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

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Preparing for Success with Innovative Templates and Tools



Quality Out
of the Gate

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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



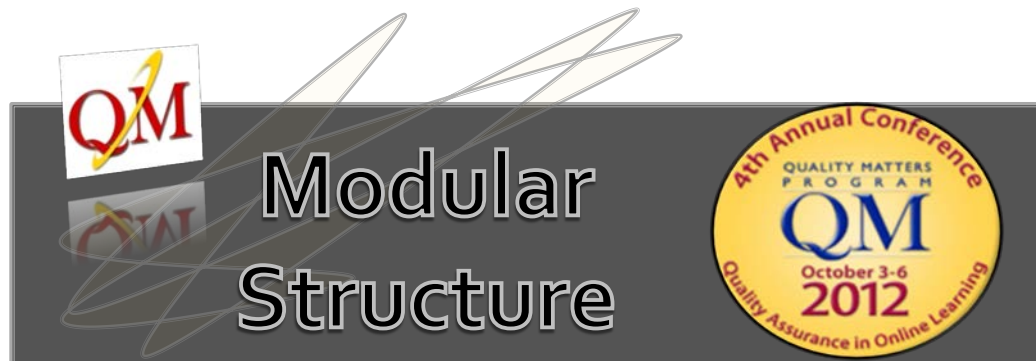
Modular
Structure



Modular Design

Defining Module

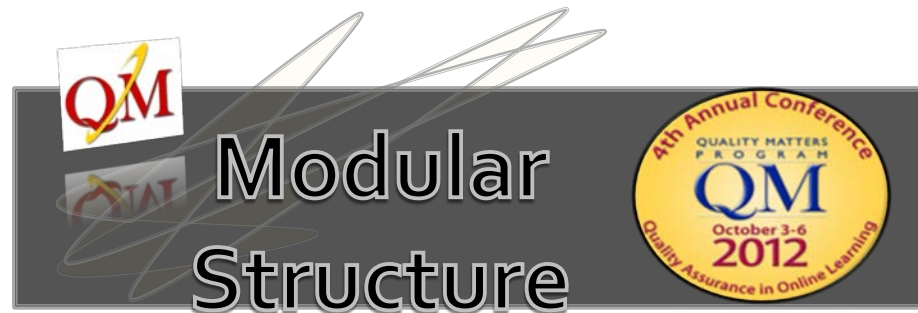
- An instructional package dealing with a single concept or topic within a specified content area



Modular Design

Benefit of Modular Design

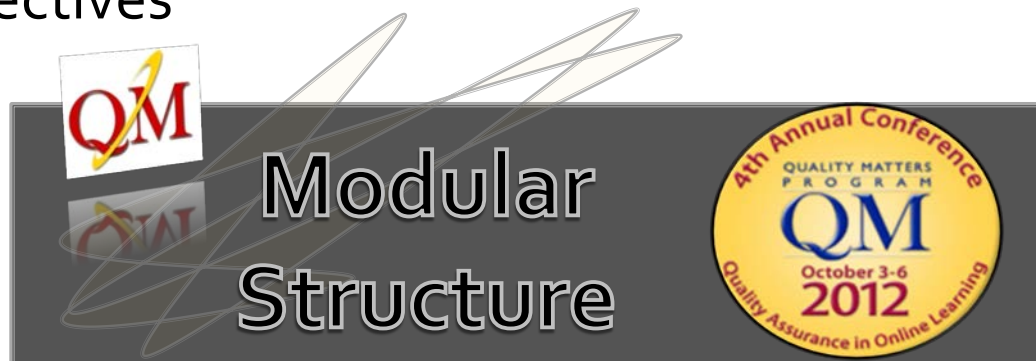
- **Modular design** is an attempt to combine the advantages of **standardization** (saving time, provides consistency) with those of **customization** (allow flexibility to include additional instructional components to support learning)
- Can **increase student involvement** in the topic by providing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



Modular Design

Additional Benefits of Modular Design

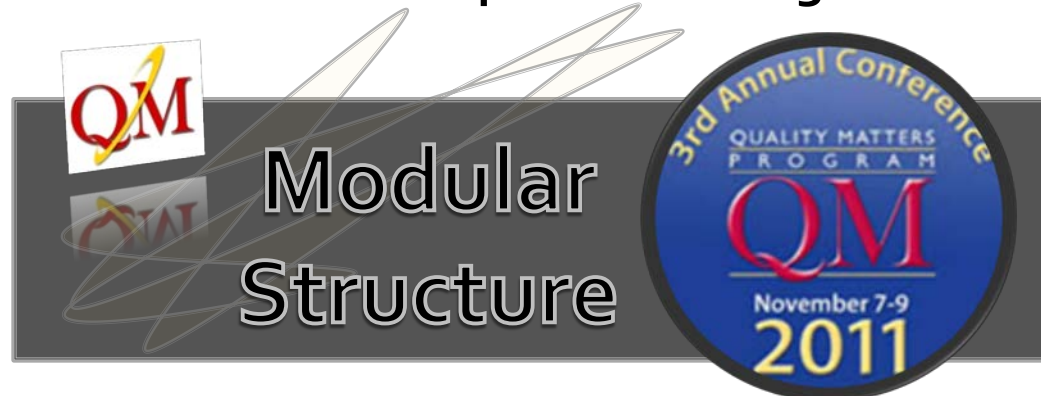
- Allows the student to **proceed through module content** at his or her own pace
- A **variety of instructional modes** are possible within a module
- Allows students to **identify their strengths and weaknesses and to self-assess** progress and repeat content and/or instructions as needed to acquire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



Modular Design

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**



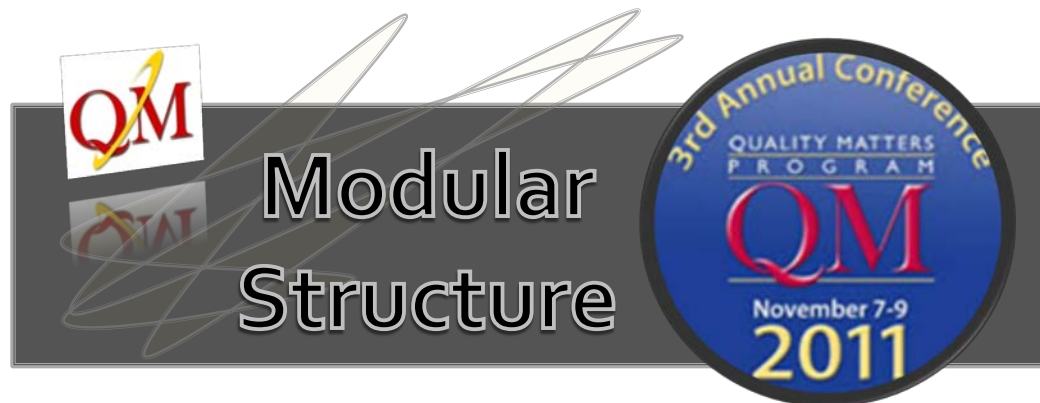
8 Key Areas Included in the QM Review Standards





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

The screenshot shows a Blackboard course site for 'AAA Grade Center Project'. The interface includes a top navigation bar with 'My EKU', 'Courses', 'Community', 'EKU Libraries', and 'Bb Help'. Below this is a course-specific navigation bar with 'AAA Grade Center Project' and 'Announcements'. The main content area is titled 'Announcements' and features a 'Create Announcement' button. On the left, there is a vertical sidebar with a list of course tools: 'Announcements', 'Course Information', 'Contacts', 'Course Documents', 'Assignments', 'Communication', 'Discussion Board', 'External Links', and 'Tools'. Below this list is a 'COURSE MANAGEMENT' section with a 'Control Panel' and several sub-items: 'Course Tools', 'Course Links', 'Evaluation', 'Users and Groups', 'Customization', 'Packages and Utilities', and 'Help'. A yellow callout box with the text 'Command Buttons to be Removed' is positioned over the 'Assignments', 'Communication', and 'External Links' items in the sidebar. Red arrows point from the callout box to these three items.

Blackboard Academic Suite x Blackboard Learn x

My EKU Courses Community EKU Libraries Bb Help

AAA Grade Center Project Announcements

Announcements

Create Announcement

Command Buttons to be Removed

COURSE MANAGEMENT

- Control Panel
- Course Tools
- Course Links
- Evaluation
- Users and Groups
- Customization
- Packages and Utilities
- Help

Modular Course Site



Announcements

Message from the Instru

Begin this course by
the screen to acces
you will find several
prepare to begin the

Added Command Buttons

Posted by: Paula Jones
Posted on : Fri, Sep 2,
2011

e of
. There
you to

- [Announcements](#)
- [Contact the Professor](#)
- [Modules](#)
- [Discussion Board](#)
- [Groups](#)
- [Grade Book](#)
- [Tools](#)
- [Library Guide](#)

Modular Course Site



Modules



Introductory Module

Student should access and read all of the documents and files in the
Students must complete the assignments associated with this module.
Module 1 Information will be available on Friday, _____

Folders Represent
Modules

•Introductory Module

_____ beginning at 12:00pm.



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

•Content Modules

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 _____ .

QM Standard 1



» IDC Site (Module Structure - Meeting QM Standards 2011-2013) »

- Announcements
- Contact the Professor
- Modules
- Discussion Board
- Groups
- Grade Book
- Tools
- Library Guide

COURSE MANAGEMENT



Welcome to the Course

IDC Modular Structure (to meet QM Standards)

SYS



Announcements

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

- IDC Site (Module Structure - Meeting QM Standards 2011-2013)
- Announcements
- Contact the Professor
- Modules
- Discussion Board
- Groups
- Grade Book
- Tools
- Library Guide



Modules



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.

Example Introductory Module

Contact the Professor
Modules
Discussion Board
Groups
Grade Book
Tools
Library Guide

COURSE MANAGEMENT

⌘ Control Panel

∨ Course Tools
∨ Course Links
∨ Evaluation >
∨ Users and Groups
∨ Customization >
∨ Packages and Utilities >
∨ Help



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 Bb 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 Meets QM Standard 8.1



Netiquette Information & Guide

Attached Files  [_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
- ECU 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
- ECU Semester Calendar Link
- Student Support Services (links)
- Academic Support Services (links)
- Tech Support Services (links)

QM Standards

QUALITY MATTERS
PROGRAM



For more information visit www.QMprogram.org or email info@qualitymatters.org

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



Standards

Points

Course Overview and Introduction

<input checked="" type="checkbox"/>	1.1	Instructions make clear how to get started and where to find various course components.	3
<input checked="" type="checkbox"/>	1.2	Students are introduced to the purpose and structure of the course.	3
<input checked="" type="checkbox"/>	1.3	Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	2
<input checked="" type="checkbox"/>	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.	2
<input checked="" type="checkbox"/>	1.5	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
<input checked="" type="checkbox"/>	1.6	Minimum technical skills expected of the student are clearly stated.	1
<input checked="" type="checkbox"/>	1.7	The self-introduction by the instructor is appropriate and available online.	1
<input checked="" type="checkbox"/>	1.8	Students are asked to introduce themselves to the class.	1

Standard 1 -- Covered

QM Standards

Learner Support

<input checked="" type="checkbox"/>	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3
<input checked="" type="checkbox"/>	7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3
<input checked="" type="checkbox"/>	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.	2
<input checked="" type="checkbox"/>	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.	1

Standard 7 -- Covered

Content Modules

Discussion Board

Groups

Grade Book

Tools

Library Guide

COURSE MANAGEMENT

^ Control Panel

∨ Course Tools

∨ Course Links

∨ Evaluation »

∨ Users and Groups

∨ Customization »

∨ Packages and
Utilities »

∨ Help



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

Blackboard Academic Suite | Blackboard Learn

Your Institution UNIVERSITY

My ECU | Courses | Community | ECU Libraries | Bb Help

Instructional Development Center | Modules > Module 1 (Example of Modular Design)

Module 1 (Example of Modular Design)

- Intro of Module -- Message from Instructor**
This item can be a short paragraph or a 2-3 page text-based document. This information can also be shared using an audio recording (podcast of audio is an option) and/or a ppt with the instructor's audio and/or a video of the instructor (streaming video is an option) to provide an overview of the module, expectations of the student, and provide an overview of the what the student can expect from the course.
- Power Point Presentation for Chapter 1**
Attached Files: [LS4_ch01_rev.ppt](#) (3.095 MB)
- [Link to Module 1 Forum](#)**
This link will provide students direct access to the current forum that is associated with this module. This link could be used to provide direct access to a discussion board.
- [Resilience: Mentoring At-Risk Children - Video](#)**
Example of video content for students to access and view via their computer. This video can be in support (a summary) of content introduced in the module and/or supplemental to the module content.
- [Human Development Journal](#)**
Example of External Link used to supplement module content.
- [Assignments Folder](#)**
This is a suggested assignment folder.
The instructor will determine the actual assignments-- see information posted inside this folder and revised as will.

Message from Instructor

Direct Course Links to Module Forums on Discussion Boards

External Links Provided within Module

Assignments/Exams Provided within Module

ORGANIZATION MANAGEMENT

- Control Panel
- Organization Tools
- Organization Links
- Evaluation
- Users and Groups
- Customization
- Packages and Utilities
- Help

Example Assignment Folder

The screenshot displays the Blackboard Learn interface. At the top, there are browser tabs for 'Blackboard Academic Suite' and 'Blackboard Learn'. The navigation bar includes 'My Places', 'Home', 'Help', and 'Logout'. Below this is a header for 'Your Institution UNIVERSITY' with tabs for 'My EKU', 'Courses', 'Community', 'EKU Libraries', and 'Bb Help'. The breadcrumb trail reads 'Instructional Development Center > Modules > Module 1 (Example of Modular Design) > Assignments Folder'. On the right, there is an 'Edit Mode: OFF' button.

The left sidebar contains a navigation menu with sections: 'Instructional Development Center' (with sub-items: Announcements, Contacts, Modules, Communication, Discussion Board, Groups, Tools, Examples of Media Products), 'My Groups' (with sub-item: Group 2), and 'ORGANIZATION MANAGEMENT' (with sub-items: Control Panel, Organization Tools, Organization Links, Evaluation, Users and Groups, Customization, Packages and Utilities, Help).

The main content area is titled 'Assignments Folder' and contains a document icon followed by the heading 'Weekly Assignment and Deadline Page'. Below this is a pink text block: 'Students should complete the following assignments for this module:'. This is followed by a numbered list of 8 items:

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 the 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.

Below the list is a text line: 'Deadline to complete and submit the above assignments is _____.'

There are two additional items in the folder:

- A document icon followed by the heading '[Module 1 Quiz](#)'.
- A folder icon followed by the heading '[Biographies: Compare and Contrast Assignment](#)'. Below this heading is a paragraph: '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 read 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 a fellow class member will respond within 24-48 hours, M-F to 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 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 6.1 (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 sited (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, powerpt 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)

<input checked="" type="checkbox"/>	2.1	The course learning objectives describe outcomes that are measurable.	3
<input checked="" type="checkbox"/>	2.2	The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
<input checked="" type="checkbox"/>	2.3	All learning objectives are stated clearly and written from the students' perspective.	3
<input checked="" type="checkbox"/>	2.4	Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
<input checked="" type="checkbox"/>	2.5	The learning objectives are appropriately designed for the level of the course.	3

Assessment and Measurement

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

Instructional Materials

<input checked="" type="checkbox"/>	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
<input checked="" type="checkbox"/>	4.2	The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
<input checked="" type="checkbox"/>	4.3	All resources and materials used in the course are appropriately cited.	2
<input checked="" type="checkbox"/>	4.4	The instructional materials are current.	2
<input checked="" type="checkbox"/>	4.5	The instructional materials present a variety of perspectives on the course content.	1
<input checked="" type="checkbox"/>	4.6	The distinction between required and optional materials is clearly explained.	1

Standards 2, 3 and 4 -- Covered

QM Standards

Learner Interaction and Engagement

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 5.1 | The learning activities promote the achievement of the stated learning objectives. | 3 |
| <input checked="" type="checkbox"/> 5.2 | Learning activities provide opportunities for interaction that support active learning. | 3 |
| <input checked="" type="checkbox"/> 5.3 | The instructor's plan for classroom response time and feedback on assignments is clearly stated. | 3 |
| <input checked="" type="checkbox"/> 5.4 | The requirements for student interaction are clearly articulated. | 2 |

Course Technology

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 6.1 | The tools and media support the course learning objectives. | 3 |
| <input checked="" type="checkbox"/> 6.2 | Course tools and media support student engagement and guide the student to become an active learner. | 3 |
| <input checked="" type="checkbox"/> 6.3 | Navigation throughout the online components of the course is logical, consistent, and efficient. | 3 |
| <input checked="" type="checkbox"/> 6.4 | Students can readily access the technologies required in the course. | 2 |
| <input checked="" type="checkbox"/> 6.5 | The course technologies are current. | 1 |

Accessibility

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> 8.1 | The course employs accessible technologies and provides guidance on how to obtain accommodation. | 3 |
| <input checked="" type="checkbox"/> 8.2 | The course contains equivalent alternatives to auditory and visual content. | 2 |
| <input checked="" type="checkbox"/> 8.3 | The course design facilitates readability and minimizes distractions. | 2 |
| <input checked="" type="checkbox"/> 8.4 | The course design accommodates the use of assistive technologies. | 2 |

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.

Blackboard Academic Suite | Blackboard Learn

My EKU | Courses | Community | EKU Libraries | Bb Help

EPY 869 Research in Education, Summer 09, 51885 | Discussion Board | Edit Mode: OFF

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum Search

Water Cooler

	Forum	Description	Total Posts	Unread Posts	Total Participants
↓	Water Cooler	This is our classroom meeting place. Students should post any general questions about content and/or assignments here (don't send an e-mail -- instead post questions here). To post a question click on the link "Water Cooler" and click on "Thread". To respond to others, simply click on "Reply". Fellow classmates and/or the instructor will respond to questions within 24 - 48 hours, Monday - Friday.	57	0	12
↓	Module 1 Forum	Post any questions and/or responses regarding the content of this module here. Expect a response from the instructor and/or a fellow classmate within 24 - 48 hours. Note: Participation is voluntary -- however, students are expected to check in with the discussion board forums daily and stay current in the instructions posted or information provided for the class.	31	0	9
↓	Module 2 Forum	Post any questions and/or responses regarding the content of this module here. Expect a response from the instructor and/or a fellow classmate within 24 - 48 hours. Note: Participation is voluntary -- however, students are expected to check in with the discussion board forums daily and stay current in the instructions posted or information provided for the class.	35	0	11
↓	Module 3 Forum	Post any questions and/or responses regarding the content of this module here. Expect a response from the instructor and/or a fellow classmate within 24 - 48 hours. Note: Participation is voluntary -- however, students are expected to check in with the discussion board forums daily and stay current in the instructions posted or information provided for the class.	29	0	9
↓	Module 4 Forum	Post any questions and/or responses regarding the content of this module here. Expect a response from the instructor and/or a fellow classmate within 24 - 48 hours. Note: Participation is voluntary -- however, students are expected to check in with the discussion board forums daily and stay current in the instructions posted or information provided for the class.	43	0	11
↓	Module 5 Forum				

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

It all starts with Standards...

- The non-alignment standards provide the greatest opportunity to impact course design using the mechanism of a template
- Standard 1
- Standard 7

Standard 1

- 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

Standard 7

- 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.



[Dev] Sasha New Course Template (ATHackaberry - 01)

Announcements

Start Here

Lessons

Discussion Board

Check Grades

Tri-C Resources

Tools

COURSE MANAGEMENT

Control Panel

Content Collection

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Help



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



^ [Dev] Sasha New Course Template (AThackaberry - 01) >>

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Course Outline & Calendar



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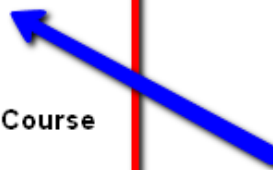
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Standard 1.7: A self-introduction by the instructor is appropriate and is available online.

COURSE MANAGEMENT

^ Control Panel

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

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.



[Dev] Sasha New Course Template (AThackaberry - 01)

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Netiquette Statement

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

7.2: Course instructions articulate or link to the institution's accessibility policies and services.



Packages and Utilities >>

Help



Netiquette Statement

etiquette *n.* forms of proper or polite behavior in society

net *n.* an abbreviation for internet

netiquette *n.* proper or polite behavior on the internet

Communication is very important in this course. To maintain a respectful environment, you are expected to follow these netiquette guidelines. Be advised that inappropriate behavior in an online environment. Any use of electronic communication on the internet for flaming or other kinds of harassment may be treated as a violation of the Student Conduct Code (accessible via My Tri-C Space on the Student Services tab).

- 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 picture entitled "Computer Skills Needed" for a list of the minimum computer skills required for this course.

Technical Requirements

Click on the link above "Technical Requirements" for specific information regarding the technical requirements for this course. You can also view the [Computer Settings Checklist](#) for more information. You can also click 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.

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

1.6: Minimum technical skills expected of the student are clearly stated.



Technical Requirements and Computer Skills Needed

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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 your computer settings for Blackboard. Browser Check will let you know if your computer meets the requirements for Blackboard. Make sure to give the link a few more minutes to run.

Learn to Use Blackboard

Learning to use Blackboard is important to being successful in this course. To learn how to use Blackboard, click on the link above to view the Blackboard Orientation video for you.



eLearning Orientation

The eLearning Orientation video provides information from uploading content to configuring your course.

- *Being an Online Student
- *Using Blackboard
- *Managing Your Time Well
- *Being a Successful Student
- *Computer and Internet Basics

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.

Tri-C Resources Button

- The “Tri-C Resources” provides additional institutional resources
- Help desk support
- Student support services
 - Academic
 - Non-academic support
- New Student Orientation Online



^ [Dev] Sasha New Course Template (AThackaberry - 01) >

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Packages and Utilities >

Help



Tri-C Resources



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

[Student Services & Resources](#)

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



My Blackboard

Courses

Student Resources

Content Collection

The Library

Blackboard Help

[Dev] Sasha New Course Template (AThackaberry - 01)

Tri-C Resources

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

Course Tools

Evaluation >>

Grade Center >>

Users and Groups >>

Customization >>

Packages and Utilities >>

Help

**Student Support Services**Student Services & Resources

Click on the link above to learn more about the Student Services & Resources link takes you to a one page document that includes

- Access Office (Students with Disabilities)
- Admissions and Records
- The Assessment Center
- Campus Police
- Counseling
- Financial Aid
- Library
- Key Career Place
- Student Life
- Technology Learning Centers (TLC)

**New Student Orientation**A student new to Tri-C?

New Student Orientation is a required experience for all new students. You can take this in person at a campus or online. This orientation focuses on counseling, registration, logging onto your email, and other support services.



Start New Student Orientation

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.

If you are a student new to Tri-C and are rejoining Online. It provides information on the Tri-C Card, parking, counseling, support services, campus safety, and more!

The New Student Orientation Online takes about 45 minutes to complete in its entirety, but you can leave and come back to your place at any time.

Printable PDF of Student Services & Resources



Student Services and Resources

<p>Academic Calendar www.tri-c.edu/acadcalendar</p> <ul style="list-style-type: none"> • Important dates/timelines for students • Semester and Session (part of term) start and end dates • Petition to graduate deadlines 	<p>eLearning & Innovation www.tri-c.edu/onlinelearning 216-987-4257</p> <ul style="list-style-type: none"> • Getting started in online courses - SmarterMeasure assessment • Questions about eLearning or Blackboard • Syllabi for Cable College and Independent learning
<p>Access – Disability Support Services www.tri-c.edu/accessprograms East: 216- 987-2052 Metro: 216-987-4344 West: 216-987-5079 Brunswick: 216-987-3997</p> <ul style="list-style-type: none"> • Accommodations & support for students with disabilities • Services for classroom and/or eLearning students • Information on Assistive Technology 	<p>Financial Aid www.tri-c.edu/financialassistance 800-954 -8742 financialaid@tri-c.edu</p> <ul style="list-style-type: none"> • Assists students with finding a way to pay for college • Help with completing the FAFSA • Applications for scholarships, grants and loans
<p>Admission to Tri-C www.tri-c.edu/apply 800-954-8742 enroll@tri-c.edu</p> <ul style="list-style-type: none"> • Information on courses - search and schedule • Transcript - www.tri-c.edu/transcripts • Application for admission 	<p>Health & Wellness My Tri-C Space > Student Services tab > Wellness channel East: 216- 987-2511 Metro: 216-987-6143 West: 216-987-5420</p> <ul style="list-style-type: none"> • Resources for students to embrace a healthy lifestyle • Wellness opportunities offered each semester • Relaxation room and lactation room for moms
<p>Assessment Center www.tri-c.edu/placementtesting East: 216-987-5256 Metro: 216-987-4311 West: 216-987-5256 Westshore: 216-987-3997 Corporate College West: 216-987-5888 Brunswick: 216-987-3997</p> <ul style="list-style-type: none"> • Placement testing (COMPASS Math and English) • Distance Learning testing 	<p>24/7 Helpdesk – Technical Support My Tri-C Space > Blackboard tab > Blackboard Support channel 216- 987-4357 (HELP)</p> <ul style="list-style-type: none"> • Blackboard, Internet Explorer, Microsoft Office help • My Tri-C Space – Log-in issues and password resets • Tri-C Email
<p>Customer Service Center www.tri-c.edu/customerservice 800-954-8742</p> <ul style="list-style-type: none"> • Paying tuition statements - My Tri-C Space > My Info > Online Business Office • Parking passes and other financial transactions 	<p>Key Career Place www.tri-c.edu/keycareerplace East: 216-987-2567 Metro: 216-987-4913 West: 216-987-5575</p> <ul style="list-style-type: none"> • Free career search and resume writing workshops • Job search advising, internships, and co-ops
<p>Bookstore www.tri-c.edu/bookstore East: 216-987-2070 Metro: 216-987-4550 West: 216-987-5550</p>	<p>Library http://www.tri-c.edu/library East: 216-987-2085 Metro: 216-987-4292 West: 216-987-5410 Westshore: 216-987-3997</p>



“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



[Dev] Sasha New Course Template (AThackaberry - 01)

Lessons

Edit Mode is: OFF



^ [Dev] Sasha New Course Template (AThackaberry - 01) >>

Announcements

Start Here

Lessons

Discussion Board

Check Grades

Tri-C Resources

Tools

COURSE MANAGEMENT

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Content Collection >>

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Grade Center >>

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Help >>



Lessons



Lesson One



Lesson Two



Course navigation sidebar with buttons for Announcements, Start Here, Lessons, Discussion Board, Check Grades, Tri-C Resources, and Tools.

COURSE MANAGEMENT

- Control Panel
- Content Collection
- Course Tools
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- Packages and Utilities
- Help

Main content area showing Lesson One folder and its items: To Do List - Lesson One and Objectives - Lesson One.

2.4: Instructions to students on how to meet the learning objectives are adequate and stated clearly.

Discussion Board

- 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.

[Dev] Sasha New Course Template (AThackaberry - 01)

- Announcements
- Start Here
- Lessons
- Discussion Board**
- Check Grades
- Tri-C Resources
- Tools

COURSE MANAGEMENT

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- Help

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum

Search

<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts	Total Participants
<input type="checkbox"/>	Tell Us About Yourself	WELCOME everyone! This is the first of many discussion threads in the class. Introduce yourself to the group with the following information: <ul style="list-style-type: none">Your nameWhere you're fromWhere you work/how you're not working currentlyTwo interesting things about youThe reason you're taking this class	0	0	0
<input type="checkbox"/>	Blackboard/Technology Help Forum	If you need assistance with Blackboard, or another technology used in this course, feel free to post your question here. Your classmates may be able to assist you. Also, feel free to help out by answering a fellow student's question. Remember you may always contact the Customer Care Technical Support at (216) 987-HELP (4357).	0	0	0
<input type="checkbox"/>	Course Questions	Do you have a question about a class assignment? Do you think other students might have the same question? Post it here to receive a public reply. Personal questions should not	0	0	0

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

eLi Instructional Design Website



eLearning and Innovation's Instructional Design Website

- Home
- Design News
- Best Practices
 - Best Practices in Design
 - Best Practices in Development
 - Best Practices in Technology
- Tools and Resources
 - Hybrid Resources
 - Instructional Design Toolkit
 - Online Environment Rubrics
- Faculty Corner
 - Awards
 - Innovative Project Info
- Articles
- Sitemap
- Links
 - Distance Learning
 - eLi Blog
 - Title III Blog
 - Quality Matters Website
 - Faculty Blackboard Page
- eMerge Follow-Up
 - 

Home



Instructional Design
From the Office of eLearning and Innovation at Cuyahoga Community College

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 23, 2012 7:43 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 Apr 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,



eLearning and Innovation's Instructional Design Website

- Home
- Design News
- Best Practices
 - Best Practices in Design
 - Best Practices in Development
 - Best Practices in Technology
- Tools and Resources**
 - Hybrid Resources
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Home



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Instructional Design Toolkit houses resources for make-and-take creation.

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Posted Apr 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,

eLearning and Innovation's Instructional Design Website

Home

Design News

▼ **Best Practices**

- Best Practices in Design
- Best Practices in Development
- Best Practices in Technology

▼ **Tools and Resources**

- Hybrid Resources

Instructional Design Toolkit

- Online Environment Rubrics

▼ **Faculty Corner**

- Awards
- Innovative Project Info

Articles

Sitemap

Links

- Distance Learning
- eLi Blog
- Title III Blog
- Quality Matters Website
- Faculty Blackboard Page

eMerge Follow-Up



[Tools and Resources >](#)

Instructional Design Toolkit

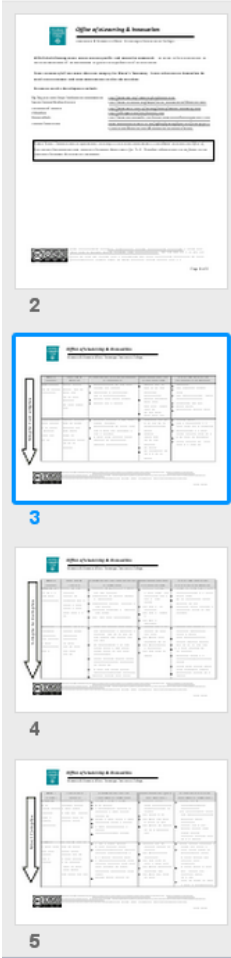


Cuyahoga Community College has created and distributed a Faculty Instructional Design Toolkit as a method for scaling quality instructional design resources. The Faculty Instructional Design Toolkit is a series of tools that are designed to provide faculty with applicable strategies for designing their 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.

	+ Add file	+ Add link	Move to ▾	Delete	Subscribe to changes				
<input type="checkbox"/>		Aligning Through Language CC 12-15-11.pdf View Download	467k	v. 1	Mar 13, 2012 9:45 AM	Rachel Brack			
<input type="checkbox"/>		Alignment Map Example and Template CC 12-15-11.pdf View Download	281k	v. 1	Mar 13, 2012 9:45 AM	Rachel Brack			
<input type="checkbox"/>		Navigation Map Example and Template CC 12-15-11.pdf View Download	404k	v. 1	Mar 13, 2012 9:45 AM	Rachel Brack			
<input type="checkbox"/>		Project Plan Template CC 12-16-11.docx View Download	61k	v. 1	Mar 13, 2012 9:45 AM	Rachel Brack			

Aligning Through Language



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Bloom's Taxonomy	Verb Used in Objective	Assessment that Tests the Achievement of the Objective	Characteristics and Types of Assessment Items	Activity that Assists in the Achievement of the Objective
Remembering: Simple recall of information.	Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state	<ul style="list-style-type: none"> Quizzes/tests with multiple choice and true/false answers. Short answer worksheets that require stating of definitions. Recall of dates, events, locations. Quoting law or procedure. 	<ul style="list-style-type: none"> Requires only rote memory like recall, recognition, repeating back. Good for knowledge that must be memorized – names, dates, etc. EX: who, what, when, where, how... 	<ul style="list-style-type: none"> Flashcards. Take notes from articles or books. View videos and answer related recall-based questions. List and label diagrams. Outline articles. Reconstruct graphics or maps.
Understanding: Understanding meaning and restating in one's own words.	Convert, distinguish, estimate, explain, generalize, give examples of, interpret, paraphrase, rewrite, summarize, translate	<ul style="list-style-type: none"> Using one case study to predict the outcome of another. Quizzes/tests that are essay or short-answer based using an example to predict outcomes. Ordering information into specific groups via worksheets, Venn diagrams, outlines and charts. 	<ul style="list-style-type: none"> Includes phrases like <i>in your own words</i> and <i>what does this mean?</i> Includes paraphrasing, summarizing, explaining. EX: Retell... EX: Translating from one medium into another 	<ul style="list-style-type: none"> List examples of. Predict consequences of an action based on prior knowledge. Generalize from a series of specific cases to a whole genre. Group and order knowledge. Explain meaning from a given scenario or statement.



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Alignment Map and Example



1



2



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Alignment Map Example and Template

Example Alignment Map for Hybrid

Hybrid Model: Flip & Online in the Classroom

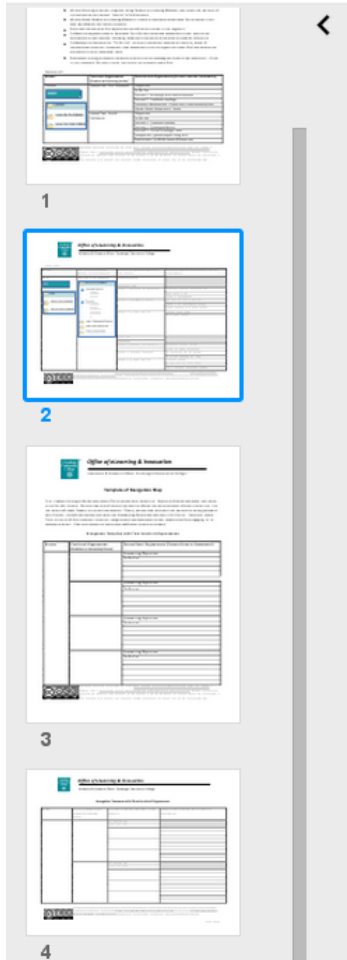
Lesson: Speaking to Influence Outcomes

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.

Objectives (Supporting Objectives)	Assessment (Assessment and Measurement)	Applicable Resources (Instructional Materials)	Delivery is Online or F2F?	Practice or Activity (Learner Engagement & Interaction)	Technology Used (i.e. media delivery and technology tools) (Course Technology)
Create a PowerPoint Presentation.	Capstone project that requires the learner to research to	Microsoft Word PPT Tutorial Example PPT Presentation with notes.	F2F	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.	Tutorial via YouTube video. PPT presentation (example as indicated in Applicable Resources.)
Write a business proposal to deliver in a face-to-face context.	write a business proposal, then use that business proposal to craft an oral presentation	Textbook, pages 78 - 95	Online	Students read the applicable textbook chapters on their own and write a draft of their business proposal, which they submit online.	Textbook only.
			F2F	Students critique the successful points of each other's business presentations in a small group setting in class.	Textbook only.
Deliver an oral presentation.	that is delivered via Adobe Connect.	www.speakersbureau.com www.tipsfortalking.com	Online	Students complete their presentation, demonstrated synchronously via Adobe Connect. It is also archived and posted in the Blackboard Course Site.	Websites available via direct links.

Navigation Map and Example



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Example #2

Button	First Level Organization (Folders or Learning Units)	Second Level Organization (Items and Folders)	Third Level Organization (Content Area or Assessment)
Units	Unit One: Pre-Civilization <ul style="list-style-type: none"> Unit One: Pre-Civilization Supporting Objectives <ul style="list-style-type: none"> First objective Second objective Third objective To Do List <ul style="list-style-type: none"> Read these things Do this activity Do this other activity Do this assignment Do this assessment etc. Folder 1: Readings and Resources Folder 2: Individual Activities Folder 3: Group Activities 	Objectives (Item)	
		To Do List (Item)	
Units	Unit One: Pre-Civilization Unit Two: Greek Civilization	Folder 1: Readings and Resources	Textbook readings (Chapters 9-12) Web resource list Research assignment
		Folder 2: Individual Activities	Personal glossary assignment Higher-order assignment: essay Preparation for wiki group project
		Folder 3: Group Activities	Partner essay review Wiki group project
		Objectives	
		To Do List	
		Folder 1: Readings and Resources	Textbook readings (13-19) Article on Greek Civilization
Folder 2: Individual Activities	Self-reflective journal activity Formative Assessment: Quiz		
Folder 3: Group Activities	Discussion forum Second segment wiki project Group virtual presentation of wiki		



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The Right Assessment for the Job



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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.



Bloom's Taxonomy	Verb Used in Objective	Assessment Options
Creating: Creating a new whole from parts of diverse genesis	Categorize, combine, compile, create, devise, design, explain, generate, modify, organize, plan, rearrange, relate, reorganize, revise, rewrite, summarize	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
Evaluating: Make determinations about the value of specific information.	Appraise, compare, conclude, criticize, critique, defend, discriminate, evaluate, explain, interpret, support, justify	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
Analyzing: Separating information into its parts in order to understand the whole	Analyze, compare, contrast, diagram, differentiate, discriminate, distinguish, illustrate, relate, infer, select, separate	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
Applying: Use an idea in a new set of circumstances	Apply, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use	Compute answers to multi-step problems, demonstrate reactions to a given problem, put theory into effect, apply facts to solve problems
Understanding: Understanding meaning and restating in one's own words	Convert, distinguish, estimate, explain, generalize, give examples of, interpret, paraphrase, rewrite, summarize, translate	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
Remembering: Simple recall of information.	Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state	Multiple choice, true/false, matching, listing, identify facts and locations, label or order, define, quote law or procedure



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Project Plan Template



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Planned Start Date		Planned End Date		Final End Date		
Project Timeline						
Task Owner	Design & Development Timeline			Draft Due Date	Edit/Revision Due Date	Final Due Date
Phase 1						
Phase 2						



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Tool Kit Available at:

<https://sites.google.com/site/elidesignanddevelopment/tools-and-resources/instructional-design-toolkit>

Discussion



Thank you for attending.
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