# **Course Design with Quality Matters**

**Online Course Design Techniques**

* Designing from scratch vs. converting
* “Backward” and “forward” design
* Course organization
* Consider topical or “Big Idea” design
* Module/unit structure

**Quality Matters Standards**

* Course Overview and Introduction
* **Learning Objectives/Competencies**
* **Assessment and Measurement**
* **Instructional Materials**
* **Course Activities and Learner Interaction**
* **Course Technology**
* Learner Support
* Accessibility and Usability

\*Bold Standards are part of course alignment

**Underlying principles of QM**

* **continuous** – There is a focus on all courses that go through a formal review eventually meeting standards, as well as on a continuous process of improvement.
* **centered** – The rubric is based on research and instructional design principles that promote student learning in a quality online environment.
* **collegial** – It is a peer-driven review process and intended to be diagnostic and helpful.
* **collaborative** – Reviews are done in teams, based on objective standards, and the rubric is flexible enough to incorporate a variety of interpretations of the standards, different course management systems, variations in course and program priorities, and instructor teaching style. (Quality Matters, 2015)

**Basic Menu Links for the Start Here Area**

* Announcements
* Start Here
* Syllabus
* Learning Modules
* Discussions
* My Grades
* Where to Get Help

**Examples of What to Include in the Start Here Area**

* A short welcome statement along with instructor contact information.
* Information on where to obtain technical support and the required technologies and technical skills needed to be successful in the course.
* An explanation of netiquette and online interaction expectations.
* Instructions to read the syllabus and calendar.
* Instructions for students to introduce themselves.
* What they should do next to get started in the course.

**Tips to Clarify Course Grading**

* Include a list of all of the graded assessments and activities along with associated points and/or percentages.
* Include a grading scale showing point/percentage relationships.
* Provide information showing how points for each assessment will be allotted.

**Example for Communication Course Grading in Your Syllabus**

|  |  |  |
| --- | --- | --- |
| Assignment | Points Possible | Percentage of Final Grade |
| Assignment 1 – Library Visit | 50 points | 10% |
| Assignment 2 – Thesis Statement | 50 points | 10% |
| Assignment 3 – Rough Draft | 50 points | 10% |
| Assignment 4 – Final Paper | 350 points | 30% |
| Participation   * 5 Discussion Forums @ 40 points ea. * 5 Blog Posts @ 40 points ea. | 200 points  200 points | 30% |
| Collaborative Wiki Participation   * 4 Contributions @ 25 points ea. | 100 points | 10% |
| Total Points Possible | 1000 points | 100% |



Alignment is defined as having clear, measurable course and module level objectives with materials, activities, tools and media that support those objectives, and assessments that measure the objectives.

**Tips for Writing Clear, Measurable, and Appropriate Objectives**

* Both course and module-level learning objectives need to be measurable.
  + Module-level objectives are important in helping to create benchmark achievements for students as they work toward the course-level objectives.
* Focus on verbs that answer the question, “What will students be able to do?”
* Avoid “understand” and “know”.
* Use Bloom’s taxonomy as a guide.
* Consider the placement of your course within your program.
* Keep exceptions in mind.
* Match objectives to assessments.
* Phrase the objectives in such a way that it is clear to students what they will be expected to do.

**Alignment Grids**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course Level Objectives (CLO) | | | |
|  | CLO 1 | CLO 2 | CLO 3 | CLO 4 |
| Module 1 |  |  |  |  |
| Module 2 |  |  |  |  |
| Module 3 |  |  |  |  |
| Module 4 |  |  |  |  |
| Module 5 |  |  |  |  |
| Module 6 |  |  |  |  |
| Module 7 |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Module Objective 1 | Module Objective 2 | Module  Objective 3 | Module Objective 4 | Module Objective 5 | Module Objective 6 | Module Objective 7 |
| Readings |  |  |  |  |  |  |  |
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| Activities |  |  |  |  |  |  |  |
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| Assignments |  |  |  |  |  |  |  |
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