UniSA Short Course Quality Assurance Checklist

This checklist has been designed to establish a set of research-informed guidelines that can be employed to support the development of new, or reviewing existing, Short Course online sites (LearnOnline).  It is not intended that all course sites should look identical, rather, common, core features are to be used, and easily located by our students. As such, please use this checklist to support the consistent development and evaluation of your Short Course and use it to ensure that all the required essential elements are included and clearly presented to students.

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| 1. Course Overview and Information | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 1 | Course includes welcome and getting started content. |  |  |  |  |  |  |
| 2 | An orientation or overview is provided for the whole course, as well as each week/topic/module. The general weekly requirements and rhythm of the course is clearly explained to learners. |  |  |  |  |  |  |
| 3 | Course includes a Course Information area that deconstructs the curriculum for learners in a clear way. |  |  |  |  |  |  |
| 4 | All essential information is included in the Course Outline and there is parity between the information on the course site and in the Course Outline. |  |  |  |  |  |  |
| 5 | Course includes links to relevant policies such as plagiarism, computer use, grievance procedures, accommodating disabilities, etc. |  |  |  |  |  |  |
| 6 | Course provides access to learner resources (e.g. technical help, orientation, tutoring). |  |  |  |  |  |  |
| 7 | Learners are made aware of essential equipment and requirements for course completion (e.g. textbooks, microphone, webcam, etc.). |  |  |  |  |  |  |
| 8 | Course Objectives and Aims are clearly defined, measurable, appropriate, and aligned to course content, learning activities, assessments, and Graduate Qualities. |  |  |  |  |  |  |
| 9 | Course provides learners with contact information for coordinator, tutors, and school, and preferred means of communication, as well as a single shared space (e.g. forum) for asking non-personal course-related questions.  |  |  |  |  |  |  |

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| 2. Course Technology and Tools | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 10 | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. |  |  |  |  |  |  |
| 11 | Technical skills required for participation in course learning activities are scaffolded in a timely manner (orientation, practice, and application - where appropriate). |  |  |  |  |  |  |
| 12 | Technology tools display and perform across browsers on different desktop operating systems, and across a range of popular mobile devices. |  |  |  |  |  |  |
| 13 | Any technology tools meet accessibility standards. |  |  |  |  |  |  |

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| 3. Design and Layout | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 14 | A logical, consistent, and uncluttered layout exists. The course is easy to navigate (e.g. related content organised together, self-evident titles, not too text- or image-heavy). |  |  |  |  |  |  |
| 15 | Large blocks of information are divided into manageable chunks with ample white space around and between the blocks. |  |  |  |  |  |  |
| 16 | There is enough contrast between text and background for the content to be easily viewed and standard LearnOnline fonts have not been modified in ways which reduce readability. |  |  |  |  |  |  |
| 17 | Instructions are explicit, well written and the course is free of grammatical and spelling errors. |  |  |  |  |  |  |
| 18 | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. |  |  |  |  |  |  |
| 19 | When possible, information is displayed in a linear format instead of as a table. |  |  |  |  |  |  |
| 20 | Tables are accompanied by a title and summary description. Table header rows and columns are assigned |  |  |  |  |  |  |
| 21 | Language in the course is inclusive of cultural, faith-based, knowledge, linguistic, and socio-economic diversities, with appropriate warnings when content may be of a sensitive nature. |  |  |  |  |  |  |
| 22 | For accessibility standards, a text equivalent is provided for every non-text element ("alt" tags for images, captions, transcripts, etc.). |  |  |  |  |  |  |
| 23 | Text, graphics, and images are understandable when viewed without colour. Text should be used as a primary method for delivering information. |  |  |  |  |  |  |
| 24 | Hyperlink text is descriptive and makes sense when out of context. |  |  |  |  |  |  |
| 4. Content and Formative Activities | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 25 | Course resources are varied, up-to-date, engaging, and relevant to the discipline. |  |  |  |  |  |  |
| 26 | Content is logically sequenced, and the workload is achievable within the allocated timeframe, with a clear distinction between required and optional content.  |  |  |  |  |  |  |
| 27 | Learners have low stakes opportunities to review their performance and assess their own learning throughout the course (automated self-tests, reflective activities, etc.). |  |  |  |  |  |  |
| 28 | Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis where appropriate. |  |  |  |  |  |  |
| 29 | Course provides activities that emulate real-world applications of the discipline, such as experiential learning, case studies, and problem-based activities where appropriate. |  |  |  |  |  |  |
| 30 | Course materials include copyright, permissions, and licensing status plus appropriate references and attributions. |  |  |  |  |  |  |
| 31 | Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image. |  |  |  |  |  |  |
| 32 | Multimedia content contains high quality audio and video. Visuals and/or slides maximise readability and minimise distractions (e.g. slide transitions), keeping in mind file size restrictions. |  |  |  |  |  |  |
| 33 | Key synchronous content (e.g. virtual classroom) is recorded and/or summarised for learners to review at a later time, ideally both in audio and video formats. |  |  |  |  |  |  |

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| 5. Social Interaction | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 34 | Course design and overall pedagogy facilitates communication and collaboration to support the development of an online course community and, ultimately, student learning and engagement. |  |  |  |  |  |  |
| 35 | Teachers and learners have opportunities to establish rapport.  |  |  |  |  |  |  |
| 36 | Expectations for student participation in the online course community are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions). |  |  |  |  |  |  |
| 37 | Expectations for teacher participation in the online course community are clearly stated (how/when you read posts, post questions or responses). |  |  |  |  |  |  |
| 38 | Course contains resources and activities which initially help build a sense of community, open communication, and trust (e.g. Ice- breaker, Meet Your Classmates, or discussion forums). |  |  |  |  |  |  |
| 39 | Course offers opportunities for learner to learner interaction and constructive collaboration. |  |  |  |  |  |  |
| 40 | Learners are encouraged to contribute based on resources and knowledge from their own experiences.  |  |  |  |  |  |  |

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| 6. Summative Assessment (if applicable) | **Sufficiently** **Present** | **Minor** **Revision**(½hour or less) | **Moderate** **Revision**(½ -2hours) | **Major Revision**(2+ hours) | **Not** **Applicable** | **Action** **Plan** |
| 41 | Course assessment requirements are clearly stated in the Course Outline and on the course site (e.g. consequences of late submissions, extension policy, academic integrity, grading, timing for returning assessments etc.). |  |  |  |  |  |  |
| 42 | Assessments are sequenced in relation to course content, linked to the course learning objectives, and the assessment methods reliably and validly test against these objectives. |  |  |  |  |  |  |
| 43 | Assessments due dates are sufficiently spaced to allow learners to receive and action feedback from previous assessments. |  |  |  |  |  |  |
| 44 | Instructions for completing assessments are explicit, well-written and include all necessary information. |  |  |  |  |  |  |
| 45 | Criteria for assessments are clearly articulated (rubrics, marking guide, and modelled in exemplary work). |  |  |  |  |  |  |
| 46 | The development of assessment skills is scaffolded in a timely manner with appropriate and quality resources as applicable (e.g. report writing, literature reviewing, technologies, etc.). |  |  |  |  |  |  |
| 47 | Learners are informed when an exam or timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare. |  |  |  |  |  |  |

## Overall Comments

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