



Applying QM Standards to Online Design and Development: A Two-prong Approach

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CNLS
CENTER FOR NEW DESIGNS IN
LEARNING & SCHOLARSHIP



Presenters

- Kim Huisman Lubreski, Instructional Designer
- Linda Lemus, Instructional Designer

<https://cndls.georgetown.edu/>

Team Members/Collaborators

- Yianna Vovides, Director of Learning Design and Research & Professor of Practice
- Susan Pennestri, Assistant Director for Learning Design and Technologies
- Kylie McGraw, Online Course Coordinator
- Sarah Workman, Instructional Designer
- Eleri Syverson, Junior Instructional Designer
- Zhuqing Ding, Online Course Coordinator
- Jennifer Lubkin Chavez, Program Manager, Technology Enhanced Learning
- Yiran Sun, Media Specialist
- Joe King, Junior Videographer and Video Editor
- Ryan Walter, Video Production Manager
- Alfred Schoeninger, Video Production Manager
- Xiaoke Ding, Motion Graphics Designer
- Barrinton Baynes, Multimedia Project Manager



Poll Question: What is your position?

1. Faculty
2. Instructional Support Staff
3. Program Administrator
4. Institutional Leader
5. Vendor Representative
6. Other

Getting to know each other

- Name
- Affiliation and position
- Number of years designing courses (if applicable)
- Your learning goals for attending this session?

Applying QM Standards to Online Design and Development: A Two-prong Approach

Learning Objectives:

- ❑ Describe background and challenges of CDS project
- ❑ Define approach to hybrid learning
- ❑ Explain how QM standards are applied to the project
- ❑ Review current outcomes of the project
- ❑ Generate ideas about how to improve the project

Index Cards: Challenges and Suggestion





Background

Overview of what happened in the past and why we developed this approach

GU Summer Online, 2015 - 2017

Year	Number of Courses	Number of CNDLS Support Staff
2015	5	8
2016	12	12
2017	15	15
2018 (Projected)	20	TBD

Old Model

- LMS Challenges
- Lack of learning community
- Inefficient use of resources
- Not sustainable
- Timeline challenges (faculty) → Workload challenges (CNDLS)

New Model: Learning Goals

- Explain design and development process for online courses
- Participate in team-based model to online course design and development
- Participate in planning, creating, building and teaching phases through online modules, face-to-face design series, and one-on-one consultations
- Apply Quality Matters standards to course design and development
- Produce course content and deliverables (e.g., learning objectives, activities, assessments, and media) in accordance with timeline
- Present course content to peers and provide feedback

New Model

- Administer pre-course survey to obtain baseline for faculty's knowledge and skills
- Increased efficiency and scalability
- Modeled Quality Matters standards throughout design and development process
- Combined immersion in LMS additional group meetings, supplemented with 1:1 meetings
- Team-based approach with defined roles
- Cultivated a learning community
- Increased stipend
- Added expectations and deadlines to contract



Integration of QM: Two Prongs

1. The hybrid learning series models QM Standards
2. Faculty are encouraged to incorporate QM standards into their course design



Prong One

Hybrid Approach to Learning & Design



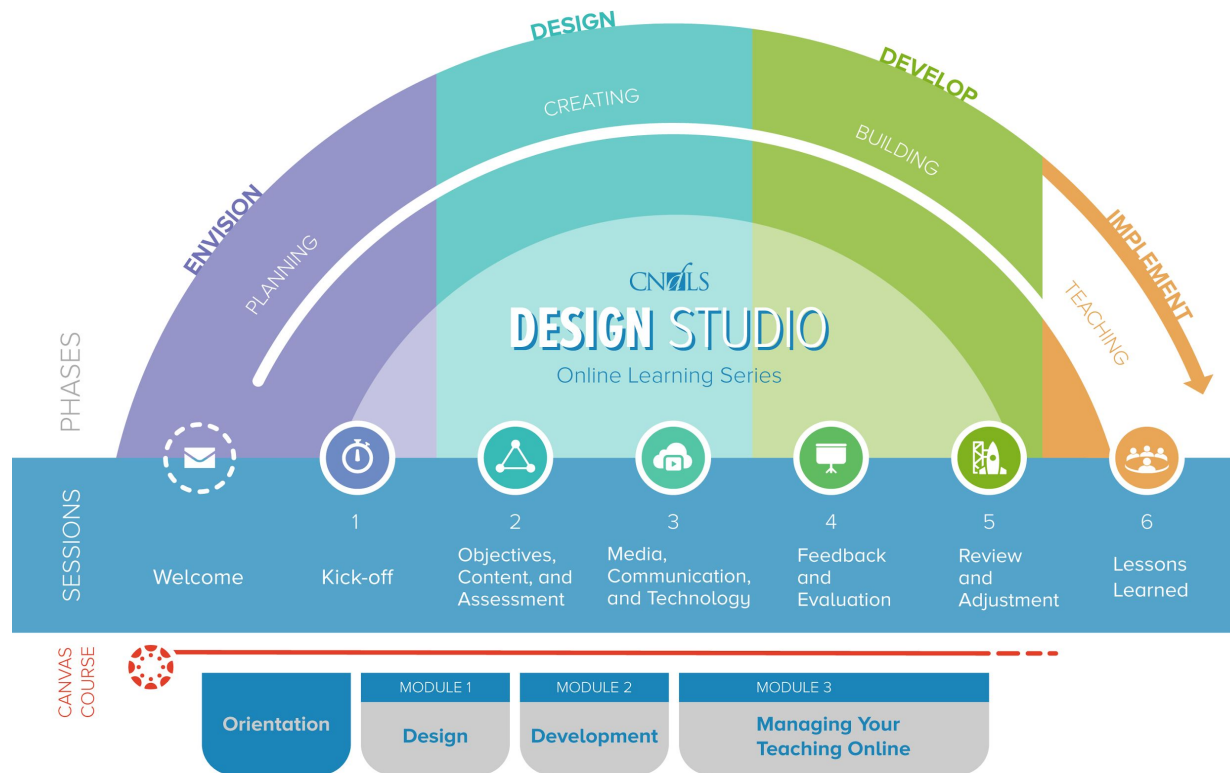
Poll Questions

- What comes to mind when you think of hybrid learning?
- What comes to mind when you think of blended learning?



Hybrid Learning Models

- Variation in hybrid models
- Our approach



Course Orientation: Process and Timeline

Applying the Hybrid Approach and Advancing the Old Model

- Allows Canvas course to serve as hands-on workspace *and* repository
- Creates opportunity for data collection
- Provides immersion in LMS; models student perspective; increases comfort level with technology
- Addresses disconnect between online teaching and F2F teaching
 - Demonstrates that this is not a 1-1 transfer/translation
 - Reveals what aspects of F2F teaching are adaptable vs. not
- Illustrates why re-design of course is necessary

Key Challenge: F2F vs. Online

- New Model addresses disconnect through immersive Canvas environment and hands-on activities (F2F sessions)
- Impact of Peer Sharing on faculty learning
- [Professor Karen Shaup on Time & Effort](#)
- [Professor Mark Rom on Time & Effort](#)



Canvas Course: Overview

CNDLS Design Studio: Online Learning Series

- [Home Page](#)
- [Orientation: Landing Page](#)
 - QM Standards, Learning Objectives (Competencies, 2.1 - 2.5)
 - QM Standards, Learner Support (7.1 - 7.4)
- Sample Module: [Module 1: Design](#)
 - QM Standards, Course Activities and Learner Interaction (5.1 - 5.4)
- Overall Canvas course goals:
 - Model QM Standards, Instructional Materials (4.1 - 4.6)
 - Model QM Standards, Course Technology (6.1 - 6.5)



Face-to-Face Sessions: Overview

F2F Session 1: Kick-off

- Learning Objectives:

- Develop course description, outline of topics, and course-level learning objectives
- Apply Bloom’s taxonomy to course-level learning objectives
- Create profile in in DEV course
- Work on introduction page in DEV course

- Agenda:

- Introductions
- Review Timeline and Answer Questions
- Returning Faculty Share Experiences
- Go through an Existing Course
- Learning Objectives Exercise
- Create Profiles in DEV course
- Create Introduction page in DEV course



Example 1: Hands-on Activity

Learning Objectives

Adapted 2016 QM Conference Session by Kimberly Woodruff,
Instructional Designer at Manhattan College

Learning Objectives Activity

Handout 1

SESSION 1 ACTIVITY:

LEARNING OBJECTIVES EXERCISE



Define	Explain	Summarize	Conclude	Categorize	Debate
Identify	Distinguish	Apply	Assess	Determine	Develop
Label	Write	Complete	Describe	Estimate	Design
List	Discuss	Select	Infer	Evaluate	Create
Compare	Demonstrate	Analyze	Examine	Recommend	Construct
Revise	Contrast	Find	Differentiate	Compile	Compose



Directions for Handout 1 (~5 min)

- Using course description and module topics, circle all of the verbs that apply to what students will do in your course

Learning Objectives Activity Handout 2

WRITING OBJECTIVES: Key Verbs Cognitive (Thinking) Domain

The following key verbs will help to write good objectives and also establish a relative "taxonomic level" for each objective.



This poster was adapted from the revised Bloom's Taxonomy developed by Lorin Anderson and David Krathwohl in 2001.

REMEMBERING

Define
Describe
Find
Identify
Label
List
Locate
Match
Memorize
Name
Quote
Recall
Relate
Repeat
Reproduce
Select
Show
State
Tabulate

**LEVEL 1:
Recall**

UNDERSTANDING

Associate
Classify
Compare
Contrast
Convert
Demonstrate
Describe
Discuss
Distinguish
Estimate
Explain
Express
Illustrate
Infer
Interpret
Paraphrase
Predict
Recognize
Restate
Summarize
Translate

APPLYING

Apply
Build
Calculate
Change
Complete
Construct
Demonstrate
Develop
Dramatize
Employ
Experiment
Identify
Illustrate
Interpret
Manipulate
Modify
Operate
Plan
Practice
Paraphrase
Relate
Select
Solve
Test
Use
Utilize

**LEVEL 2:
Interpretation**

ANALYZING

Analyze
Categorize
Classify
Compare
Conclude
Debate
Differentiate
Discover
Discriminate
Dissect
Distinguish
Divide
Examine
Infer
Inspect
Order
Question
Separate
Subdivide
Survey

**LEVEL 3:
Problem-solving**

EVALUATING

Appraise
Assess
Conclude
Convince
Critique
Decide
Deduct
Defend
Determine
Discriminate
Disprove
Estimate
Evaluate
Find errors
Grade
Judge
Justify
Measure
Prove
Rate
Recommend
Revise
Score
Support
Value

CREATING

Compile
Compose
Construct
Create
Design
Develop
Discuss
Elaborate
Formulate
Hypothesize
Integrate
Invent
Modify
Organize
Plan
Predict
Prepare
Propose
Test
Write

Directions for Handout 2 (~15 min)

- Here is a full list of verbs adapted from the revised Bloom's Taxonomy.
- Locate the verbs that you circled on Handout 1
- Volunteers?
- Discussion



Prong Two

Faculty as Designers

Faculty as Designers: Benefits

- High participation in Canvas course
- Peer-to-peer feedback model
 - Faculty share experiences, showcase successful examples, and/or discuss vision and ideas for their courses
- One-on-one meetings with design team
- Hands-on opportunities (e.g., recording lectures, one-on-one implementation of tools)

Faculty as Designers: Examples of Benefits

- Peer-to-Peer Support and Feedback
 - English faculty mentorship
 - Women & Gender Studies faculty mentorship
- One-on-One Meetings with ID and OCC
- Faculty Showcase: Successful Examples

Faculty as Designers: Challenges

- Implementing QM Standards
 - We model but can't require (e.g., Learning objectives, accessibility, alignment, lectures, etc).
- Peer-to-Peer feedback more effective at the design vs. early development phase of the learning series



Overall Challenges

- Deadlines
- Returning faculty--effort
- Interactivity in Canvas Course
 - Poll Everywhere vs. Voicethread and Discussion Boards
 - Skimming vs. Absorbing

Overall Challenges, ctd.

- Specific areas of resistance to best practices
 - Module-level learning objectives
 - Scripts
 - Team-based approach
 - Accessibility
 - Feedback
 - Big picture design principles (i.e., lectures & interactive activities)
 - Expert mentality
 - Participation in Surveys

Results (as of April 2017)

- Online Challenge: Except for poll participation, low-interaction among faculty for active learning in Canvas course (discussion board, Voicethread, etc.)
- F2F Challenge: When deliverables are not explicitly tied to deadlines, progress slows
- F2F Benefit: Faculty-to-faculty interaction, particularly during the design phase

Conclusion: Where are we headed?

- Scalable model
 - Model has already been adapted for two ongoing projects: a learning series for adjunct faculty at the Georgetown School of Continuing Studies and a Hybrid Learning Series for main campus faculty
- Incorporating Additional Incentives for faculty
- Formalizing QM Standards
 - Make QM Standards more explicit
 - Offer QM certification



Discussion

Discussion: Suggestions for Improvement

- Addressing challenges
- Incorporating additional incentives for faculty
- Formalizing QM Standards
- Other?