**Online Course Design Elements (OCDE) in Higher Education**

**If you are using or adapting this instrument, please cite**

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**Instructions:** Please indicate the frequency with which you include the following design elements in your online courses.

[Scale: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always]

**Overview**

1. A student orientation (e.g., video overview of course elements)

2. Major course goals

3. Expectations regarding the quality of students’ communication (e.g., netiquette)

4. Expectations regarding student participation (e.g., timing, frequency)

5. Expectations about the quality of students’ assignments (e.g., good examples)

6. The instructor’s contact information

7. The instructor’s availability for office hours

8. A biography of the instructor

9. The instructor’s response time to e-mails and/or phone calls

10. The instructor’s turn-around time on feedback to submitted assignments

11. Policies about general expectations of students (e.g., late assignments, academic honesty)

12. In your opinion, what are the most important elements in this category? (please type in your answer) (\*)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content Presentation**

13. A variety of instructional materials (e.g., textbook readings, video recorded lectures, web resources)

14. Accommodations for learners with disabilities (e.g., transcripts, closed captioning)

15. Course information that is chunked into modules or units.

16. Clearly written instructions

17. Course activities that promote achievement of objectives

18. Course objectives that are clearly defined (e.g., measurable)

19. In your opinion, what are the most important elements in this category? (please type in your answer) (\*)

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**Interaction and Communication**

20. Opportunities for students to interact with the instructor

21. Required student-to-student interaction (e.g., graded activities)

22. Frequently occurring student-to-student interactions (e.g., weekly)

23. Activities that are used to build community (e.g., icebreaker activities, introduction activities)

24. Collaborative activities that support student learning (e.g., small group assignments)

25. Technology that is used to promote learner engagement (e.g., synchronous tools, discussion forums)

26. Technologies that facilitate active learning (e.g., student created artifacts)

27. In your opinion, what are the most important elements in this category? (please type in your answer) (\*)

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**Assessment and Evaluation**

28. Assessments that align with learning objectives

29. Formative assessments to provide feedback on learner progress (e.g., discussions, practice activities)

30. Summative assessments to measure student learning (e.g., final exam, final project)

31. Assessments occurring throughout the course

32. Rubrics for graded assignments

33. Self-assessment options for learners (e.g., self-check quizzes)

34. Opportunity for learners to give feedback on course improvement

35. In your opinion, what are the most important elements in this category? (please type in your answer) (\*)

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**Learner Support**

36. Easy course navigation (e.g., menus)

37. Consistent course structure (e.g., design, look)

38. Easily viewable media (e.g., streamed videos, optimized graphics)

39. Media files accessible on different platforms and devices (e.g., tablets, smartphones)

40. Minimum technology requirements (e.g., operating systems)

41. Resources for accessing technology (e.g., guides, tutorials)

42. Links to institutional support services (e.g., help desk, library, tutors)

43. In your opinion, what are the most important elements in this category? (please type in your answer) (\*)

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44. Are there any other design elements that you think are important and are not included in this survey? (please type in your answer) (\*)

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**Instructions:** Please select one answer for each of the following questions.

45. I identify my gender as

Male (1)

Female (2)

Transgender (3)

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (4)

Do not wish to respond (5)

46. My faculty rank is

Adjunct Instructor (1)

Instructor or Lecturer (2)

Assistant Professor (3)

Associate Professor (4)

Professor (5)

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(6)

47. I **primarily** teach in the following learning environment

Online asynchronously (1)

Online synchronously (2)

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(3)

48. I primarily teach

Undergraduate courses (1)

Graduate courses (2)

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(3)

49. Have you worked with instructional designers at your institution to (re-)develop online courses?

Yes (1)

No (2)

Not sure (3)

50. Does your institution require you to attend training on online course design?

Yes (1)

No (2)

Not sure (3)

51. In terms of online course design expertise, I consider myself at the stage of

Novice (1)

Advanced beginner (2)

Competent (3)

Proficient (4)

Expert (5)

**Instructions:** Please type in a numerical value for each of the following questions.

52. How many courses have you designed and developed? (\*)

\_\_\_\_\_\_\_ courses

53. How many years have you taught online in higher education? (\*)

 \_\_\_\_\_\_ years

54. What is your age? (\*)

\_\_\_\_\_\_ years

Thank you for taking the time to complete this questionnaire. We greatly appreciate your assistance!

(\*) not a forced response