Assessment #1

Online Course Audit Assignment (30%)

Introduction

The purpose of this assignment is to provide you with the opportunity to audit an existing online course so that you can experience online course design and facilitation from a learner perspective, and see examples of online teaching and learning in action. This assignment will allow you to analyze the design and facilitation techniques used within an existing online course (MOOC, OER or other freely available online course) and will allow you to provide evidence-based recommendations.

Learning Outcomes

This assignment is aligned with the following course learning outcomes:

- Analyze selected learning and instructional design theories and assess the application of these theories in a variety of online teaching and learning contexts.

- Evaluate and implement a range of educational technologies to support online design and facilitation.

- Design and develop a theory-based design plan for an online teaching and learning experience within your own educational context.

- Facilitate an online lesson using appropriate facilitation techniques and supporting educational technology to engage learners.

- Assess the design and facilitation techniques used within an existing online course and make evidence-based recommendations.

Instructions

For this assignment, you will:

- **Sign-up for an online course** (MOOC or other freely available online course) that you will audit as part of this assignment and as part of the ongoing course activities. Please **select an online course** from one of the sites listed below (or you are welcome to propose an alternate online course for approval), and **enroll in it as a student**. The course selected should be **free**, should start **within the first or second week of this course**, or be **currently**

running, should be **at least four-weeks in length**, and should be a facilitated by an instructor (i.e. it should not be self-paced).

- EdX - https://www.edx.org

- Coursera - https://www.coursera.org

- FutureLearn - https://www.futurelearn.com

- Canvas Network - https://www.canvas.net

- +Acumen - https://www.plusacumen.org/courses (select only the free options)

- Blackboard Open Education - https://openeducation.blackboard.com/mooc-catalog

- o This will not result in any financial obligation, and does not obligate you to participate in the course. Most MOOCs or freely available online courses have an **audit option,** which lets you view the course materials for **free** although you won't be able to submit assignments for feedback or a grade, and you won't receive a course completion certificate. You will have access to course videos, lectures, readings, etc., and can participate as much, or as little, as you like. The goal here is not to learn the subject matter of the online course (though you can certainly do that) or complete the course, but to get a sense of how the online course is **designed and facilitated**.

- **Audit the online course** and **create written report** that includes the following sections:

  - o **Description of Online Course** – This section should provide a detailed description of the online course including the format of the course, the topic and focus, an overview of the learners and facilitators, and an explanation of why the course was chosen to audit.

  - o **Learning Theories**– This section should include an analysis of how the design and facilitation of the online course is influenced by the principles of learning theory.

  - o **Instructional Design Models**– This section should discuss how elements of the online course align with the various instructional design models, and should explain either why you think the model was chosen, or how this design decision impacts the online course.

  - o **Learning Outcomes** – This section should describe how the learning outcomes are articulated in the online course, and should include an

assessment of the quality of the learning outcomes using the SMART criteria.

- o **Online Feedback and Assessment** – This section should include an analysis of the assessments and the educational technology supports used within the online course, and should discuss how well the online assessments align to the learning outcomes.

- o **Teaching and Learning Activities** – This section should identify the teaching and learning activities and educational technology supports used within the online course, and should examine how well they align to the teaching and learning context.

- o **Community of Inquiry** – This section should include an analysis of teaching presence, cognitive presence, and social presence evident within the online course, and should comment on their effectiveness.

- o **Recommendations** - This section should include at least five evidence-based recommendations for how the online design or facilitation of the online course could be modified or improved to enhance the online learning experience, and should include examples to support each recommendation.

- o **References** - You should support your written report with at least 10 sources and cite your references using the APA Format.

Writing Guidelines

The online course audit be approximately 2000-2500 words in length using Times New Roman 12-point font, and double spaced. Please use proper APA referencing when citing any material (this includes both paraphrasing and direct quotes). The APA Citation Style – Quick Guide can be accessed through the TRU Library website.

Note: If you need assistance with writing, see the Help Available section of your Course Guide and/or visit the TRU Writing Centre website.

Grading Rubric

This assignment will be graded according to the following rubric:

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
Description of Online Course (2.5%)	Provides a comprehensive description of the online	Provides a description of the online course with	Provides minimal description of the online	Provides an incomplete description of the online

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	course, delivering all relevant information necessary for full understanding.	sufficient information for general understanding.	course making it difficult to understand the context.	course impeding understanding of the context.
Learning Theories (2.5%)	Includes a detailed and thorough analysis of how the design and facilitation of the online course is influenced by the principles of learning theory.	Includes an analysis of how the design and facilitation of the online course is influenced by the principles of learning theory.	Includes minimal analysis of how the design and facilitation of the online course is influenced by the principles of learning theory.	Does not include an analysis of how the design and facilitation of the online course is influenced by the principles of learning theory.
Instructional Design Models (2.5%)	Provides a rich and thoughtful discussion of how elements of the online course align with the various instructional design models.	Provides a discussion of how elements of the online course align with the various instructional design models.	Provides a limited discussion of how elements of the online course align with the various instructional design models.	Does not provide a discussion of how elements of the online course align with the various instructional design models.
Learning Outcomes (2.5%)	Includes a clear description of how the learning outcomes are articulated in the online course, and includes a	Includes a description of how the learning outcomes are articulated in the online course, and includes an	Includes an incomplete description of how the learning outcomes are articulated in the online course, and	Does not include a description of how the learning outcomes are articulated in the online course, and an

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	comprehensive assessment of the quality of the learning outcomes using the SMART criteria.	assessment of the quality of the learning outcomes using the SMART criteria.	assessment of the quality of the learning outcomes using the SMART criteria is limited.	assessment of the quality of the learning outcomes using the SMART criteria is not provided.
Online Feedback and Assessment (2.5%)	Provides a detailed and thorough analysis of the assessments and the educational technology supports used within the online course, and includes a strong discussion of how well the online assessments align to the learning outcomes.	Provides an analysis of the assessments and the educational technology supports used within the online course, and includes discussion of how well the online assessments align to the learning outcomes.	Provides a limited analysis of the assessments and the educational technology supports used within the online course, and discussion of how well the online assessments align to the learning outcomes is minimal.	Does not provide an analysis of the assessments and the educational technology supports used within the online course, or discussion of how well the online assessments align to the learning outcomes.
Teaching and Learning Activities (2.5%)	Includes a clear and comprehensive identification of the teaching and learning activities and educational technology supports used	Includes identification of the teaching and learning activities and educational technology supports used within the online course,	Includes some identification of the teaching and learning activities and educational technology supports used within the online course	Does not include identification of the teaching and learning activities and educational technology supports used within the

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
	within the online course, and a thorough examination of how well they align to the teaching and learning context.	and an adequate examination of how well they align to the teaching and learning context.	with minimal examination of how well they align to the teaching and learning context.	online course or an examination of how well they align to the teaching and learning context.
Community of Inquiry (2.5%)	Provides a detailed and thorough analysis of teaching presence, cognitive presence, and social presence evident within the online course.	Provides an analysis of teaching presence, cognitive presence, and social presence evident within the online course.	Provides a limited analysis of teaching presence, cognitive presence, and social presence evident within the online course.	Does not provide an analysis of teaching presence, cognitive presence, and social presence evident within the online course.
Recommendations (7.5%)	Makes at least five realistic, appropriate and insightful recommendations clearly supported by the information from the online course audit.	Makes at least five realistic and appropriate recommendations supported by the information from the online course audit.	Makes some recommendations with limited support from the online course audit.	Does not make any recommendations or recommendations are not supported by the information from the online course audit.
References (2.5%)	Includes several supporting resources and materials. All citations and APA format are correct.	Includes some supporting resources and materials. Most citations and APA formatting are correct.	Includes a few supporting resources and materials. Some citations and APA	Includes limited supporting resources and materials. Few citations and APA formatting are correct.

Criteria	Excellent	Proficient	Satisfactory	Unsatisfactory
			formatting are correct.	
Style, Grammar, Spelling (2.5%)	Writing is clear and effective with minimal errors in grammar, spelling, mechanics, and punctuation.	Writing is clear and effective for the most part with minor errors in grammar, spelling, mechanics, and punctuation.	Writing is somewhat unclear and/or ineffective with multiple errors in grammar, spelling, mechanics, and punctuation.	Writing is unclear and ineffective with significant and repeated patterns of errors in grammar, spelling, mechanics, and punctuation.