

SCRIPT-NC Webinar – Best Practices in Online Instruction
FREE RESOURCES

General Resource		
Quality Matters	Quality Matters is the global organization leading quality assurance in online and innovative digital teaching and learning environments.	https://www.qualitymatters.org See rubric attached
Resources for Accessibility		
Web Accessibility Evaluation Tool (WAVE)	WAVE is used to evaluate the accessibility of web pages. You can download a browser extension to evaluate content in your LMS.	http://wave.webaim.org
Non Visual Desktop Access (NVDA)	NVDA allows blind and vision impaired people to access and interact with the Windows operating system and many third-party applications.	https://www.nvaccess.org
Grackle Docs	Makes output from Google Suite (Docs, Slides, Sheets) accessible.	https://www.grackledocs.com
Accessibility Checker for Microsoft Office	The Microsoft Accessibility Checker is a feature included in Microsoft Office that allows users to check the accessibility of their documents	Included in Microsoft Office Suite.
SODA PDF	Soda PDF is built to help you power through any PDF task – create, edit, convert, annotate.	https://www.sodapdf.com
Accessible Colors	It evaluates your color combination using the WCAG 2.0 guidelines for contrast accessibility.	http://accessible-colors.com/
Colour Contrast Analyser (CCA)	CCA helps you determine the legibility of text and the contrast of visual elements, such as graphical controls and visual indicators.	https://developer.paciellogroup.com/resources/contrastanalyser/
Resources for Interactive Online Learning		
EdPuzzle	Make any web video into a teaching tool with quizzes, narration, cropping, and accountability features. You can also upload your own video!	https://edpuzzle.com/home
Bubbl.us	Bubble.us is a tool to create mind maps – a graphical representation of ideas and concepts.	https://bubbl.us
Go Conqr	GoConqr is a social learning platform with learning tools and an active community.	https://www.goconqr.com/en/mind-maps/
Early Edu Alliance Coaching Companion	The Coaching Companion is a video sharing and coaching feedback app.	https://www.earlyedualliance.org/coaching-companion/
Zoom	Video conferencing with real-time messaging and content sharing. You can also use break-out rooms for small group work.	https://zoom.us
Factile	Jeopardy style classroom quiz review game that you can play from computer, tablet, or phone.	https://www.playfactile.com
CONNECT Modules	Free modules designed for faculty and professional development providers with videos, simulations, quizzes, and interactive activities.	https://www.connectmodules.dec-sped.org/connect-modules/
Recommended Practice Modules (RPM)	Free modules developed for faculty and PD providers to support the implementation of the DEC Recommended Practices with videos, simulations, quizzes, and interactive activities.	https://rpm.fpg.unc.edu

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.