

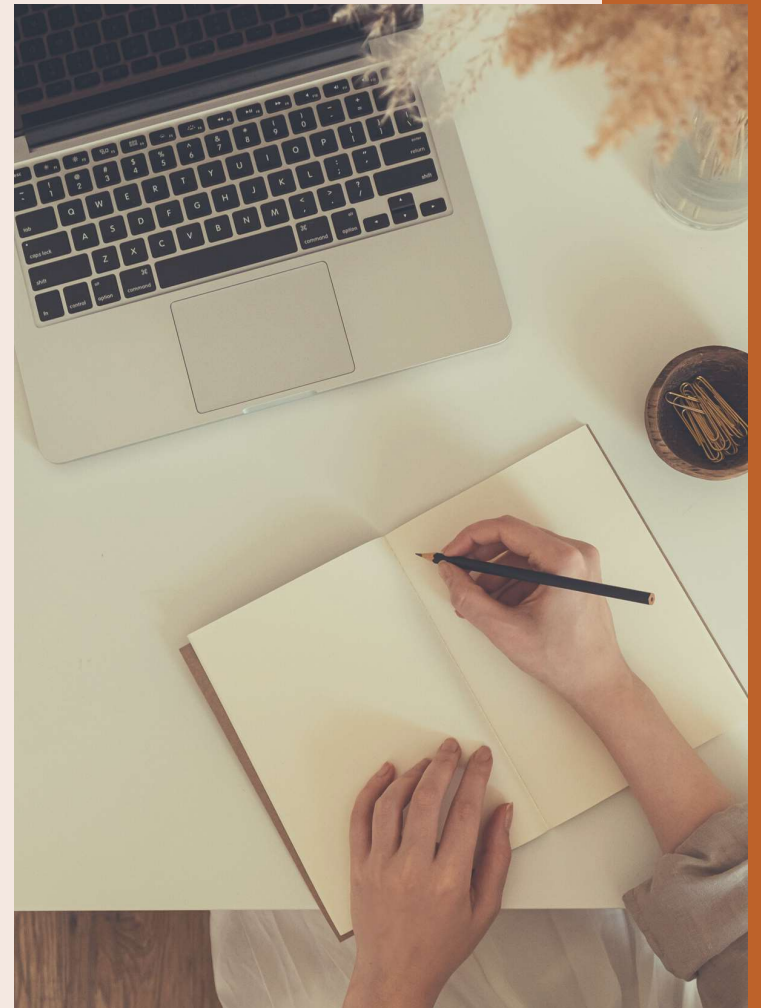
# Fundamentals of Quality Assessment for Online Learning

Presented by Leah K. Matthews,  
Executive Director, DEAC

# Session Objectives

Participants will gain a deeper understanding of

- Distance Education Assessment Practice
- Meaningful Student Engagement
- Evaluating Instructional Design
- Resources for Professional Development
- Artificial Intelligence
- Regular and Substantive Interaction
- If there's time: OPM Dynamics





ASSESSMENT

MEASURE

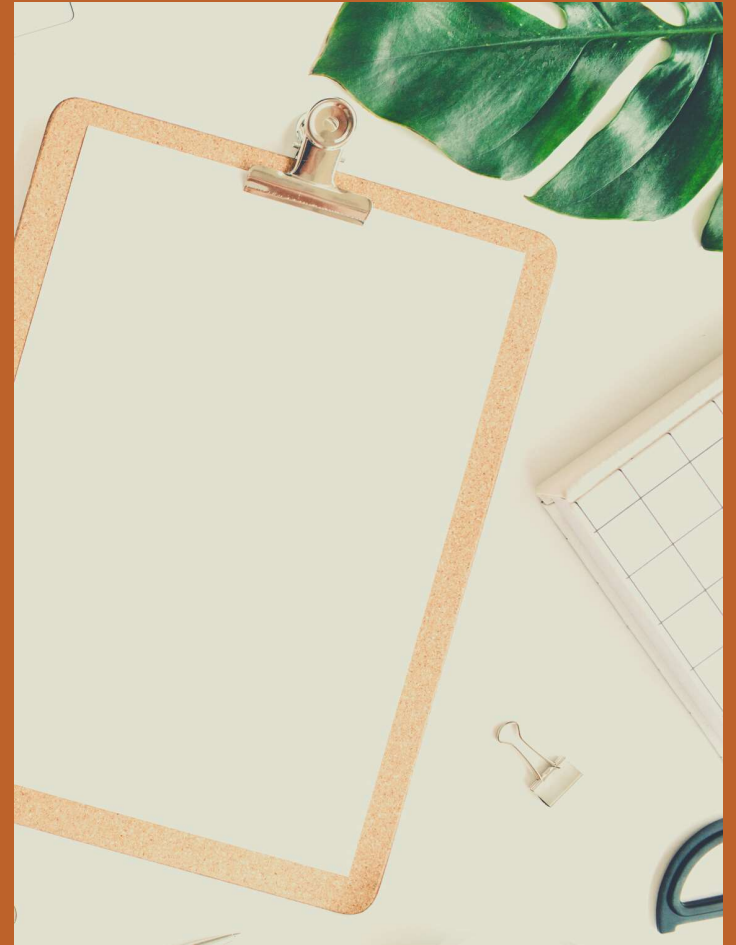
EVALUATION

ANALYSIS

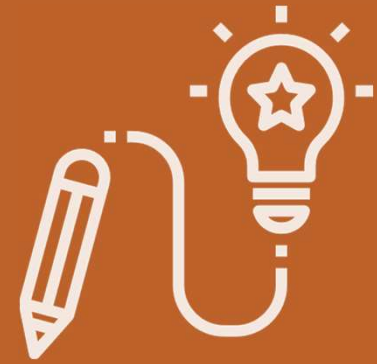
# Standards

## Academic Policies

- Procedures to verify and routinely affirm student identity
- Integrity and academic honesty
- Faculty-student interactions
- Students may track their progress and receive timely assessment of learning
- Regardless of modality - instruction is sufficiently comprehensive for students to achieve stated learning outcomes



# Standards



## Instructional Design

- Qualified instructional designers participate in developing curriculum that is appropriate for online learning
- A curriculum development manual ensures consistency of distance education quality
- A variety of technology is used in relevant and meaningful ways
- Student feedback on their learning experiences is reviewed
- Digital resources are imbedded into the program curricula

# Standards

## Guidance for Students

- Schedule for synchronous activities, participation requirements, assignments
- Prerequisites and other competency requirements
- Procedures to verify and routinely affirm student identity



## The Four Cs

Clear  
Current  
Comprehensive  
Conspicuous

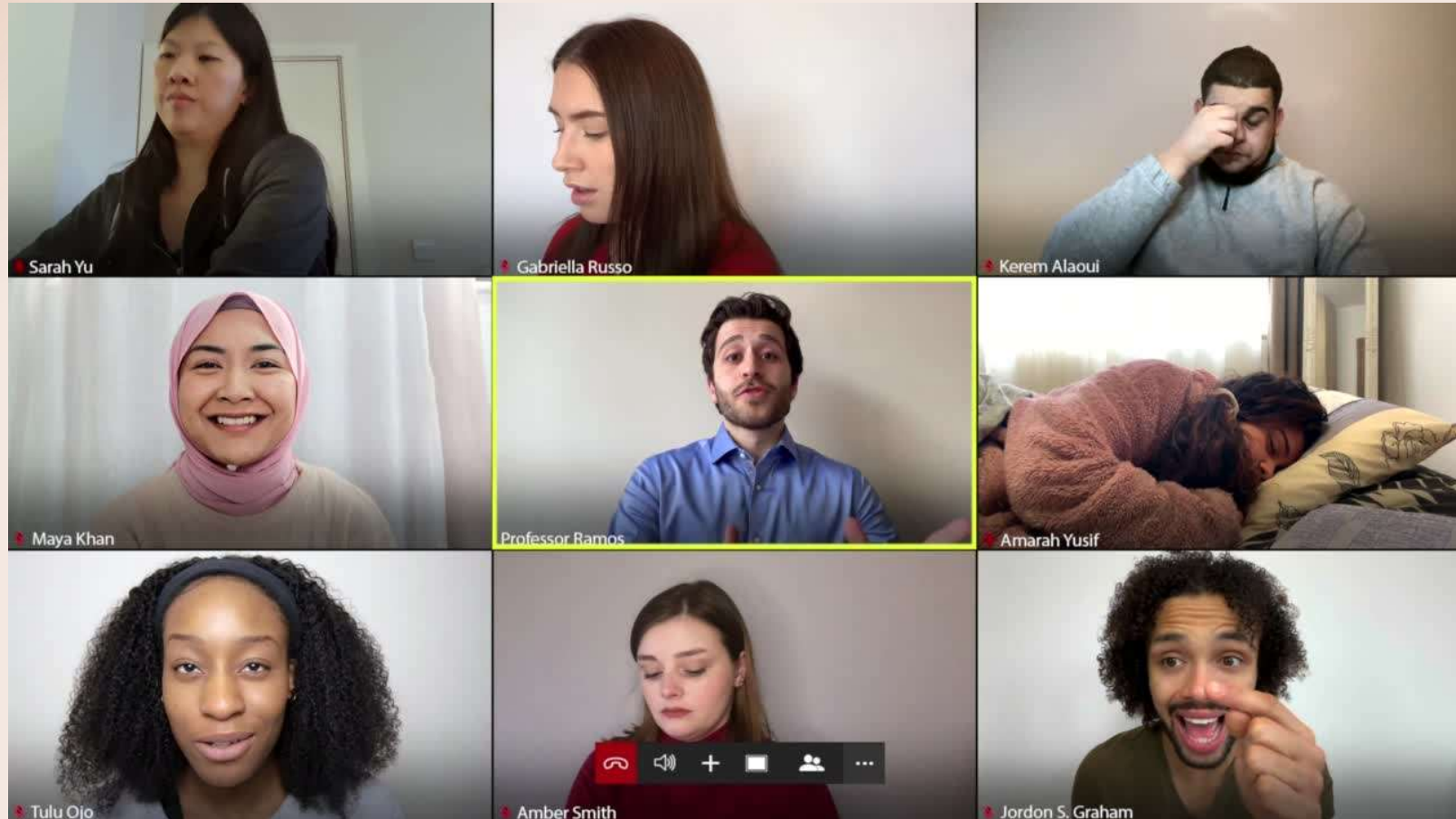
# Standards

## Faculty Development

- Trained on the functions of the learning management system
- Review digital teaching aids annually and update as needed
- Provide input into decisions about current and future technology requirements and the resources necessary to implement them
- Have access to professional development resources relevant to online instruction



# Student Engagement





## With the Instructor...

- Maintain an active, daily presence
- Solicit (in real-time) immediate formative feedback
- Define online presence
- Provide interactive feedback to students
- Nudge students who are not engaging online instruction
- Set up personalized "how's it going/" messages using LMS multiple times a semester
- Host virtual office hours
- Interact with students as they work

# Student Engagement



## With other students...

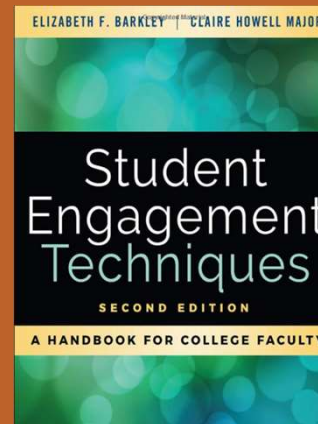
- Collaborations on medium to high-stakes assignments
- Socially-focussed exchanges
- Critical and reflective discussion
- Interactive peer feedback
- Student "help teams"
- Facilitated group work
- "Ask three, then me"
- Promote "Netiquette" and the conventions of politeness online
- Equity and Inclusion in the online learning environment

# Student Engagement



### With course content...

- Build activities to explore, create, edit and more
- Course accessibility for all
- Asynchronous strategies
- Synchronous strategies
- Instructional Strategies



Barkley, E.F. (2020). Student engagement techniques (1st ed., Higher and adult education series). San Francisco, Calif: Jossey-Bass.

# Student Engagement

# Instructional Design



WHAT DOES AN  
INSTRUCTIONAL  
DESIGNER DO?



Play (k)



0:04 / 2:44 • Chapters > [Play] [Pause] [Volume] [Full Screen] [Settings] [CC] [Share] [Embed]

# Instructional Design



Present the content



Guide the learner in practice

Provide for independent practice by the learner



Assess how well the learner is doing





# Recommendations for Professional Development


- Distance Education Accrediting Commission ([deac.org](http://deac.org))
- WICHE Cooperative for Educational Technologies ([wcet.wiche.edu](http://wcet.wiche.edu))
- Association for Professional, Continuing and Online Education ([upcea.edu](http://upcea.edu))
- Quality Matters ([qualitymatters.org](http://qualitymatters.org))
- Online Learning Consortium ([onlinelearningconsortium.org](http://onlinelearningconsortium.org))
- Every Learner Everywhere, part of WICHE ([everylearnereverywhere.org](http://everylearnereverywhere.org))
- Competency-Based Education Network ([cbenetwork.org](http://cbenetwork.org))
- United States Distance Learning Association ([usadla.org](http://usadla.org))

# Artificial Intelligence


- ✿ Exponential rate of development poses new challenges
- ✿ Commonplace during the pandemic (AI-based facial recognition/biometrics for remote proctoring)
- ✿ ChatGPT is a stand out for its ability to produce "human - like" responses to prompts




HL Use an informal tone with a funny analogy to explain macroeconomics in two sentences.

 Okay, listen up, peeps. Macroeconomics is like trying to keep a wild party under control. The economy is the party and the government is the designated driver. They gotta make sure everyone's having a good time without getting too wild and crashing the car.


HL Use a very formal tone and sophisticated vocabulary to explain macroeconomics in two sentences.

 Macroeconomics is a branch of economics that deals with the study of the performance, structure, and behavior of the entire economy, rather than individual markets or sectors. It seeks to analyze the aggregate economic variables, such as inflation, economic growth, and unemployment, in order to derive insights into the functioning of the economy as a whole, and to formulate policies to address any underlying issues or imbalances.

HL Explain DNA in two sentences like you're teaching 3rd grade students.

 DNA is like a special code that gives your body instructions on how to grow and develop, just like a recipe tells you how to make a cake. This code determines traits like the color of your hair and eyes, and it gets passed down from your parents to you.

HL Explain DNA in two sentences like a college professor teaching a Biology 101 course.

 DNA is a complex molecule that carries genetic information in the form of a specific sequence of nucleotides. This information encodes the instructions necessary for the formation of proteins and is passed down from one generation to the next through the process of inheritance.

- Set rules that specify a certain number of hours students have to complete a written assignment.
- Make sure that voice assistants, like Siri and Alexa, are not used through voice detection platforms.
- Prevent access to browser-based applications and systems or browser extensions.
- Implement systems to detect cell phone or other devices during an assessment activity.
- Disable keyboard shortcuts like copying and pasting.
- Use a webcam to monitor behavior.



# The Federal Definition of Distance Education

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## Current definition 34 CFR 600.2:

- Distance education means education that uses one or more of the technologies listed I paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the **instructor** and to support **regular** and **substantive interaction** between the students and the instructor, either synchronously or asynchronously.
- The technologies may include —
  - 1. The Internet;
  - 2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  - 3. Audio conferencing; or
  - 4. Video cassettes, DVDs, and CD-ROMS, if the cassettes, DVDs, or CD-ROMS are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

# 7.1.2021 | Clarification of Terminology



INSTRUCTOR



REGULAR



SUBSTANTIVE

# RSI and Instructor: Important Changes to Interpretation

- **Distance education:** *Education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the **instructor** or **instructors**, and to support **regular** and **substantive** interaction between the students and the instructor or instructors, either synchronously or asynchronously.*
- *The technologies that may be used to offer distance education include —*
  - 1. *The internet;*
  - 2. *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
  - 3. *Audio conferencing; or*
  - 4. *Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.*

## RSI and Instructor: Important Changes to Interpretation

- 2. For purposes of this definition, an **instructor** is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution's accrediting agency.
- 3. For purposes of this definition, **substantive interaction** is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
  - Providing direct instruction;
  - Assessing or providing feedback on a student's coursework;
  - Providing information or responding to questions about the content of a course or competency;
  - Facilitating a group discussion regarding the content of a course or competency; or,
  - Other instructional activities approved by the institution's or program's accrediting agency.

## Also...

- *An institution ensures **regular** interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—*
  - *1. Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and*
  - *2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.*



*Thank you*