

Quality of Instruction and Resources

Quality of learning refers to materials, activities, readings, clarity in expectations, ease of course navigation, learning outcomes and assessments, and instructor presence.

Barriers



Current lack of models, instruction, regulations, and systemic onboarding for online course design



Lack of instructor presence and availability and/or timely and appropriate feedback contribute to poor quality of learning



Production of high-quality multimedia elements is cost-prohibitive for some institutions



Text-heavy course materials with written-only assignments don't offer flexibility and may lead to further marginalization



Unclear expectations about participation and assignment requirements, resource availability, and complex course navigation

Evidence-Based Strategies

- Be proactive and reach out to students at the start of the course to establish relationships
 - Continue to initiate contact throughout the course
- Be present to:
 - Answer questions
 - Engage in live discussions and check-ins
 - Practice clear communication about course expectations
 - Give feedback on time
 - Participate in collaborative meetings and calls
- Use effective strategies to reflect flexibility
 - Offer alternative assignments to demonstrate outcomes in multiple ways (mind maps, songs and poems, blogs, websites, slide presentations, and technological solutions)
- Conduct informal needs assessment by asking what students might need to learn online, and seek to provide relevant resources
- Choose accessible resources to retain your audience
 - Create quality resources (See BCcampus' Self-Publishing Guide: Accessibility, Diversity, and Inclusion)
- Share high-quality videos that convey a personable message. Choose videos with language support, including transcriptions, subtitles, and where possible, translation to different languages

[For more data and context, read the full report from ABLE Research Consultants](#)