Meeting QM Standards through Modular Design

Paula Jones
Slide 2

Meeting QM Standards with a Modular Course Structure

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

Slide 3

Modular Design

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

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.

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

Slide 8

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

Slide 9

Current View of Typical Course Site

Command Buttons to be Removed
Added Command Buttons

Modules

Groups (if used)

Folders Represent Modules

• Introductory Module

• Content Modules

QM Standard 1

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.
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)

QM Standards

Quality Matters Rubric Standards 2011 - 2013 edition with Assigned Point Values

<table>
<thead>
<tr>
<th>Standard</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructions make clear how to get started and where to find various course components. 3</td>
</tr>
<tr>
<td>2</td>
<td>Students are introduced to the purpose and direction of the course. 1</td>
</tr>
<tr>
<td>3</td>
<td>Clear and concise expectations (sometimes called “exit criteria”) for online discussions, work, and other forms of communication are stated clearly. 2</td>
</tr>
<tr>
<td>4</td>
<td>Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to such policies is provided. 2</td>
</tr>
<tr>
<td>5</td>
<td>Clear and concise expectations (sometimes called “exit criteria”) for online discussions, work, and other forms of communication are stated clearly. 2</td>
</tr>
<tr>
<td>6</td>
<td>Minimum technical skills needed by the student are clearly stated. 1</td>
</tr>
<tr>
<td>7</td>
<td>The self-introduction (by instructor) is appropriate and available within 1 week. 1</td>
</tr>
<tr>
<td>8</td>
<td>Students are required to formulate responses to instructor. 1</td>
</tr>
</tbody>
</table>

Standard 1 -- Covered
Slide 25

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 Talks/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

Slide 26

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 Talks/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

Slide 27

QM Standards

Standards 2, 3 and 4 -- Covered
QM Standards

Table of QM Standards:

<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Interaction</td>
<td>1.1</td>
<td>The learning activities support the achievement of the stated learning objectives.</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Learning activities provide opportunities for interaction that support student learning.</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>The instructor's plan for classroom instruction and feedback on assignments is clearly stated.</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>Communication requirements for student interaction are clearly stated.</td>
</tr>
<tr>
<td>Course Technology</td>
<td>2.1</td>
<td>The tasks and media support the course learning objectives.</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>Course tasks and media support student engagement and guide the student to become an active learner.</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td>Navigation throughout the online components of the course is logical, consistent, and efficient.</td>
</tr>
<tr>
<td></td>
<td>2.4</td>
<td>Students can readily access the technologies required for the course.</td>
</tr>
<tr>
<td>Accessibility</td>
<td>3.1</td>
<td>The course design accommodates the use of assistive technologies.</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td>The course design considers the availability of assistive technologies.</td>
</tr>
<tr>
<td></td>
<td>3.3</td>
<td>The course design considers the availability of assistive technologies.</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td>The course design considers the availability of assistive technologies.</td>
</tr>
</tbody>
</table>

Discussion Board

- **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

Presenter:

Dr. Paula Jones

*Instructional Designer*

*Adj. Faculty*

Eastern Kentucky University

paula.jones@eku.edu