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Meeting QM Standards through Modular Design

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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
Slide 7

8 Key Areas Included in the QM Review Standards

- Course Overview & Introduction
- Learning Objectives
- Assessment & Measurement
- Resources & Materials
- Learner Engagement
- Course Technology
- Learner Support
- Accessibility

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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

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Current View of Typical Course Site

Command Buttons to be Removed
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Modular Course Site

- Added Command Buttons
- Modules
- Groups (if used)

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Modular Course Site

- Folders Represent Modules
  - Introductory Module
  - Content Modules

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QM Standard 1

- Welcome to the Course
- Modules
- Groups (if used)
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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.qualitymatters.org](http://www.qualitymatters.org) or email info@qualitymatters.org

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview and Introduction</td>
<td></td>
</tr>
<tr>
<td>1. Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
</tr>
<tr>
<td>2. Students are introduced to the purpose and structure of the course.</td>
<td>3</td>
</tr>
<tr>
<td>3. Course objectives and assessment criteria are clear.</td>
<td>2</td>
</tr>
<tr>
<td>4. Course policies and procedures are clear.</td>
<td>2</td>
</tr>
<tr>
<td>5. Mandatory requirements of the course are clear.</td>
<td>2</td>
</tr>
<tr>
<td>6. The self-introduction/handout to the instructor is appropriate.</td>
<td>1</td>
</tr>
<tr>
<td>7. The self-introduction/handout to the instructor is appropriate and available in class.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Standard 1 -- Covered**
QM Standards

Standard 7 -- Covered

Content Modules

Message from Instructor

Direct Course Links to Module

Forums on Discussion Boards

External Links Provided within Module

Assignments/Exams Provided within 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

QM Standards

 Standards 2, 3 and 4 -- Covered
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QM Standards

<table>
<thead>
<tr>
<th>Learner Interaction Engagement</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learning activities provide the achievement of the stated learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>2. Learning activities provide opportunities for immediate feedback on learning.</td>
<td>3</td>
</tr>
<tr>
<td>3. The instructor’s plan for classroom responses and feedback on assignments is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>4. The requirements for student interaction are clearly stated.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Technology</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The tasks and media support the course learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>2. Course tasks and media support student engagement and guide the student to become an active learner.</td>
<td>3</td>
</tr>
<tr>
<td>3. Navigation throughout the various components of the course is logical, consistent, and efficient.</td>
<td>2</td>
</tr>
<tr>
<td>4. Students can readily access the technologies required for the course.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course requires accessible technologies and provides guidance on tools within accessibility.</td>
<td>3</td>
</tr>
<tr>
<td>2. The course contains equivalent alternatives for auditory and visual content.</td>
<td>2</td>
</tr>
<tr>
<td>3. The course design facilitates modularity and provides direction.</td>
<td>2</td>
</tr>
<tr>
<td>4. The course design accommodates the use of accessible technologies.</td>
<td>2</td>
</tr>
</tbody>
</table>

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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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