


## Quality by Design Getting It Right The First Time



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## About Me



- Started 1997
- How do we do this?
- Basic instructional design
- Shovelware
- Recorded lectures
- Tests
- Discussions

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## More About Me



- 2003 – doctoral work
- What works better online than F2F
- What is unique about online
- Teaching online
  - Basic instructional design
  - Missing pieces
- Evaluating online courses for quality

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## Course Design Model



- Analysis
  - Audience, Context
  - Learning goals
- Learning Objectives
- Assessments
- Learning Activities
- Content
  - Module maps
  - Course Organizer/Activity Tracker

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## Analysis



- Back beyond the beginning
  - Basic Course Design
  - Audience
  - Context
  - Content

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## Learning Goals




- 2 – 5 years after finishing your course
- What should they still know or be using?
- Uses these domains for consideration:
  - Foundational knowledge
  - Application
  - Integration
  - Human dimension
  - Caring
  - Learning How to Learn

L. Dee Fink, (2006). *Creating Significant Learning Experiences*, Jossey Bass

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### Assessment and Feedback



- Using these high level, holistic (whole course and beyond) goals:
- Write course objectives – 2.1, 2.3, 2.5
- What types of assessments – 3.1
- What kinds of useful feedback 2.4
- What resources will they need and that you can provide – 4.3, 4.4

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### Topical Organization



- Content not chunked by weeks, but by topics
- Outline
- Topics become modules, units, lessons, etc.
- Will come back to the weekly structure at the end with the course organizer

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### Topics/Modules



- Learning Objectives for each module – 2.1, 2.2, 2.3, 2.4, 2.5
- Assessments – 3.1, 3.2, 3.3, 3.4
- Learning Activities – 3.5, 5.1, 5.2,
- Resources – 6.1, 6.2, 6.4, 6.5

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### Module Map



- Sequence Learning Activities
  - Assignments – 4.1, 4.2, 4.3, 4.4
  - Interactions – 5.2, 5.4
  - Content – 6.1 – 6.7, media with scripts – 8.1 – 8.4
  - Assessments, including rubrics or grading criteria – 3.3, 3.4
  - Student Feedback – 3.5
    - One minute paper
    - Brookfield's 5 questions
    - Check in

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### Course Organizer & Syllabus



- Calendar style
- List style
- Syllabus
  - Include expectations – 5.3, 5.4
  - Grading schedule – 3.2
  - Grading scheme – 3.2, 5.4

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### How This Course Works



- Course Walk-thru – 1.1, 1.2, 1.3, 1.6, 1.7
- Course Orientation - 1.1
- Quiz for verification – 1.1

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### Learner Support



- Put Technical Support information in every course 7.1 – 7.3
- Put Technical Support information on our website

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### Discussion Forums



- Three required forums:
  - Content questions 7.4
  - Tech questions – 7.4
  - Ice Breaker or Intro with instructor post first – 1.4, 1.5

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### QM Rubric



- How did we do?
  - Every criteria and sub-criteria is addressed in the design plan

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### Successes and Challenges



- Success:
  - Revising Program Outcomes
  - Adopted full syllabus
  - Adopted peer course review process
- Challenges:
  - Writing observable and measurable learning objectives
  - Basic understanding of learning
  - Time to design and develop
  - Appreciate time for design and development

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### Website



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Thank you!

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