Critique Online Courses

Student Name: Georgia Konstantinou
Directions: Identify two courses to review. Then review each course using both the Quality Matters and the OSCQR rubric. Then compare and reflect each course and each quality assurance framework at the end.

Course 1

Course #1 Name: The Ancient Greeks [4.7 / 5 - 1,829 ratings]
Course #1 URL: https://www.coursera.org/learn/ancient-greeks

Quality Matters Standards

The course either meets the standard or it does not. If the standard is met, then type Met in the cell and highlight the cell light green. If it is not met, type Not Met and highlight the cell light yellow. Add notes after each standard to help you write a final write up at the end of the document.

1. COURSE OVERVIEW AND INTRODUCTION **General Standard 1 – Course Overview and Introduction:** The overall design of the course is made clear to the learner at the beginning of the course. **Overview Statement:** The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.	Met or Not Me
Standard 1.1: Instructions make clear how to get started and where to find various course components. (Essential: 3 points)	Met
Standard 1.2: Learners are introduced to the purpose and structure of the course. (Essential: 3 points)	Met
Standard 1.3: Communication expectations for online discussions, email, and other forms of interaction are clearly stated. (Very Important: 2 points)	Not Met
Standard 1.4: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. (Very Important: 2 points)	Not Met
Standard 1.5: Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. (Very Important: 2 points)	Not Met (*)
Standard 1.6: Computer skills and digital information literacy skills expected of the learner are clearly stated. (Important: 1 point)	Not Met (*)
Standard 1.7: Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. (Important: 1 point)	Not Met
Standard 1.8: The self-introduction by the instructor is professional and is available online. (Important: 1 point)	Not Met (**)

Standard 1.9: Learners are asked to introduce themselves to the class. (Important: 1 point)	**Met**
Notes on Standard 1: *The course structure is straightforward and the navigation is simple but there aren't any guidelines for communication expectations.* *(*) These requirements are satisfied by the Coursera site's policies BUT they are not stated in the course.* *(**) There is a bio about the instructor but there is no self introduction.*	**6/16**
2. LEARNING OBJECTIVES (COMPETENCIES) **General Standard 2 – Learning Objectives (Competencies):** Learning objectives or competencies describe what learners will be able to do upon completion of the course. **Overview Statement:** The learning objectives or competencies establish a foundation upon which the rest of the course is based.	**Met or Not Me**
Standard 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable. (Essential: 3 points)	**Not Met**
Standard 2.2: The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (Essential: 3 points)	**Not Met**
Standard 2.3: Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. (Essential: 3 points)	**Not Met**
Standard 2.4: The relationship between learning objectives or competencies and learning activities is clearly stated. (Essential: 3 points)	**Not Met**
Standard 2.5: The learning objectives or competencies are suited to the level of the course. (Essential: 3 points)	**Not Met**
Notes on Standard 2: *There is a "About this course" section with the course's goal and a syllabus with a course outline and a brief description of each lecture and assignment, but no learning objectives or competencies are listed.*	**0/15**
3. ASSESSMENT AND MEASUREMENT **General Standard 3 – Assessment and Measurement:** Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies. **Overview Statement:** Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.	**Met or Not Me**
Standard 3.1: The assessments measure the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Not Met**

Standard 3.2: The course grading policy is stated clearly at the beginning of the course. (Essential: 3 points)	**Met**
Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (Essential: 3 points)	**Met**
Standard 3.4: The assessments used are sequenced, **varied**, and suited to the level of the course. (Very Important: 2 points)	**Not Met**
Standard 3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback. (Very Important: 2 points)	**Met**
Notes on Standard 3: *The grading in this course is based on weekly self graded quizzes. You can take each quiz up to 3 times and you need to have an overall average of 75% or more to get a certificate of completion (if you are enrolled). Also, each video lecture has one or two "embedded" multiple-choice questions at the end (formative assessments). Besides the multiple choice quiz at the end of each module there is no other type of summative assessment, no variety.*	8/13
4. INSTRUCTIONAL MATERIALS **General Standard 4 - Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives or competencies. **Overview Statement:** The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.	**Met** **or** **Not Me**
Standard 4.1: The instructional materials contribute to the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Not Met**
Standard 4.2: The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. (Essential: 3 points)	**Met**
Standard 4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. (Very Important: 2 points)	**Not Met**
Standard 4.4: The instructional materials represent up-to-date theory and practice in the discipline. (Very Important: 2 points)	**Met**
Standard 4.5: A variety of instructional materials is used in the course. (Important: 1 point)	**Not Met**
Notes on Standard 4: *No learning objectives are stated and there are no references or resources listed. Each module has a video lecture and a reading assignment that links to a webpage (many links are broken). There is no variety.*	5/11
5. LEARNING ACTIVITIES AND LEARNER INTERACTION **General Standard 5 - Learning Activities and Learner Interaction:** Learning activities facilitate and support learner	**Met**

interaction and engagement. **Overview Statement:** Course components that promote active learning contribute to the learning process and to learner persistence.	**or Not Me**
Standard 5.1: The learning activities promote the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Not Met**
Standard 5.2: Learning activities provide opportunities for interaction that support active learning. (Essential: 3 points)	**Met (*)**
Standard 5.3: The instructor's plan for interacting with learners during the course is clearly stated. (Essential: 3 points)	**Not Met**
Standard 5.4: The requirements for learner interaction are clearly stated. (Very Important: 2 points)	**Not Met**
Notes on Standard 5: *(*)There are discussion boards in each module and discussions are encouraged but they are not guided, framed with specific requirements or graded. The learners are just instructed to "Discuss and ask questions about Week 1". As mentioned again above no learning objectives are stated.*	**3/11**
6. COURSE TECHNOLOGY **General Standard 6 - Course Technology:** Course technologies support learners' achievement of course objectives or competencies. **Overview Statement:** The technologies enabling the various tools used in the course facilitate rather than impede the learning process.	**Met or Not Me**
Standard 6.1: The tools used in the course support the learning objectives or competencies. (Essential: 3 points)	**Not Met**
Standard 6.2: Course tools promote learner engagement and active learning. (Essential: 3 points)	**Not Met**
Standard 6.3: A variety of technology is used in the course. (Important: 1 point)	**Not Met**
Standard 6.4: The course provides learners with information on protecting their data and privacy. (Important: 1 point)	**Not Met**
Notes on Standard 6: *This course is not at all engaging. It is made up of video lectures in which a lecturer explains the content; no other technology is used.*	**0/8**
7. LEARNER SUPPORT **General Standard 7 - Learner Support:** The course facilitates learner access to institutional support services essential to learner success. **Overview Statement:** It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are	**Met or Not Me**

addressed: technical support, accessibility support, academic services support, and student services support.	
Standard 7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (Essential: 3 points)	**Not Met**
Standard 7.2: Course instructions articulate or link to the institution's accessibility policies and services. (Essential: 3 points)	**Not Met**
Standard 7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. (Essential: 3 points)	**Not Met**
Standard 7.4: Course instructions articulate or link to the institution's student services and resources that can help learners succeed. (Important: 1 point)	**Not Met**
Notes on Standard 7: *The course does not link to the coursera support service or any other kind of tech support. It doesn't mention the institution's accessibility policies or student services and resources.*	**0/10**
8. ACCESSIBILITY AND USABILITY **General Standard 8 - Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners. **Overview Statement:** The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components. Disclaimer: Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.	**Met or Not Me**
Standard 8.1: Course navigation facilitates ease of use. (Essential: 3 points)	**Met**
Standard 8.2: The course design facilitates readability. (Essential: 3 points)	**Met**
Standard 8.3: The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (Essential: 3 points)	**Met**
Standard 8.4: The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. (Very Important: 2 points)	**Met**
Standard 8.5: Course multimedia facilitate ease of use. (Very Important: 2 points)	**Met**
Standard 8.6: Vendor accessibility statements are provided for all technologies required in the course. (Very Important: 2 points)	**Not Met**

Notes on Standard 8: *The course navigation is straightforward, there are transcripts of all the video lectures but there are not any vendor accessibility statements.*	13/15

Comments:
Course score: 35/99
The course didn't meet the essential standards and it scored pretty low on the quality scale.
The course's structure is straightforward and the navigation is very simple to follow. All video lectures have transcripts, and the multimedia is user-friendly. However, there are no guidelines for communications, links to policies, tech support, student services and resources. There isn't an instructor's self introduction and most importantly the course lacks learning objectives. There is a syllabus but it only contains the course outline and a brief description of each lecture and assignment. Another drawback of the course is the lack of variation of the instructional material and the assessments provided. The course consists only of video lectures and multiple choice quizzes that have a toll on students' engagement.

OLC Quality Scorecard Suite: OSCQR 3.1
Highlight in green your rating and make any notes in the action plan.

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan1. Course
1. COURSE OVERVIEW AND INFORMATION							
1.	Course includes Welcome and Getting Started content.			✅			A two-sentence welcome message is present, but there is no getting started module; it should be added.
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.			✅			The course navigation is easy but an orientation is needed.
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	✅					
4.	A printable syllabus is available to learners (PDF, HTML).				✅		There is no printable version of the syllabus available and the webpage containing the syllabus is hard to print. A printable version of the syllabus is needed.
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.				✅		There are no links to campus policies.
6.	Course provides access to learner success resources (technical help, orientation, tutoring).				✅		There are no learner resources.
7.	Course information states whether the course is fully online, blended, or web- enhanced.	✅					Stated on the front page (100% online)
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	✅					The methods and devices needed to access and participate in the course are communicated before the learner enrolls in the course by the Coursera website.
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.				✅		There are no learning objectives for this course. They should be added.

#	Criteria						Notes
	Course provides contact information for instructor, department, and program.			🟩			There is no contact information available or info about the program or the department.

2. COURSE TECHNOLOGY & TOOLS

#	Criteria						Notes
11.	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.				🟩		There is no information about prerequisite skills available, they should be added.
12.	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).				🟩		There is no scaffolding of technical skills needed.
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.					🟩	There are no technology tools but the course menu is clear/simple and easy to navigate.
14.	Course includes links to privacy policies for technology tools.				🟩		No links to privacy policies exist in the course. They should be added.
15.	Any technology tools meet accessibility standards.					🟩	No technology tools used.

3. DESIGN AND LAYOUT

#	Criteria						Notes
16.	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	🟩					The course is extremely easy to navigate and uncluttered.
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	🟩					The content is divided into manageable chunks.
18.	There is enough contrast between text and background for the content to be easily viewed.	🟩					Since the course uses the layout provided by Coursera, all these aspects are satisfied.
19.	Instructions are provided and well written.	🟩					Instructions are clear and well written.
20.	Course is free of grammatical and spelling errors.		🟩				The video transcripts have mistakes that need to be addressed.
21.	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	🟩					
22.	Flashing and blinking text are avoided.	🟩					
23.	A sans-serif font with a standard size of at least 12 pt is used.	🟩					
24.	When possible, information is displayed in a linear format instead of as a table.	🟩					
25.	Tables are accompanied by a title and summary description.					🟩	There are no tables in the course.
26.	Table header rows and columns are assigned.					🟩	There are no tables in the course.
27.	Slideshows use a predefined slide layout and include unique slide titles.					🟩	There are no slideshows.
28.	For all slideshows, there are simple, non-automatic transitions between slides.					🟩	There are no slideshows.

4. CONTENT AND ACTIVITIES

#	Criteria						Notes
29.	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.			🟩			The course offers only video lectures and a few links to web pages. Some of the provided links are broken.
30.	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.				🟩		There are no higher order activities or problem solving activities in this course. Course has only multiple choice quizzes.
31.	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.				🟩		There are no real world applications either.
32.							

#	Criteria						Comments
33.	Where available, Open Educational Resources, free, or low cost materials are used.	☑					The course's reading assignments are various open educational resources, e.g. The Odyssey, Herodotus, The Histories.
34.	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.				☑		There are no references or copyright and licensing status.
35.	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.	☑					There is no text content or images, only video transcripts.
36.	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	☑					All videos have transcripts.
37.	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.			☑			There are no graphics or images. There are only videos that have transcripts.
	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").		☑				Some hyperlinks are broken.

5. INTERACTION

#	Criteria						Comments
38.	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).				☑		There is no feedback from the instructor.
39.	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).				☑		Expectations are not stated. The discussions are not framed or included in the course as assignments. They are after each module for questions.
40.	Learners have an opportunity to get to know the instructor.				☑		There is no opportunity for student-instructor interaction..
41.	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).			☑			The course has a "Meet and greet" and "Ask a question" forums but there are no other interactions among the learners.
42.	Course offers opportunities for learner to learner interaction and constructive collaboration.				☑		There isn't any kind of collaboration.
43.	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.				☑		Some learners did share resources but not because they were encouraged to do so.

6. ASSESSMENT AND FEEDBACK

#	Criteria						Comments
44.	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.	☑					The course's grading policy is clearly stated, although there are no penalties for late submissions.
45.	Course includes frequent and appropriate methods to assess learners' mastery of content.	☑					There are multiple choice quizzes upon the completion of each module.
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).					☑	There are no other types of assessment besides self-graded quizzes, so rubrics and exemplary work are not needed.
47.	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).				☑		Reflective assignments must be added.
48.	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	☑					The self graded quizzes have a due date.
49.	Learners have easy access to a well designed and up-to-date gradebook.	☑					There is a gradebook with a weighted grading system.

| 50. | Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. | | | | | | No feedback is requested from the learner. It should be added. |

Comments:

The course scored very low in most areas except the "Design and layout". The course's navigation menu and the whole layout is simple and easy to use, which is expected as it follows the design/layout of the Coursera website. However, the course needs significant improvements in all other aspects. So, it's missing a "Getting started" module and links to policies and students' resources. Furthermore, it should include a wide range of activities and assessments, rather than just video lectures and self-graded quizzes. Finally, meaningful and well-framed discussions, as well as opportunities for reflection and course evaluation and feedback, should also be developed.

Course 2

Course #2 Name: Instructional Design Foundations and Applications [4.1 / 5 - 457 ratings]
Course #2 URL: https://www.coursera.org/learn/instructional-design-foundations-applications

Quality Matters Standards

The course either meets the standard or it does not. If the standard is met, then type Met in the cell and highlight the cell light green. If it is not met, type Not Met and highlight the cell light yellow. Add notes after each standard to help you write a final write up at the end of the document.

1. COURSE OVERVIEW AND INTRODUCTION **General Standard 1 – Course Overview and Introduction:** The overall design of the course is made clear to the learner at the beginning of the course. **Overview Statement:** The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.	Met or Not Me
Standard 1.1: Instructions make clear how to get started and where to find various course components. (Essential: 3 points)	Met
Standard 1.2: Learners are introduced to the purpose and structure of the course. (Essential: 3 points)	Met
Standard 1.3: Communication expectations for online discussions, email, and other forms of interaction are clearly stated. (Very Important: 2 points)	Met
Standard 1.4: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. (Very Important: 2 points)	Met
Standard 1.5: Minimum **technology requirements** for the course are clearly stated, and information on how to obtain the technologies is provided. (Very Important: 2 points)	Not Met
Standard 1.6: Computer skills and digital information literacy skills expected of the learner are clearly stated. (Important: 1 point)	Not Met
Standard 1.7: Expectations for **prerequisite knowledge** in the discipline and/or any required competencies are clearly stated. (Important: 1 point)	Not Met
Standard 1.8: The self-introduction by the instructor is professional and is available online. (Important: 1 point)	Met
Standard 1.9: Learners are asked to introduce themselves to the class. (Important: 1 point)	Met
Notes on Standard 1: The course structure is straightforward and the navigation is simple.There is a "course orientation module" with a self graded quiz at the end. There is also a video welcome from the instructor that provides basic information about the course.	13/16

2. LEARNING OBJECTIVES (COMPETENCIES) **General Standard 2 – Learning Objectives (Competencies):** Learning objectives or competencies describe what learners will be able to do upon completion of the course. **Overview Statement:** The learning objectives or competencies establish a foundation upon which the rest of the course is based.	**Met or Not Me**
Standard 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable. (Essential: 3 points)	**Met**
Standard 2.2: The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (Essential: 3 points)	**Met**
Standard 2.3: Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. (Essential: 3 points)	**Met**
Standard 2.4: The relationship between learning objectives or competencies and learning activities is clearly stated. (Essential: 3 points)	**Met**
Standard 2.5: The learning objectives or competencies are suited to the level of the course. (Essential: 3 points)	**Met**
Notes on Standard 2: There are clear and measurable learning objectives in alignment with the course's activities and assessments.	**15/15**
3. ASSESSMENT AND MEASUREMENT **General Standard 3 – Assessment and Measurement:** Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies. **Overview Statement:** Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.	**Met or Not Me**
Standard 3.1: The assessments measure the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Met**
Standard 3.2: The course grading policy is stated clearly at the beginning of the course. (Essential: 3 points)	**Met**
Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (Essential: 3 points)	**Met**
Standard 3.4: The assessments used are sequenced, varied, and suited to the level of the course. (Very Important: 2 points)	**Met**

Standard 3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback. (Very Important: 2 points)	**Met**
Notes on Standard 3: The assessments are in alignment with the learning objectives, have specific due dates and are clearly defined.	**13/13**
4. INSTRUCTIONAL MATERIALS **General Standard 4 - Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives or competencies. **Overview Statement:** The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.	**Met or Not Me**
Standard 4.1: The instructional materials contribute to the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Met**
Standard 4.2: The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. (Essential: 3 points)	**Met**
Standard 4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. (Very Important: 2 points)	**Met**
Standard 4.4: The instructional materials represent up-to-date theory and practice in the discipline. (Very Important: 2 points)	**Met**
Standard 4.5: A variety of instructional materials is used in the course. (Important: 1 point)	**Not Met**
Notes on Standard 4: The course's instructional materials assist in the achievement of the stated learning objectives, however they lack variation, consisting solely of video lectures and reading assignments.	**10/11**
5. LEARNING ACTIVITIES AND LEARNER INTERACTION **General Standard 5 - Learning Activities and Learner Interaction:** Learning activities facilitate and support learner interaction and engagement. **Overview Statement:** Course components that promote active learning contribute to the learning process and to learner persistence.	**Met or Not Me**
Standard 5.1: The learning activities promote the achievement of the stated learning objectives or competencies. (Essential: 3 points)	**Met**
Standard 5.2: Learning activities provide opportunities for interaction that support active learning. (Essential: 3 points)	**Met**
Standard 5.3: The instructor's plan for interacting with learners during the course is clearly stated. (Essential: 3 points)	**Met**

Standard 5.4: The requirements for learner interaction are clearly stated. (Very Important: 2 points)	**Met**
Notes on Standard 5: Learners' interaction and engagement is facilitated and supported through learning activities, such as the peer-graded assignment in the first lesson but more of them are needed.	**11/11**
6. COURSE TECHNOLOGY **General Standard 6 - Course Technology:** Course technologies support learners' achievement of course objectives or competencies. **Overview Statement:** The technologies enabling the various tools used in the course facilitate rather than impede the learning process.	**Met or Not Me**
Standard 6.1: The tools used in the course support the learning objectives or competencies. (Essential: 3 points)	**Met**
Standard 6.2: Course tools promote learner engagement and active learning. (Essential: 3 points)	**Met**
Standard 6.3: A variety of technology is used in the course. (Important: 1 point)	**Not Met**
Standard 6.4: The course provides learners with information on protecting their data and privacy. (Important: 1 point)	**Met**
Notes on Standard 6: Course technologies support learning objectives but there is no variety. The "Get started module" of the course covers data protection and privacy issues with a link to Coursera's policies. It says "NOTE: Do not post links to copyrighted materials in the Coursera discussion forums or on social networks. Doing so is a violation of the Coursera Terms of Service."	**7/8**
7. LEARNER SUPPORT **General Standard 7 - Learner Support:** The course facilitates learner access to institutional support services essential to learner success. **Overview Statement:** It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.	**Met or Not Me**
Standard 7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. (Essential: 3 points)	**Not Met (*)**
Standard 7.2: Course instructions articulate or link to the institution's accessibility policies and services. (Essential: 3 points)	**Not Met**
Standard 7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course. (Essential: 3 points)	**Met**

Standard 7.4: Course instructions articulate or link to the institution's student services and resources that can help learners succeed. (Important: 1 point)	**Met**
Notes on Standard 7: **(*) There is a link to the Coursera Help center but it's <u>broken</u> (msg: Oops, this help center no longer exists).** **There is no link to the institution's accessibility policies and services.**	**4/10**
8. ACCESSIBILITY AND USABILITY **General Standard 8 - Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners. **Overview Statement:** The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components. Disclaimer: Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.	**Met or Not Me**
Standard 8.1: Course navigation facilitates ease of use. (Essential: 3 points)	**Met**
Standard 8.2: The course design facilitates readability. (Essential: 3 points)	**Met**
Standard 8.3: The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (Essential: 3 points)	**Met**
Standard 8.4: The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. (Very Important: 2 points)	**Met**
Standard 8.5: Course multimedia facilitate ease of use. (Very Important: 2 points)	**Met**
Standard 8.6: Vendor accessibility statements are provided for all technologies required in the course. (Very Important: 2 points)	**Not Met**
Notes on Standard 8: **The course's navigation and layout is simple and easy to use. There are transcripts for the video lectures but there aren't any vendor accessibility statements.**	**13/15**

Comments:
Course score: 86/99
According to Quality Matters Course Design Rubric Standards "A score of 85% (with Essential Standards being met) qualifies a course to receive a QM Certification for quality course design". The course scored an 86% but it did not satisfy all of the essential standards, since two of them (see rubric above) are not met. However, I believe that with a couple of minor modifications: a) add a link to the institution's accessibility policies and services and b) fix the broken link to the Coursera Help center, it can easily qualify.
The course includes an "orientation module" as well as a video welcome message by the professor, which helps to establish the instructor's

presence in the course. There are clearly defined and measurable course and module learning objectives that correspond to the activities and assessments. The course's instructional material supports the fulfillment of the specified learning objectives, however they are limited in variety, consisting primarily of video lectures and reading assignments. Learning activities, such as the peer-graded assignments in modules 1 & 3, promote and support learners' interaction and involvement. Learning objectives are supported by course technology, yet there is little variety of it. The course facilitates learner's access to institutional support services but there is no reference or link to the institution's accessibility policies and services.

OLC Quality Scorecard Suite: OSCQR 3.1
Highlight in green your rating and make any notes in the action plan.

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan1. Course
1. COURSE OVERVIEW AND INFORMATION							
1.	Course includes Welcome and Getting Started content.	☑					
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	☑					
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	☑					
4.	A printable syllabus is available to learners (PDF, HTML).				☑		There isn't a printable version of the syllabus.
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.			☑			There is a link to an "honor code" page but there are no references or links to the institution's accessibility policies and services.
6.	Course provides access to learner success resources (technical help, orientation, tutoring).		☑				There is a link to the Coursera Help center but it is broken.
7.	Course information states whether the course is fully online, blended, or web- enhanced.	☑					Stated on the front page (100% online)
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	☑					The methods and devices needed to access and participate in the course are communicated before the learner enrolls in the course by the Coursera website.
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	☑					
10.	Course provides contact information for instructor, department, and program.	☑					
2. COURSE TECHNOLOGY & TOOLS							
11.	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.				☑		There is no information about prerequisite skills available, they should be added.
12.	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).	☑					There is an orientation module at the beginning of the course with a clear learning objective: "Obtain the technical skills required for the course."
13.	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.					☑	There are no technology tools but the course menu is clear/simple and easy to navigate.

#	Criteria						Notes
14.	Course includes links to privacy policies for technology tools.				✓		No links to privacy policies exist in the course. They should be added.
15.	Any technology tools meet accessibility standards.					✓	No technology tools are used other than videos and discussion boards.

3. DESIGN AND LAYOUT

#	Criteria						Notes
16.	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	✓					
17.	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	✓					
18.	There is enough contrast between text and background for the content to be easily viewed.	✓					
19. 20.	Instructions are provided and well written.	✓					
21.	Course is free of grammatical and spelling errors.	✓					
22.	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	✓					
23. 24.	Flashing and blinking text are avoided.	✓					
25.	A sans-serif font with a standard size of at least 12 pt is used.	✓					
26. 27.	When possible, information is displayed in a linear format instead of as a table.	✓					
28.	Tables are accompanied by a title and summary description.					✓	There are no tables in the course.
	Table header rows and columns are assigned.					✓	There are no tables in the course.
	Slideshows use a predefined slide layout and include unique slide titles.					✓	There are no slideshows in the course.
	For all slideshows, there are simple, non-automatic transitions between slides.					✓	There are no slideshows in the course.

4. CONTENT AND ACTIVITIES

#	Criteria						Notes
29.	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.			✓			It offers mostly video lectures and websites for reading assignments. There is room for improvement on the type of resources provided.
30.	Course provides activities for learners to develop higher-order thinking and problem- solving skills, such as critical reflection and analysis.			✓			Besides a peer-graded assignment offered in the 1st module all other assignments are graded quizzes. Also, it's missing a reflection assignment. .
31.	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.			✓			The activities and assignments need improvement in order to emulate real word applications.
32.	Where available, Open Educational Resources, free, or low cost materials are used.	✓					
33.	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.	✓					There is a link to "Coursera Terms of Service."
34.	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.	✓					
35.							

#	Standard	1	2	3	4	5	Notes
36.	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	[X]					
37.	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.				[X]		There are no graphics or images. There are only videos that have transcripts
	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	[X]					

5. INTERACTION

#	Standard	1	2	3	4	5	Notes
38.	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).				[X]		There is no feedback from the instructor.
39.	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).	[X]					All interactions are defined and the assignments have specific due dates.
40.	Learners have an opportunity to get to know the instructor.		[X]		[X]		There is a welcome video message but no other interaction is established.
41.	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).	[X]					The course has "Meet and Greet", "Discussion forum" and a peer-graded assignment.
42.	Course offers opportunities for learner to learner interaction and constructive collaboration.	[X]					There are two peer-graded assignments in modules 1 & 3 and discussion boards after each module.
43.	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.	[X]					Learners are encouraged to share resources. In module 1 at the "Suggested additional readings" section says "Feel free to find other readings or resources and share them in the forums".

6. ASSESSMENT AND FEEDBACK

#	Standard	1	2	3	4	5	Notes
44.	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.	[X]					Course's grading policy is clearly stated.
45.	Course includes frequent and appropriate methods to assess learners' mastery of content.	[X]					Students are evaluated upon the completion of each module.
46.	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).	[X]					Detailed instructions and rubrics are provided for the two peer-graded assignments of the course.
47.	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).				[X]		Reflective assignments should be included.
48.	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.	[X]					There are specific due dates for all assignments.
49.	Learners have easy access to a well designed and up-to-date gradebook.	[X]					There is a gradebook with a weighted grading system.
50.	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.				[X]		No feedback is requested from the learner. It should be added.

ONLINE LEARNING CONSORTIUM

SUNY ONLINE

Comments:
The course did very well on most areas and especially on the "course overview and information" and the "design and layout" sections. It has a dedicated "getting started" module that contains a welcome message and all the information students need to get started. Furthemore, the navigation and the layout of the course is simple and user-friendly. Although there is an activity-goal alignment and there are clear objectives, the course should improve on the types of material and activities offered. A variety is needed in both of them, since all modules have only video lectures and readings and, besides the two peer-graded activities, the rest of the assignments are self-graded quizzes. However, with a few modifications in the above mentioned areas, the course can satisfy the necessary standards as it has a strong foundation.

Comparison of Courses and Frameworks

For this assignment I reviewed two MOOC courses from Coursera. The first one was **"The Ancient Greeks"**, a course offered by Wesleyan University that covered the same period (more or less) of ancient Greek history with the one I am building but it was geared toward adults and had heavy content. The second one was a course offered by the University of Illinois called **"Instructional Design Foundations and Applications"**. The second course introduced learners to the concepts and theory of instructional design as well as the analysis of instructional systems in order to develop instructional material. These two courses appealed to me because of their topics. From the two of them, the first one had 7 modules and the second one only 4. The first one scored 35/99 at the Quality Matters Standards rubric and had many issues that needed to be addressed according to the OSCQR scorecard, while the second one scored very high, 88/99, at the Quality Matters Standards rubric and did also extremely well according to the OSCQR scorecard. The first course seemed to lack essential features present at the second course, such as an "orientation module" and a welcome video, course and module learning objectives clearly defined and in alignment with the activities and assessments, learner engagement and involvement through collaborative activities, clear course policies and access to institutional support services. It seemed to me that the developers of the second course did take some extra steps in order to comply with specific standards and make learning more focused and guided.

These two frameworks, QM and OSCQR, appear to have similar categories/standards' sections, such as overview, course technology, content, interaction, assessments, feedback and support, however, each one highlights different categories/standards. So, OSCQR gives more emphasis on design and layout (separate category) while QM calls out learning objectives and accessibility. However, both rubrics cover all of these standards in different sections and with varying degrees of emphasis. When comparing the two, I believe the OSCQR rubric is more useful for an instructional designer or instructor who wants to assess his/her course and devise an action plan, whereas the QM can be used to determine an official score and (if possible) a certification for the course. OSCQR provides a course improvement plan, whereas QM's main objective is to grade a course. Each one was designed with a distinct end-goal in mind, but they can both be used to assess a course.

If I had to select between the two, I would prefer the QM rubric because of the emphasis given to the learning objectives and the accessibility. I believe that each course should have a focus/a goal and be accessible to all people. A significant part of what distinguishes one course from another is the learning objectives; for example, the course I'm developing will be entirely different from the course I reviewed, although they have similar material and they cover the same era. The learning objectives help to define what students should be able to do as a result of the instruction and consequently help in designing more effective activities and assessments. Learning objectives are similar to a GPS navigation tool. Once a destination is entered into the GPS, the gadget leads the vehicle through a specific route and ensures that the driver arrives at

the specified location without getting lost (Mahajan et al, 2017).

References
Mahajan, Mrunal & Sarjit Singh, Manvender Kaur. (2017). Importance and Benefits of Learning Outcomes. IOSR Journal of Humanities and Social Science. 22. 65-67. Retrieved from
https://www.researchgate.net/publication/315637432_Importance_and_Benefits_of_Learning_Outcomes