Quality out of the gate: Preparing for success with innovative templates and tools

Paula Jones
Sasha Thackaberry

Available at: https://works.bepress.com/paula_jones/14/
Preparing for Success with Innovative Templates and Tools

Quality Out of the Gate

4th Annual Conference
Quality Matters Program
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Quality Assurance in Online Learning

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Meeting Standards with a Modular Course Structure

- Modular Design
  - Defined
  - Benefits/Drawbacks
- QM Standards Addressed
- Faculty Buy-In
- Introductory Module
- Content Module
- Discussion Board
Modular Design

Defining Module

- An instructional package dealing with a single concept or topic within a specified content area
Benefit of Modular Design

- **Modular design** is an attempt to combine the advantages of **standardization** (saving time, provides consistency) with those of **customization** (allow flexibility to include additional instructional components to support learning)
- Can **increase student involvement** in the topic by providing more student-centered learning components
- A **variety** of instructional products and resources can be used to communicate instruction
Additional Benefits of Modular Design

- Allows the student to proceed through module content at his or her own pace
- A variety of instructional modes are possible within a module
- Allows students to identify their strengths and weaknesses and to self-assess progress and repeat content and/or instructions as needed to acquire the objectives

Modular Structure
Possible Disadvantages of Modular Design

- **Self-discipline** to pursue independent study is required for students.
- The *shift from* the lecture method (*passive*) to modular instruction (*active*) might be difficult for students.
- Becoming **familiar with a variety of choices** between the available resources (e.g. different instructional modes, modules, etc.) might prove frustrating.
- Since some of the students will be fast and others slow learners and students will **have more or less prior knowledge**.
8 Key Areas Included in the QM Review Standards

- Accessibility
- Learning Objectives
- Assessment & Measurement
- Resources & Materials
- Learner Engagement
- Course Technology
- Learner Support
- Course Overview & Introduction
What’s In It For Faculty ...

- Template helps to support the development of effective online courses
- Quality assurance of organization/navigation of course
- Planned methods of communications
- Expand professional community
- Participation useful for professional development
Current View of Typical Course Site

Command Buttons to be Removed
Modular Course Site

Modules

- Introductory Module
  - Student should access and read all of the documents and files in this module.
  - Students must complete the assignments associated with this module.
  - Module 1 Information will be available on Friday, ____________, running at 12:00pm.

- Module 1 -- (Sample Module)
  - Module Learning Objectives
    - Objective
    - Objective
    - Objective
    - Objective
    - Objective
  - Deadline to complete readings and assignments for this module is ___________. Late and make-up assignments will not be accepted.
  - Module 2 information will be available beginning on ________________.
Message from the Instructor: How to Begin Our Course

Begin this course by clicking on the Modules command button on the left side of the screen to access the information posted within the Introductory Module. There you will find several important videos, documents and resources that will help you to prepare to begin the course.

Meets QM Standard 1.1
Introductory Module

Student should access and read all of the documents and files in the module before the class officially begins.

Students must complete the assignments associated with this module on or before 3.00pm on ____________.

Module 1 Information will be available on Friday, ____________ (need the date to be added by the instructor) beginning at 12.00pm.
Welcome to the Course: The Purpose of Our Course and The Course Structure

Provide a summary of the "purpose of the course" and review the 'structure' of the course.

Note To Instructors: Either a script, audio file and/or a power point file with audio (or something similar) will need to be added here to help students to become familiar with this specific course site and/or taking an online course at EKU.

Example product can be access here: Example Intro Product (using ppt with iSpring Presenter)

The instructor may choose what media or form they want this "welcome" to be. The Welcome PPT file and script is located within the "Instructor's Resources" for instructors to access and modify at will. (Click on "edit" view to access this folder within the "Modules" folders area of this Eb site).

Contact IDC for Support: Contact your Instructional Designer for help or recommendations of media options.

Note: Provide a summary of the purpose of the course and a brief summary of how the course is organized/structured.

This "pink" note needs to be removed by the instructor -- once this item is updated.

Meets QM Standard 1.2 (required): Providing both Audio and Text-Based information supports meeting QM Standard 8.2 (a 2-point standard)

Things to do during the Introductory Module

After reviewing the purpose of the course and the course structure (see link above), students should then complete the following items this week:

1. Meet your instructor (see the video link provided below).

2. Review the course syllabus, schedule and course policies provided in the folder below.

3. Access and review the EKU Student Resources (see folder below). Make certain your computer technology is up to date by reviewing the resources provided below by the EKU IT department. If you need help with downloading any of the "free" resources -- please contact the IT department before the class officially begins at 859-622-3000.

4. Access the EKU Calendars (links provided within the Course Syllabus, Schedule and Policies folder below) -- print, as needed.

5. Access and review all of the online resources provided within this Introductory Module. Become familiar with these resources and use them throughout the term, as needed.
Syllabus, Schedules, Policies Related to Course, and Evaluation Methods

Included in this folder:
- Course Syllabus
- Course Schedule
- Course Policies (Academic Integrity Policy, University Calendar (Add/Drop Deadlines & Academic Record Dates for Current Term), Late or Make-Up Policy for Course).
- Evaluation (Rubrics applicable to the course).

Students are to access and print the documents posted in this folder for a quick and easy reference.

Meets QM Standard 1.4

Eastern Kentucky University Student Resources

This folder holds links to helpful EKU resources, including:
- tech support
- individuals with disabilities support
- student support services, and
- academic support (tutoring services).

Meets QM Standards 7.1, 7.2, 7.3 and 7.4

Individuals with Disabilities - Information, Policies and Resources

For direct access, students may click on the link above to review the information and resources provided by the EKU Office of Services for Individuals with Disabilities (OSID) -- including the Disabilities Policies at EKU.

Or

Students may access this same information by clicking on the EKU Student Resources folder above.

Helps to Meet QM Standard 8.1

Netiquette Information & Guide

Attached File Netiquette Guidelines.pdf (46.876 KB)

Students should follow basic netiquette rules when communicating with other students and the instructor online during this course. Review the following guidelines on how to communicate online effectively (see file attached).

Meets QM Standard 1.3

Prerequisite Knowledge & Technical Skills Required for this Course

Prerequisite knowledge in discipline: None required

Minimum Technical Skills: Students should be able to access and utilize the Blackboard (Bb) course site and should be able to utilize their EKU student e-mail account during this course.

For additional tech support, students should access the resources provided in the EKU Student Resources Folder presented below.

TBD and/or should be modified by the Instructor

Meets QM Standard 1.5 & QM Standard 1.6
Introductory Module

- Introduction from Instructor
  - Intro Video and Supported by a Transcript
  - Power Point or Video Product (Purpose of Course, Expectations)
- Course Syllabus and Schedule
- Academic Honesty Policy
- Rubrics
- Student Technology Requirements (provided by IT)
- Late Enrollment Information
- EKU Calendar
- Disabilities Accommodation Statement
- Introductory Module Assignments
  - Small Group Discussion Board/Ice Breaker
  - Online Quiz (covers information on Syllabus/Schedule)
Intro Module: What to Include

- Late Enrollment Information
- Etiquette Information
- EKU Semester Calendar Link
- Student Support Services (links)
- Academic Support Services (links)
- Tech Support Services (links)
### Standards

<table>
<thead>
<tr>
<th>Course Overview and Introduction</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Students are introduced to the purpose and structure of the course.</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.</td>
<td>2</td>
</tr>
<tr>
<td>1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.6 Minimum technical skills expected of the student are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.7 The self-introduction by the instructor is appropriate and available online.</td>
<td>1</td>
</tr>
<tr>
<td>1.8 Students are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Standard 1 -- Covered**
Standard 7 -- Covered
Module 1 -- (Sample Module)

Module Learning Objectives

After you have complete the readings and workbook assignments for this module you will be able to:

- Objective
- Objective
- Objective
- Objective
- Objective

Deadline to complete readings and assignments for this module is __________. Late and make-up assignments will not be accepted.

Module 2 information will be available beginning on ____________.

Instructors: Write learning objectives that are “measurable,” support course level outcomes/objectives, and are written from a student perspective. Module learning objectives must be appropriately designed for the level of the course.

NOTE: Any text in "pink" should be deleted before the course is made available to students. Therefore, after reviewing this note -- please delete it from this description.

Meets QM Standards 2.1, 2.2, 2.3 and 2.5

In addition, using the modular structure ensures we meet QM Standard 6.3 (a required standard).
Content of a Typical Module

Message from Instructor

Direct Course Links to Module Forums on Discussion Boards

External Links Provided within Module

Assignments/Exams Provided within Module
Example Assignment Folder

Assignments Folder

Weekly Assignment and Deadline Page

Students should complete the following assignments for this module:

1. Review Announcement Page for any new information posted for this week.
2. Read Chapter 1 in your textbook.
3. Review the Power Point file for Chapter 1.
4. Access, review and print any of the course documents posted within this module. Add those documents to your classroom notes.
5. Post any questions on the Water Cooler forum in the discussion board. Students can expect responses from classmates and/or instructor(s) within 48 hours. Keep in touch with the discussion board site for additional question/answer segments.
6. After reading and reviewing all of the documents and files in this module, take the Module 1 Quiz (see link posted below) about what you have learned from the documents and files posted in this module.
7. Complete the assignments listed below within this Assignment folder. Submit your assignments via the links provided.
   1. Biographies: Compare and Contrast Theorists

8. If you have any technical problems or issues this week, contact ITDS at (859) 622-3000 to get them resolved. E-mail the instructor (post e-mail address here) – keep the instructor informed of your progress if technical issues arise.

Deadline to complete and submit the above assignments is ____________.

Module 1 Quiz

Biographies: Compare and Contrast Assignment

Example of a folder containing supporting or supplemental content (MS word documents) to be used with assignments for students to access and print as indicated by the instructor.
Module 1 - Group Assignment

This is an example of a Group Assignment that would be associated with Module 1 (the first content module).

Instructor's Note: Link provided would allow students quick and immediate access to their group site (only their group would be seen as an "active" link). Through this link students would quickly see the difference in the "Group" discussion board (compared to the classroom discussion board) and see the link for the file exchange.

After reading Chapter 1 -- summarize two of the four theories introduced in the chapter. Explain why these two theories stood out to you and how you could use these theories in teaching. Post your response to the Group's Discussion Board on or before Tuesday at 3:00pm.

Beginning Tuesday at 3:00pm, students should access and ready all of the postings for this assignment. Next, select two postings and compare and contrast your submission with the other two postings you have selected. After doing so, summarize the three key points you have learned through this exercise.
M1: Topic TBD

Message from Instructor

Instructions: Click on the "play button" to access the audio message or students can review the text-based message below.

In this module, students will learn about ________________.

After you have completed the assigned reading for this module, you should access and watch the instructional video below. The purpose of the video below is to provide an example of ________________ and to help you understand ________________.

As you proceed with the content and the assignments for this module, if you have questions, be sure to post to the classroom discussion board under the Module 1 Forum. The instructor and/or fellow class members will respond within 24-48 hours. If you have any questions, you can clarify anything needed.

Note: Instructors, in this "intro message" for each module -- this is where you will briefly introduce the module information -- and explain the purpose of this module topic. You should briefly explain the purpose of the instructional materials and these materials are to be used for the learning activities that you have planned for students during this module.

This "intro message" can be text based or it can be a simple audio recording. See the IDC staff if you are interested in recording audio files to add here. Delete this note after you have finished uploading your "message from the instructor."

Meet QM Standard 4.2 (Required); Providing both Audio and Text-Based Information supports meeting QM Standard 8.2 (a 2-point standard)

Note to Instructors -- Need to Include "Instructional Content" in this Module

This note is just to remind instructors to add instructional content (audio, video, presentations with audio included), and/or text-based information the students will need to "learn" the content and achieve the stated module learning objectives.

The instructional content provided within this module must be in support of the module learning objectives (i.e., alignment).

Meets QM Standard 4.1 and QM Standard 4.3 (both required)

ADA NOTE: instructors -- any video or audio files you plan to include via this module, must be captioned or must be transcribed -- contact Becca Palmer at 859-622-1656 to schedule transcription service.

Helps to Meet QM Standard 8.2

Make certain that all instructional content is properly cited (include a reference if it is from an online resource and/or a textbook resource).

Make certain all instructional content is "current" and all links work correctly.

Meets QM Standard 4.3 and QM Standard 4.4

Include a variety of instructional content such as textbook readings, powerpoint presentations with audio recordings, brief video segments, lecture notes, outlines, external links to online resources, and/or other multimedia files that supports the instructional content for the module.

Meets QM Standard 4.5

NOTE: Instructor, be sure to remove all of the text above after you copy this site over to your "real" course site.
Module 1 Assignments
Assignments for this module are generally due on ________________, unless otherwise noted within the individual assignments posted within this folder.

Do You Have Questions Regarding This Module?
To post questions about the content discussed in Module 1, access the Module 1 Forum via this link provided.

*Note:* Post any "general" questions about the course on the Water Cooler forum.
The instructor and/or a fellow class member will respond within 24-48 hours (depending on when the post is made).

Supports Meeting QM Standard 5.3 & QM Standard 5.4
Content Module

- Organized by Chapters or Topics
- Each Module Folder is All Inclusive
  - Module Learning Objectives
    - Measurable, Student Perspective, Aligned
  - Overview and Assignment Instructions (Check List)
  - Learning Activities
    - Instructional Content (Audio, Video, PPT, Articles)
    - Discussions, Group Talk/Projects, Wikis, Journals
    - Supporting External Links (Videos, Websites)
  - Measurement of Learning
    - Self-Practice Assignments
    - Assignments & Assessments
  - Direct Link to Method of Communication
    - Encourage students to post questions, talk with class members
# QM Standards

## Learning Objectives (Competencies)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>✓ 2.1</td>
<td>The course learning objectives describe outcomes that are measurable.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 2.2</td>
<td>The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 2.3</td>
<td>All learning objectives are stated clearly and written from the students' perspective.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 2.4</td>
<td>Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 2.5</td>
<td>The learning objectives are appropriately designed for the level of the course.</td>
<td>3</td>
</tr>
</tbody>
</table>

## Assessment and Measurement

<p>| | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>✓ 3.1</td>
<td>The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 3.2</td>
<td>The course grading policy is stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 3.3</td>
<td>Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 3.4</td>
<td>The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.</td>
<td>2</td>
</tr>
<tr>
<td>✓ 3.5</td>
<td>Students have multiple opportunities to measure their own learning progress.</td>
<td>2</td>
</tr>
</tbody>
</table>

## Instructional Materials

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>✓ 4.1</td>
<td>The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 4.2</td>
<td>The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
<td>3</td>
</tr>
<tr>
<td>✓ 4.3</td>
<td>All resources and materials used in the course are appropriately cited.</td>
<td>2</td>
</tr>
<tr>
<td>✓ 4.4</td>
<td>The instructional materials are current.</td>
<td>2</td>
</tr>
<tr>
<td>✓ 4.5</td>
<td>The instructional materials present a variety of perspectives on the course content.</td>
<td>1</td>
</tr>
<tr>
<td>✓ 4.6</td>
<td>The distinction between required and optional materials is clearly explained.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Standards 2, 3 and 4 -- Covered**
## QM Standards

### Learner Interaction and Engagement
- 5.1 The learning activities promote the achievement of the stated learning objectives.  
- 5.2 Learning activities provide opportunities for interaction that support active learning.  
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.  
- 5.4 The requirements for student interaction are clearly articulated.

### Course Technology
- 6.1 The tools and media support the course learning objectives.  
- 6.2 Course tools and media support student engagement and guide the student to become an active learner.  
- 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.  
- 6.4 Students can readily access the technologies required in the course.  
- 6.5 The course technologies are current.

### Accessibility
- 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.  
- 8.2 The course contains equivalent alternatives to auditory and visual content.  
- 8.3 The course design facilitates readability and minimizes distractions.  
- 8.4 The course design accommodates the use of assistive technologies.
Using the Discussion Board to Meet Standards 5.3 and 5.4

- Organize the Classroom Discussion Board Forums to Support Modular Design
  - Create a “Meeting Place” (i.e., Water Cooler Forum)
  - Create Module Forums to provide students a logical place to go to post questions and to become involved in discussions about module content
  - Clear state how often the instructor will be available to respond to questions and comments.
Water Cooler

Module Forums

Expected Response Time Noted with Each Forum

Supports meeting Standards 5.3 and 5.4
Cuyahoga Community College’s Proactive Response to Quality Course Design

The New Course Template
Why a course template?

- Set up every course to meet certain Quality Matters “housekeeping” standards
- Build in certain core components
- Ensure every student was getting critical information
- Provide a management mechanism for updating resources
- Provide a consistent learner experience
- Set faculty up for success with easy-to-use instructions and placeholders
- Guide quality instructional design through modeling
Goal

To maximize student time interacting with the content and each other, and minimize student time spent looking for things online.
The non-alignment standards provide the greatest opportunity to impact course design using the mechanism of a template

- Standard 1
- Standard 7
The overall design of the course is made clear to the student at the beginning of the course.

What specific review standards can be addressed by a course template?

- 1.1
- 1.2 (placeholder)
- 1.3
- 1.4 (placeholder)
- 1.6
- 1.7 (placeholder)
- 1.8
The course facilitates student access to institutional support services essential to student success.

What specific review standards can be addressed by a course template?

- 7.1
- 7.2
- 7.3
- 7.4
Looking at the New Course Template

Putting it Into Action
Start Here Button

- The “Start Here” button provides all the information for a student to get started.
- It contains placeholders for faculty to easily insert necessary customized information to fulfill QM standards.
- It provides for a consistent student experience starting a new online or hybrid course.
- Whole “Start Here” button 1.1: Instructions make clear how to get started and where to find various course components.
Start Here

Meet Your Instructor

How to Navigate This Course

Syllabus

Course Outline & Calendar

Accessibility Statement
If you need any special course adaptations or accommodations because of a documented disability, please notify the instructor as soon as possible. For specific information pertaining to ADA accommodation please contact your campus ACCESS office or visit online at: http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at: http://access.blackboard.com

Eastern (216) 987-2052 TDD (216) 987-2230
Metropolitan (216) 987-4344 TDD (216) 987-4048
Western (216) 987-5079 TDD (216) 987-5117

Netiquette Statement

etiquette n. forms of proper or polite behavior in society; good manners
Start Here

Meet Your Instructor

How to Navigate This Course

Syllabus

Course Outline & Calendar

Accessibility Statement
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Netiquette Statement
etiquette n. forms of proper or polite behavior in society; good manners
Standard 1.7: A self-introduction by the instructor is appropriate and is available online.
1.1: Instructions make it clear how to get started and where to find various course components.

1.2: Students are introduced to the purpose and structure of the course.

Accessibility Statement
If you need any special course adaptations or accommodations because of a documented disability, please notify the instructor as soon as possible. For specific information pertaining to ADA accommodation, please contact your campus ACCESS office or visit online at: http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at: http://access.blackboard.com

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**Netiquette Statement**

*etiquette*  *n.* forms of proper or polite behavior in society; good manners
Netiquette Statement

Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

- Show respect for the instructor, other students, and for the privacy of those in the online environment. Nothing threatening is ever appropriate.
- Express differences of opinion in a polite and rational way, maintaining a supportive academic environment.
- Stay focused by avoiding irrelevant topics in discussion or collaborative activities.
- Use proper capitalization and punctuation rules. Use of all uppercase in a message is the equivalent of shouting and is considered offensive.

(Adapted from Barrington 220 Community Unit School Netiquette Policy)

Technical Requirements and Computer Skills Needed

The links below will open in a new window or new tab depending upon your browser's settings. To return to this course, simply click back into the original window or tab with your course.

Computer Skills Needed
You must know computer and Internet basics to be successful in a course using computers and Internet technology. Click on the underlined link above the bullet entitled minimum computer skills required for this course.

Technical Requirements
Click on the link above "Technical Requirements" for specific information on Blackboard. You can also view the Computer Settings Checklist by clicking on the Browser Check to automatically check your browser and operating system for compatibility with Blackboard. Browser Check will let you know if you are missing a piece of software and how to update your computer. Make sure to give the link a few moments to load and generate a report.

1.6: Minimum technical skills expected of the student are clearly stated.
Technical Requirements and Computer Skills Needed

The links below will open in a new window or new tab depending upon your browser's settings. To return to this course, simply click back into the original window or tab with your course.

Computer Skills Needed
You must know computer and Internet basics to be successful in a course using computers and Internet technology. Click on the underlined link above the picture entitled Computer Skills Needed to review the minimum computer skills required for this course.

Technical Requirements
Click on the link above “Technical Requirements” for specific information about the Technical Requirements for Blackboard. You can also view the Computer Settings Checklist. To make it easier for you, you can simply click on the Browser Check to automatically check Blackboard. Browser Check will let you know if your computer. Make sure to give the link a few moments to load.

Learn to Use Blackboard
Learning to use Blackboard is important to being able to use Blackboard, click on the link above to view.

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.

7.4: Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services.
The “Tri-C Resources” provides additional institutional resources

- Help desk support
- Student support services
  - Academic
  - Non-academic support
- New Student Orientation Online
Customer Care Technical Support

If you experience a technical problem, you should call the 24/7 Customer Care Technical Support at 216.987.HELP to receive technical phone support in the following areas:

- Blackboard
- Internet Explorer
- Login issues (password resets) for My Tri-C Space
- Microsoft Office (Word, Excel, PowerPoint)
- Navigation of My Tri-C Space
- Tri-C email

Some technical support issues may not be able to be resolved over the phone. While the Customer Care Technical Support team will work diligently to assist students, it is possible that personal computer problems may require the student to contact outside technical support for assistance. **Please note that personal computer problems should not prevent you from fulfilling the expectations of your course.**

There are computers available for student use at each Campus Technology Learning Center (TLC) and your local public library. These resources should be used to keep up with your coursework while you work to resolve a computer problem.

Student Support Services

Click on the link above to learn more about the Student Support Services available to ALL Tri-C Students. The link takes you to a one page document that includes information on how to contact the following offices:

- Access Office (Students with Disabilities)
- Admissions and Records
Customer Care Technical Support

If you experience a technical problem, you should call the 24/7 Customer Care Technical Support at 216-987-HELP to receive technical phone support in the following areas:

- Blackboard
- Internet Explorer
- Login issues (password resets) for My Tri-C Space
- Microsoft Office (Word, Excel, PowerPoint)
- Navigation of My Tri-C Space
- Tri-C email

Some technical support issues may not be able to be resolved by the Technical Support team. In these cases, problems may require the student to contact outside technical support for assistance. Please note that personal computer problems should not prevent you from fulfilling the expectations of your course.

There are computers available for student use at each Campus Technology Learning Center (TLC) and your local public library. These resources should be used to keep up with your coursework while you work to resolve a computer problem.

Student Support Services

Click on the link above to learn more about the Student Support Services available to ALL Tri-C Students. The link takes you to a one-page document that includes information on how to contact the following offices:

- Access Office (Students with Disabilities)
- Admissions and Records
7.3: Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.

7.4: Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.
# Student Services and Resources

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>eLearning &amp; Innovation</th>
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<tbody>
<tr>
<td><a href="http://www.tri-c.edu/academic">www.tri-c.edu/academic</a></td>
<td><a href="http://www.tri-c.edu/elearning">www.tri-c.edu/elearning</a> 216-987-4257</td>
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<tr>
<td>• Important dates/timelines for students</td>
<td>• Getting started in online courses = SmarterMeasure assessment</td>
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<tr>
<td>• Semester and Session (part of term) start and end dates</td>
<td>• Questions about eLearning or Blackboard</td>
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<td>• Petition to graduate deadlines</td>
<td>• Syllabi for Cable College and Independent learning</td>
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<tr>
<th>Access – Disability Support Services</th>
<th>Financial Aid</th>
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<tr>
<td><a href="http://www.tri-c.edu/access">www.tri-c.edu/access</a></td>
<td><a href="http://www.tri-c.edu/financialaid">www.tri-c.edu/financialaid</a></td>
</tr>
<tr>
<td>East: 216-987-2052 Metro: 216-987-5079 West: 216-987-5079 Brunswick: 216-987-3997</td>
<td><a href="mailto:financialaid@tri-c.edu">financialaid@tri-c.edu</a></td>
</tr>
<tr>
<td>• Accommodations &amp; support for students with disabilities</td>
<td>• Assists students with finding a way to pay for college</td>
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<tr>
<td>• Services for classroom and/or eLearning students</td>
<td>• Help with completing the FAFSA</td>
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<td>• Information on Assistive Technology</td>
<td>• Applications for scholarships, grants and loans</td>
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<tr>
<th>Admission to Tri-C</th>
<th>Health &amp; Wellness</th>
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<tbody>
<tr>
<td><a href="http://www.tri-c.edu/apply">www.tri-c.edu/apply</a> 800-954-8742 <a href="mailto:enroll@tri-c.edu">enroll@tri-c.edu</a></td>
<td><a href="http://www.tri-c.edu/MyTriC">My Tri-C Space</a> &gt; Student Services tab &gt; Wellness channel</td>
</tr>
<tr>
<td>• Information on courses - search and schedule</td>
<td>• Resources for students to embrace a healthy lifestyle</td>
</tr>
<tr>
<td>• Transcript - <a href="http://www.tri-c.edu/transcripts">www.tri-c.edu/transcripts</a></td>
<td>• Wellness opportunities offered each semester</td>
</tr>
<tr>
<td>• Application for admission</td>
<td>• Relaxation room and lactation room for moms</td>
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</tbody>
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<tr>
<th>Assessment Center</th>
<th>24/7 Helpdesk – Technical Support</th>
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<tbody>
<tr>
<td><a href="http://www.tri-c.edu/placementtesting">www.tri-c.edu/placementtesting</a></td>
<td><a href="http://www.tri-c.edu/MyTriC">My Tri-C Space</a> &gt; Blackboard tab &gt; Blackboard Support channel 216-987-4357 (HELP)</td>
</tr>
<tr>
<td>• Placement testing (COMPASS Math and English)</td>
<td>• Blackboard, Internet Explorer, Microsoft Office help</td>
</tr>
<tr>
<td>• Distance Learning testing</td>
<td>• My Tri-C Space – Log-in issues and password resets</td>
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<td>• Tri-C Email</td>
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<tr>
<th>Customer Service Center</th>
<th>Key Career Place</th>
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<tr>
<td><a href="http://www.tri-c.edu/customerservice">www.tri-c.edu/customerservice</a> 800-954-8742</td>
<td><a href="http://www.tri-c.edu/keycareerrplace">www.tri-c.edu/keycareerrplace</a></td>
</tr>
<tr>
<td>• Paying tuition statements – <a href="http://www.tri-c.edu/MyTriC">My Tri-C Space</a> &gt; My Info &gt;Online Business Office</td>
<td>• Free career search and resume writing workshops</td>
</tr>
<tr>
<td>• Parking passes and other financial transactions</td>
<td>• Job search advising, internships, and co-ops</td>
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</tbody>
</table>

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<tr>
<th>Bookstore</th>
<th>Library</th>
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<tbody>
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<td><a href="http://www.tri-c.edu/bookstore">www.tri-c.edu/bookstore</a></td>
<td><a href="http://www.lib.tri-c.edu">http://www.lib.tri-c.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.lib.tri-c.edu">http://www.lib.tri-c.edu</a></td>
</tr>
</tbody>
</table>
“Lessons”

- Goal is to prepare faculty for thinking about both navigation and alignment
- 6.3: Navigation throughout the online components of the course is logical, consistent, and efficient.
- 2.1: The course learning objectives describe outcomes that are measurable.
  - Tri-C has institutionally mandated objectives
  - Setting faculty up for success by guiding the inclusion of course-level and module-level objectives
2.4: Instructions to students on how to meet the learning objectives are adequate and stated clearly.
Prepares instructors for student-to-student interaction
Builds in three types of discussion prompts:
  - “Tell Us About Yourself”
  - “Blackboard/Technology Help Forum”
  - “Course Questions”
1.8: Students are asked to introduce themselves to the class.
1.8: Students are asked to introduce themselves to the class.
Instructional Design Toolkit
Creating Active Resources for Faculty to Promote Quality Course Design
eLi Instructional Design Website

- Need for central location for design and development-related resources
- Tools, links, articles, best practices
- Provides direct links to other college and eLi resources, including:
  - Distance Learning website
  - eLi Blog
  - Title III Blog
  - Quality Matters Website
  - Faculty Blackboard Page
Welcome to Tri-C’s Office of eLearning and Innovation’s Instructional Design Website!

This is your go-to location for Best Practices, Tools and Resources, our Faculty Corner, Articles, Links, and more! We have innovative practices to share on quality instructional design and development that can be put into practice in virtually any educational environment.

eLi’s Purpose

The Office of eLearning & Innovation (eLi) leads the College in the planning, development, and implementation of technology innovation in support of teaching and learning. The Office is

News and Announcements

Lady Gaga and Cognitive Learning Theory Check out this fantastic video of student-generated content doing a recap of cognitive learning theory. You won’t regret taking a moment to view it!

Posted May 30, 2013 7:45 AM by Sasha Thackaberry

Course Template - New Resources Added I had no idea we had so much interest in our course template! Check it out via a SlideShare presentation under “Best Practices in Design.” Ideas for improvement? Let us know! Email me at Sasha.Thackaberry@Tri-C.edu

Posted April 6, 2012 10:02 AM by Sasha Thackaberry

Do you LOVE our blog? If not, check it out! eLi’s blog has the latest updates on educational technology.
Instructional Design Toolkit houses resources for make-and-take creation.
eLearning and Innovation's Instructional Design Website

Tools and Resources >

Instructional Design Toolkit

Cuyahoga Community College has created and distributed a Faculty Instructional Design Toolkit as a method for scaling quality instructional design resources. The Faculty Instructional Design Toolkit is a series of tools that are designed to provide faculty with applicable strategies for designing their online or hybrid courses, in the real world, without needing particular expertise in instructional design.

These tools all embrace and are aligned to Quality Matters standards, and provide critical, just-in-time resources to enable faculty to design their courses immediately. The make-and-take tools are all accompanied by examples, and include everything for aligning using Backwards Design, focusing on objectives, assessments, resources, activities, and technology, to recommended organizational structures for online classrooms.

  - View
  - Download
  - 467k v.1 Mar 13, 2012 9:45 AM Rachel Brack

- Alignment Map Example and Template CC 12-15-11.pdf
  - View
  - Download
  - 281k v.1 Mar 13, 2012 9:45 AM Rachel Brack

  - View
  - Download
  - 404k v.1 Mar 13, 2012 9:45 AM Rachel Brack

- Project Plan Template CC 12-16-11.docx
  - View
  - Download
  - 61k v.1 Mar 13, 2012 9:45 AM Rachel Brack
# Aligning Through Language

**Office of eLearning & Innovation**

Academic & Student Affairs, Cuyahoga Community College

<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>Verb Used in Objective</th>
<th>Assessment that Tests the Achievement of the Objective</th>
<th>Characteristics and Types of Assessment Items</th>
<th>Activity that Assists in the Achievement of the Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering: Simple recall of information.</td>
<td>Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state</td>
<td>Quizzes/tests with multiple choice and true/false answers.</td>
<td>Requires only rote memory like recall, recognition, repeating back.</td>
<td>Flashcards.</td>
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<tr>
<td></td>
<td></td>
<td>Short answer worksheets that require stating of definitions.</td>
<td>Good for knowledge that must be memorized — names, dates, etc.</td>
<td>Take notes from articles or books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recall of dates, events, locations.</td>
<td>EX: who, what, when, where, how...</td>
<td>View videos and answer related recall-based questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quoting law or procedure.</td>
<td></td>
<td>List and label diagrams.</td>
</tr>
<tr>
<td>Understanding: Understanding meaning and restating in one's own words.</td>
<td>Convert, distinguish, estimate, explain, generalize, give examples of, interpret, paraphrase, rewrite, summarize, translate</td>
<td>Using one case study to predict the outcome of another.</td>
<td>Includes phrases like in your own words and what does this mean?</td>
<td>Outline articles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quizzes/tests that are essay or short-answer based using an example to predict outcomes.</td>
<td>Includes paraphrasing, summarizing, explaining.</td>
<td>Reconstruct graphics or maps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ordering information into specific groups via worksheets, Venn diagrams, outlines and charts.</td>
<td>EX: Retell.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>EX: Translating from one medium into another</td>
<td></td>
<td>EX: Explain meaning from a given scenario or statement.</td>
</tr>
</tbody>
</table>
# Alignment Map and Example

**Office of eLearning & Innovation**

Academic & Student Affairs, Cuyahoga Community College

## Alignment Map Example and Template

### Example Alignment Map for Hybrid

**Hybrid Model:** Flip 8. Online in the Classroom

**Lesson:** Speaking to Influence Outcomes

**Lesson Outcomes and specific Supporting Objectives:**
- Using contemporary methodology, deliver a persuasive presentation.
  - Create a PowerPoint Presentation.
  - Write a business proposal to deliver in a face-to-face context.
  - Deliver an oral presentation.

<table>
<thead>
<tr>
<th>Objectives (Supporting Objectives)</th>
<th>Assessment (Assessment and Measurement)</th>
<th>Applicable Resources (Instructional Materials)</th>
<th>Delivery is Online or F2F?</th>
<th>Practice or Activity (Learner Engagement &amp; Interaction)</th>
<th>Technology Used (i.e., media delivery and technology tools) (Course Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a PowerPoint Presentation.</td>
<td>Capstone project that requires the learner to research to write a business proposal, then use that business proposal to craft an oral presentation that is delivered via Adobe Connect.</td>
<td>Microsoft Word PPT Tutorial Example PPT Presentation with notes.</td>
<td>F2F</td>
<td>Students review the tutorials in class in a lab setting. They then create an initial draft of their PPT presentation in F2F class, submit online, and share with other students via a discussion forum for feedback from fellow students.</td>
<td>Tutorial via YouTube video. PPT presentation (example as indicated in Applicable Resources)</td>
</tr>
<tr>
<td>Write a business proposal to deliver in a face-to-face context.</td>
<td>Textbook, pages 78 - 95</td>
<td>Online</td>
<td>Students read the applicable textbook chapters on their own and write a draft of their business proposal, which they submit online.</td>
<td>Textbook only.</td>
<td></td>
</tr>
<tr>
<td>Deliver an oral presentation.</td>
<td><a href="http://www.speakersbureau.com">www.speakersbureau.com</a> <a href="http://www.tipsfortalking.com">www.tipsfortalking.com</a></td>
<td>Online</td>
<td>Students critique the successful points of each other's business presentations in a small group setting in class.</td>
<td>Textbook only.</td>
<td></td>
</tr>
</tbody>
</table>

Websites available via direct links.
The Right Assessment for the Job

Quality instructional design principles call for aligning the complexity of the assessment to that of the learning objective. A useful tool is to match the Bloom's taxonomy level of the objective with the assessment to pick the right assessment for the job.

<table>
<thead>
<tr>
<th>Bloom's Taxonomy</th>
<th>Verb Used in Objective</th>
<th>Assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating: Creating a new whole from parts of diverse genesis</td>
<td>Categorize, combine, compile, create, devise, design, explain, generate, modify, organize, plan, rearrange, relate, rearrange, revise, rewrite, summarize</td>
<td>Create an original product, combine different ideas thematically or with meaning into a new whole, use project-based scenarios that require information from multiple sources, develop procedures or plans</td>
</tr>
<tr>
<td>Evaluating: Make determinations about the value of specific information</td>
<td>Appraise, compare, conclude, criticize, critique, defend, discriminate, evaluate, explain, interpret, support, justify</td>
<td>Literary reviews, mock debates, craft solutions to long-standing, and real-world problems, review strategic options, assess sustainability of solutions, produce justifications, calculate the effects of a plan</td>
</tr>
<tr>
<td>Analyzing: Separating information into its parts in order to understand the whole</td>
<td>Analyze, compare, contrast, diagram, differentiate, discriminate, distinguish, illustrate, relate, infer, select, separate</td>
<td>Create a portfolio of essays analyzing one problem, demonstrate interrelated concepts, distinguish via creating visual diagrams, choose best method for solving a problem and then doing it, write an essay on subtle differences, measure needs</td>
</tr>
<tr>
<td>Applying: Use an idea in a new set of circumstances</td>
<td>Apply, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use</td>
<td>Compute answers to multi-step problems, demonstrate reactions to a given problem, put theory into effect, apply facts to solve problems</td>
</tr>
<tr>
<td>Understanding: Understanding meaning and relating in one's own words</td>
<td>Convert, distinguish, estimate, explain, generalize, give examples of, interpret, paraphrase, rewrite, summarize, translate</td>
<td>Multiple choice, true/false, short-answer essay, match cause and effect or classification, predict using principles, choose best definition, examples, summaries, ordering information into groups</td>
</tr>
<tr>
<td>Remembering: Simple recall of information</td>
<td>Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state</td>
<td>Multiple choice, true/false, matching, listing, identify facts and locations, label or order, define, quote law or procedure</td>
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</tbody>
</table>
# Project Plan Template

**Office of eLearning & Innovation**

Academic & Student Affairs, Cuyahoga Community College

<table>
<thead>
<tr>
<th>Planned Start Date</th>
<th>Planned End Date</th>
<th>Final End Date</th>
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<tbody>
<tr>
<td><strong>Project Timeline</strong></td>
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<tr>
<td>Task Owner</td>
<td>Design &amp; Development Timeline</td>
<td>Draft Due Date</td>
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<td>Phase 1</td>
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Tool Kit Available at:
https://sites.google.com/site/elidesignanddevelopment/tools-and-resources/instructional-design-toolkit
Thank you for attending.

For more information:

Dr. Paula Jones Eastern
Kentucky University
paula.jones@eku.edu

Sasha Thackaberry
Cuyahoga Community College
sasha.thackaberry@tri-c.edu