

Evaluating Online Courses and Online Instruction

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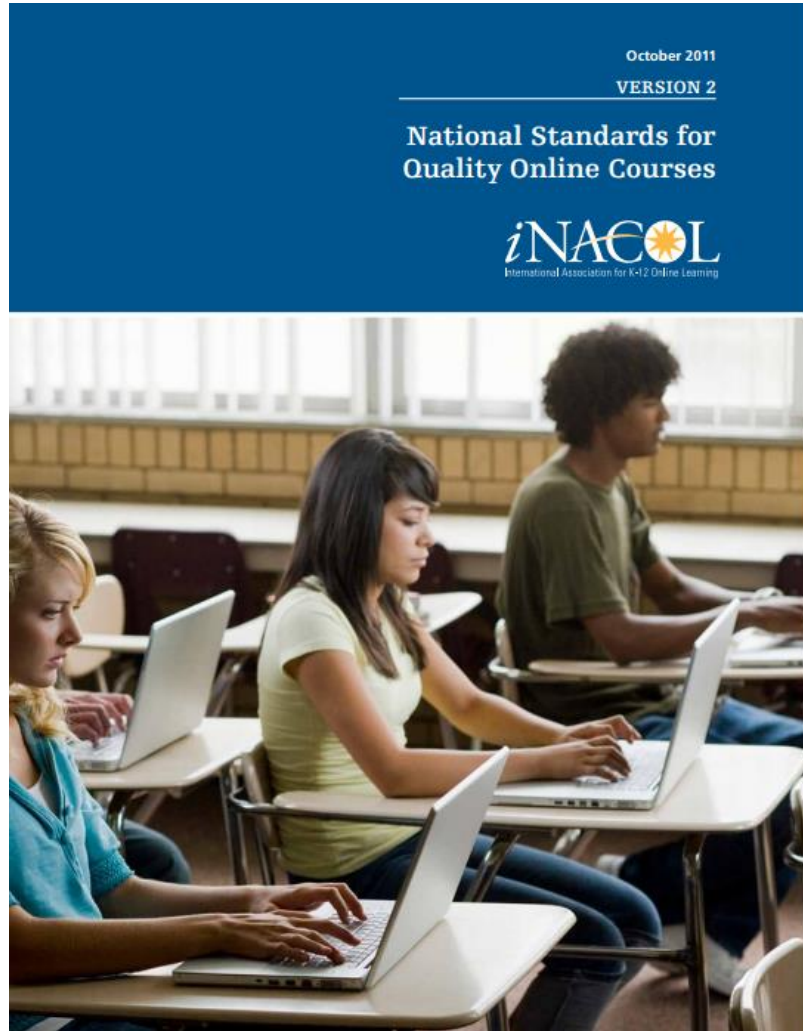
Evaluating Online Curriculum and Online Instruction

Not all online courses are created equal!

There may not be just one right way
to create an online course,
but there are definitely wrong ways.

**What Common Best Practices Make
an Online Course Successful?**





Standards -Based

- ✓ Is the course standards based?
 - ✓ Physical Activity/ Health-related fitness
 - ✓ Knowledge & Application
 - ✓ Skills
- ✓ Does it comply with iNACOL Standards for Quality Online Courses or Quality Matters?

<http://www.inacol.org/resources/publications/national-quality-standards/#3893>

<https://www.qualitymatters.org/grades-6-12-rubric>

Course Structure

- ✓ Is the course navigation clear, consistent, and easy to follow?
- ✓ Does it meet accessibility standards?

<http://webaim.org>



Getting Started

Welcome to Fitness Fundamentals II!

Please read through this "Getting Started" page for guidance on beginning the course and links to important resources and answers to frequently asked questions.

Getting Started Documents

Below are resources you need to review before starting the course.

- [Course Waiver](#)
- [Course Syllabus](#)
- [Course Outline & Pacing Guide](#)
- [Parent Guide](#)
- [Technology Requirements](#)

Exercise Requirements

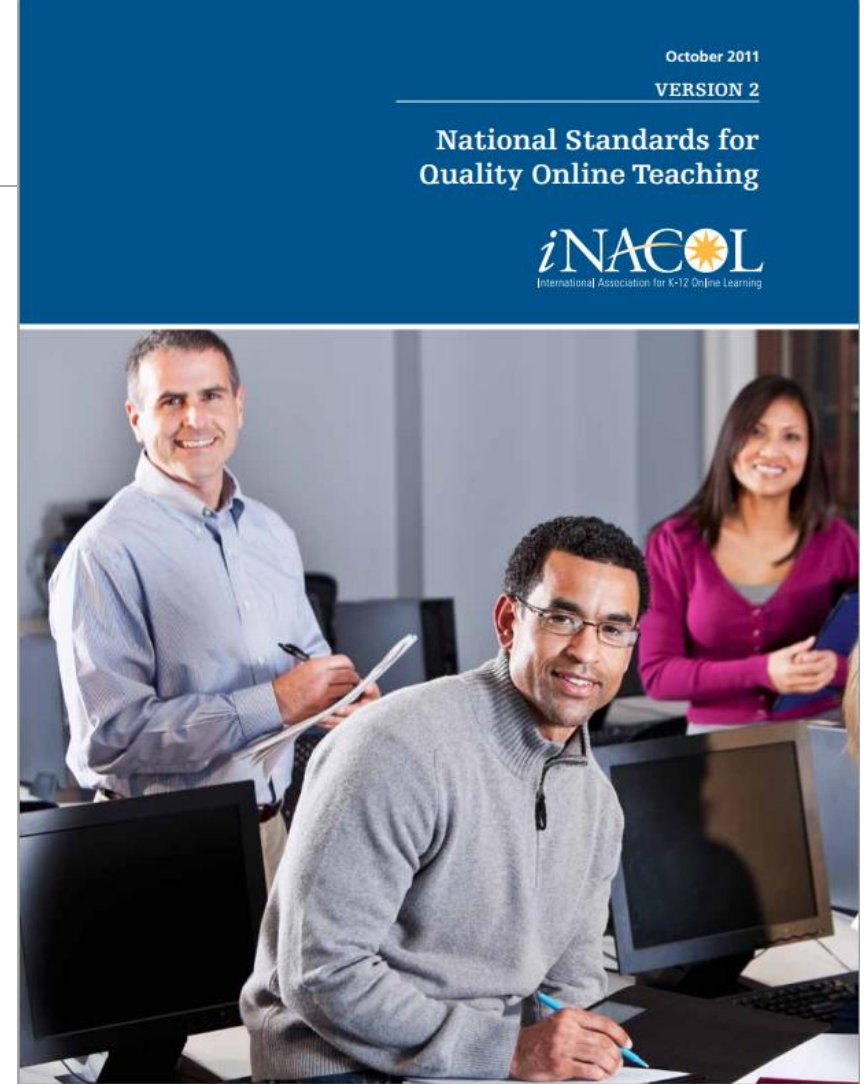
Although this is an online course, the exercise requirements are anything but virtual! Please read through the instructions and documents on the [Exercise Requirements](#) page before beginning this course. Contact your instructor if you have any questions about the requirements.

Course Introduction

Before beginning the course, take the time to review the information and lessons in the [Course Introduction](#). This section will provide more details about the tasks, requirements, and policies for the course.

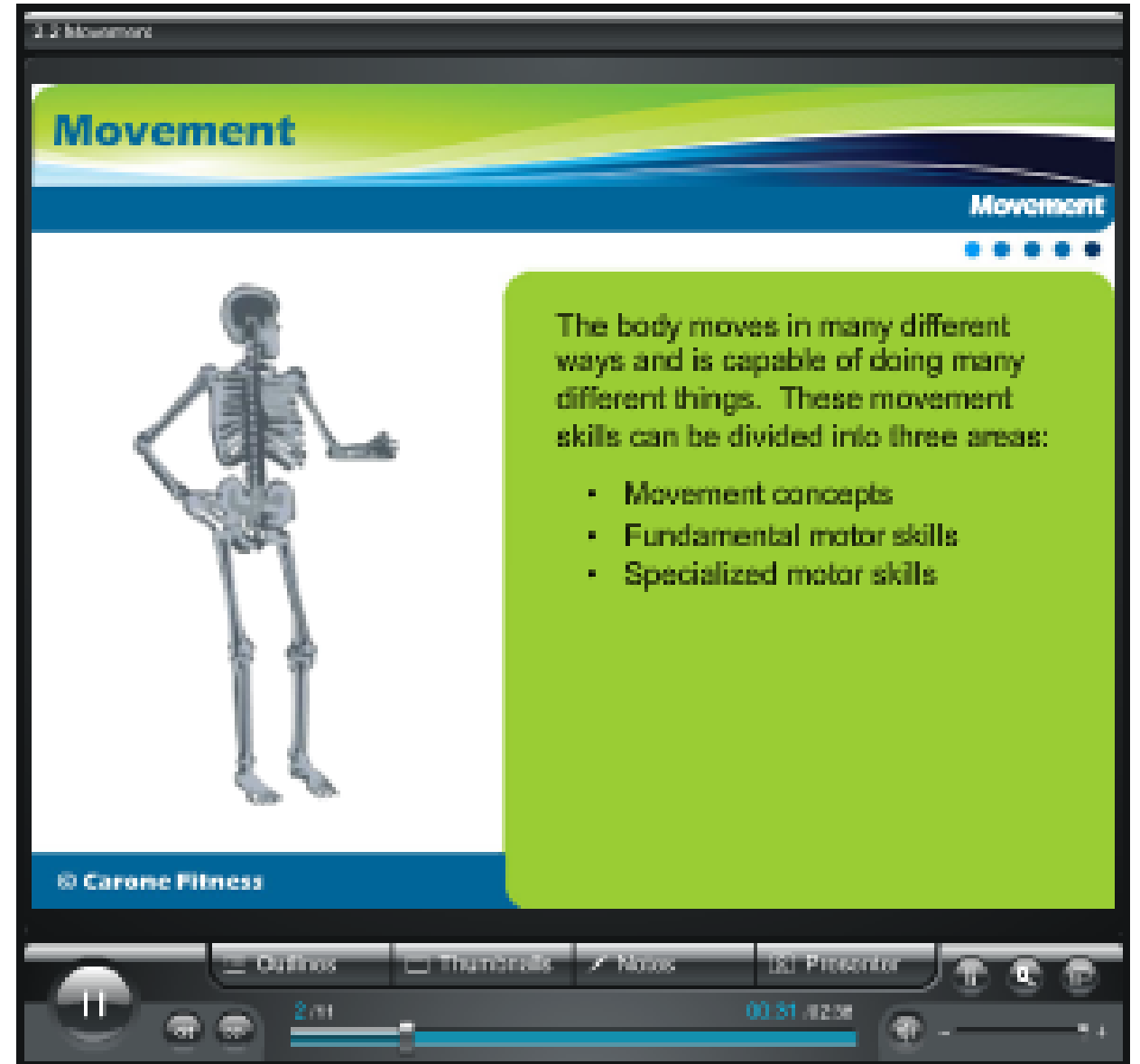
Quality Instruction

- ✓ Is a teacher available to monitor, answer questions, provide feedback, and proactively instruct & encourage students?
- ✓ Is the teacher proficient in online technologies? Have they been trained in best practices?



Knowledge-Based

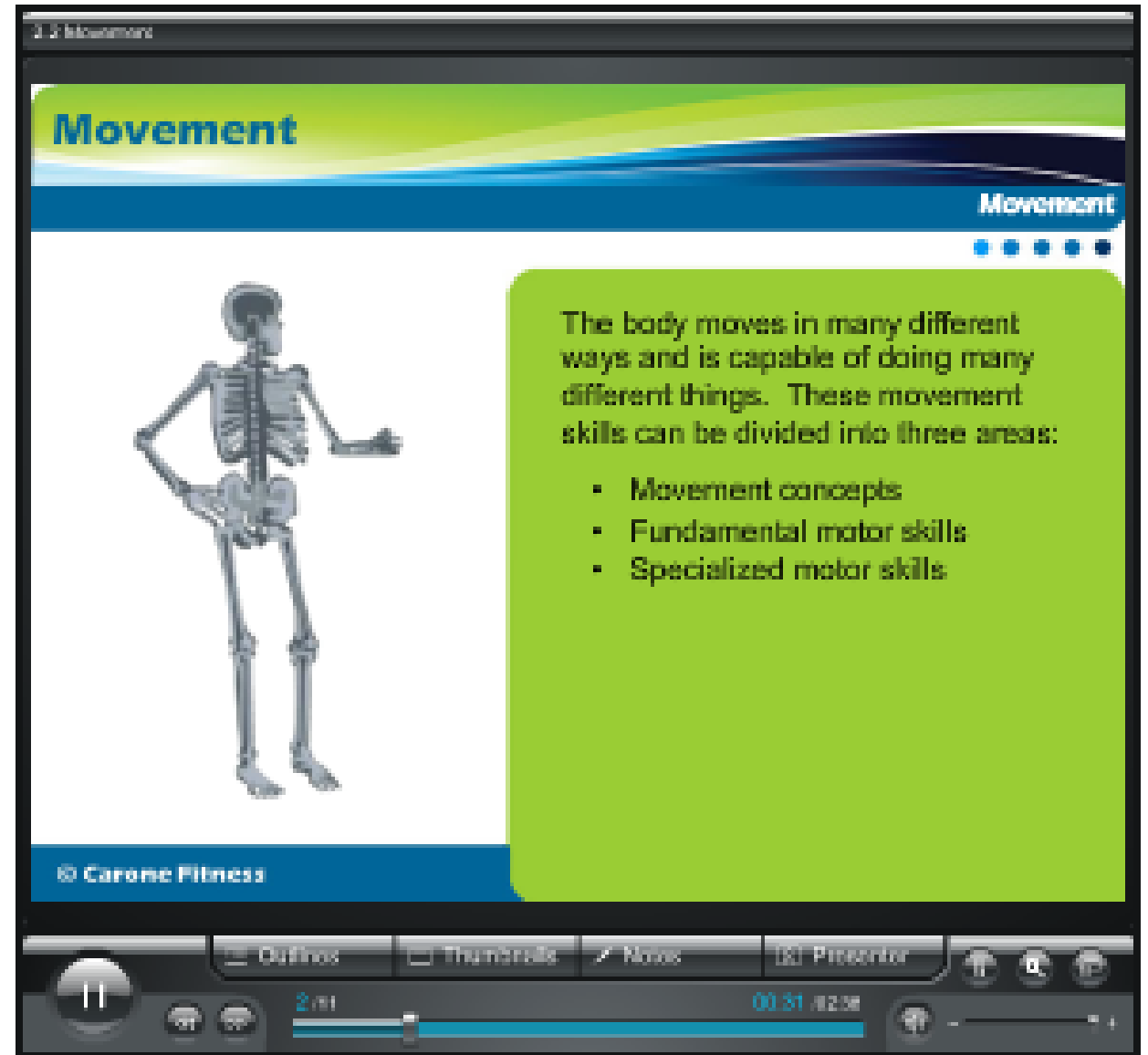
- ✓ Is the course more than just an online fitness log?
- ✓ Are students learning information about health and fitness?



The screenshot shows a video player interface. At the top, the title 'Movement' is displayed in a blue header. Below the header, there is a slide with a white background. On the left side of the slide is a 3D illustration of a human skeleton. On the right side, there is a green text box containing the following text: 'The body moves in many different ways and is capable of doing many different things. These movement skills can be divided into three areas:' followed by a bulleted list: '• Movement concepts', '• Fundamental motor skills', and '• Specialized motor skills'. At the bottom of the slide, there is a small copyright notice: '© Carone Fitness'. The video player controls at the bottom include a play/pause button, a progress bar showing '2 / 11' and '00:31 / 02:38', and various navigation icons like 'Outline', 'Thumbnail', 'Notes', and 'Presenter'.

Media-Rich

- ✓ Is the course more than just an online textbook or reading references?
 - ✓ Does it provide any multimedia or ability to interact?
 - ✓ Does it cater to different learning styles?



The screenshot shows a video player interface. At the top, the title 'Movement' is displayed in a blue header. Below the header, there is a slide with a white background. On the left side of the slide is a 3D illustration of a human skeleton in a standing posture. On the right side of the slide is a green text box containing the following text: 'The body moves in many different ways and is capable of doing many different things. These movement skills can be divided into three areas:' followed by a bulleted list: '• Movement concepts', '• Fundamental motor skills', and '• Specialized motor skills'. At the bottom of the slide, there is a blue footer with the text '© Carano Fitness'. The video player interface includes a play/pause button, a progress bar showing 2:01, and a time display of 00:31 / 02:08. Navigation buttons for 'Outline', 'Thumbnail', 'Notes', and 'Presenter' are visible at the bottom of the slide area.

Assessment

✓ What types of assessments?
Skills & knowledge?

✓ What fitness log
verification is required?



Assignment



Fitness Analysis & Goals

Your assignment this week is to complete a fitness analysis. You will be referring to your scores on your Fitness Assessment from section 1.1. You will also need to refer National Standard information found in the documents below. In addition, you will be setting post assessment goals and additional fitness goals to work on throughout the semester.

Enter your information directly into the document below. Save your assignment as noted below and upload it in the course. Click [here](#) for more information on submitting assignments.

Save As: firstinitial_lastname_assignment_1_2

[1.2 Assignment](#)

[Analyzing Fitness Scores](#)

Expectations

- ✓ Are expectations of tasks and due dates clear from the beginning?
- ✓ Is the instruction clear?
- ✓ Is there modeling for BOTH fitness skills & assignments?



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Accountability

- ✓ Are students being held accountable for their assignments and fitness logs?
- ✓ Do students know someone will follow up to check on logs and assignments?
- ✓ Does the student have parent or other support?



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Student Engagement



**PARENT &
STUDENT**

**Expectations
& Accountability**

TEACHER

CONTENT

Online Learning Readiness

No matter how good an online course or teacher is, it may not be the best learning environment for certain students.

AND/ OR

A student may need additional training, skills, or support to prepare them to take an online class.

✓ Online Learning Readiness Questionnaire

<http://www.unc.edu/tlim/ser/>

✓ Online Learning Mini-Course

✓ Course Orientation

✓ F2F Parent/Student Meeting