

# EVALUATING STANDARDS FOR ONLINE COURSE

Week 1 - Evaluating Standards for Online Courses

Tyler Wood

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Colorado State University – Global Campus

Dr. Jacqueline Derby

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ISTE Standards	iNACOL Standards	Similarities or Differences
Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation (ISTE, 2008).	The goals and objectives clearly state what the participants will know or be able to do at the end of the course (iNACOL, 2011).	Both standards have the same goal, to make sure the goals of the course are clearly laid out for the learners before starting the course. The ISTE standards are a little more interactive for the participants, however.
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources (ISTE, 2008).	The course content and assignments are aligned with the state's content standards, common core curriculum, or other accepted content standards set for Advanced Placement® courses, technology, computer science, or other courses whose content is not included in the state standards (iNACOL, 2011).	The ISTE standards are more in line with authentic assessment ideas, while the iNACOL seems to be based on a more traditional classroom experience. Both want technology at the center of the learning.
Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources (ISTE, 2008).	Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum (iNACOL, 2011).	Both standards are promoting differentiation in the classroom and wish to implement that in the planning. The ISTE standards wants more student autonomy by having the lessons "learner-centered".
Promote, support, and model creative and innovative thinking and inventiveness (ISTE, 2008).	The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways (iNACOL, 2011).	Both standards promote higher-order thinking skills for maximum understanding and transfer.

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ISTE Standards	iNACOL Standards	Similarities or Differences
Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching (ISTE, 2008).	The course design provides opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress (iNACOL, 2011).	Both standards provide for effective feedback. The iNACOL focuses on more interaction with the instructor, however.
Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats (ISTE, 2008).	The course design includes explicit communication/ activities (both before and during the first week of the course) that confirms whether students are engaged and are progressing through the course. The instructor will follow program guidelines to address non-responsive students (iNACOL, 2011).	The iNACOL standards has a way to deal with student issues, while the ISTE standards wants to promote a technology-centered format.
Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching (ISTE, 2008).	Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction (iNACOL, 2011).	Both standards promote using assessments to inform instruction and allow for adjustments to better help the students.
	Grading rubrics are provided to the instructor and may be shared with students (iNACOL, 2011).	
Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations (ISTE, 2008).	Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs (iNACOL, 2011).	Both standards allow for staying current with technological advancements for continued relevance in the course.
Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (ISTE, 2008).	The course is updated periodically to ensure that the content is current (iNACOL, 2011).	

## Reflection

It has been eye-opening to research the standards for an e-learning environment. I have been wanting to try a flipped classroom relying on technology for awhile now, and this was really helpful for planning and organizing. However, there is still a lot to learn. I will go through five of the standards I still need to learn about in order to implement an e-learning course.

The first standard is “collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation” (ISTE, 2008). I live and work in Korea, so collaborating with the parents might be tricky since there is a language barrier between many of them and I. I would also like to learn more about integrating technology into the planning process. I currently use a website called Classdojo to let the parents see how their children are behaving in class and it has been successful with the parents. I still see the children everyday and observe behavior, so this would not be a useful tool for online distance learning, but maybe it could work in a flipped classroom. I would like to continue searching for more options however.

The second standard is to “address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources” (ISTE, 2008). I have learned about differentiation and am comfortable handling students with diverse backgrounds and needs, but I would need to learn more about how to deal with those concerns using digital tools.

The third standards I would need to learn more about is “The course design provides opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress” (iNACOL, 2011). Again, I am comfortable interacting with my students in a classroom setting, but I would need to learn more about interacting with students in certain spheres on the internet. I have only gone as far as emailing a few students, but nothing more than a few messages. I would like to learn more about full classroom discussion and questions and how to deal with the timing. I have researched technology that is available for these ideas, but have not actually used them.

The fourth standards is “demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations” (ISTE, 2008). As much as I like to think I am up to date on my technology knowledge, I am pretty sure I am not. I want to be able to keep up with the students and the fast changes of modern technology. Even in my school days I was never too fond of those clearly outdated videos or attempts at slang in books. I do not want to become a dinosaur.

The final standard I think I would need to learn more about is “The course is updated periodically to ensure that the content is current” (iNACOL, 2011). As I mentioned before, I do not want to be a dinosaur, but it takes a lot of work to design and create lessons using new technology. Once it is finished it seems like the technology might be obsolete, so I need to learn how to keep current as best as I can, so I can maintain my

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abilities. If I can maintain my technological abilities, I will feel more confident making sure my students are learning most effectively.

I am still learning, and I will be until I die, so the main thing I need to do is maintain my interest in gaining new knowledge, not only in technological advances, but in effective teaching methods.

## Resources

iNACOL. (2011, October). *National standards for quality online courses*. International Association for K-12 online Learning. Retrieved from [http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL\\_CourseStandards\\_2011.pdf](http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_CourseStandards_2011.pdf)

ISTE. (2008). *Standards for teachers*. International Society for Technology in Education. Retrieved from [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)