Course Quality Design & Delivery Framework
2020-21

Overview

The following 'best practices' for preparing, planning, instructing and evaluating an assigned course(s) are recommendations informed by Northern College's Digital Technology – Enhanced Learning Policy and Procedure A-28 and Student Assessment and Evaluation Policy and Procedure A-26.

A: Course Quality Design:

1. **Course Overview**

Elements	Check	Notes
1.1 Obtain approved **Course Outline in PDF** format from COMMS system and load into your course shell in Learning Management System (LMS) (i.e. Blackboard, D2L, Moodle, etc.).		
1.2 Align and post to LMS the **Course Section Information (CSI)** with evaluation type and weighting (frequent low stake assessments are suggested) and ensure detailed teaching topics and assessment dates are included.		
1.3 Create in the LMS a **"Getting to Know Your Professor"** folder and post your contact information and preferred method of communication (no personal emails – use your Northern College account) and office hours where applicable. Share your response time (<48 hrs). Share a short biography and picture of yourself for your students.		
1.4 Create in the LMS a **"Getting Started'** folder to house support/administrative information – i.e. LMS website info., technical support contact info., learning support contact info, technical skills required, minimum technology requirements, netiquette		
1.5 Create in the LMS an **"Assignments & Test"** folder which will list key dates for semester assessments; as well as how late/missed assessments will be handled. Post a copy of Northern College's Academic Integrity Policy and Procedure A-24.		
1.6 Set-up in the LMS your **Grade Centre** for your course(s) which will reflect your course evaluations (i.e. quizzes, tests, assignments, etc.) and their weighting. This should be updated in a timely manner once an assessment is completed to ensure students are aware of their standing in your course.		
1.7 Make course available to students once ready		

2. Learning Objectives and Instructional Material

Elements	Check	Notes
2.1 Create in the LMS a **"Course Resources and Materials/References"** folder where links to websites and digital resources can be shared as they relate to weekly lessons or just general interest.		
2.2 Create **"Content with Modules, Units and Lesson"** folders in the LMS to organize modules or units and their associated learning materials. a) Lesson Introduction b) List Learning Objectives, c) Pre-Reading/Lesson Materials for Student Preparation - give students a focus for their reading) d) Lesson Notes, Slides and/or other materials that are AODA compliant and presented in a logical and coherent format e) Student Activity(ies) f) Link to Student Assignment - where applicable g) Lesson Summary h) Learner Self-Assessment or Reflection - where appropriate.		
2.3 Create a **"Discussion/Homework Forum"** folder and have topics students can respond to. Use a variety of tools such as padlets, text, etc. (get students to take ownership of adding interesting facts and topics)		
2.4 Post **Welcome Announcement** and send it to students prior to first day of class		

3. Assessment and Evaluation

Elements	Check	Notes
3.1 Utilize **LMS Assessment & Evaluation Tools** related to assignments, discussion forums and quiz tools, where applicable, to provide student access to online assessments and project submission.		
3.2 Ensure course assessments **Measure** student achievement of stated learning objective or competencies.		
3.3 Ensure course assessments are **Sequenced, Varied** (reflect different learning styles), **and Suitable** to the content and level of the course. It is recommended that frequent, low stake assessments be adopted, especially at the beginning of a semester.		
3.4 Provide students clearly in the **"Assignment and Test"** folder, as well as in the weekly **"Lesson"** folder due dates for an assessment(s)		
3.5 Issue to students a **Grading Rubric or Assessment Criteria** that will be used to evaluate an assignment or test questions.		
3.6 Update student assessment results in **"Grade Centre"** in a timely manner so that learners can track their progress.		

4. Student Engagement, Communication and Success

Elements	Check	Notes
4.1 Post a short biography in the **"Getting to Know Your Professor"** folder and **weekly course announcements** in the LMS – share updates, quotes, etc.		

Elements	Check	Notes
4.2 Record and save all webinars, video lessons and synchronous sessions and make them available to all learners in the course.		
4.3 Utilize the **LMS (Blackboard Collaborate), MS Teams or Contact North** to deliver online lessons and closed captioning should be used where possible. Faculty can use other platforms to communicate with students, but they will not be supported by Northern College's IT Department.		
4.4 Inform learners of the criteria that will be applied to **Evaluating Participation** in a course. A grade for attendance should not be issued unless stipulated in the course outline, but keeping a record of student attendance is recommended for tracking and accountability purposes.		
4.5 Track **Student Engagement and Participation** in a course using LMS and system tools, as well as **refer at-risk students** to the College's Academic Support Services department in a timely manner.		
4.6 Encourage and coach student engagement in online, **Instructor Moderated Discussion Forums** (where applicable).		
4.7 Promote **Student-to-Student Interaction or Collaboration** where appropriate.		
4.8 Issue clear instructions when planning and **Evaluating Group Work** (i.e. group member roles and responsibilities, evaluation criteria or rubric, marking scheme, etc.).		
4.9 Share your **Preferred Method of Communication** with your students and your response time. Share Office Hours if applicable.		

5. Accessibility and Usability

Elements	Check	Notes
5.1 Ease of navigation in accessing course content		
5.2 Elimination of grammatical, punctuation and spelling errors in all course materials.		
5.3 Provide accessible text, image descriptions, closed caption video and web pages that meet the **needs of diverse learners. Use principles of Universal Design Learning http://udlguidelines.cast.org/**		
5.4 Share PowerPoint, Word or Excel documents to learners that meet **AODA accessibility standards.**		

B: Delivery

1. First Day - Communication

Elements	Check	Notes
1.1 Introduce yourself and share your professional background/experience and appropriate personal information.		
1.2 Organize an **Ice-Breaker Activity** in order to get to know your students – i.e. names, location, interests, background.		

	Check	Notes
1.3 Introduce learners to the **Purpose and Structure of the Course** and how it the Program/Vocational Learning Outcomes will be achieved.		
1.4 Share your **Learner Expectations** regarding attendance, participation, conduct, online discussions, group work, email, etc.		
1.5 Present and refer to the **"Course Resources and Materials"** folder for course, program and institutional policies that learners are expected to comply – i.e. Academic Integrity policy, Program Handbook, etc.		
1.6 Review minimum technology requirements for the course and highlight it in the **"Getting Started"** folder.		
1.7 Review how weekly **"Content/Lesson"** folders are set-up		
1.8 Review your **Preferred Method of Communication** and response time. Share Office Hours if applicable.		

2. Lesson Delivery - Engagement

Elements	Check	Notes
2.1 Engage with Students – welcome them, say their names, ask them what they did over the weekend, ask about things that they shared during the **Ice-Breaker Activity**, etc.		
2.2 Press the **Record Button** when you are prepared to start the lesson.		
2.3 Review Previous Lesson – answer student questions, take up assigned homework, etc. – (5 minutes)		
2.4 Activate **Learner Prior Knowledge** on the Lesson Topic – ask a question, show a video, share a case study, encourage learners to share their understanding of the Pre-Reading/Lesson Materials, etc.		
2.5 Introduce the **Lesson Topic**		
2.6 Review the **Learning Outcomes** for the lesson		
2.7 Utilize an **Instructional Strategy** to present content that ties to Pre-Reading/Lesson Materials and desired focus (15-20 minutes).		
2.8 Assign a **Student Activity** to reinforce the taught concept(s). (10-15 minutes)		

2.9 Review the student activity and **discuss/challenge students to deepen their understanding** of the concept (i.e. Bloom's Taxonomy) using a variety of strategies.		
2.10 Summarize the Lesson and briefly review the key learnings and how they relate to the Learning Outcomes for the lesson.		
2.11 Assign **Student Practice** (independent or group) – this may or may not be used as an evaluation for the course		