

## The Pedagogy Used in Producing a Quality Online Experience

Pedagogy	Description	Examples
<b>Authentic tasks</b>	The learning activities involve tasks that reflect the way in which the knowledge will be used in real-life settings.	<ul style="list-style-type: none"> <li>• Problem-based learning activities using real life contexts;</li> <li>• Learning tasks based on workplace settings</li> <li>• Complex and sustained tasks</li> </ul>
<b>Opportunities for collaboration</b>	Students collaborate to create products that could not be produced individually.	<ul style="list-style-type: none"> <li>• Tasks requiring students to collaborate meaningfully</li> <li>• Peer-evaluation, industry mentors</li> <li>• Buddy systems to connect learners</li> </ul>
<b>Learner-centered environments</b>	There is a focus on student learning rather than teaching.	<ul style="list-style-type: none"> <li>• Teacher as coach and facilitator</li> <li>• Inquiry and problem-based learning tasks</li> <li>• Activities supporting and developing students' metacognitive skills</li> </ul>
<b>Engaging</b>	Learning environments and tasks challenge and motivate learners.	<ul style="list-style-type: none"> <li>• Interesting, complex problems and activities rather than decontextualized theory</li> <li>• Activities arouse students' curiosity and interests</li> <li>• Activities and assessments linked to learners' own experiences</li> </ul>
<b>Meaningful assessments</b>	Authentic and integrated assessment is used to evaluate students' achievement.	<ul style="list-style-type: none"> <li>• Assessment integrated with activities rather than separate from them</li> <li>• Opportunity to present polished products rather than simple drafts</li> <li>• Opportunities for students and their teachers to provide support on academic endeavor</li> </ul>

*This table was adapted from:*

Herrington, A., Herrington, J., Oliver, R., Stoney, S. & Willis, J. (2001). Quality guidelines for online courses: The development of an instrument to audit online units. In (G. Kennedy, M. Keppell, C. McNaught & T. Petrovic (Eds.) *Meeting at the crossroads: Proceedings of ASCILITE 2001*, (pp. 263-270). Melbourne: University of Melbourne.

## Strategies of the Delivery of a Quality Online Experience

Strategy	Description	Examples
<b>Reliable and robust interface</b>	The materials are accurate and error free in their operation.	<ul style="list-style-type: none"> <li>• Courses go through editing process.</li> <li>• Templates are used to create consistent and reliable appearance</li> </ul>
<b>Clear goals, Directions, and learning plans</b>	Unit information and expectations of student roles are clear.	<ul style="list-style-type: none"> <li>• Students can easily find information in the course regarding the course requirements.</li> <li>• Unit structure makes explicit relationships between learning outcomes, resources, activities and assessments.</li> <li>• Instructions are clearly placed and always available.</li> </ul>
<b>Communication</b>	Each unit provides opportunities and encourages dialogue among students and among teachers and students.	<ul style="list-style-type: none"> <li>• Information and communication channels are open and inviting for students.</li> <li>• Students are encouraged to communicate with the teacher and other class members.</li> </ul>
<b>Appropriate bandwidth demands</b>	The materials are accessible without lengthy delays, especially taking into account students who may only have access to a dial up modem.	<ul style="list-style-type: none"> <li>• Graphics and other elements are checked for download times.</li> </ul>
<b>Equity and accessibility</b>	Unit materials and activities are accessible and available to all students.	<ul style="list-style-type: none"> <li>• Courses are accessible to disabled students.</li> <li>• Course requirements are made explicit to students ahead of the time.</li> </ul>
<b>Consistency</b>	Overall consistency among online courses for a program or campus creates a familiar atmosphere as students continue taking online courses.	<ul style="list-style-type: none"> <li>• Layout and presentation should incorporate common elements.</li> <li>• The overall style should enhance rather than dictate a pedagogical approach.</li> <li>• Fonts, resolution, etc. should conform to the style where possible, but alternatives should be possible when needed.</li> </ul>

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