

High Quality Online Courses, Module 1

“Student voices” video transcript

Students like flexibility:

“I feel like because I am not forced to learn at a certain time, I can choose a time when I am alert and ready to learn.”

But flexibility can also trip them up:

“I often forgot that I was even taking an online course because it was not something that had a specific time slot in my day or week.”

Students like a variety of content types:

“I like the mix of content; text, images, interactive material, and video because it’s very easy to get bored and distracted [completing a course online]. . . . Anything that will keep me here is good, so if it’s a bit mixed, then it changes your concentration.”

But content must be designed carefully:

“My attention is more drawn to the time bar and how long this video actually is. . . . I’m honestly really zoned out right now. And I’m not really sure what he’s talking about anymore, nor am I even trying to pay attention anymore.”

“I think the big thing for me is the layout of the text. If it were different, more organized, or separated into smaller categories, it would be a lot less overwhelming, and I’d be more willing to go back and try and learn more.”

And most importantly, students don’t like feeling like they’re doing this on their own:

“Interaction is good because you always learn from dealing with other people — not just dealing with other people, but content, if they see it differently or have different questions than you do.”

“I expect [online learning] to be a bad experience. I expect all the work to be on my shoulders and not the prof’s. . . .”

We begin this course by introducing you to various strategies you can use to approach quality in online course design from the perspective of your learners. You will be encouraged to consider the experiences and learning needs of your learners to help set them up for success in your course!