PRINCIPLES AND PRACTICES FOR PROMOTING QUALITY IN ONLINE EDUCATION

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Quality is something we all aspire to in online education, but is not easily achieved. To be successful, purposeful planning and actions are needed that create the environment for quality to be experienced.
Greetings from Northern Illinois
Let’s get interactive!

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> Ask questions throughout
> Respond to polls when prompted
What influences our understanding of online education quality?
Context  Principles  Practices
We are each on a journey...
Think back to your earliest online education experience...
Was it a quality experience?
Why or why not?
My journey
Online student
Online instructor
Instructional designer
Instructional technologist
Faculty developer

Workshops Scheduled

- 40 workshops currently scheduled for Spring & Summer 2011:
  - 10 preview sessions prior to upgrade
  - 8 hands-on workshops for new users
  - 10 “tune-up” workshops for experienced users
  - 2 “boot camp” days of in-depth advanced sessions
  - open lab sessions every day of the first week of summer and fall semesters for individual assistance
- Some workshops will also be offered online
Tenure-track faculty
Administrator
Your journey?
Our experiences shape our perceptions
How has your journey influenced your perspective of quality online education?
We each have an important role in promoting quality online education at our institutions
Principles
Differing viewpoints and perspectives on quality
What is quality?
Quality in everyday life
Quality is purposeful and by design
Quality takes time

slow-cooked vs. instant
What is a quality online course?
What are elements of quality from the literature?
“Iron triangle” in higher education

- cost
- quality
- access
Practices
Quality course design is distinctly different but entwined with quality course delivery
How do we know whether we’ve achieved quality?
Understanding varying priorities and preferences for quality
Quality Standards
Articulating vs. Adopting
Implementing quality processes
Introduce faculty to quality standards early in professional development
Show examples of quality - faculty love seeing what others have done
Seek examples from fellow colleagues through professional networks, communities of practice, and associations
Build quality review into your institutional course development process
Promote peer review of course design and course delivery
Recognize and celebrate quality (both in course design and delivery)
Encourage experienced faculty to mentor novice colleagues
Consider your institutional culture and climate when implementing change
Concluding Thoughts
A journey begins with a single step
“Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.”
Questions & Comments?

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