

November 2011

Meeting QM Standards through Modular Design

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Recommended Citation

Jones, Paula, "Meeting QM Standards through Modular Design" (2011). *Instructional Development Center Faculty and Staff Research*. Paper 7.
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Slide 1

Providing Faculty Members a Course Design that Works




Meeting Essential Standards



Dr. Paula Jones
Instructional Designer
Eastern Kentucky University

Slide 2

Meeting  Standards with a Modular Course Structure

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


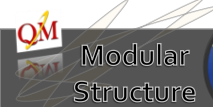


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Modular Design

Defining Module

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




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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




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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

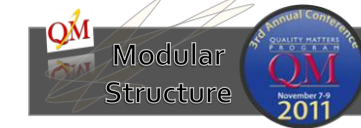


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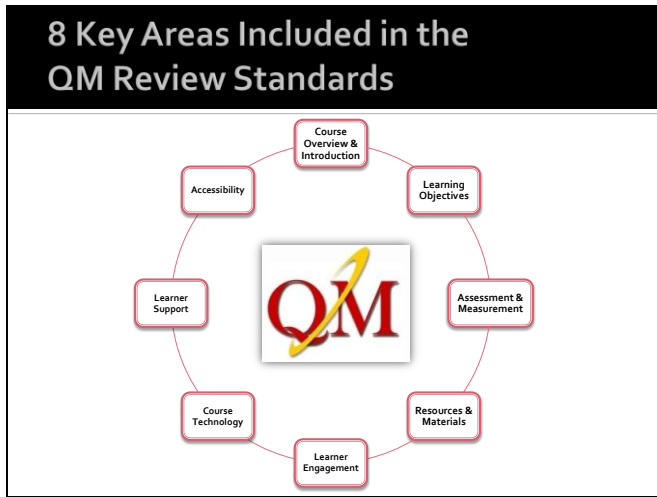
Modular Design

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**



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QM 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**

QM Modular Structure 3rd Annual Conference QUALITY MATTERS PROGRAM November 7-9 2011

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Current View of Typical Course Site

Command Buttons to be Removed

QM Modular Structure 3rd Annual Conference QUALITY MATTERS PROGRAM November 7-9 2011

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Modular Course Site

ECU Online Learning

My ECU Courses Community My Content ECU Libraries ECU Student Email Do Help Scholar

HELP DESK: 859-622-3000

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

Welcome to the Course IDC Modular Structure (to meet QM Standards)

SYSTEM | COURSE | VIEW ALL

Announcements

Message from the Instructor

Added Command Buttons

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.

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

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Modular Course Site

Modules

Introductory Module

Student should access and read all of the documents and files in the Modules folder. Students must complete the assignments associated with this module. Module 1 information will be available on Friday, September 2, 2011, 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

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 _____ .

- Introductory Module
- Content Modules

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QM Standard 1

Welcome to the Course IDC Modular Structure (to meet QM Standards)

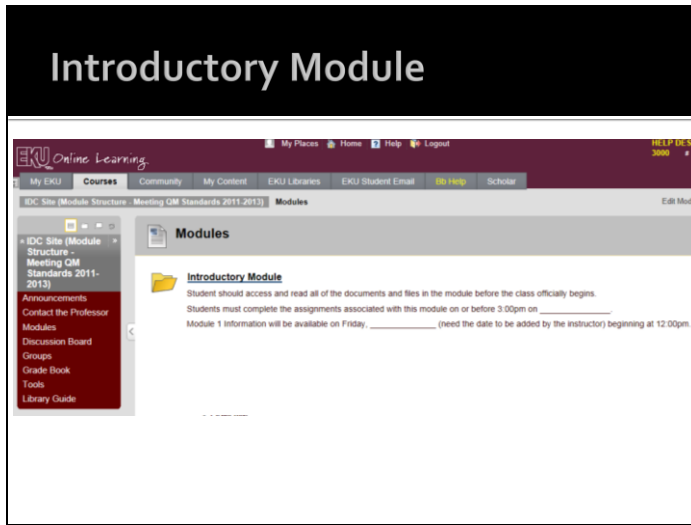
Announcements

Message from the Instructor: How to Begin Our Course

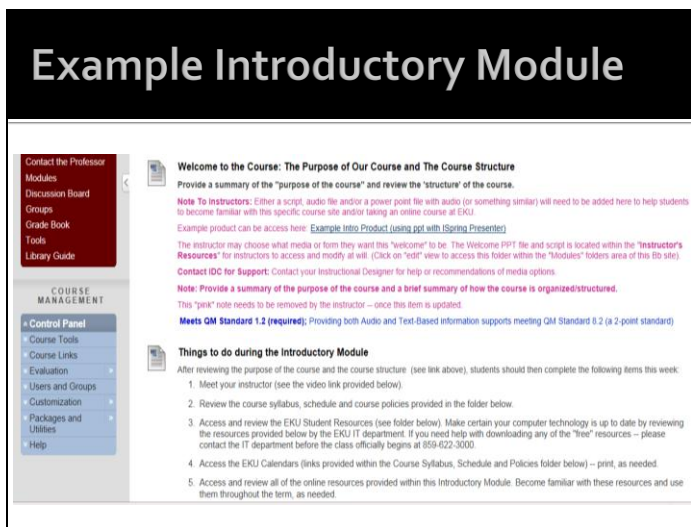
Begin this course by clicking on the **Modules** command button on the left side of the screen to access the information posted within the **Introductory Module**. There you will find several important videos, documents and resources that will help you to prepare to begin the course.

[Meets QM Standard 1.1](#)

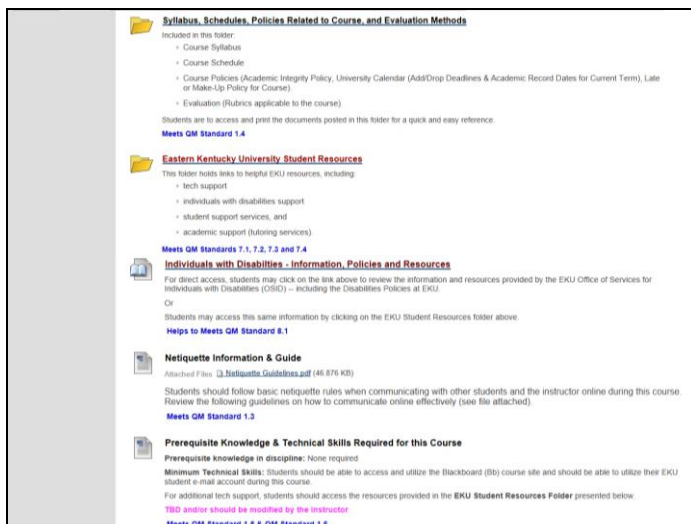
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Introductory Module

- 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)

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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)

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QM Standards

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




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QM Standards

Leamer Support	Standard	Weight
<input checked="" type="checkbox"/> 7.1 The course instructors articulate or link to a clear description of the technical support offered and how to access it.	3	3
<input checked="" type="checkbox"/> 7.2 Course instructors articulate or link to the institution's accessibility policies and services.	3	3
<input checked="" type="checkbox"/> 7.3 Course instructors 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	2
<input checked="" type="checkbox"/> 7.4 Course instructors 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	1

Standard 7 -- Covered



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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


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 the description.

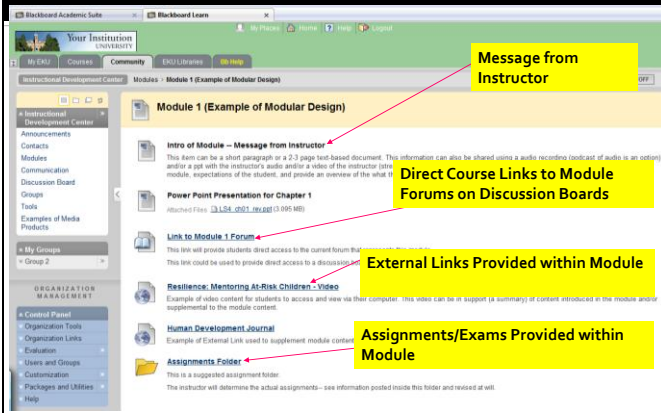
Meet QM Standards 2.1, 2.2, 2.3 and 2.8

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



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Content of a Typical Module



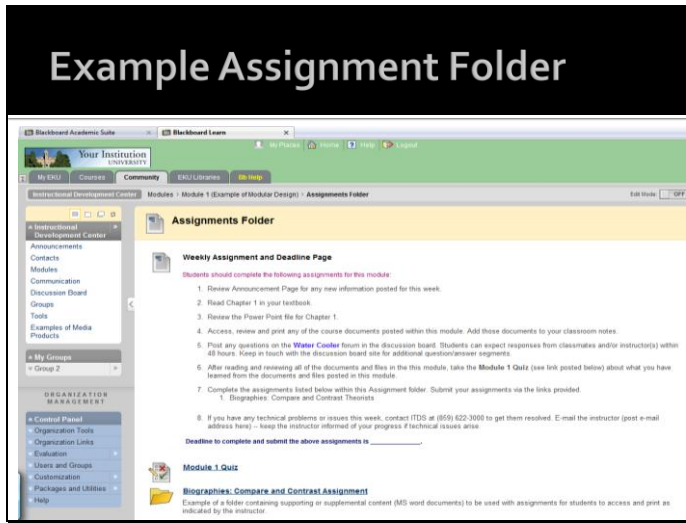
Message from Instructor

Direct Course Links to Module Forums on Discussion Boards

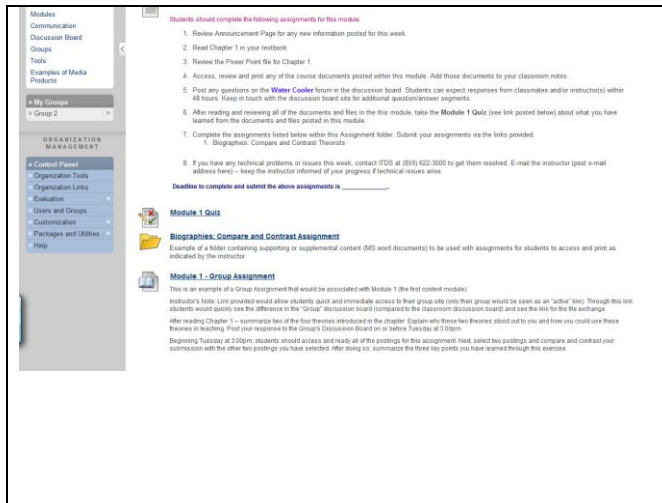
External Links Provided within Module

Assignments/Exams Provided within Module

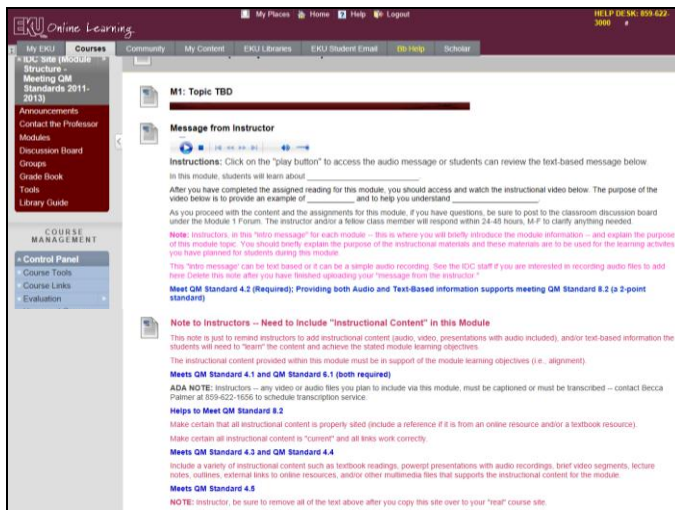
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Module 1 Assignments
 Assignments for this module are generally due on _____ unless otherwise noted within the individual assignments posted within this folder.

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

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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



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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

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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

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- ## 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.

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The screenshot shows the Blackboard LMS interface for a course titled 'EPY 600 Research in Education, Summer 2016'. The 'Discussion Board' section is active, showing a list of forums. Annotations include:

- Water Cooler:** Points to the 'Forum' entry, which is described as '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".'
- Module Forums:** Points to the 'Module 1 Forum', 'Module 2 Forum', 'Module 3 Forum', and 'Module 4 Forum' entries. Each entry includes a description of the forum's purpose and an expected response time.
- Expected Response Time Noted with Each Forum:** Points to the 'Note' text at the bottom of each forum entry, which states: 'Note: Participation is voluntary - however, students are expected to check in with the discussion board forums daily and also comment on the instructions posted or information provided for the class.'

Forum Name	Total Posts	Threads	Total Participants
Forum	57	0	12
Module 1 Forum	31	0	9
Module 2 Forum	35	0	11
Module 3 Forum	29	0	9
Module 4 Forum	43	0	11

Presenter:
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