

# QOLT Lite

## 10 Steps to Building a Great Online Course

<http://teachonline.csustan.edu>

California State University | Stanislaus

### What is QOLT?

The **Quality Online Learning and Teaching** (QOLT) course design rubric can help instructors develop online courses according to a set of established best practices. It normally consists of 58 “objectives” that are organized into 10 larger categories or topics related to online course design.

### What is QOLT Lite?

**QOLT Lite** is designed to provide **10** simple starting points of “must haves” from the larger QOLT instrument that instructors can begin using right away to improve their online courses. The starting points cover the highlights of each of the categories, and each offer a easy-to-implement objective from the QOLT instrument.

## QOLT Lite Starting Steps

- 1.** Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files. (1.1)

### Example

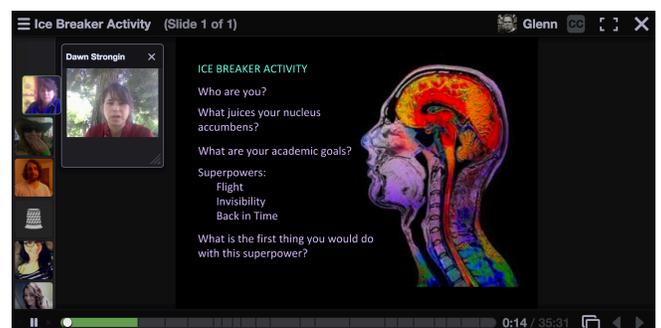
Create a welcome video message using Camtasia and post the video on YouTube (pictured). Or, record directly into a Moodle course with Moodle’s built-in video recorder.



- 2.** At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community. (4.1)

### Example

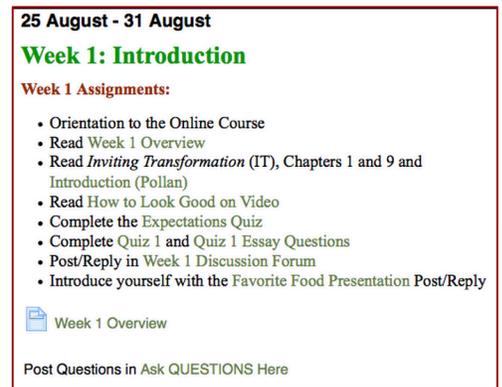
Create a one-slide VoiceThread activity (pictured) and require students to leave a voice or video comment about themselves. Even better: Ask the students to answer a “fun” question as part of their introduction (e.g., which superpower would you like to have and why?)



**3.** Navigation through the online components of the course is logical, consistent, and efficient. (4.3)

**Example**

*Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules.*



**4.** Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives, and success of the student. (3.3)

**Example**

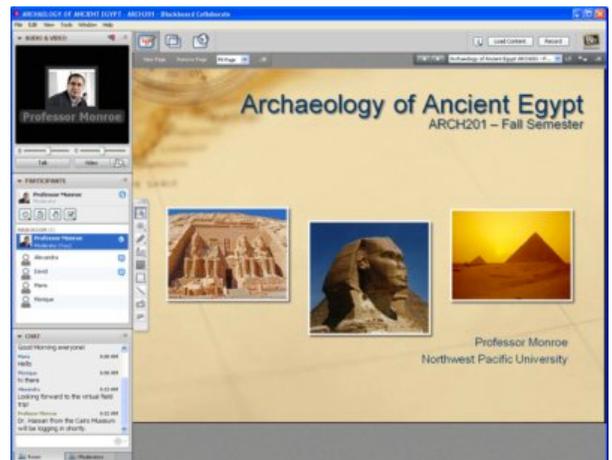
*For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). Quickly record a multimedia introduction if desired (SoundCloud example pictured).*



**5.** Instructor takes advantage of the current tools provided by the Learning Management System (Blackboard or Moodle) to enhance learning. (6.2)

**Example**

*The course uses a virtual classroom like Blackboard Collaborate (pictured) or Google Hangouts for synchronous web conferencing.*



**6.** Throughout the semester, instructor provides multiple opportunities to give feedback on student learning, as well as helping “self-check” their learning. (2.5)

**Example**

Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System gradebook (or similar) for timely quantitative and qualitative feedback.

**7.** Instructor sends communication about important goals and course topics as opportunities arise. (5.7)

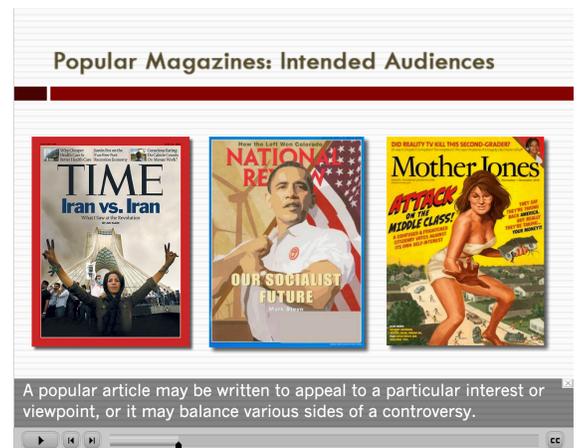
**Example**

The instructor uses the news forum to send out important communication about course content and topics being covered. This is important if there is confusion or a lot of questions from students.

**8.** Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities. (8.5)

**Example**

Text formatting and document organization, navigation and links, images and graphics, tables, and background and colors accommodate assistive technology. Videos are captioned or a text script is provided (pictured). Contact Glenn Pillsbury for assistance with captions.



**9.** Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor. (9.3)

**Example**

Instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.

# 10.

Audio and video content can be displayed easily on multiple platforms such as PCs, tablets, and mobile devices. (10.2)

**Example**

*Instructor publishes multiple versions of the content, allowing student use the one best-suited to their given learning environment (iPhone screenshot pictured). Importantly, multimedia content does not require Flash web browser plugin.*

