

Quality Framework for Designing Online Courses (QF-DOC)

uses the Community of Inquiry framework (Garrison et al., 2000; Darby, F., 2020) to promote the creation of deep and meaningful (collaborative-constructivist) online learning experiences through the development of three interdependent components of learning: cognitive, social, and teaching presence. **QF-DOC** provides guidelines and standards for designing online courses for each of the six framework categories below.



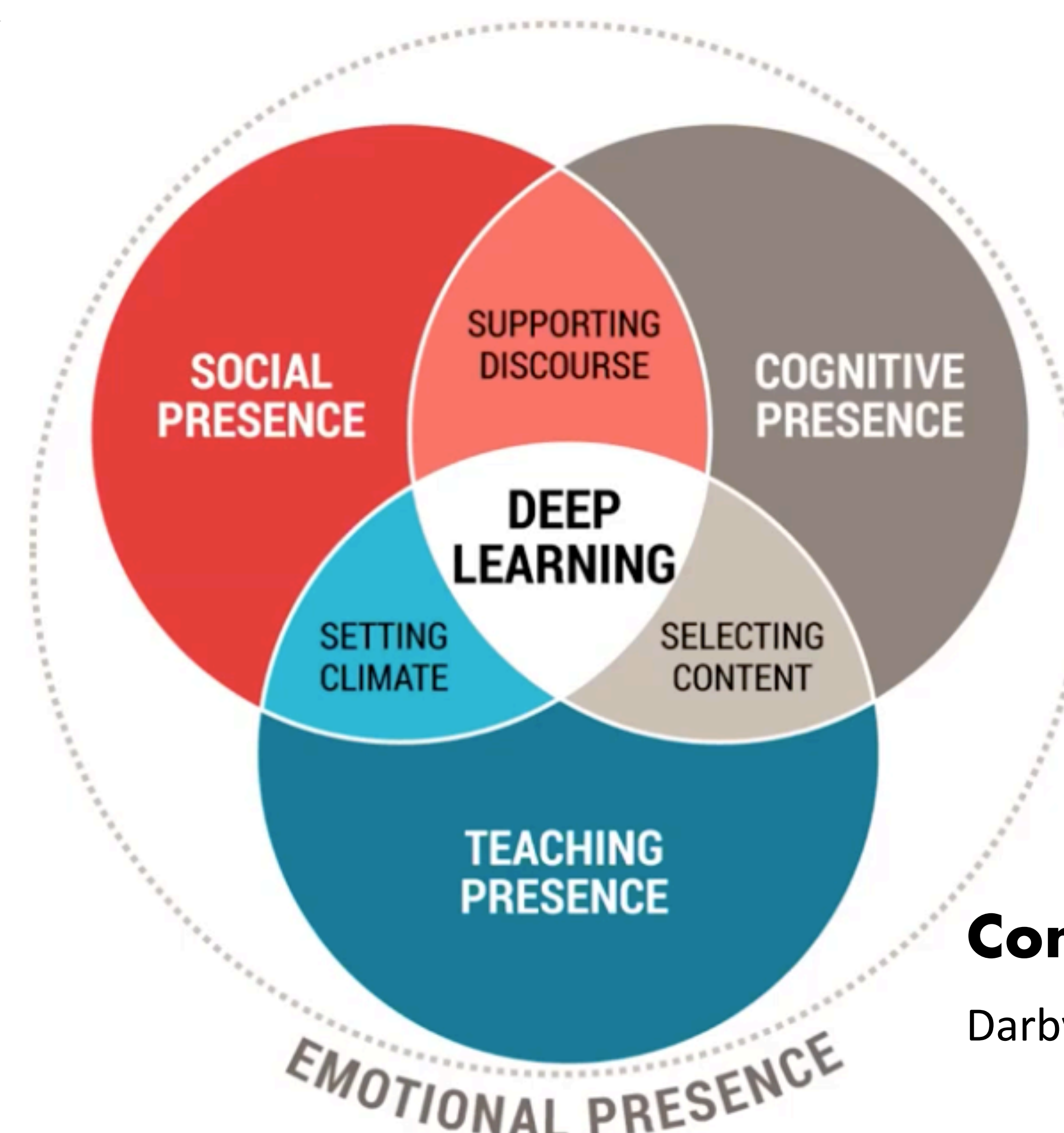
QUALITY FRAMEWORK FOR DESIGNING ONLINE COURSES (QF-DOC)

Orientation Teaching	Course Design <i>Cognitive, Social, Teaching</i>	Inclusive Pedagogy <i>Cognitive, Social, Teaching</i>
<p><i>Instructor will provide student with a</i></p> <ul style="list-style-type: none"> Welcome video recorded by the instructor at the start of each new term. Visual Syllabus that meets TLS standards for course outlines (McGill standards). Schedule of mandatory synchronous sessions. 	<p><i>Instructor and Instructional Designer will provide students with</i></p> <ul style="list-style-type: none"> Learning activities that are opportunities to engage in critical and practical inquiry, reflection, and collaborative knowledge construction. Learning activities and social opportunities that support the creation of a <i>Community of Learners</i> with open communication and trust among participants. Total time-on-task for learning activities, study, assessment, and evaluation that does not surpass 135 hours at the undergraduate level (3 credits) and 135-150 hours at the graduate level. Ongoing feedback opportunities for students to the teaching team. <p><i>Instructor will ensure</i></p> <ul style="list-style-type: none"> Facilitation, direction, and mentoring that create engaging and meaningful learning experiences. <p><i>Instructional Designer will ensure that</i></p> <ul style="list-style-type: none"> Copyrighted materials comply with McGill's Copyright policies and COPIBEC agreement, and where appropriate, they are licensed as specified by author. 	<p><i>Instructor and Instructional Designer will use</i></p> <ul style="list-style-type: none"> Culturally and equitably responsive pedagogy to provide learning experiences that address barriers to success and are inclusive of all cultures, races, demographics, socioeconomic statuses, and historically marginalized communities to provide equal opportunities to thrive. <p><i>Instructional Designer will use</i></p> <ul style="list-style-type: none"> Universal Design for Learning research-based principles that promote multiple forms of representation, expression, and engagement. Web Accessibility (WCAG 2.1) guidelines to eliminate barriers to access to or interaction with online content by students with disabilities.



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Organization Cognitive, Teaching	Formative Feedback Cognitive, Social, Teaching	Assessment and Evaluation Cognitive, Teaching
<p><i>Course provides</i></p> <ul style="list-style-type: none"> Content chunking to promote student focus and tracking of their progress. Lessons and resources sequenced to support scaffolding of knowledge. Clear and consistent nomenclature across all course components. Course-level and module-level overviews of required tasks to help students manage their time. 	<p><i>Course provides</i></p> <ul style="list-style-type: none"> Student-to-student opportunities for formative peer exchanges, both formal and informal. Student self-assessment opportunities. <p><i>Instructor provides</i></p> <ul style="list-style-type: none"> Feedback throughout the term to individual students, to small groups, and to the whole class. 	<p><i>Instructional Designer ensures that</i></p> <ul style="list-style-type: none"> The majority of assessments are authentic, promoting student inquiry, exploration, discussion, and meaningful construction of concepts and relationships in realistic situations. Multiple types of assessments address diverse abilities and forms of knowledge representation. Grading rubrics promote clarity and communicate specific expectations.



Community of Inquiry (Modified)

Darby, Flower. (2020 December 4) Plenary, ITLC Lilly Online Conference.





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June 3, 2021

References:

Darby, F. & Lang, James M. (2019). Small teaching online : Applying learning science in online classes. Jossey-Bass.

Garrison, D. R., Anderson, T., & Archer, W. (2000). [Critical inquiry in a text-based environment: Computer conferencing in higher education model](#). *The Internet and Higher Education*, 2(2-3), 87-105.

