



## Cover Sheet

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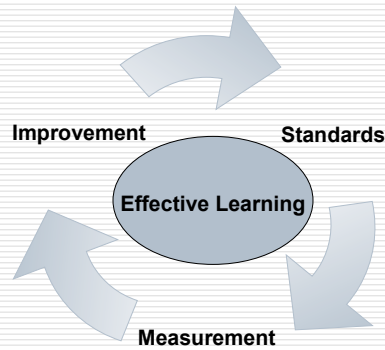
These tools represent many hours of hard work and we intend to develop more of them as a contribution to the higher education community. They have been left unprotected to serve as an example of the impact that open-source tools can have on higher education networks. Please take a minute to read the Creative Commons rules if you're uncertain about how open-source sharing can benefit you and your organization.

Accessed from: [www.voorheesgroup.org/voorheesgroup-tools](http://www.voorheesgroup.org/voorheesgroup-tools)



## Tools for Developing and Evaluating E-Learning Quality

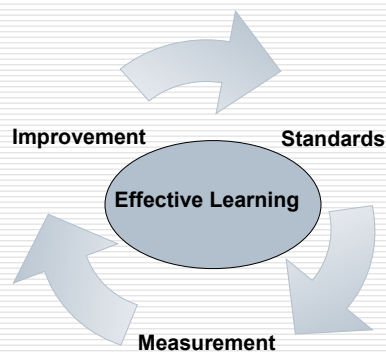
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Presented to the Hong Kong Federation of Continuing Education  
Alice Bedard-Voorhees, PhD The Constant Learning Organization October 2010

## What is Quality Practice?

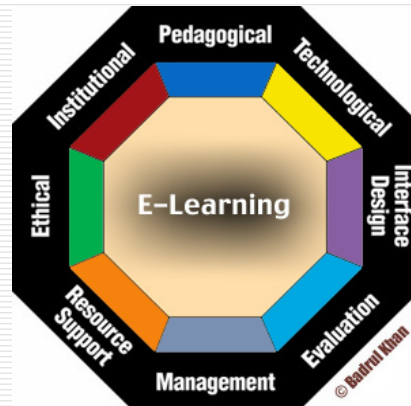
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Quality Definition: <http://www.businessdictionary.com/definition/quality.html>

## Khan's E-Learning Framework

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(Khan, 2008. Used with Permission)

See Also: Frydenberg's (2002) Article on Quality Standards:  
<http://www.irrodl.org/index.php/irrodl/article/view/109/189>

## A Variety of Models

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- What standards do a given model offer?  
(Institutional Integration, Course Design, Facilitation?)
  - How do we determine what is right for us?  
(Critical Standards, Context?)
  - How do we strengthen this effort across our various units?
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## Why Khan's Model

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Systems model for e-learning that considers how a new offering integrates with various campus or organizational units and services.

Unique ethical component

Considers: People, Processes, Product

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## Institutional/Organizational Considerations

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Leader(s) of the effort?

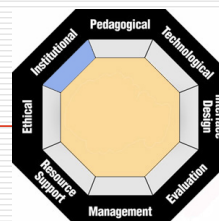
Instructional readiness?

Institutional offering or partnership?

Financial readiness?

Coordination of institutional services?

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(Used with Permission)

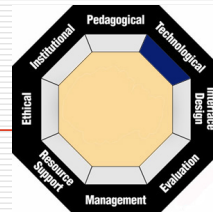
## Examples: Internal Offerings/Partnerships

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- ❑ Internal: Colorado Mountain College  
[http://www.coloradomtn.edu/faculty\\_staff/professional\\_development/professional\\_development\\_training\\_calendar/](http://www.coloradomtn.edu/faculty_staff/professional_development/professional_development_training_calendar/)
  
  - ❑ External:  
McWeadon Education  
Ed2Go.Com
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## Technological Considerations

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(Used with Permission)

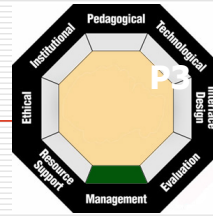
Software/Services  
Hardware  
Support  
Digital Literacy  
Sharable Objects  
Policy  
(Khan, 2005b)

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## Management Considerations

People, Process, Product are key and are further defined by oversight, design, implementation, and ongoing updates (Khan, 2005)

What people will do and what skills sets  
Are needed: oversee, make,  
communicate, facilitate, maintain.



(Used with Permission)

## Shared Support Example

### Help Desk Triage

Help Desk Staff: All Student and Faculty Calls Come to Help Desk  
Calls Tracked and General Calls Answered Here

Faculty Dev Office: Faculty questions about content  
and specific instructional questions

Virtual Campus Staff:  
Student and Faculty Questions Specifically  
Related to Fully Online Offerings

## **Pedagogical Considerations**

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Needs /Audience Analysis

Media

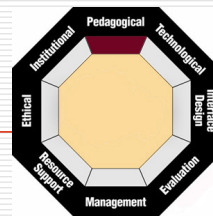
Instructional Techniques

Motivation

Provisions for various models

(Khan, 2005b)

Content Rights



(Used with Permission)

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Note: See also CCCS Faculty Gold

## **Ethical Considerations (Community Considerations)**

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Social and Political Influences

Cultural Diversity

Bias

Geographical Diversity

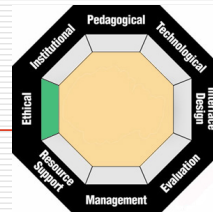
Learner Diversity

Digital Access

Etiquette

Legal Issues

(Khan, 2005b, p. 293)



(Used with Permission)

## Interface Design

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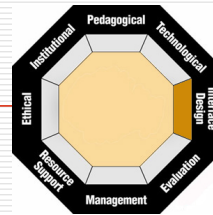
Content Design

Navigation

User Friendliness

Universal Access  
(Accommodations)

(Khan, 2005b)



(Used with Permission)

Note: See Quality Matters

## Resource Support

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(Materials and Services  
outside of the immediate class experience)

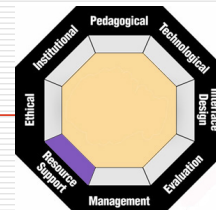
user technical support

registration/transcripts

advising

library

tutorials and tutoring services



(Used with Permission)

## Some Early Course Design Essential Standards (FIPSE/Quality Matters)

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- I.1 Navigational instructions are provided.
- I.2 Intro to course and learning structure are present.
- II.1 Learning Objectives name measurable outcomes.
- II.2 Objectives address content mastery, critical thinking skills, and core learning skills.
- III.1 Assessments are based on learning objectives and are consistent w/ course activities and resources.
- III.2 Grading Policy is transparent and easy to understand.
- III.3 Assessment and measurement strategies are designed to provide feedback to the student.

*VII. The course instructions link to a clear description of the technical support offered.*

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## Example of a Facilitation Standard

[http://at.ccconline.org/faculty/wiki/CCOnline - Discussion Rubrics](http://at.ccconline.org/faculty/wiki/CCOnline_-_Discussion_Rubrics)

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Criteria	Best	Good	Needs Improvement	Reason	Coaching Tip
<b>Interaction Quality</b>	Instructor regularly interacts with all learners in a class, both on an individual and group basis.	Instructor does acknowledge and validate posts, but in a less than substantial way, and/or may not consistently include all class participants and their concerns.	Instructor regularly responds to only a select few individuals; may not answer all learner questions and/or responses only affirm that instructor reads student posts.	The contributions of all learners matter in the class. The instructor's inclusion both of individuals and of the class helps learners benefit and build on the contributions of others.	Use the "group" posting to respond to several students with one post. For example, if three students commented about a topic, address one post to all three students. Use their name in the Subject line to capture attention. Add a redirecting or clarifying question to keep the discussion moving.

## ED 597: Pedagogical Checklist

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- Blackboard provided documents and communications and discussions outside of Second Life (SL)
  - SL inventory allowed learners to store items and informational notecards pertinent to use right in Second Life
  - SL sandbox provided a synchronous area to practice skills, rehearse presentations
  - BlackBoard was a more reliable platform, and SLife was not as reliable (ie. voice, general grid).
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## Examples Related to the Ethics Checklist

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- Geographic diversity (time zones)
  - Digital Access: Download rates, internet access, blocked downloads, available devices
  - Etiquette: Turning off the mic when not speaking, guides for positive discussions
  - Legal Issue: Disclaimer about exposure to mature content in Second Life, attention to use of copy-right protected content
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## ED 597: Interface Design Checklist

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- Uncomplicated, clear content in BlackBoard: weekly overviews and assignments
  - While we used the chat for a hearing-impaired guest, screen readers don't work in chat
  - Future: R and D groups are working on access for visually and kinesthetically restricted users. (Sierra, 2007; Foster, 2007)
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## Course Example: Technological Checklist

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Blackboard needs provided by institution (Boise, 2004)  
SL Technological and pre-requisite skills appear in the syllabus;  
Linden Labs provides tech support.

System: <http://secondlife.com/corporate/sysreqs.php>  
<http://blog.secondlife.com>

Permissions allowed for sharing digital objects.

Faculty defined pre-req skills and Virtual World policy, and communicated with administration.

(Dawley, Syllabus, 2007b. Used with permission).

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### Course Example: Management Checklist

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- ❑ Oversight: Chair
  - ❑ Design: faculty, grad assist.
  - ❑ Facilitate: faculty, guests, grad assist.
  - ❑ Updates: faculty and grad assist.
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### Resource Support Example

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#### Help Desk Triage

Help Desk Staff: All Student and Faculty Calls Come to Help Desk  
Calls Tracked and General Calls Answered Here

Faculty Development Office: Faculty questions about content  
and specific instructional questions

Virtual Campus Staff:  
Student and Faculty Questions Specifically  
Related to Fully Online Offerings

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## Extended Studies Course: Resource Support

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Marketing Materials: Department provided information  
About pre-req skills and Second Life tech requirements

Institutional website: student success, library, LMS Support

Dept. provided advisement via email

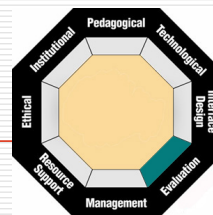
Faculty notified learners of additional Second Life Tutorials

Faculty and Graduate Assist. provided out-of-class tutoring  
for Second Life work.

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## Evaluation Considerations

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(Used with Permission)

Overall Evaluation: How did it  
go? Where are there problems?

Learning Assessment: How do  
we know what they know?

Course/Workshop Evaluation:  
Success and Retention  
Learner satisfaction with  
experience and facilitation  
Faculty/Presenter evaluation

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## Assessment of Learning

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- What are the competencies for the course?
- Do the assessments measure them?
- Do the grades/pass requirements truly reflect the outcomes?
- Is there opportunity to have students use technology for assessment tasks?

See: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy#toc10>



Team Presentation

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## Example: Student Evaluation of a Hybrid Course

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- ❑ Weakness: Second Life Grid could be undependable, inaccessible (ADA)
- ❑ Assessment: Rubrics-defined performance; Project based, reflective self-evaluation
- ❑ Faculty Evaluation: Excellent facilitator and communicator; demonstrated flexibility and enthusiasm
- ❑ Satisfaction: Learners self-selected the model and learned “Plan B” thinking; valued interaction and immersion, would take another course but would have to save up for a future offering
- ❑ Improvement: Overview of Virtual Worlds
- ❑ Overall: Immersive, constructivist activities and interactions with others were the value

## Links to Various Models

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- + Khan’s e-Learning Model (Integrative)  
<http://asianvu.com/bookstoread/framework/>
- + Quality Matters (Course Design)  
<http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf>
- + E-Learning Quality: Extensive links to various quality articles and standards: <http://depd.wisc.edu/html/quality3.htm> Included here is a 2002 article which names common categories found across the literature:  
<http://www.irrodl.org/index.php/irrodl/article/view/109/189>
- + EFQUEL:  
[http://www.efquel.org/openecbcheck/images/stories/docs/ECB-Check\\_Self-Assessment-ToolforCourses.pdf](http://www.efquel.org/openecbcheck/images/stories/docs/ECB-Check_Self-Assessment-ToolforCourses.pdf) Course design emphasis.
- + Illinois Model: <http://www.ion.uillinois.edu/initiatives/goci/categories.asp> Course Design emphasis with several categories of design and support and how that is communicated through the course design.
- + Ohio Model based on Chickering and Gamson  
[http://www.ohn.org/ILT/7\\_principles/principles.php](http://www.ohn.org/ILT/7_principles/principles.php)
- + CCCOnline Faculty Gold (Facilitation):  
[http://at.cconline.org/faculty/wiki/CCCOOnline\\_-\\_Discussion\\_Rubrics](http://at.cconline.org/faculty/wiki/CCCOOnline_-_Discussion_Rubrics)

## Links to Additional References

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Bloom's Digital Taxonomy: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy#toc10>  
 Boise State University (2004). Information for enrolled students. [Online]  
<http://itc.boisestate.edu/orient/orient.htm>

Chickering, A., and S. Ehrmann. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, October, pp. 3 - 6.

Colorado Mountain College Professional Development:  
[http://www.coloradomtn.edu/faculty\\_staff/professional\\_development/professional\\_development\\_training\\_calendar/](http://www.coloradomtn.edu/faculty_staff/professional_development/professional_development_training_calendar/)

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<http://chronicle.com/wiredcampus/article/2454/thought-controlled-avatars-emerge-in-second-life>

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Sierra, M. B. (2007). IBM project: Second life accessible for blind people. Techpin: Daily Tech News. 24 2007. Retrieved on November 13, 2007, from  
<http://www.techpin.com/ibm-project-second-life-accessible-for-blind-people/#comment-1205>

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## Thank You!

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Please feel free to share models you use  
 or are exploring.

Email:

alicebedardvoorhees@gmail.com

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