

# Evaluating Quality in Online Course Design

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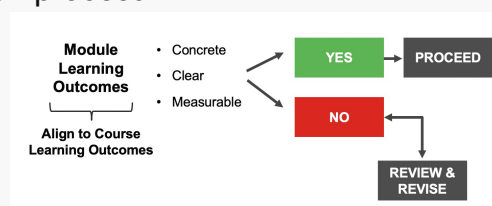
With the recent move to fully online courses, how do you know all the hard work you've put into designing your online course results in a truly engaging and meaningful learning experience for your students?

Quality online courses rely on a thoughtful blend of key components – the right content, a variety of appropriate instructional and assessment strategies, and a quality framework that provides a way to evaluate online course design against a benchmark of suggested best practices.



Best practices in online course design can be institutionally mandated, such as those in the [My.Seneca Minimum Requirements Policy](#), and they can also be industry-recognized, like the ones in the [Seneca Quality Framework for Online Course Design \(Faculty Resources\)](#). The Seneca Quality Framework for Online Course Design prompts you to examine your course from both a course design and an organizational perspective.

In terms of overall course design, the Seneca Quality Framework begins with an examination of course and module learning outcomes, assessment strategies, and alignment. These are essential elements that must be validated before assessment strategies, content curation, and overall course design can proceed.

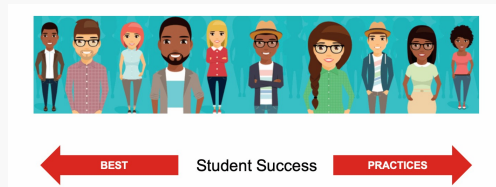


Remember that each learner has their own unique strengths and needs, and everyone learns

differently. Selecting appropriate and varied instructional and assessment strategies provide students with differentiated learning experiences and also ensures they have the opportunity to demonstrate the knowledge and skills identified by the learning outcomes.

The organizational side of the Seneca Quality Framework looks at how the content and assessments you have created are organized into a meaningful and seamless learning experience. When your students enter the course, is it clear what they need to do to get started and keep going? Are the expectation around communication and behaviour clearly laid out for them?

Having a clear understanding of who your learners are is also key to achieving a high-quality online course. Whether they are new to online learning or experienced online learners, they bring with them unique characteristics that influence their ability to be successful in an online environment. Using the Seneca Quality Framework can help you implement best practices in online course design to ensure an inclusive and accessible learning experience for all of your students.



We encourage you to apply the Seneca Quality Framework to your online course and reach out to the **Teaching & Learning Centre** if you have concerns about how to improve the quality of your online course.

### Seneca Online Course: Quality Framework

for Adapting Classroom-based Content for Online Delivery

#### Online Delivery Mode:

All course activities and all assessments take place online and are facilitated by the professor. The design of the activities and assessments incorporate a variety of technology tools.

Course Design	✓
<b>Have you completed an Inventory of Current Resources?</b>  This inventory of current resources will help you identify the instructional content, activities and assessments to be used in your online course.	<input type="checkbox"/>
<b>Have you completed the Course Planning Templates?</b>  The course planning template will help you plan and organize your course content, assessments and activities. You should have a completed course planning template for each week or module of content.	<input type="checkbox"/>
<b>Are the weekly module learning outcomes concrete, measurable and written from a learner's perspective?</b>  All weekly module learning outcomes are written from a learner's perspective and describe outcomes which are concrete and measurable. The outcomes identify what learners should know or be able to do upon completion of a module. To learn more about how to write Learning Outcomes please visit <a href="#">Seneca T-L Learning Outcomes</a> .	<input type="checkbox"/>

View the [June 2020 issue of the Academic Newsletter](#).

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