



# DOES QUALITY MATTER?

A GUIDE FOR EDUCATORS AND  
INSTRUCTIONAL COACHES WHO  
ARE DEVELOPING BLENDED OR  
ONLINE COURSES

## Course Overview and Introduction



### 9 Specific Standards

- clear instructions on how to get started
- expectation of prerequisites
- communication expectation
- teacher and student introductions
- computer literacy necessary to be successful
- minimum technology needed (software, internet speed, etc)

## Learning Objectives



### 5 Specific Standards

- Objectives are stated clearly
- Course and unit objectives have measurable outcomes
- Learning objectives fit the level of course

## Assessment and Measurement



### 5 Specific Standards

- Achievement of stated learning objectives
- Grading Policy is clearly stated
- Criteria for grading is visible
- Assessments are sequenced or timely
- Opportunity to track learning progress

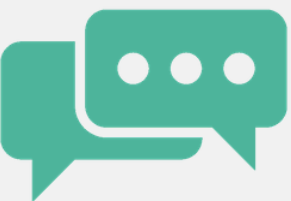
## Instructional Materials



### 5 Specific Standards

- Materials contribute to the stated objectives
- Materials are up to date practices
- A variety of instructional materials are used
- Relationship between assignments and screen work

## Learning Activities and Interaction



### 4 Specific Standards

- Learning activities promote the achievement of the stated objectives
- Activity provide opportunity for interaction that support active learning
- Instructor's interaction plan is clear
- Requirements for interactions are clear

## Course Technology



### 4 Specific Standards

- The tech tools support the objectives
- Tools support learner engagement and active learning
- Variety or tech options are presented
- How to keep data protected is explained

## Learner Support



### 5 Specific Standards

- Tech support instructions available
- Support time available

## Accessibility & Usability



### 6 Specific Standards

- Easy course navigation
- Text and images appropriately labeled
- Readability
- Alternative ways to access content
- Multimedia is easy to use