

# Evaluating Online Course Quality using a Flexible Review Tool

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# WI Virtual School

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# Outcomes

1. Identify key curriculum review areas in order to ensure quality-driven decisions on online course offerings and design.
2. View the curriculum review process flowchart and review tool in order to understand the ADDIE model in action.
3. Engage in conversations around assessing quality vendor, partner, and locally authored content in order to plan for future local efforts.

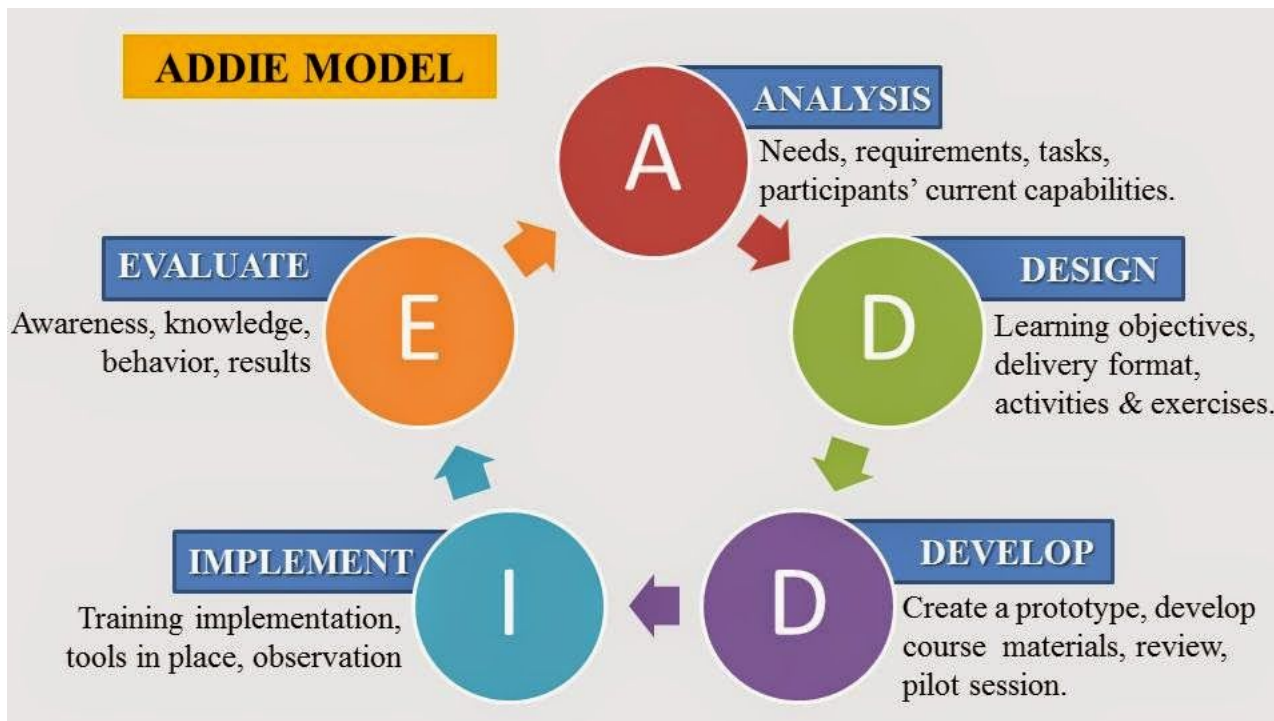
# Agenda

- ★ Welcome and Introductions
- ★ ADDIE Model & Online Course Quality
- ★ WVS Overview
- ★ Course Planning, Design, & Review Tool
- ★ Questions?

*Wisconsin  
Virtual  
School*



# ADDIE Model



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# Wisconsin Virtual School Overview

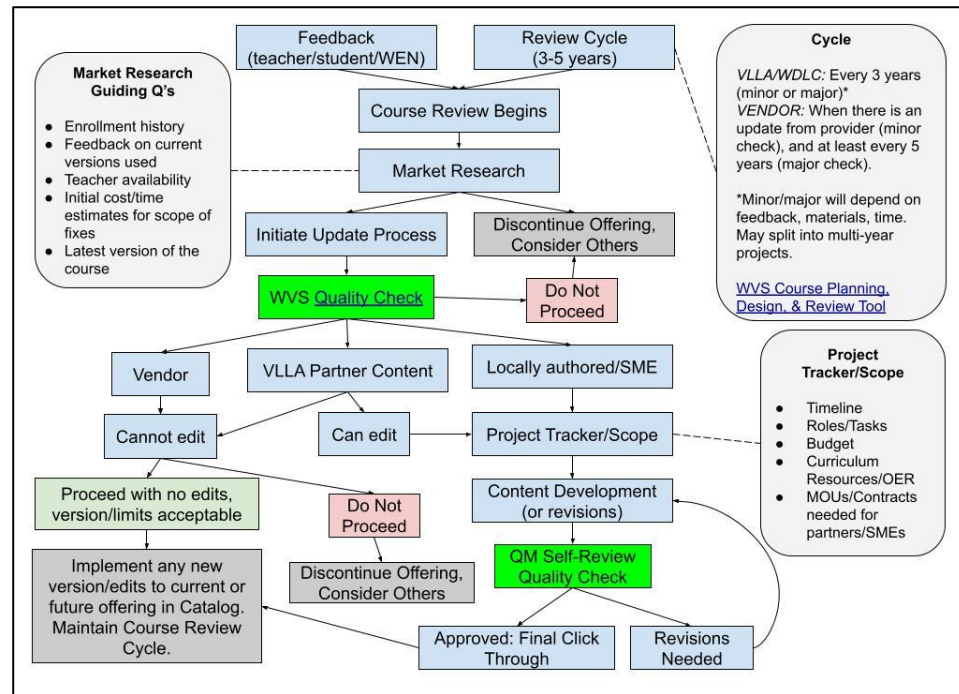
- State-wide supplementary online learning program for Wisconsin, authorized by a regional cooperative educational service agency (CESA 9)
- Partner with over 200+ districts to offer online and blended solutions for students. We served over 13,800 unique enrollments last year.
  - K-12
  - Part time or full-time online learning
  - Blended access is available through district's own teachers
- Curriculum
  - National vendors
  - Virtual Learning Leadership Alliance (VLLA) K-12 partners
  - Locally authored





# A: Analyze

- Need a **multi-context** tool
  - curriculum adoption, authoring, and regular review cycle
- **Limits** on time and funding for a formal course review process for most courses
  - 2-person curriculum team
- Need **flexibility** for levels of content control
  - 300+ semester courses from vendors, national partners, and local authoring projects
  - ~30 courses with some level of local editing control



# Now You! Analyze

How do you analyze quality of your online course offerings?

- **If you have a process in place...**
  - Do you use a formal framework, set of standards, or your own approach? If the latter, what informs your decisions?
  - What works well and what can be improved?
- **If you do not have a process in place...**
  - Would a formalized approach support your program?
  - What needs would be met by this process?





# D: Design/Develop

Our framework of questions was inspired by course design and instructional design best practices:

- [Quality Matters \(QM\)](#)
- [National Standards for Quality Online Courses \(NSQ\)](#)
- [Virtual Learning Leadership Alliance \(VLLA\)](#)

## [WVS Course Review Tool](#)

- Initial quality check to determine whether to move forward with adopting new or revising existing content
- **"Yes"** checks for general compliance with best practices
- **Concern levels** for flagging workload/barriers
- Notes as well as Next Steps / Resources to Support

# I: Implement

## Curriculum review cycle Phase 2



### **21-22 Highlight:** [WVS Course Review Tool Example - MV Civics](#)

- Change needed from current vendor
- VLLA partner (Michigan Virtual) to use and adapt their content



# E: Evaluate

## Successes

- **Early** assessment of quality by Curriculum team that is relatively **quick** (2-4 hours)
- Can be very **detailed** if needed
- Works well as **decision point**
  - If approved, serves as basis for Phase 3 project tracker and is not repetitive with Phase 4 QM review process.
  - If not approved, contains valuable data to return to if needed
- *Simplified Course Update (Minor)* tab useful for **established vendors**

## Ongoing Considerations

- Internal discussions interpreting concern level
- Majority of use cases have been *New Course/Major Revisions* tab due to catalog expansion and replacing current offerings
- Works best when there is existing course content - different supports needed when authoring

# E: Evaluate, continued



Initial efforts for this school year developing supports and a process for local curriculum authoring. The focus would be for any courses we are **“building” more than “reviewing”** (with review built in as part of the process, of course).

Draft resource examples:

- [Course Map Alignment](#)
- [ID/SME Course Outline](#)
- [Lesson Script](#)

Ongoing evaluation of quality will need to be addressed at multiple points in this process.



# Now You! Evaluate

How does this compare to any past, current, or future quality course analysis your program has explored?

- **Review Tool**
  - What might work well?
  - What might need to be adapted?
  - What indicators would lead to “continue” and what would lead to “pause/stop”?
- **Review or Evaluation Process**
  - Where could this work live within your program/district?
  - What would your role be in the course evaluation process?

# Questions?

Thank you for participating!

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