense of
Community

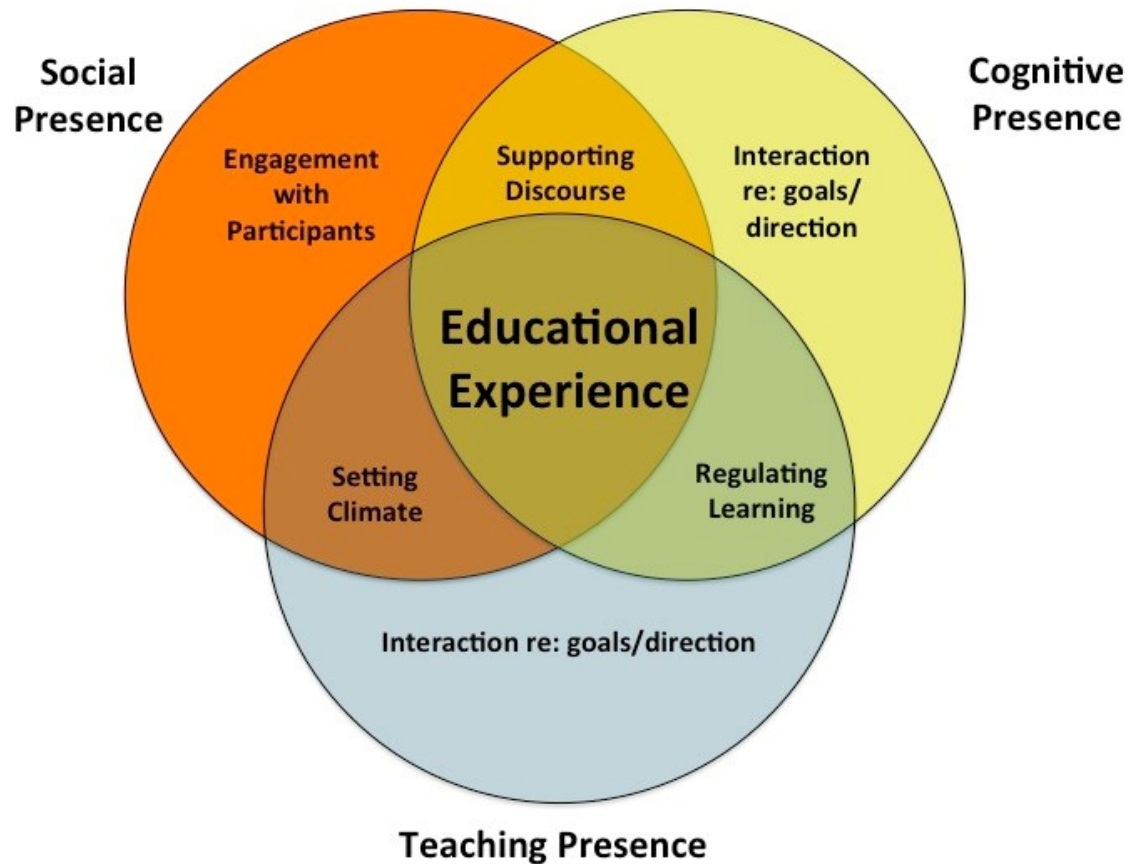
Well Design Course

Establish Presence

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

Garrison, D. R., Anderson, T., & Archer, W.
(2000)



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

Cognitive Presence

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

Teaching Presence

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.

Teaching Presence

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).

Teaching Presence

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

Social Presence

Introduce yourself to the class

Please introduce yourself here.

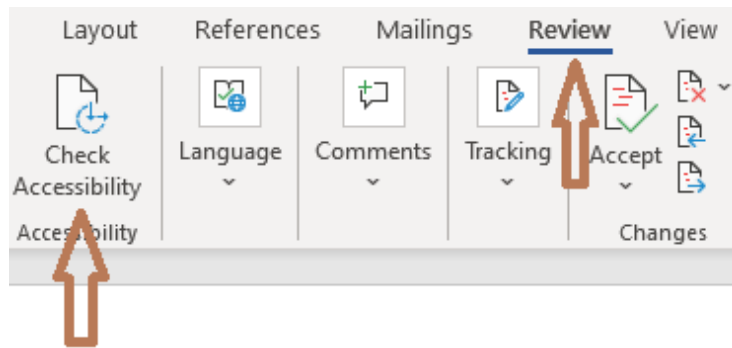
- 1. Tell us your name and, if you have a nickname**
- 2. Tell us what what your area of study**
- 3. Tell us about your expectations from this class and how to meet those expectations.**
- 4. You may tell us about your hobbies if you choose to.**
- 5. Read other posts and respond to at least one post**

Questions

- In what ways do you encourage online participation and engagement?
- How do you measure online participation and engagement?

Check Accessibility of your Word Document

- To run the accessibility checker:
Select Review>Check Accessibility



- Accessibility checker will be open: error,tips

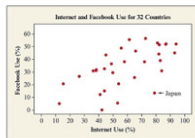
A ST 311 M03 Chapter 3: Association: Contingency, Correlation, and Regression

Examining Scatterplots: Two Variables

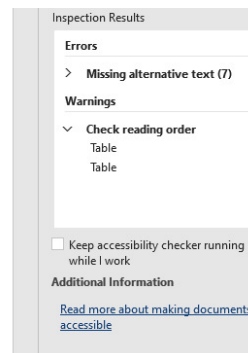
- Response variable (Dependent variable):
- Explanatory variable (Independent variable)

Example: Identify the response and explanatory variable. Is there an association between the two given variables?

Explain, what type of association



1



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

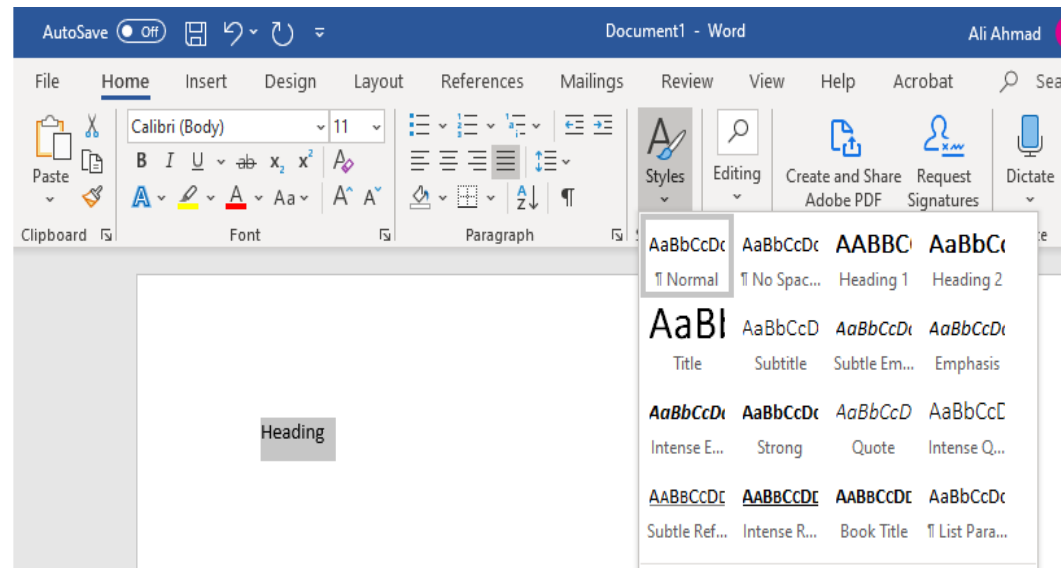
ALT Text

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

The screenshot shows the Microsoft Word interface with the 'Review' ribbon selected. A context menu is open over a scatterplot titled 'Internet and Facebook Use for 32 Countries'. The 'Edit Alt Text...' option is highlighted with an orange arrow. The scatterplot shows a positive correlation between Facebook use and internet use. Below the scatterplot, the text reads: 'Examining Scatterplots: Two variables' followed by a list of variables and an example question. To the right, the 'Alt Text' dialog box is open, displaying the question: 'How would you describe this object and its context to someone who is blind?' with a note '(1-2 sentences recommended)'. A 'Generate a description for me' button is visible at the bottom of the dialog box. A second orange arrow points to the input area of the dialog box.

Improve Heading Accessibility

- Select the text
- Select Home then Style
- Pick the Heading Style

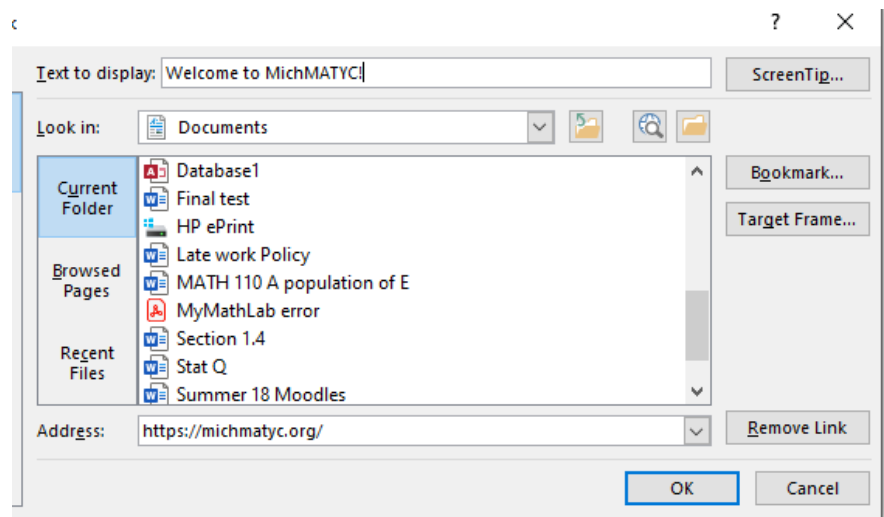


Create Accessible Links

Incorrect: <https://michmatyc.org/>

Click edit hyperlink

Correct: [Welcome to MichMATYC!](https://michmatyc.org/)



Create Accessible Tables

- Navigate using the tab key from left to right.
- Select the row as a header

Course	Textbook	Author	ISBN	Ami W. Notes
CCDM105	Algebra Foundations: Basic Mathematics, Introductory Algebra, and Intermediate Algebra - 18 Week Standalone Access Card 1st Edition	Marvin Bittinger Judith Beecher	978-013-	
CCDM114&MATH120	Algebra Foundations: Basic Mathematics, Introductory	Marvin Bittinger Judith Beecher	978-013-	

Table Row Column Cell Alt Text

Row 1: ↑

Size

Specify height: 0" Row height is: At least

Options

Allow row to break across pages

Repeat as header row at the top of each page

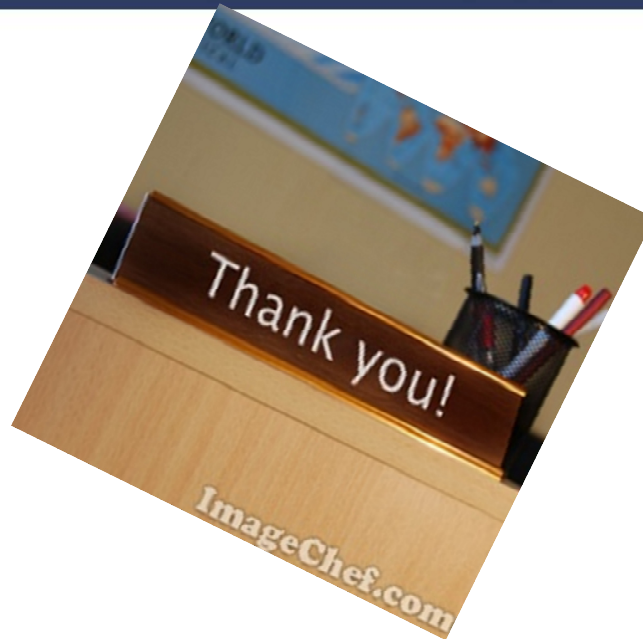
◀ Previous Row Next Row ▶

- Check Alt text



DISCUSSION

Sources



- <https://www.insidehighered.com/news/2019/02/12/survey-asks-community-college-students-detail-their-challenges>
- <https://teachonline.asu.edu/2014/10/important-instructor-presence-online-course/>
- https://cdl.ucf.edu/files/2016/01/slides_online_engagement.pdf
- <https://support.microsoft.com/en-us/office/video-check-the-accessibility-of-your-document-9d660cba-1fcd-45ad-a9d1-c4f4b5eb5b7d>