

# Online Quality Fundamentals



# Guidebook



# Welcome

## - A Quick Note about this Guidebook -

The Austin Peay Online Quality Fundamentals (AOQF) guidebook is designed to help both course representatives and peer reviewers become familiar with each of the five fundamentals. Each fundamental focuses on a specific aspect of course design to ensure that online courses have the foundational components to support student success.

**AOQF Course Representatives** are faculty who want their online course(s) reviewed using the fundamentals. This guidebook can help you prepare your course(s) to be reviewed because it provides explanations, examples, and resources for each fundamental.

**AOQF Peer Reviewers** are faculty who apply the fundamentals to other faculty's courses. AOQF Peer Reviewers will find this guidebook useful while completing the AOQF Peer Reviewer Workshop in D2L and while completing the AOQF Course Review Form during AOQF reviews. The AOQF Peer Reviewer Workshop and this guidebook are meant to help Peer Reviewers apply the fundamentals consistently across course reviews.

Regardless of how you participate in AOQF, please review each section of the manual to learn more about the five fundamentals and how to apply them to a course. If you have any questions, concerns, or need advice on how to request or conduct an AOQF course review, please do not hesitate to reach out to Distance Education by emailing [online@apsu.edu](mailto:online@apsu.edu) or by calling 931-221-6625 and a representative will get back to you as soon as possible.

To request a course to be reviewed by an AOQF Peer Reviewer, click or scan the QR code.



To become an AOQF Peer Reviewer, click or scan the QM code.



Please visit the [Distance Education AOQF Webpage](#) to access a digital copy of this guidebook and other helpful resources.



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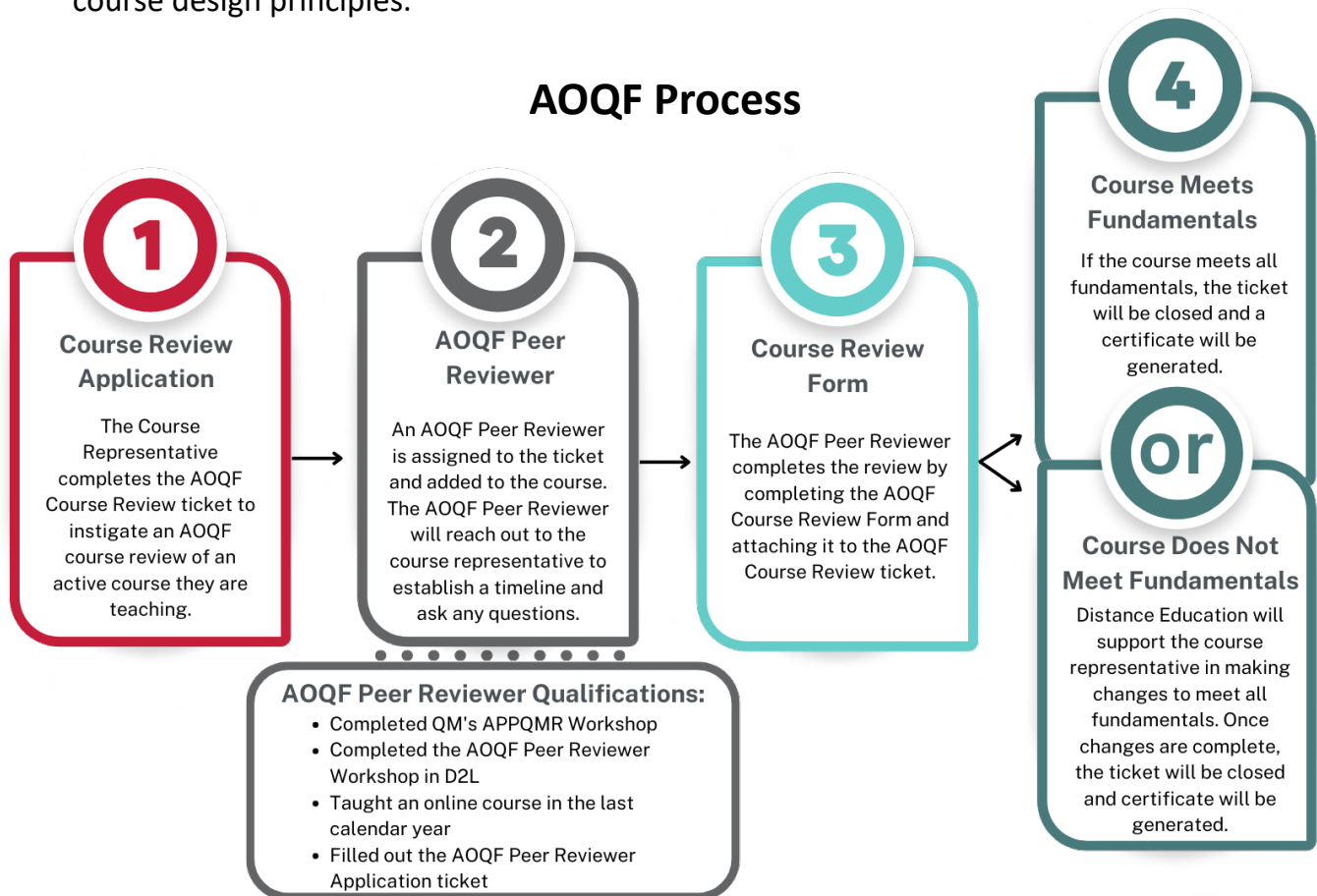
# Overview

## - The AOQF Process -

### Overview

Distance Education created APSU Online Quality Fundamentals (AOQF) to promote continuous improvement of online course quality, capitalize on faculty expertise, and establish some fundamental expectations for online courses. AOQF provides a space for faculty collaboration and collegial discussion about online teaching and learning. Faculty work together as course representatives and peer reviewers to give recommendations and considerations for improvement based on the five fundamentals. AOQF course reviews are an opportunity for online course representatives to receive feedback on their courses in regards to research-based course design principles.

### AOQF Process



# The Five Fundamentals

## - Requirements -

Fundamentals	Requirements
<p>I. Course Orientation</p>	<p>A. There is a posted “welcome” announcement that briefly introduces the course and includes instructions telling students how to get started.</p> <p>B. The structure of the course is clearly communicated to students and all assignment due dates are prominently displayed in the course.</p> <p>C. There is an instructor introduction and a communication policy stating both faculty response times and student communication expectations.</p> <p>D. There are links and/or contact information for important student resources including: Technical Support, D2L Student Resources, Student Support Services, and Privacy Policies and Accessibility Statements.</p>
<p>II. Expectations &amp; Usability</p>	<p>A. Modules have an overview stating what students must do to successfully complete each module.</p> <ul style="list-style-type: none"> <li>• Note: “Module” refers to an online lesson or the way an instructor has chunked or grouped content. Modules can also be called weeks, units, projects, topics, chapters, etc.).</li> </ul> <p>B. Modules contain all components students need to successfully complete the module including instructional materials (links, files, list of pages/chapters for reading, etc.) and LMS learning activities (discussions, quizzes, assignments, etc.).</p> <p>C. Modules are consistently named and organized to make it intuitive for students to find materials and complete activities.</p>
<p>III. Grades</p>	<p>A. Course grading policy is clearly stated. All graded assignments with their value towards students’ final grade are listed in the syllabus.</p> <p>B. The D2L gradebook is set up to accurately calculate students’ grades and reflects the course grading policy.</p> <p>C. D2L grade items follow the same naming conventions used in the titles of the discussions, quizzes, assignments, etc.</p>
<p>IV. Instructor Interaction &amp; Student Participation</p>	<p>A. The course complies with regular and substantive interaction requirements as stated in United States Department of Education regulation 34 C.F.R. § 600.2.</p> <p>B. Course activities provide regular opportunities for students’ active participation as defined in the APSU Faculty Handbook in the section titled “Guidelines for Online or Hybrid Active Participation Requirements”.</p>
<p>V. Accessibility</p>	<p>A. Sans-serif fonts (e.g. Arial, Calibri) with high color contrast (e.g. black text on white background) are used.</p> <p>B. Images have descriptive alternative text.</p> <p>C. Documents are accessible when downloaded.</p> <p>D. Video and audio files have accurate captions and/or transcripts.</p>



# Fundamental 1

## - Course Orientation -



## Requirements

- A. There is a posted “welcome” announcement that briefly introduces the course and includes instructions telling students how to get started.
- B. The structure of the course is clearly communicated to students and all assignment due dates are prominently displayed in the course.
- C. There is an instructor introduction and a communication policy stating both faculty response times and student communication expectations.
- D. There are links and/or contact information for important student resources including: Technical Support, D2L Student Resources, Student Support Services, and Privacy Policies and Accessibility Statements.

# Fundamental 1.A & 1.B

## - Welcome Announcement & Course Structure -

**1.A** When students first enter their courses in D2L, they are taken directly to the announcements page. Posting a welcome announcement directing students where to go next is helpful in eliminating frustration and ensuring learners feel supported on the first day of class. A welcome announcement should include:


- A brief overview of what the course is about and what they will learn.
- Directions on how to get started with the course.

You also might consider adding a welcome video, image, and/or links to the syllabus and other important course documents.

Announcements ▾

**Welcome!** ▾ ✕

Anna Carrie Webb posted on Mar 9, 2022 11:53 AM • 🔄 Edited



Welcome to MHA 5560 Healthcare Quality, Outcomes and Improvement

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- In this course, you will explore evidence-based practices that lead to improved quality and performance of healthcare organizations. The focus will also be on having a problem/project/case study approach and you will begin to identify potential topics/problems/opportunities for your integrative learning experience.
- To begin, click on **Content** in the top navbar and then **Getting Started** in the left sidebar. Please be sure to review the documents found in the Getting Started module such as the syllabus and course schedule.

Example of a welcome announcement in D2L.

**1.B** Explaining the structure of the course and when assessments are due ensures learners know what to expect in the upcoming semester. By providing a course schedule with due dates and the number of modules in the course, learners can set realistic expectations and be better equipped to effectively manage their time. This type of information is usually found in a “Getting Started” module and/or the course syllabus.

[Table of Contents](#) > 
 [Getting Started - READ THIS FIRST](#) > 
 [Course Information](#) > 
 [Schedule of Assignments](#)

## Schedule of Assignments ▾

Modules	Assignments	Due Dates	Grading
Module 1	Quiz – Getting Started	August 28 <sup>th</sup>	10 Points
Module 1	Discussion Board – Introduce Yourself	August 28 <sup>th</sup>	10 Points
Module 2	Discussion Board – “Gut Microbiome”	September 6 <sup>th</sup>	20 Points
Module 2	Quiz - Microbiome	September 8 <sup>th</sup>	10 Points
Module 3	Essay – Gut-Brain Axis	September 12 <sup>th</sup>	50 Points
Module 3	Quiz – Gut-Brain Axis	September 14 <sup>th</sup>	10 Points
Module 4	Discussion Board - Probiotics	September 21 <sup>st</sup>	20 Points
Module 4	Quiz - Probiotics	September 21 <sup>st</sup>	10 Points
Module 5	Discussion Board - Prebiotics	October 1 <sup>st</sup>	20 Points
Module 5	Quiz - Prebiotics	October 1 <sup>st</sup>	10 Points
Module 6	Essay – Role of Gut Microbiome	October 12 <sup>th</sup>	50 Points
Module 6	Discussion Board – Role of Gut Microbiome	October 12 <sup>th</sup>	20 Points
Module 7	Quiz – Gut Microbiome and Mental Health	October 22 <sup>nd</sup>	10 Points
Module 7	Discussion Board – Gut Microbiome and Mental Health	October 22 <sup>nd</sup>	20 Points
Module 8	Final Assignment on the impact of probiotic and prebiotic treatments on mental health.	November 16 <sup>th</sup>	100 Points


Example of a course schedule that informs students of module topics, how they will be assessed, and when assignments are due.

# Fundamental 1.C

## - Instructor Introduction & Communication Policy -

**1.C** Posting an instructor introduction is an effective way for instructors to connect with their learners and to share some information about their background. Some things to include are education, research interests, and possibly some other interests, such as hobbies or involvement in professional organizations. The instructor introduction is typically found in the “Getting Started” module or welcome announcement.

Name: Dr. Jane Doe  
Title: Associate Professor  
Department: Computer & Information Science  
Phone: (931) 221-1234  
Email:doej@apsu.edu  
Office Hours: Mon- Fri, 9 a.m.-3 p.m.



**Brief Bio:**  
Hello everyone, my name is Dr. Jane Doe. I'm originally from Wisconsin, but I consider myself a southerner after living in the south for over 20 years. I majored in computer science at the University of Kentucky in 2001, and attended Clemson University for graduate school shortly after. I received my PhD. in computer sciences from Clemson University in 2011. My primary research interests are on the topics of advanced user analytics and predictive algorithms. I have published over nine papers and have had the pleasure of being the keynote speaker at three major conferences. I'm an avid tennis player in my free-time and spend my weekends on the courts every chance I get.

Example of an instructor introduction.

It's also important to make sure that a communication policy is clearly stated so learners have:

- Office hours
- Your preferred method of contact (phone, email, or in-person)
- When they can expect communication from you
- What communication expectations you have of them

It is helpful to include your planned turn around time on graded assignments so students will know when to go check their grade and your comments. For example, “feedback will be given on graded work within 7 days of the due date unless otherwise stated.”

**Contacting Me**  
The best way to contact me is via email at: @apsu.edu. You can expect a reply from me within 24 hours, Monday-Friday. You can expect a reply within 48 hours over the weekends.

**Communication You Can Expect From Me**  
I will communicate with you several ways:

- **D2L Announcements:** Expect at least one announcement in D2L per module. It is imperative that you check D2L daily and be sure to read the announcements to stay abreast of what's going on in the class.
- **Individual Emails:** If there is an issue (such as a missing assignment) I will email you individually to check in with you. Please be sure to respond to any individual emails I send to you.
- **Grading and Feedback:** I will provide feedback and grades on assignments within one week of their due date.
- **Zoom Sessions:** (If applicable)

**Communication I Expect From You**  
I expect you to communicate in a respectful and professional manner at all times. Please be sure to abide by [APSU's Netiquette Guidelines](#) to ensure you're meeting this expectation. You will be expected to communicate in several ways:

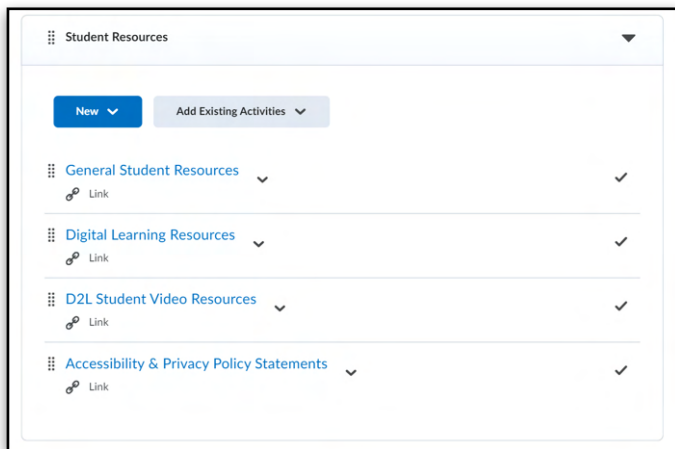
Example of a communication policy.



# Fundamental 1.D

## - Links to Important Student Resources -

**1.D** Ensure that links to important student resources are available to your learners in D2L. Some examples to include are technical support, D2L student resources, student support services, and the privacy policies and accessibility statements of the technology being used in the course. Distance Education has several web-based PDFs (linked above) that provide students with links to these various resources.



Example of Distance Education's web-based PDFs linked in D2L.

**Austin Peay State University**  
CLARKSVILLE TENNESSEE

**Distance Education**

### Vendor Privacy Policies and Accessibility Statements

Below are the privacy and accessibility policies/statements/documentation for Distance Education's current vendors. These policies might update and vendors may be added/removed. Vendors may also change links without notifying Distance Education. If you cannot find the information you need, a link is broken, or have a question, please contact Distance Education Support at [online@apsu.edu](mailto:online@apsu.edu) or (931) 221-6625.

<b>Desire2Learn (D2L) Brightspace</b> <ul style="list-style-type: none"><li><a href="#">D2L Privacy Statement</a></li><li><a href="#">D2L Committed to Accessibility in Education</a></li><li><a href="#">D2L Accessibility Compliance</a></li><li><a href="#">About Web Accessibility at D2L</a></li></ul>	<b>TechSmith (Camtasia &amp; Snagit)</b> <ul style="list-style-type: none"><li><a href="#">Accessibility</a></li><li><a href="#">TechSmith Corporation Privacy Notice</a></li><li><a href="#">GDPR Compliance and TechSmith Products</a></li></ul>
<b>Examity</b> <ul style="list-style-type: none"><li><a href="#">Examity Accessibility</a></li><li><a href="#">Examity Privacy and Security Policy</a></li></ul>	<b>Turnitin</b> <ul style="list-style-type: none"><li><a href="#">Turnitin Privacy and Security Information</a></li><li><a href="#">Turnitin Accessibility Standards Compliance</a></li></ul>
<b>Honorlock</b> <ul style="list-style-type: none"><li><a href="#">Honorlock and FERPA</a></li><li><a href="#">Honorlock Accessibility Statement</a></li><li><a href="#">Honorlock Exam Taker Terms of Use</a></li><li><a href="#">Honorlock Exam Taker Privacy Notice</a></li><li><a href="#">Honorlock Student Privacy Statement</a></li></ul>	<b>Tutor.com</b> <ul style="list-style-type: none"><li><a href="#">Princeton Review and Tutor.com Privacy Policy</a></li><li><a href="#">Tutor.com Accessibility Conformance Report</a></li></ul>
<b>SmarterServices</b> <ul style="list-style-type: none"><li><a href="#">SmarterServices Privacy</a></li><li><a href="#">SmarterServices Cookie Policy</a></li><li><a href="#">SmarterMeasure Accessibility</a></li><li><a href="#">SmarterMeasure Voluntary Product Accessibility Template</a></li></ul>	<b>YuJa</b> <ul style="list-style-type: none"><li><a href="#">YuJa Accessibility Documentation</a></li><li><a href="#">YuJa Privacy Policy</a></li><li><a href="#">YuJa Terms of Service</a></li><li><a href="#">YuJa WCAG 2.1 Checklist</a></li></ul>
	<b>Zoom</b> <ul style="list-style-type: none"><li><a href="#">Zoom Accessibility</a></li><li><a href="#">Zoom FERPA Guide</a></li><li><a href="#">Zoom Trust Center</a></li></ul>

**Austin Peay State University**  
CLARKSVILLE TENNESSEE

## Digital Learning Resources

**INTRODUCTION TO ONLINE COURSES**  
This introduction will provide you with the necessary information to get you started with online courses and connect you to the departments that will support you throughout your virtual experience.

**TECHNOLOGY FOR DIGITAL LEARNING**  
This website provides information on the hardware, web browsers, and other tools you will need to be a successful online learner.

**D2L RESOURCES**  
Visit this site and click the appropriate tab to get help using APSU's learning management system, D2L Brightspace.

**NETIQUETTE**  
This site outlines expectations for conducting yourself on the internet. Use these as guidelines when participating in your online courses.

**ONESTOP/WEB SELF-SERVICE**  
This site answers frequently asked questions about OneStop, D2L, and Web Self-Service accounts.

**ONLINE PROCTORING INFORMATION**  
If you have proctored exams in your online courses, visit this site to get help setting up your exam session.

**ONLINE TUTORING**  
Tutor.com provides 24/7 online tutoring 365 days a year. This resource can be accessed directly from within D2L.

**PEAY MOBILE**  
The Peay Mobile App allows users to stay on top of your events, classes, and assignments with the built in calendar function, and it notifies users of important dates, deadlines & security announcements.

**STUDENT EMAIL**  
This site answers frequently asked questions about the APSU student email.

**TURNITIN FEEDBACK STUDIO**  
Turnitin can be used by course instructors to provide feedback to students and check for plagiarism. Visit the website to learn more about the various resources Turnitin offers.

**WRITING CENTER (ONLINE WRITING HELP)**  
Register for online writing assistance through the writing center by visiting the above link and scrolling down. Papers can be submitted to the writing center for help with different reference styles/formatting, grammar, and other academic writing features.

**ZOOM WEB CONFERENCING**  
Use zoom web conferencing to connect to others virtually. As an APSU student, you have a pro account when you sign on using your single sign-on.

If you have any further questions about these resources, please contact:

**DISTANCE EDUCATION**  
931-221-6625  
[ONLINE@APSU.EDU](mailto:ONLINE@APSU.EDU)

Two examples of the Distance Education web-based PDFs. Distance Education staff update the links on these documents regularly so you do not have to! Links to these PDFs are provided above; you can also request these PDFs by contacting Distance Education Support at [online@apsu.edu](mailto:online@apsu.edu) or 931-221-6625.

# Fundamental 1

## - Decision Trees -

### 1.A

Is there a welcome announcement that provides a brief overview of the course and tells students how to get started?

#### No

**Recommendations:** How can the fundamental be met?

- Create an announcement that includes a brief overview of the course as well as directions on how to access the content in the course shell.

#### Yes

**Considerations:** Is there a way to improve this section?

- Quick-link the syllabus.
- Create a welcome video.
- Add an engaging graphic.
- Elaborate on the course overview.

### 1.B

Is a course schedule with due dates supplied or is the course structure and due dates clearly communicated with the students?

#### No

**Recommendations:**

- Include the number of modules, related assignments/assessments, and due dates in a course schedule.
- Include a course schedule in the same module as the syllabus and other important course information.

#### Yes

**Considerations:**

- Organize the course schedule in a user friendly format (table, list, graphic).
- Add quick links to assignments & materials.
- Make sure the course schedule is easy to find (e.g. in the getting started module).

# Fundamental 1

- Decision Trees Continued -

## 1.C

Is there an instructor introduction and a communication policy?

No

### Recommendations:

- Introduce yourself in D2L and include your name, title, education, department, phone, email, etc.
- Create a communication policy and state your office hours, preferred method of contact, and response time expectations.

Yes

### Considerations:

- Add a photo or video to your introduction.
- Include hobbies or other fun facts about yourself.
- Make sure that the communication policy covers expectations for announcements, emails, grading, and feedback.

## 1.D

Are there documents/links or a section for common student resources?

No

### Recommendations:

- Link important student resources using the Distance Education web-based PDFs.
- Provide any other helpful resources specifically related to your content/course for students such as software or tutoring.

Yes

### Considerations:

- Create a Student Resources submodule under the Getting Started module.
- Provide any other helpful resources specifically related to your content/course for students, such as software or tutoring.



# Fundamental 2

## - Expectations and Usability -



## Requirements

A. Modules\* have an overview stating what students must do to successfully complete each module.

\*Note: "Module" refers to an online lesson or the way an instructor has chunked or grouped content. Modules are also commonly called weeks, units, projects, topics, chapters, etc.

B. Modules contain all components students need to successfully complete the module including instructional materials (links, files, list of pages/chapters for reading, etc.) and LMS learning activities (discussions, quizzes, assignments, etc.).

C. Modules are consistently named and organized to make it intuitive for students to find materials and complete activities.

# Fundamental 2.A

## - Module Overviews -

**2.A** Providing an overview for each module helps students know what is expected of them. By providing module overviews, students will be able to manage their time effectively, have a better understanding of the context and relevance of modules in the course as a whole, and better monitor their progress through the module. Module overviews should provide a roadmap for students that tells them exactly what they need to do to successfully complete the module. This clarity promotes better comprehension and helps students mentally prepare for the upcoming content. Below are some ways for you to meet this fundamental. Keep in mind a course does not have to have all of these components; this fundamental is focused on whether or not students know what is expected of them and what they are supposed to do in each module.

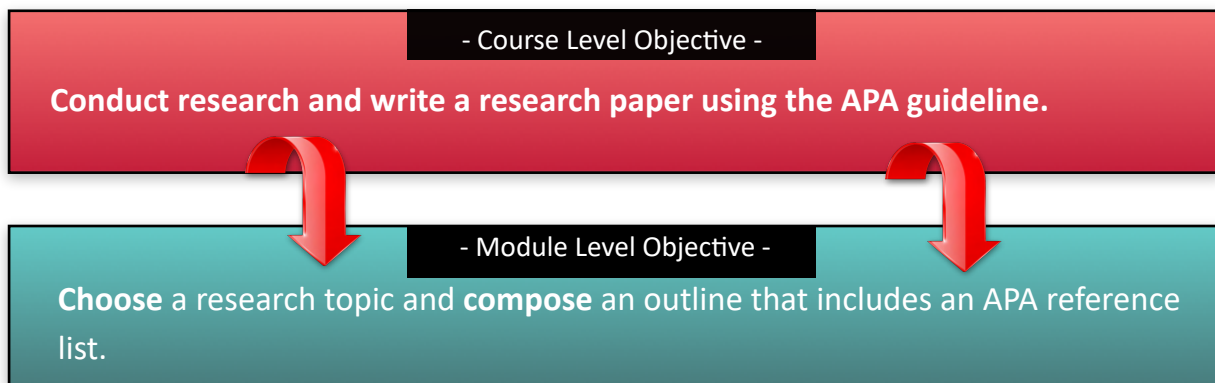
**Measurable Module Learning Objectives:** Providing measurable module learning objectives (MLOs) that align with the broader course learning objectives (CLOs) helps students understand what they are expected to achieve in that module. See the table below that categorizes example learning objectives as measurable or non-measurable.



For more information about writing measurable objectives, click or scan the QM code or contact [Distance Education](#) to meet with an [instructional designer](#).

Measurable Learning Objectives	Non-measurable Learning Objectives
Identify characteristics of various writing modes.	Demonstrate an understanding of various writing modes.
Demonstrate how to find scholarly articles in the library database.	Understand how to use the library database.
Track and identify the phases of the moon.	Learn the phases of the moon.
Evaluate art from the Renaissance period.	Appreciate art from the Renaissance period.

Making the connection between the MLOs and the CLOs can also provide insight as to how the specific topics, activities, and assessments contribute to their overall successful completion in the course.



Example of alignment between a CLO and an MLO.

# Fundamental 2.A Continued

## - Module Overviews -

**Task List:** Providing a list of tasks that simply indicate what students need to do to successfully complete the module is a very straightforward way to ensure students know what to do. The list should include all required instructional materials, actions students must take, and all assignments that should be turned in. Task lists help students manage their time, anticipate resources they might need, and track their progress through the module. Checking tasks off the list can also provide a motivational boost and a visual representation of their progress. The task list can be a written list, or you may want to use the [D2L Checklist Tool](#).

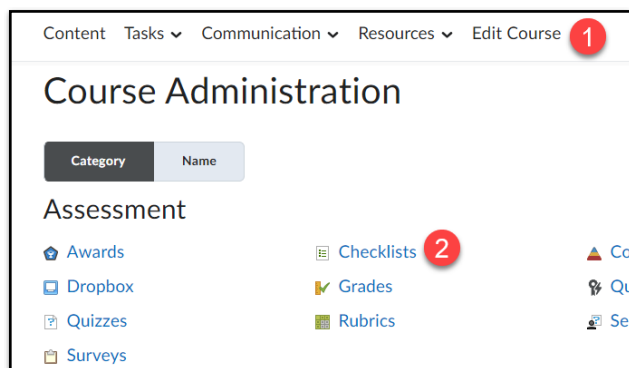


Image shows how to access the D2L Checklist Tool.

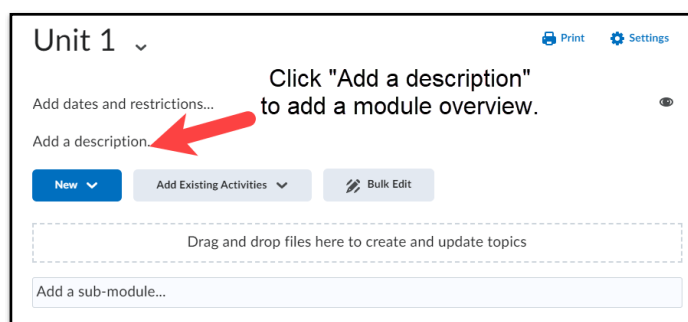


Image shows how to add a description to a module - a perfect place for the overview!

**Narrative Description:** Providing a narrative description (such as the one to the right) is a perfectly acceptable way to give a module overview as well. In the description, be sure to include:

- topics being covered
- expectations of learning
- instructional materials
- all activities and assessments

It is also helpful to students if you use quick links to the various components you refer to in the narrative overview. This way they can go directly to the items without having to hunt for them.

### Module 2 Objectives:

- 2.1 Use prewriting technique to generate ideas for the narrative essay.
- 2.2 Develop an essay in steps by using prewriting and organization techniques.
- 2.3 Analyze a narrative essay.
- 2.4 Draft a narrative essay.
- 2.5 Practices correct mechanics of writing.

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Welcome to Module 2!

This week, you will read two sample narrative essays "[Salvation](#)" and "[Reading is Nuts](#)." You will brainstorm and prewrite on a narrative/descriptive topic for the first graded essay due in this class. View all of the reading materials in Module 2, including both slides shows ([Narrative Slide Show](#) and [Prewriting Slide Show](#)). Then, complete the [Narrative Prewrite](#) assignment.

Once you have the prewriting completed, go ahead and check out the [rubric](#) for your narrative essay. Then, get started on your own [Narrative/Descriptive Rough Draft](#).

As always, there is a [discussion board](#) thread posted, where we will discuss Langston Hughes' narrative "Salvation." Try to view the discussion board as a face-to-face chat with your peers. While accurate grammar and mechanics are required, a more informal tone can be used in the discussion board. However, aim to remain professional and considerate. Post your response by end of day Wednesday. Post at least one reply to a classmate by end of day Friday.

I hope you have a great week! If you have any questions or concerns, please let me know. I hope you enjoy writing this narrative/descriptive essay!

# Fundamental 2.B

## - Modules Contain Instructional Materials & Activities -

**2.B** Including all materials necessary to complete a module within that module increases usability and can mitigate student confusion and frustration. By including all materials within the module, you ensure that students have easy and convenient access to everything they need to be successful. When all materials and activities are easily accessible, students can engage in a continuous and uninterrupted learning experience because they don't have to navigate through multiple locations to find the required resources and activities. If a physical textbook is being used in a course, a reference to the text and the assigned chapters or pages should be posted in the module.

Additionally, including all materials within the module allows for easier tracking and monitoring of students' progress. This accountability encourages students to stay on track, complete the necessary readings and activities, and ensures they are fully equipped to understand and apply the module's concepts.

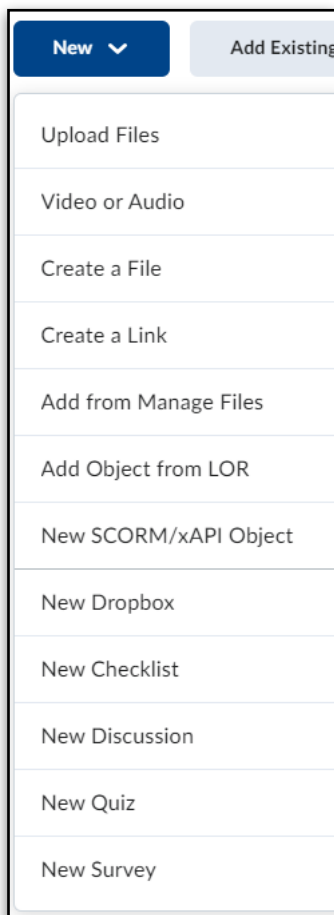


Image shows how to add new content items into a module in D2L.

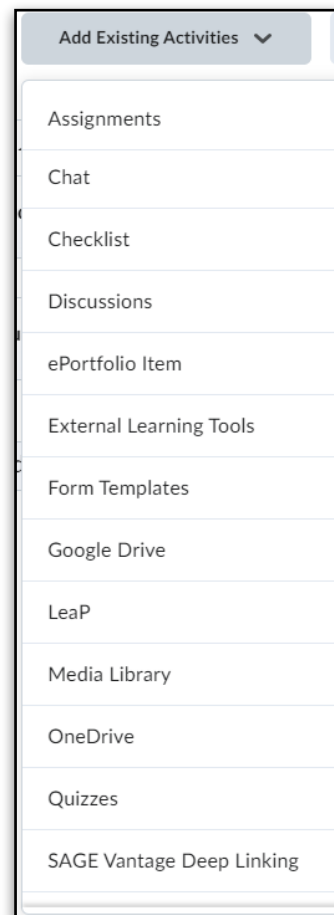


Image shows how to add existing activities into the content of a module in D2L.

# Fundamental 2.C

## - Consistent Course Design -

**2.C** Consistently naming and organizing modules in an online course increases usability, saves students time, and helps create a uniform structure in the course. When modules, instructional materials, and activities are named and organized in a logical and consistent manner, students can quickly identify and locate the materials or activities they need. This reduces confusion and promotes efficiency by maximizing the time available for actual learning, rather than getting lost or sidetracked clicking around the course to find something. Consistent module design also benefits faculty by reducing the number of emails from students asking for clarification on where to find things in the course.

A well-organized, consistent module structure allows students to track their progress through the course more effectively. When modules are consistently named and organized, students can easily identify which modules they have completed and which ones are remaining. This visual representation of progress fosters a sense of accomplishment, motivation, and accountability.

Finally, consistent module organization benefits students with different learning needs or accessibility requirements. When modules are named and organized in a standardized way, it becomes easier for students using assistive technologies or screen readers to navigate the course content. This promotes inclusivity and ensures that all students can access the materials and complete activities independently.

Example of consistent course design using descriptive naming conventions and formatting.

The screenshot displays three modules in a course management system, each with a consistent structure of activities. Each module includes a 'New' button, an 'Add Existing Activities' button, and a list of activities with checkmarks indicating completion status.

- Module 1:** Welcome to Module 1! To get started, click on the "Module 1 Overview" link below. This document will outline everything you need to do to successfully complete all the learning activities. Activities: Module 1 Overview (Web Page), Module 1 - Lecture Materials (Web Page), Module 1 Discussion (Discussion Topic), Module 1 Assignment (Assignment), Module 1 Summary (Web Page).
- Module 2:** In Module 2 you will be reviewing different browsers and software available for us to use. Be sure to complete each step outlined in Module 2 Directions for full credit. Activities: Module 2 Overview (Web Page), Module 2 Lecture Material (Web Page), Module 2 Assignment (Assignment), Module 2 Discussion -- Discussion Title (Discussion Topic), Module 2 Summary (Web Page).
- Module 3:** In module 3, students will be comparing popular Internet search engines for use in the classroom and creating a "Top Ten List" in Google slides where they will be required to discuss the advantages of alternative search engines. As part of this assignment, students will be discussing why they feel their alternative search engine makes it a Google competitor. Activities: Module 3 Overview (Web Page), Module 3 Lecture Material (Web Page), Module 3 Assignment (Assignment), Module 3 Discussion -- Discussion Title (Discussion Topic), Module 3 Summary (Web Page).



# Fundamental 2

## - Decision Trees -

### 2.A

Does each module\* have an overview posted that explains what students will have to do to be successful?

\*Note: "Module refers to an online lesson or the way an instructor has chunked or grouped content. Modules are also commonly named weeks, units, projects, topics, chapters, etc.

#### No

##### Recommendations:

- Add measurable MLOs to help students understand what they are expected to achieve in the modules.
- Create task lists that tell students exactly what they should do to successfully complete the modules.
- Write narrative overviews that state expectations for students and detail what they need to do to complete the modules.

#### Yes

##### Considerations:

- Add measurable MLOs to help students understand what they are expected to achieve in the modules & show alignment of the modules with the CLOs.
- Create a task list that tells students everything they should do to complete the modules.
- Use the D2L Checklist Tool to help students monitor their progress throughout the modules.

# Fundamental 2

## - Decision Trees -

### 2.B

Do modules contain all components (instructional materials, assessments, etc.) students need to successfully complete the module?

#### No

##### Recommendations:

- Upload, link, and/or create D2L HTML files for instructional materials.
- Use the “Add Existing Activities” to post activities and assessments within the D2L content area of the modules.
- When referring to content that was covered in a previous module, add a link rather than just referring the learners to a different module.

#### Yes

##### Considerations:

- Use more descriptive titles for the content items so students have a better understanding of what they are accessing.
- Add brief descriptions on the content items and activities so students know exactly what they are before clicking on them.

### 2.C

Are modules consistently named and organized?

#### No

##### Recommendations:

- Use descriptive naming conventions that are easy to follow (e.g. Module 1 Overview, Module 1 Readings, Module 1 Discussion, etc.).
- Organize files in the same way across modules (e.g. Overview, Content, Activities).

#### Yes

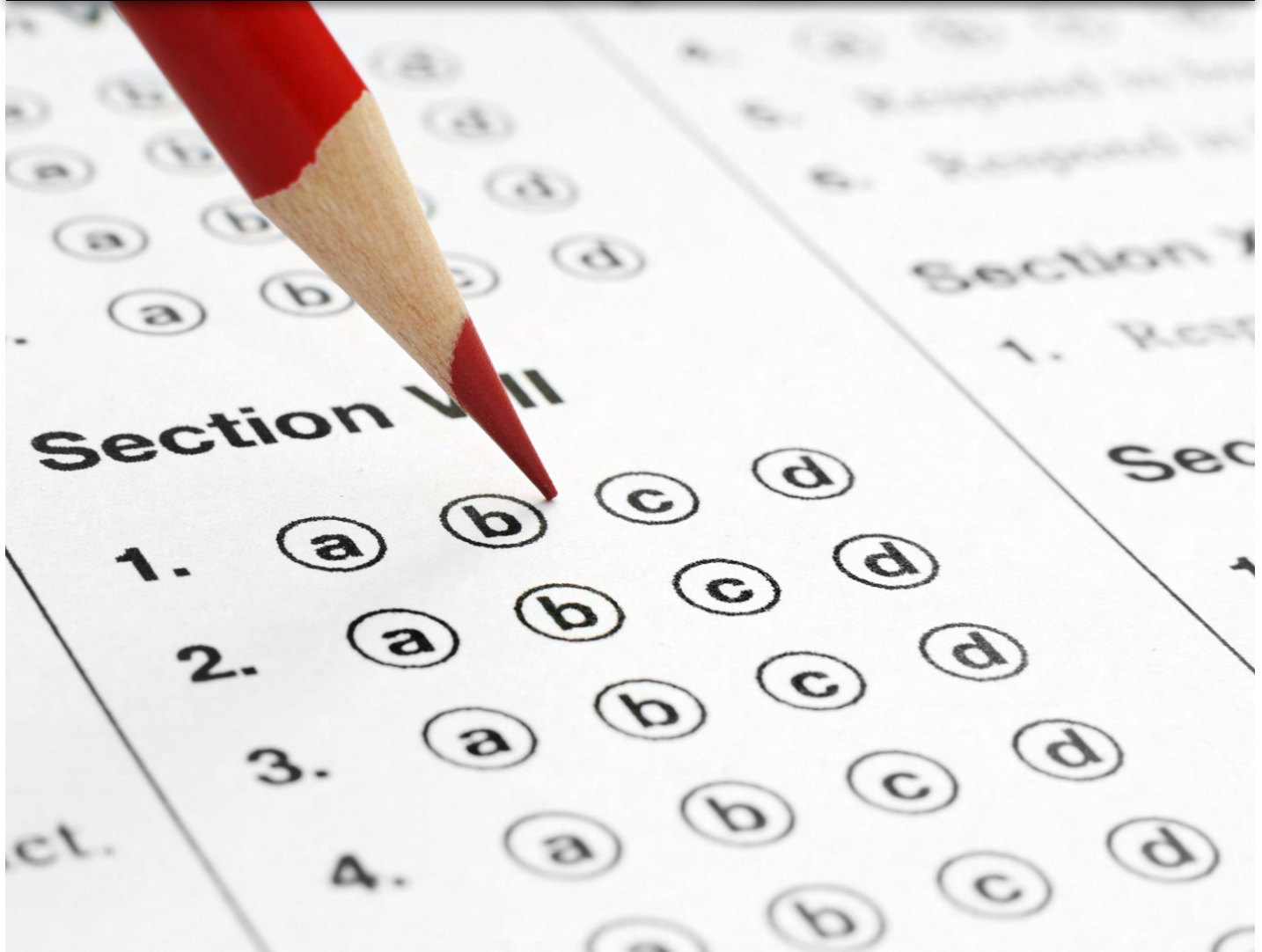
##### Considerations:

- Order the files and activities in the order in which you want students to access them.
- Create submodules to help organize content and activities.



# Fundamental 3

- Grades -



## Requirements

- A. Course grading policy is clearly stated. All graded assignments with their value toward students' final grades are listed in the syllabus.
- B. The D2L gradebook is set up to accurately calculate students' grades and reflect the grading policy.
- C. D2L grade items follow the same naming conventions used in the titles of the discussions, quizzes, assignments, etc.

# Fundamental 3.A-B

## - Comprehensive Grading Policy & D2L Gradebook -

**3.A** It is essential for students to know how to be successful in your course. Providing a clear grading policy along with a list of all graded assignments/assessments helps students understand how their performance will be assessed and how their final grades will be calculated. This helps establish clear expectations, minimizes confusion and disputes, promotes accountability and motivation, and facilitates effective communication and feedback. Faculty members benefit by ensuring transparency and fairness in their grading practices. Students benefit by understanding how they will be evaluated and being better equipped to effectively manage their time and workload.

**Grading Procedure:**  
All course work is due on the date published in the course schedule. Submitting assignments on time is a component of class participation. Five points will be deducted each day the work is late.

**Grading Scale:**





<b>A = 92-100</b>
<b>B = 84-91</b>
<b>C = 76-83</b>
<b>D = 68-75</b>
<b>F = Below 68</b>

**Assignments and Projects:**

Graded Items	Percent
4 – Discussion Boards @ 5 points each	20%
2 – Zoom sessions, 1 required @ 5 points each	5%
Ethical Dilemma Paper	10%
Safety Presentation	15%
Billing and Coding Assignment	10%
Midterm Examination (modules 1-4)	20%
Final Examination (modules 5-8)	20%
	100%

Example depicting the grading scale for the course and how each graded assignment contributes to the overall grade.

**3.B** Ensuring the D2L gradebook is set up correctly to reflect the grading policy also supports student success. The D2L gradebook can be a great asset for students because they can easily see where they stand in the course. In D2L, grades can be calculated using weighted, point, or formula systems. For assistance with setting up or modifying D2L gradebooks, review [D2L's Grades Guide](#) and/or contact [Distance Education Support](#).

Grade Item	Points	Weight Achieved	Grade
Homework 		16.67 / 20	5
Ch 1 	8 / 10	5.33 / 6.67	80 % 5
Ch 2 	7 / 10	4.67 / 6.67	70 % 5
Ch 3 	10 / 10	6.67 / 6.67	100 % 5





Example showing the D2L gradebook and how assignments contribute to a student's overall grade using a weighted system.

# Fundamental 3.C

## - Gradebook Naming Conventions -









**3.C** Ensuring coherence, transparency, and equity in the grading process relies on maintaining consistent naming conventions between the grading policy, grade items in a gradebook, and the tools where students submit their work (e.g. Discussions, Quizzes, Assignments). This practice fosters uniformity and clarity, enabling students to easily know what assignment they are accessing and the grade value.

Note in the two images that the final drafts of the essays are named the same in both the Assignments Tool and in the D2L Gradebook. The aligned naming conventions are marked with matching shapes.

Final Drafts	
	<p><b>Narrative Descriptive Essay Final Draft</b> ▾ 🔑 📄</p> <p>Due on Sep 9, 2022 11:59 PM</p> <p><u>Starts September 5</u></p>
	<p><b>Definition Essay Final Draft</b> ▾ 🔑 📄</p> <p>Due on Sep 23, 2022 11:59 PM</p> <p><u>Starts September 19</u></p>
	<p><b>Compare/Contrast Evaluation Essay Final Draft</b> ▾ 🔑 📄</p> <p>Due on Oct 21, 2022 11:59 PM</p> <p><u>Starts October 7</u></p>
	<p><b>Argumentative Essay Final Draft</b> ▾ 🔑 📄</p> <p>Due on Nov 30, 2022 11:59 PM</p> <p><u>Starts November 21</u></p>

Resources > Grades > Manage Grades view

Tasks > Assignments view

<input type="checkbox"/>	<b>Final Draft Essays</b> ▾			400
<input type="checkbox"/>	 <b>Narrative Descriptive Essay Final Draft</b> ▾	Numeric	Dropbox 	100
<input type="checkbox"/>	 <b>Definition Essay Final Draft</b> ▾	Numeric	Dropbox 	100
<input type="checkbox"/>	 <b>Compare Contrast Evaluation Essay Final Draft</b> ▾	Numeric	Dropbox 	100
<input type="checkbox"/>	 <b>Argumentative Essay Final Draft</b> ▾	Numeric	Dropbox 	100

# Fundamental 3

## - Decision Trees -

### 3.A

Is there a clear grading policy and a list of all graded assignments?

**No**

#### Recommendations:

- Include the number of points or weight of each assignment in a table.
- Provide an explanation of how each type of assessment will be graded.
- Explain how you address late submissions.

**Yes**

#### Considerations:

- Check that the location is clear and user friendly (syllabus).
- Organize the categories, points/weights, and descriptions into a table.
- Explain how you address late submissions.

### 3.B

Is the D2L gradebook set up accurately to reflect the grading policy?

**No**

#### Recommendations:

- Check the accuracy of the gradebook with the provided grading policy.
- List the inaccurate or missing items in the D2L gradebook for the course rep to change.
- Contact Distance Ed to get assistance with the gradebook.

**Yes**

#### Considerations:

- Add categories in the D2L gradebook for better organization of assignments.
- Change the order of the grade items to show them in chronological order or by type of assignment.

# Fundamental 3

- Decision Trees -

## 3.C

Are assignments named the same in the tools, grading policy, and D2L gradebook?

**No**

### Recommendations:

- Decide upon a naming system and implement it across the course.
- Change either the assignment names within the tools (i.e. quizzes, assignments, discussions, etc.) or the name of the grade items so they match.
- Contact Distance Ed to get assistance with the gradebook.

**Yes**

### Considerations:

- Add categories in the D2L gradebook for better organization of assignments.
- Ensure the naming convention you've used is clear and descriptive.



# Fundamental 4

## - Instructor Interaction & Student Participation -



## Requirements

- A. The course complies with regular and substantive interaction requirements as stated in United States Department of Education regulation 34 C.F.R. § 600.2.
- B. Course activities provide regular opportunities for students' active participation as defined in the APSU Faculty Handbook in the section titled "Guidelines for Online or Hybrid Active Participation Requirements".



# Fundamental 4.A

## - Regular and Substantive Interactions -

**4.A** Regular and Substantive Interaction (RSI) is a requirement that all APSU online and hybrid courses must meet. RSI, as defined in a federal regulation, distinguishes the difference between correspondence and distance education. *Regular interaction* refers to the frequency with which students and instructors communicate, while *substantive interaction* refers to the quality and depth of the communication.

An institution ensures **regular interaction** between a student and an instructor by:

- Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.
- Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.



**Substantive interaction** is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction
- Assessing and/or providing feedback on a student's coursework
- Providing information and/or responding to student questions about the course content
- Facilitating a group discussion regarding course content or competency
- Other instructional activities approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Both types of interaction are essential for creating a sense of community, promoting learning, and ensuring that students stay engaged and motivated throughout the course or program. Please use the resources found on the [Distance Education RSI Webpage](#) to determine if online teaching practices meet the federal requirements of RSI.

Examples of RSI Compliance	Examples of RSI Non-Compliance
Weekly instructor facilitated discussion boards	Weekly discussion boards with no instructor posts
Module announcements cover course content, answer student questions, & summarize class progress	Module announcements that are due date reminders
Lecture video that poses questions and requires student responses	Lecture video posted in course

# Fundamental 4.B

## - Student Participation -

**4.B** Active participation in online learning creates an improved experience for students through increased engagement in the learning materials and overall satisfaction with the course. Additionally, the more student participation you have, the more likely you will be able to pinpoint any trouble areas and support students who may need additional assistance. Please review the guidelines set forth in the [APSU Faculty Handbook](#) below:

### Guidelines for Online Active Participation Requirements

- Students simply logging into a learning management system and viewing an online or hybrid course will NOT qualify as active participation.
- Instructors in online and hybrid courses are responsible for providing students with clear instructions for how they are required to actively participate in the course (i.e., specify in the course syllabus, calendar, meeting dates/times, etc.)
- Online/hybrid Instructors should incorporate periodic mechanisms for documenting student's active participation in a course and a student's timely submission of graded assignments (weekly discussion, assessment, course activity, etc.).
- Students who fail to meet active participation requirements within the first 14 days of the course should be given an FN (Never Attended). If a student meets active participation requirements during the first week of class, and then subsequently fails to actively participate, students should be given an FA (Failure to Attend).



Active participation by a student in an instructional activity related to the student's course of study includes but is not limited to:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students
- Submitting an academic assignment
- Taking an assessment or an exam
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction
- Participating in a study group, group project, or an online discussion that is assigned by the instructor
- Interacting with an instructor about academic matters

# Fundamental 4

## - Decision Trees -

### 4.A

Does the course comply with the regular and substantive interaction requirements as stated in the federal regulation?

#### No

##### Recommendations:

- Actively facilitate and participate in discussion boards.
- Provide individualized feedback on assignments.
- Post weekly announcements about module concepts and address misconceptions.

#### Yes

##### Considerations:

- Incorporate different forms of feedback (oral, written, etc.).
- Host optional study or review sessions throughout the course.
- Monitor students' course access and reach out to those who are missing assignments.

### 4.B

Do course activities provide regular opportunities for students to actively participate?

#### No

##### Recommendations:

- Incorporate activities that require students to actively participate in the course, such as discussion boards, submitting assignments, interactive videos, or group work.

#### Yes

##### Considerations:

- Incorporate other opportunities for active participation to make them more frequent.
- Allow flexibility in how students participate (ex. written response, oral response, or video on a discussion board).



# Fundamental 5

## - Accessibility -



## Requirements

- A. Sans-serif fonts (e.g., Arial, Calibri) with high color contrast (e.g., black text on white background) are used.
- B. Images have descriptive alternative text.
- C. Documents are accessible when downloaded.
- D. Video and audio files have accurate captions and/or transcripts.

## Special Directions

- **Course representatives:** Please ensure all course materials are accessible as described in Fundamental 5.
- **Peer Reviewers:** Apply Fundamental 5 to the **syllabus** and at least **three units of learning** (e.g. modules, weeks, etc.) to determine if this fundamental is met.

# Fundamental 5.A

## - Accessible Text -

**5.A** To ensure text is accessible for all learners, use a font type that is in the sans-serif family, meaning that it doesn't have articulations protruding from the edges of the characters. Some examples of commonly used sans-serif fonts include Calibri, Arial, and Lato. Using sans-serif font types makes text slightly easier to read which can make a big difference for learners with visual impairments.

Also be mindful of the color of the font and how it contrasts with the background. For instance, a black font on a white background is easy for most learners to see, but a yellow font on a white background might be too challenging for some students to see. For help determining the accessibility of colored text, use the [WebAIM color contrast checker](#).

Use Sans-serif Fonts	Do Not Use Serif Fonts
Calibri	Times New Roman
Arial	Palantino
Lato	Georgia
Verdana	Baskerville



Depiction of how color contrast can impact readability.

For additional assistance with creating accessible instructional materials, please visit the [Distance Education Digital Accessibility Webpage](#).

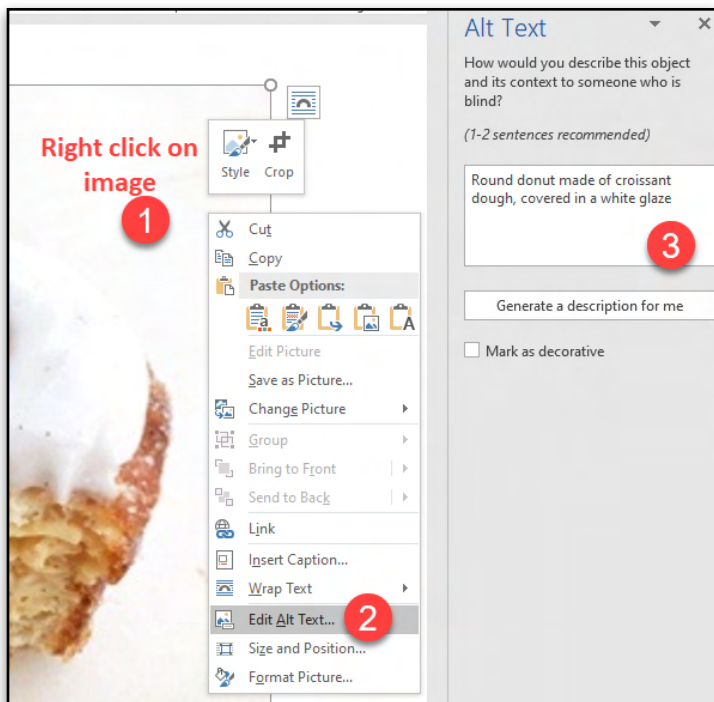
# Fundamental 5.B

## - Accessible Images -

**5.B** Images need descriptive alternative text assigned to them. This will give visually impaired students access to the content the image is portraying. Alternative text should be precise and convey all the necessary content of the image.

### To add alternative text to an image in a Word document:

1. Right click on the image.
2. Select the “Edit Alt Text” option.
3. Type the appropriate alternative text for the image in the Alt Text pane that appears on the right side of the screen.

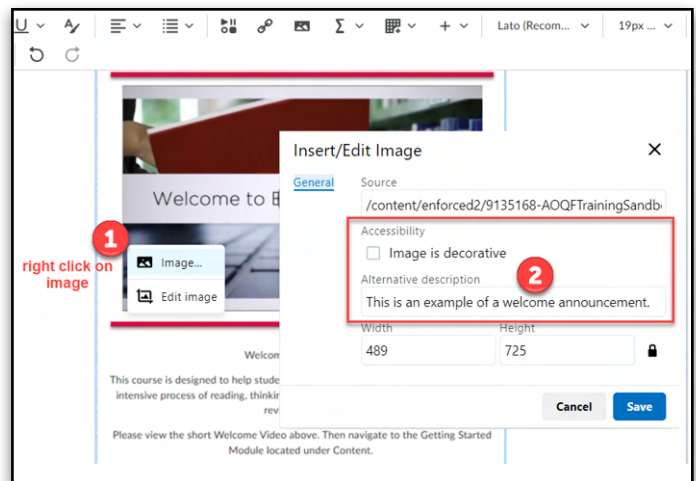


Depicts how to add alternative text to an image in Microsoft Word.

### To add alternative text descriptions to images using the D2L editor:

1. Right click the image.
2. Select “Image” from the dropdown menu.
3. Type the appropriate alternative text for the image in the Alternative description text box.
4. Click the Save button.

Please note that it is only appropriate to select “Image is decorative” if the image does not convey meaning, such as a border around the margins of a page. Only mark an image as decorative if it serves no instructional purpose.



Depicts how to add alternative text to an image in the D2L Brightspace HTML editor.

For additional assistance with creating accessible instructional materials, please visit the [Distance Education Digital Accessibility Webpage](#).

# Fundamental 5.C

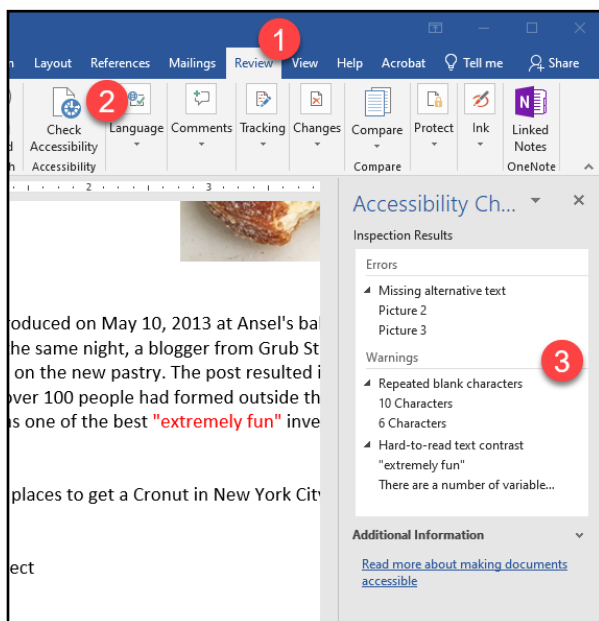
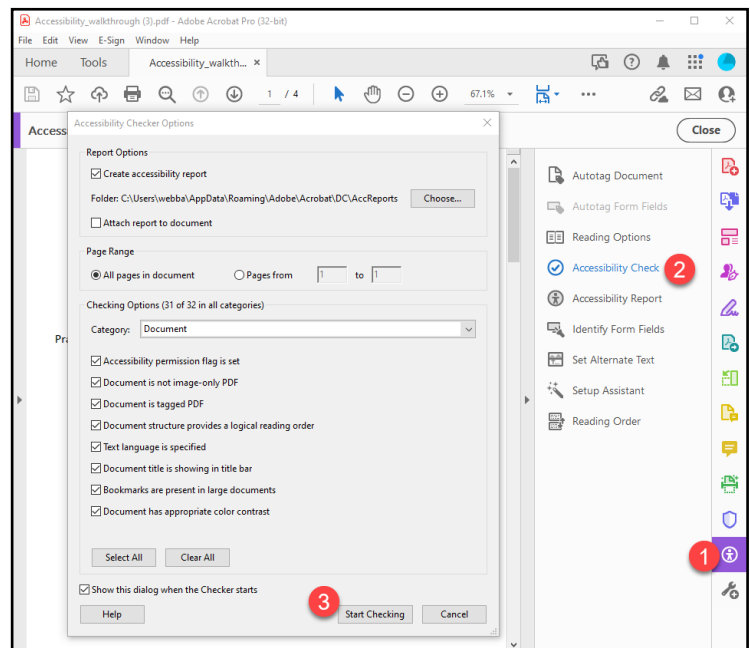
## - Accessible Documents -

5.C When reviewing documents that were uploaded in a D2L course (PDF, Word, etc.), the accessibility can be checked by downloading the files and using the built-in accessibility checkers. Adobe Acrobat and Microsoft Office Suite offer built-in accessibility checkers that scan documents to check for accessibility errors. Keep in mind these tools are not infallible, and you still need to review the document for color contrast, sans-serif fonts, etc.

View the screenshots below to see two common accessibility checkers in Adobe and Microsoft Word.

### Adobe Acrobat Steps:

1. Open Accessibility pane.
2. Click Accessibility Check.
3. Click Start Checking.
4. Review the results in the Accessibility Checker by clicking the dropdown next to each section of the results.



### Microsoft Word Steps:

1. Click on Review tab.
2. Click Check Accessibility.
3. Review the results in the Accessibility Checker; you must address Errors and consider addressing the Warnings.

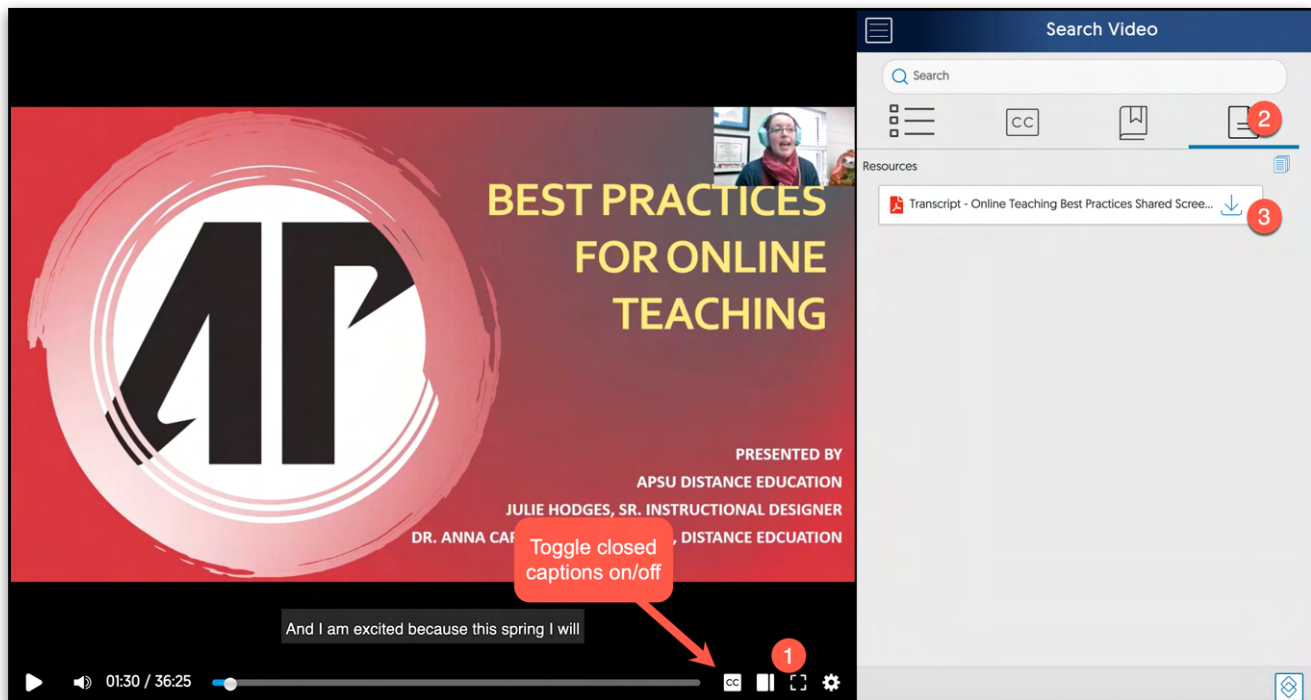


For additional assistance with creating accessible instructional materials, please visit the [Distance Education Digital Accessibility Webpage](#).

# Fundamental 5.D

## - Closed Captioning & Transcripts -

**5.D** Accessibility standards dictate that video and audio content must be captioned or transcribed so the content is accessible to all students. The good news is that any video or audio content that is uploaded to YuJa will be automatically machine captioned and transcribed; just keep in mind, the machine captioning is not perfect. Make sure to review the accuracy of the captions/transcript to make sure they are useful to those who depend on them. If you teach in a field with complicated jargon, consider editing the machine captions within YuJa or request human captioning for your videos by emailing the Distance Education Support Desk or filling out the [YuJa Human Captioning Request ticket](#).



Shows how to toggle closed captioning on/off and how to access and download a transcript from the YuJa video player.

**To check the closed captions in the YuJa video player**, select the “CC” button at the bottom right of the player. The captions should then be displayed at the bottom of the video.

**A downloadable transcript of YuJa video or audio files** can be found by:

1. Clicking the icon next to “CC”.
2. Click on the document icon at the top right.
3. Download the transcript pdf file by clicking the download icon.

For additional assistance with creating accessible instructional materials, please visit the [Distance Education Digital Accessibility Webpage](#).



# Fundamental 5

- Decision Tree -

## 5.A

Is a san-serif font with high color contrast used throughout the course?

No

### Recommendations:

- Sans-serif fonts are inherently easy to view and read; please use one of the suggested fonts such as Calibri or Lato.
- Use bold instead of different text colors for emphasis.

Yes

### Considerations:

- Use uniform styles (fonts, sizes, etc.) throughout the course.
- Avoid distracting colors and styles and don't use color alone to convey meaning.

## 5.B

Do all images have alternative text assigned to them?

No

### Recommendations:

- Provide alternative text descriptions of images so a student who cannot view the images can understand the context and meaning being conveyed by the images.

Yes

### Considerations:

- Improve the clarity of alternative text descriptions that describe images' meanings.
- Mark all decorative images correctly.

# Fundamental 5

- Decision Tree -

## 5.C

Are the documents accessible when downloaded?

No

### Recommendations:

- Use the accessibility checker in Adobe PDF, Microsoft Office, & D2L's HTML editor on all files.
- Check for leveled heading styles to increase the ease of navigation for longer documents.

Yes

### Considerations:

- Download course documents to different devices to see if results vary.
- Provide documents in multiple formats.

## 5.D

Do the video and audio files have captions and/or transcripts?

No

### Recommendations:

- Use YuJa to automatically apply closed captioning to your video and audio content.
- Check the captions for accuracy and edit them in YuJa or request human captioning.

Yes

### Considerations:

- Clearly supply the transcripts to the video in the same section/module of the course.
- Request human captioning to increase accuracy in videos with advanced terminology.



# Peer Reviewers

- Be an AOQF Collaborator -



## Requirements to be an AOQF Peer Reviewer

- Complete the Applying the Quality Matters Rubric (APPQMR) workshop.
- Complete the APSU Peer Reviewer Workshop in D2L.
- Have taught a fully online course within the last calendar year.

# Becoming an AOQF Peer Reviewer

## - Getting Started -



Serving as an AOQF Peer Reviewer is an effective way to increase the quality of the online course offerings at Austin Peay State University. AOQF simplifies the course review process by incorporating an easy to use Course Review Form that helps Peer Reviewers identify if a fundamental is being met and provide recommendations or considerations where appropriate.

In order to become an AOQF peer reviewer, you must first meet the following requirements:

- Complete the Applying the Quality Matters Rubric (APPQMR) workshop
- Complete the AOQF Peer Reviewer Workshop in D2L
- Have taught an online course within the last year.

Once you have met the above criteria and would like to serve as an AOQF Peer Reviewer, you will need to submit the [AOQF Peer Reviewer Application ticket](#). Your name will then be added to the AOQF Peer Reviewer pool and you will be notified when an opportunity to review a course becomes available.

Once a course becomes available for review, you will be enrolled in the course in D2L as a Read-Only Evaluator. You will also be added to the AOQF Course Review ticket that will provide preliminary information including the course name and instructor. Once assigned a course to review, AOQF peer reviewers reach out the course representative to establish a timeline and ask any questions they may have about the course. AOQF reviews are ideally completed within 15 business days of being assigned unless a different arrangement is agreed upon by the course representative and a Distance Education representative.

Once the Course Review Form is completed, the Peer Reviewer will attach the form to the AOQF Course Review ticket for the course representative to view and integrate the recommendations and/or considerations for improvement. If one or more fundamentals are not met, the course representative will work with a Distance Education Instructional Designer to address the changes needed in the course to meet all fundamentals.

If you are interested in becoming an AOQF Peer Reviewer, please contact Distance Education ([online@apsu.edu](mailto:online@apsu.edu)) or fill out the [AOQF Peer Reviewer Application ticket](#).

# Reviewing a Course

## - Course Review Form -

The Course Review Form is completed by the AOQF Peer Reviewer to give constructive feedback to the course representative. Letting an instructor know if there are any issues, where to find them, and how to resolve them is paramount to the course improvement process. The following outlines how to use the Course Review Form.

When it is determined that a fundamental is *not met* in the course, the Peer Reviewer highlights “No” and fills out the left side of the table under the fundamental. It is important to note, if a fundamental is not met, Peer Reviewers must provide the following information:

- **Provide Evidence:** Identify the specific component(s) (e.g. a grade item name) that do not meet the fundamental. List the places you looked in the course if something is missing.
- **Recommendation:** Give clear instructions telling the course representative what changes to make so that the fundamental will be met. These should be stated as measurable, actionable directions that also are collegial and professional in nature.

When it is determined a fundamental is *met* in a course, the Peer Reviewer highlights “Yes” and fills out the right side of the table under the fundamental. Peer Reviewers provide evidence of how the course meets the fundamental. There is also a place for peer reviewers to include a “consideration”. Writing considerations is optional, but highly encouraged as an opportunity to suggest improvements beyond the fundamental requirements. Additionally, the course representative does not have to make changes to the course based on considerations since the fundamental is met; they are meant to be something to consider.

EXAMPLE	
<b>1.A</b> There is a posted “welcome” announcement that includes instructions telling students how to get started in the course. <i>Located in: D2L Announcements Page</i>	
<b>Question: Does the course meet this fundamental?</b>	
<b>No</b>	<b>Yes</b>
Where did you look for this information? <b>Provide evidence:</b>	Where and what did you find? <b>Provide evidence:</b>
How can they meet this fundamental? Please provide at least one recommendation. <b>Recommendations:</b>	Is there a way for them to improve this section? <b>Considerations:</b>
<b>1.B</b> The structure of the course is clearly communicated to students and all assignment due dates are prominently displayed in the course. <i>Frequently located in: Syllabus or Getting Started Module</i>	
<b>Question: Does the course meet this fundamental?</b>	
<b>No</b>	<b>Yes</b>
Where did you look for this information? <b>Provide evidence:</b>	Where and what did you find? <b>Provide evidence:</b>
How can they meet this fundamental? Please provide at least one recommendation. <b>Recommendations:</b>	Is there a way for them to improve this section? <b>Considerations:</b>

This image gives an example of a filled out AOQF Course Review Form for Fundamentals 1.A and 1.B. Fundamental 1.A is determined to be met while fundamental 1.B is not. The peer reviewer filled out the corresponding column and gave detailed evidence and a recommendation or consideration where appropriate.



## Distance Education

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