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