

CASE STUDY

QM for the Win!

**We Slashed Online Failure
Rates Using QM
for Quality Online Course
Design & Teaching**



**Join Our Poll!!!
Use the QR Code or
[PollEv.com/mbg900](https://www.poll-ev.com/mbg900)**





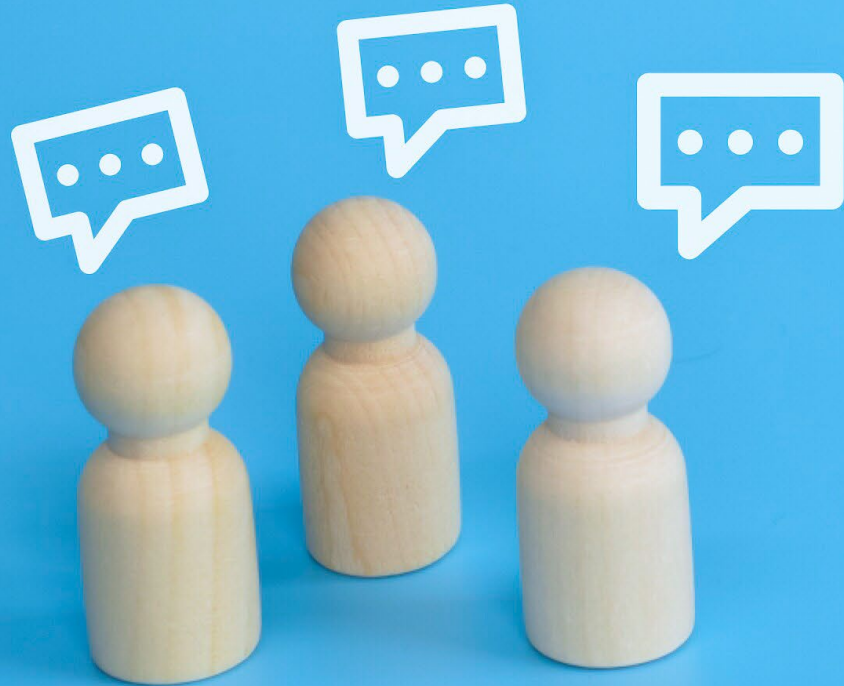
LEARNING OBJECTIVES

By the end of this session, you should be able to:

- ✓ Create an **online course design process** that integrates QM Standards, boosts productivity, and enhances online course quality.
- ✓ Implement effective **online faculty mentoring** practices to improve online teaching.
- ✓ Combine QM course design standards and teaching competencies to **improve online student success**.

Welcome!

Let's learn a bit more about YOU!



Join by Web Pollev.com/mbg900

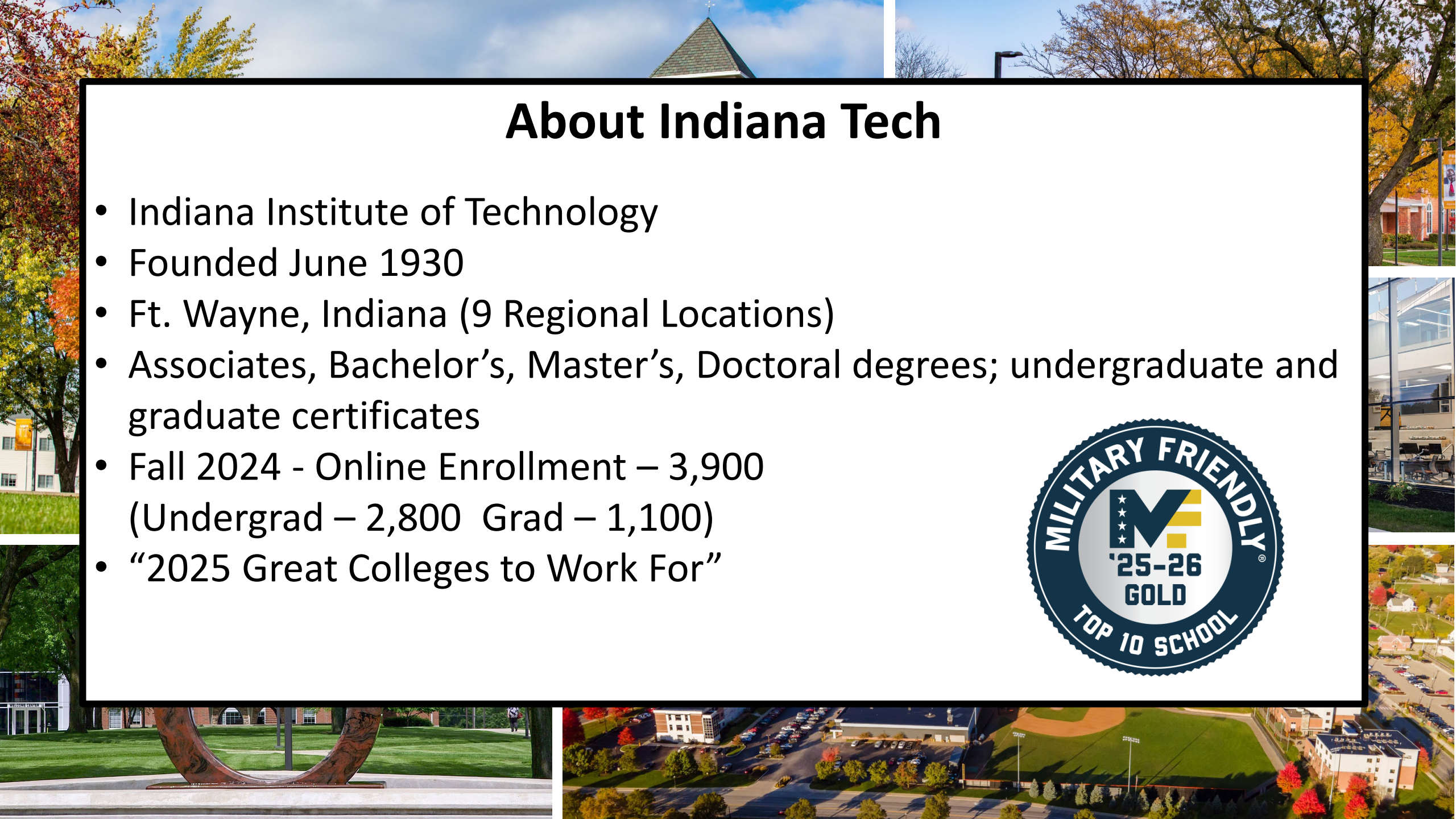


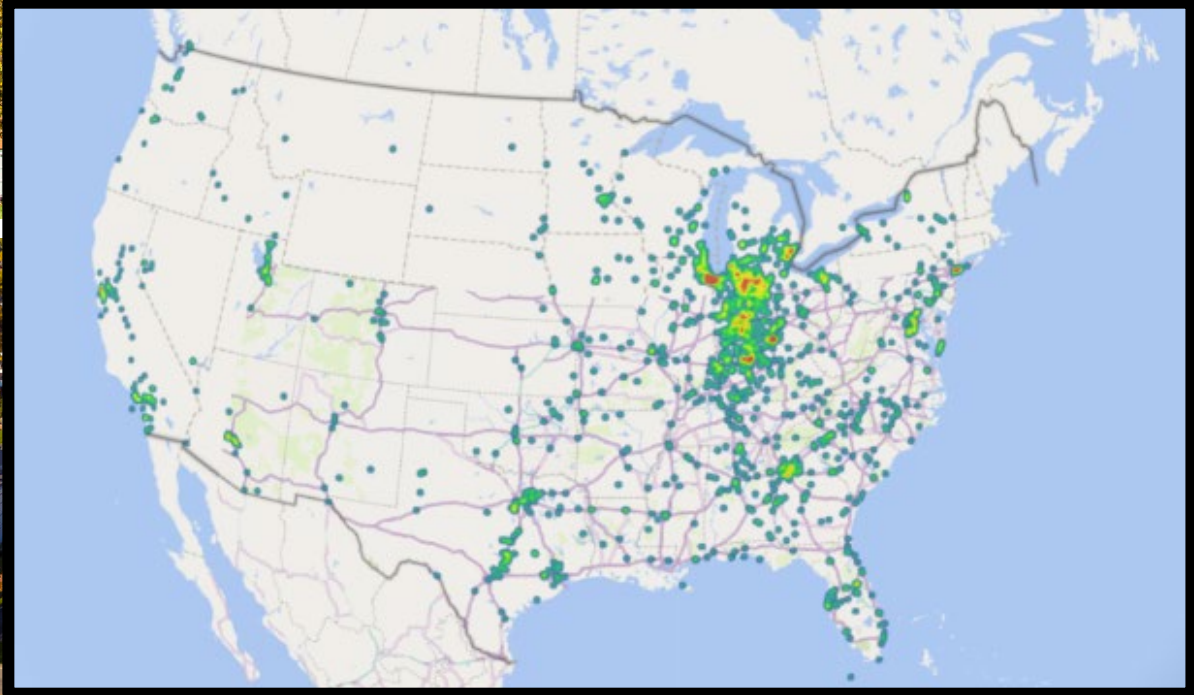
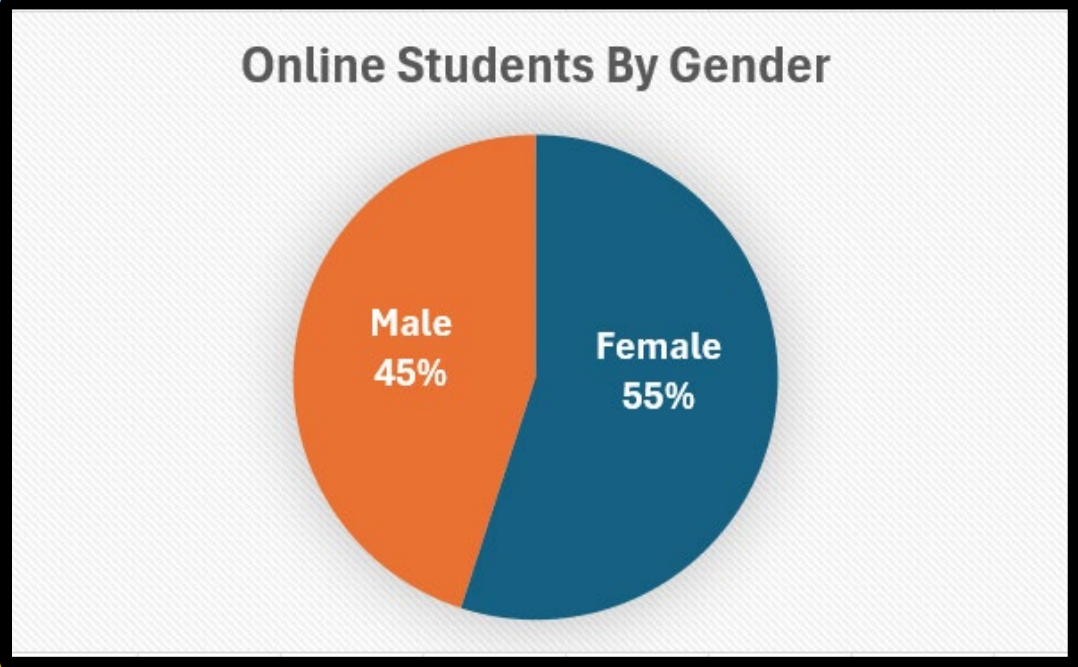
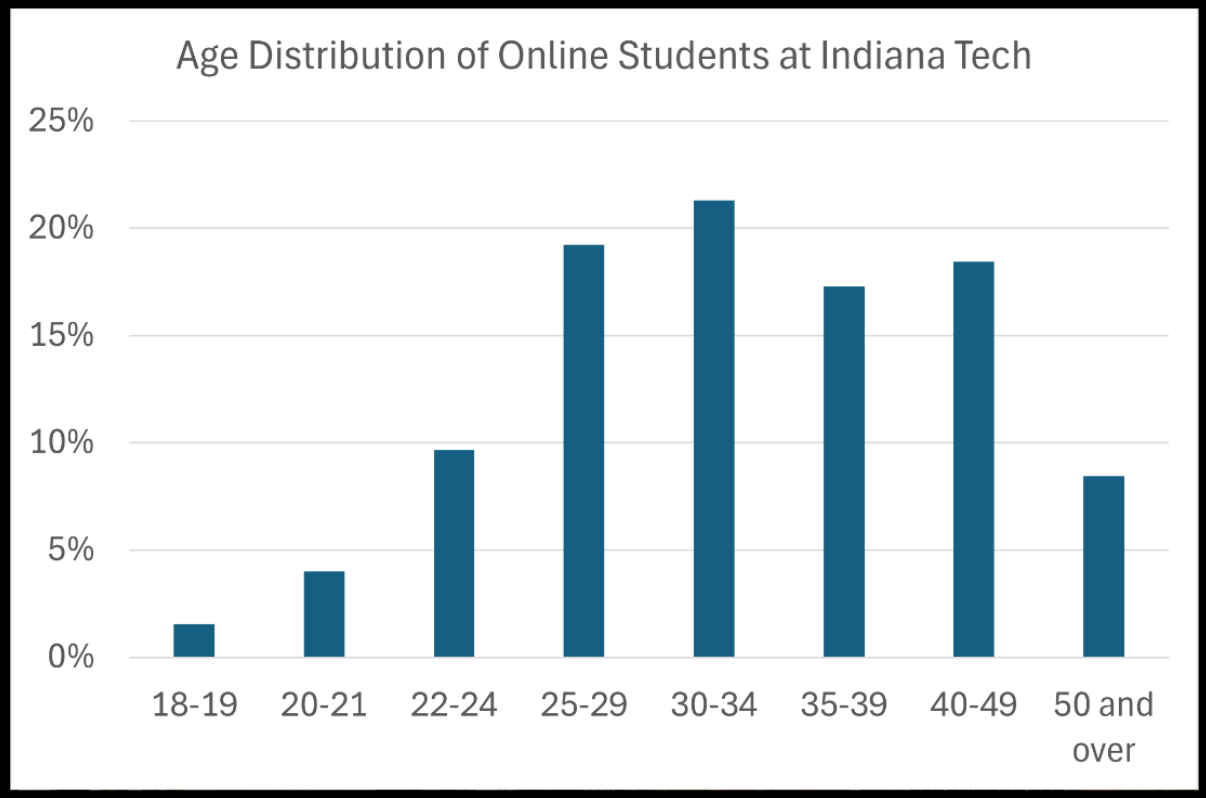
Or join using
this QR code



About Indiana Tech

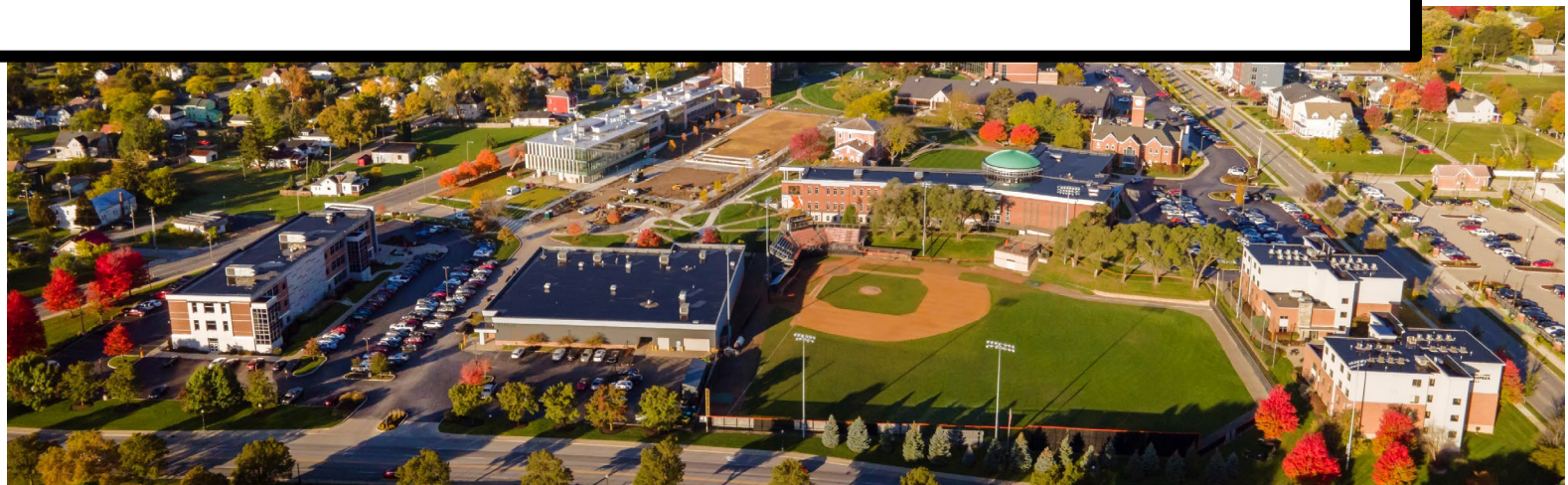
- Indiana Institute of Technology
- Founded June 1930
- Ft. Wayne, Indiana (9 Regional Locations)
- Associates, Bachelor's, Master's, Doctoral degrees; undergraduate and graduate certificates
- Fall 2024 - Online Enrollment – 3,900
(Undergrad – 2,800 Grad – 1,100)
- “2025 Great Colleges to Work For”





Online Learning

- 500 Master Courses
- 300 Online Faculty
- 6 Week Courses (some 8, 12)
- 8 Sessions per year
- Canvas LMS
- Instructional Design Team
 - Director of Online Learning
 - 5 Instructional Designer/Project Managers
 - Online Course Projects Administrator
- Dean of Online Learning
 - 3 Assistant Deans (1 per college)





CASE STUDY

Where We Started

- Online Course Design
- Faculty Mentoring
- Failure Rates



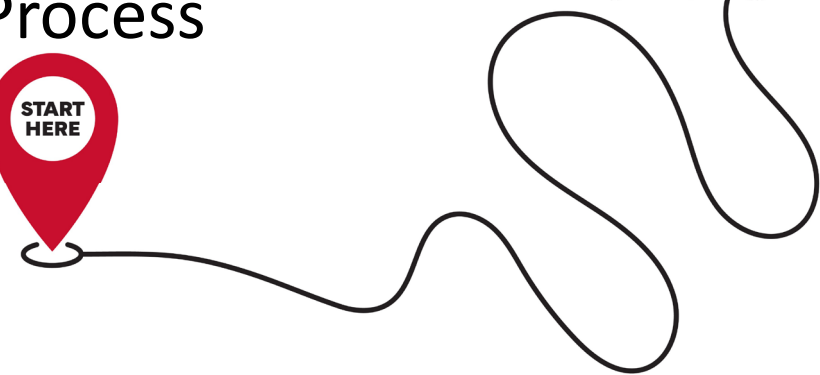


CASE STUDY

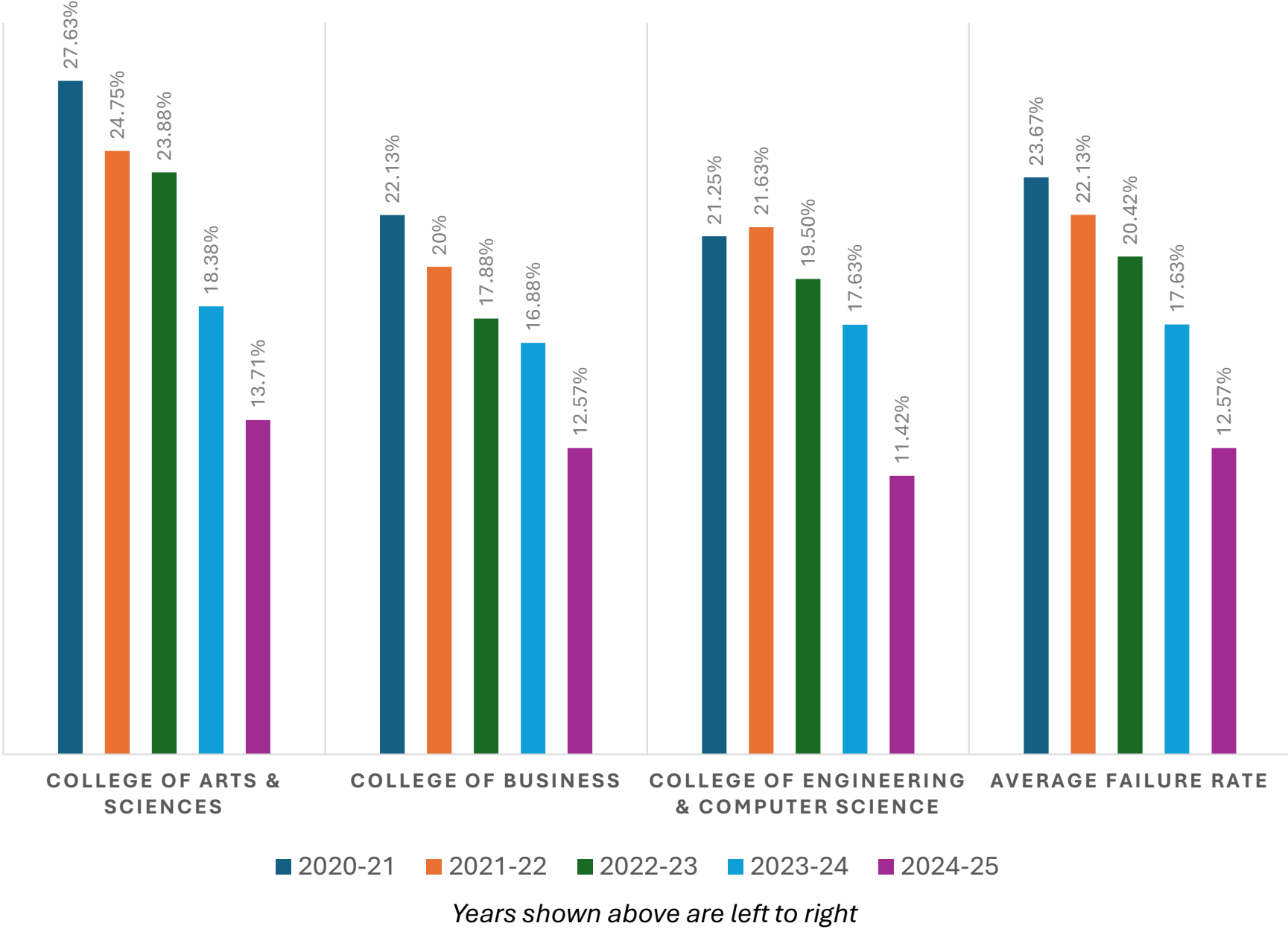


What We Changed

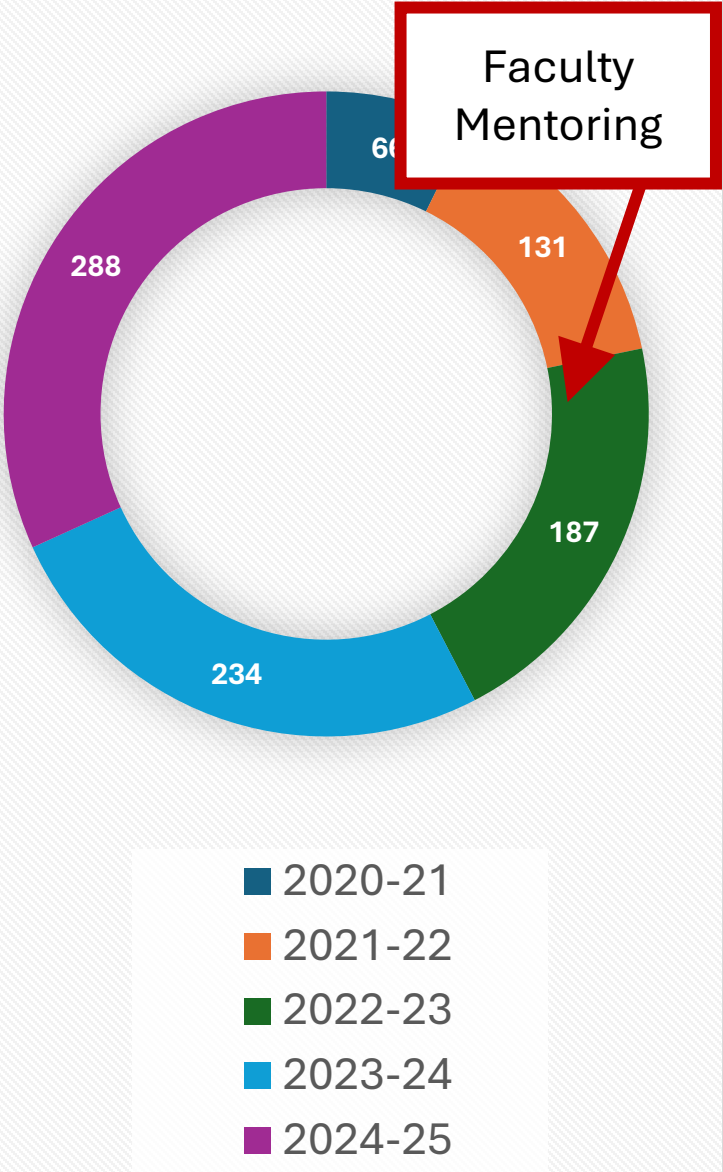
- Online Course Design Process
- Faculty Mentoring and Support



FAILURE RATES



Number of Online Courses Developed



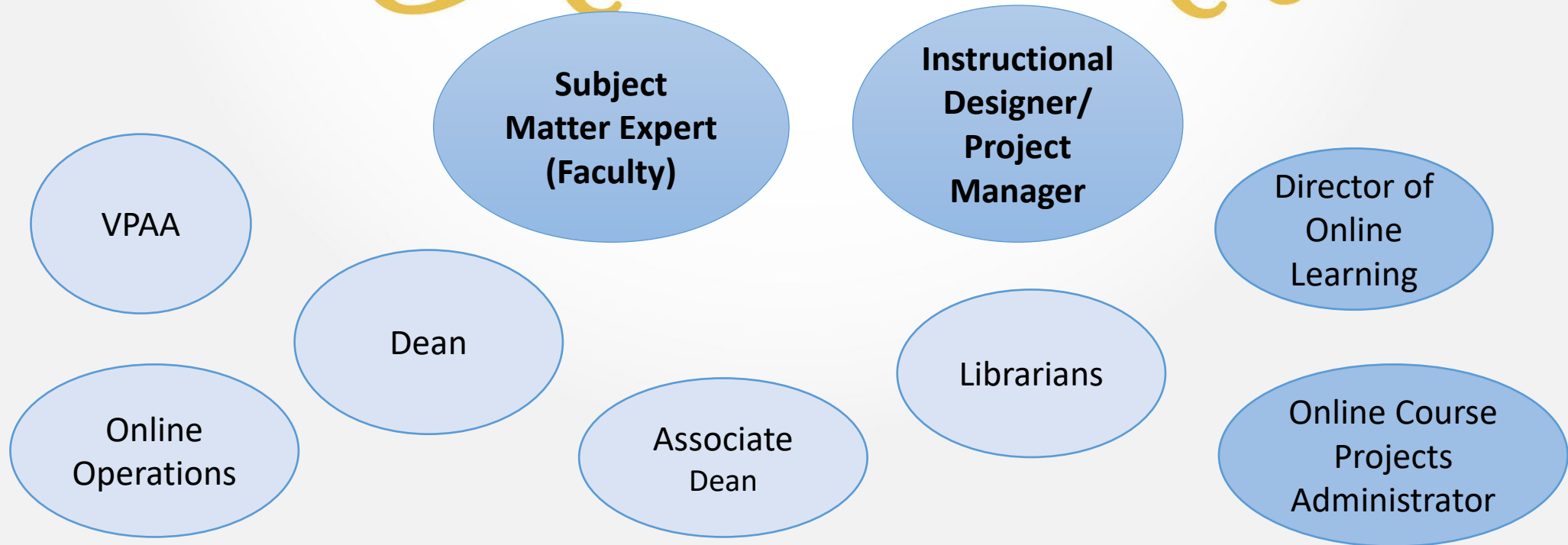
INDIANA**TECH**

Online Course Design Process



TEAMWORK MAKES THE

Dream Work!



Team Roles



Instructional Designer / Project Manager

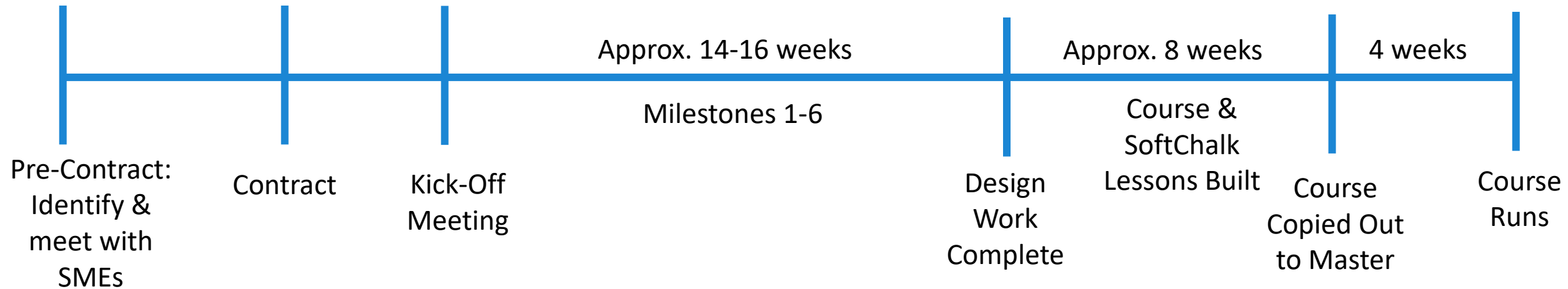
- Helps lead SME through the design process
- Provides feedback at every milestone
- Experienced in online instructional design
- A GREAT source of ideas and tips as you design your course 😊
- BUILDS the Canvas course & SoftChalk lessons



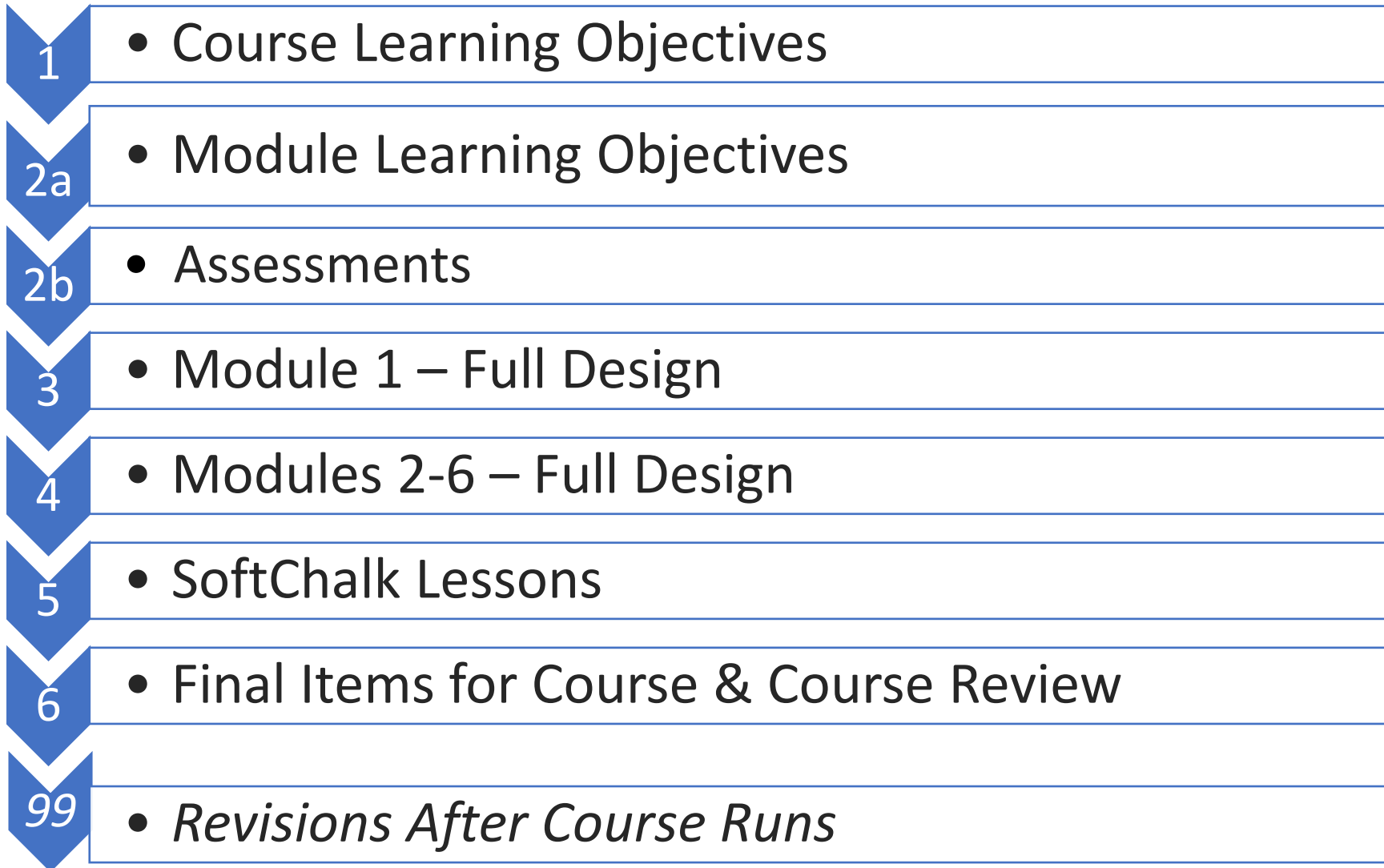
Subject Matter Expert (SME)

- Discipline “expert”
- Experienced with teaching the subject matter
- Works through each milestone
- Receives feedback from the Instructional Designer to inform course design
- Makes adjustments as needed
- DESIGNS the course and SoftChalk lessons

Overall Project Timing




Milestones - Online Course Development



QM Integration Throughout the Course Design Process

- Built on QM Principles
(Collaborative, Collegial, Continuous, Centered)
- QM standards integrated throughout the entire course design process
 - Specific and measurable learning objectives or competencies
 - Alignment of CLOs, MLOs, Learning Resources, Activities & Assessments, Tools
 - Accessibility, Interaction, Active Learning, etc.
 - All resources and processes reinforce QM Standards & Principles



QM Rubric

Eight General Standards

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Six Specific Review Standards within these five General Standards must align.

Alignment: Critical course elements work together to ensure learners achieve the desired learning outcomes.

Alignment Builds a Solid Course



Submitted by James Fowlkes and Brenda Boyd

Projects based in Teams

All teams

IS 6180 - (4) Generative AI an...

▼ Main Channels

General

Begin Here - Project Overview

Milestone 1 - DUE 5-19

Milestone 2 - 2a DUE 6-9 2b DUE...

Milestone 3 - DUE 7-7

Milestone 4 - DUE 7-28

Milestone 5 - DUE 8-25

Milestone 6

Submit Milestone Documents Here

Submit Milestone Documents Here

Posts

Files

Gagnon, Jessica M

5/12 1:53 PM

@

Welcome and Milestone 1

Welcome to our course development, [Smith, John L.](#) It was great to meet you at this morning's project kickoff. Please go ahead and get started on Milestone 1. The materials you need are in the Milestone 1 channel; Teams usually has the channels hidden, so you may need to look for them under the Hidden header on the left. All the resources you need to complete Milestone 1 will be there - the videos in that channel will be super helpful in completing your work. When you've completed your draft of Milestone 1, please upload it to the Submit Milestone Documents Here channel and tag me in a post letting me know it's ready for me to review. Let me know if you have any questions throughout this process. Looking forward to working with you!! **Graham, Mary Beth**

Reply

Post in channel

All resources (worksheets, videos, etc.) built in

< All teams

Milestone 1 - DUE 5-19 Posts Files **Milestone 1 Videos** +

Milestone 1 Videos

Ash, Heidi J
Online Course Projects Administrator

IS 6180 - (4) Generative AI and Pro... ...

▼ Main Channels

- General
- Begin Here - Project Overview
- Milestone 1 - DUE 5-19
- Milestone 2 - 2a DUE 6-9 2b DUE 6-23
- Milestone 3 - DUE 7-7
- Milestone 4 - DUE 7-28
- Milestone 5 - DUE 8-25
- Milestone 6
- Submit Milestone Documents Here

Milestone 1 Video 1 - Completing Milestone 1 v2 Share

Online Course Design Process

Milestone 1

Watch on YouTube

Step-by-Step Worksheets (all work completed in MS Word)

INDIANA**TECH**

Indiana Tech Online Course Design Template

Milestone 1

Course Learning Objectives (CLO)

SME Name:

Course Name:

(Faculty SME: Please enter your name and the course name above)

Overview:

During this first milestone, you will focus on the overall purpose and outcomes for your course. This an important first step to ensure that:

- You understand the course, its prerequisites, and where it fits into the overall curriculum
- Your objectives or plan for the course match the stated Course Learning Objectives (CLO)
- Course Learning Objectives (CLO) are specific and measurable. In other words, they precisely and clearly describe what students will learn and be able to do if they successfully complete the course.

A Progressive, Sequential Process of Course Design

Module Learning Objectives & Assessments Chart		
Course Number & Name:		Module: <u>1</u>
Course Learning Objectives (CLO): By the conclusion of this course, students will be able to:		
Module Learning Objective (MLO) <i>Copy/paste each MLO into separate lines</i> By the conclusion of this module, students will be able to:	CLO # Alignment <i>Enter the # of CLO that this MLO aligns to</i>	Assessment <i>Indicate type of assessment and HOW it measures the MLO</i> <i>Provide enough detail – For a discussion, what is the prompt? For a paper, what is the topic? For a quiz or exam, what types of questions?</i>
1.		
2.		
3.		
4.		
5.		

Module Design Chart/Map					
Course Number & Name:			Check off the types of interaction within this module: <input type="checkbox"/> Student-to-content <input type="checkbox"/> Student-to-instructor <input type="checkbox"/> Student-to-student	Have you <u>built in</u> ways for students to be active learners? <input type="checkbox"/> No <input type="checkbox"/> Yes (describe how student <u>are</u> doing active learning in this module):	
Module: <u>1</u>					
Course Learning Objectives (CLO): By the conclusion of this course, students will be able to:					
Module Learning Objective (MLO) <i>Copy/paste each MLO into separate lines (add rows as needed)</i> By the conclusion of this module, students will be able to:	CLO # Alignment <i>Enter the # of CLO(s) that this MLO aligns to</i>	Assessment <i>Indicate type of assessment and HOW it measures the MLO</i> <i>Provide enough detail – For a discussion, what is the prompt? For a paper, what is the topic? For a quiz or exam, what types of questions?</i>	Instructional Resources <i>List instructional resources to be used (videos, articles, ebooks, etc.) These will/can be embedded in a SoftChalk lesson.</i>	Need (*) <i>Mark this column if you need to find a specific resource</i>	Learning Activities <i>Indicate the types of activities to be completed by students</i>
1.					
2.					
3.					
4.					

Extensive helpful feedback and collaboration are essential elements. Focus is always on the learner experience.

Team Communication / Project Management

Sample Master Devt Schedule.... • Saved												
File Home Insert Page Layout Formulas Data Review View Automate Help Acrobat Table Design												
Clipboard Font Alignment Number Styles Cells Editing Sensitivity Add-ins Analyze Copilot Data Create PDF and Share link Create PDF and Share via Outlook												
E3 Tiger												
	A	B	C	D	E	F	H	J	K	L	M	N
1	College	Course #	Course Name	Session	SME Last	SME First	General Comment	Heat	ID Team	Milestone Status	Created	Text/OE
2	COB	BA 2340	AI Literacy	5	Skittles	Mike		1	KC	SME working on MS 5 (due 11/7)	X	OER
3	TCECS	CS 4710	Generative AI & Prompt Engineering	5	Tiger	Stephanie		1	JR	Working on MS5 (due 10/27). Mods1-2 submitted. ID reviewing. Canvas started.	X	OER
4	TCECS	ECE 1100	C Programming	5	Street	Petunia	Will not be running in Session 5.	2	AF	ID reviewing Milestone 4 (due 9/29).	X	OER
5	TCECS	IS 6280	AI for All	5	Green	Shannon		1	CZ	SME doing edits on Lesson 6. (updated 10/24)	X	OER
6	COB	LDS 7004	Ethics, Governance & Social Responsibility	5	Knight	Gladys		1	JG	ID has everything; ready to start building.	X	OER
7	COB	MBA 5400	Statistical Learning and Analytics	5	Cricket	Jiminy		1	JR	Working on MS5 (due 10/27). Mod1 submitted. ID reviewing. Canvas started.	X	OER

Module Design Chart/Map					
Course Number & Name: Course Name: CS 5900 Ethics in AI		Module: <u>1</u>		Check off the types of interaction within this module: _X_ Student-to-content _X_ Student-to-instructor _X_ Student-to-student	
Course Learning Objectives (CLO): By the conclusion of this course, students will be able to: <ol style="list-style-type: none">1. Explain the necessity of ethical analysis in AI development and deployment.2. Apply critical thinking skills to ethically analyze AI systems across diverse domains.3. Analyze the societal impacts of AI.4. Critique current AI policies and governance frameworks.5. Develop ethical decision-making and socially responsible AI practices.				Have you built in ways for students to be active learners? ___ No _X_ Yes (<i>describe how <u>student</u> are doing active learning in this module</i>): SoftChalk Lessons with <u>interactives</u> and self-assessment activities	
Module Learning Objective (MLO) <i>Copy/paste each MLO into separate lines (add rows as needed)</i>	CLO # Alignment <i>Enter the # of CLO(s) that this MLO aligns to</i>	Assessment <i>Indicate type of assessment and HOW it measures the MLO Provide enough detail – For a discussion, what is the prompt? For a paper, what is the topic? For a quiz or exam, what types of questions?</i>	Instructional Resources <i>List instructional resources to be used (videos, articles, ebooks, etc.) These will/can be embedded in a SoftChalk lesson.</i>	Need (*) <i>Mark this column if you need to find a specific resource</i>	Learning Activities <i>Indicate the types of activities to be completed by students</i>
By the conclusion of this module, students will be able to: <ol style="list-style-type: none">1. Compare ethical frameworks used in the analysis of AI systems.2. Explain how AI frameworks can be implemented in a real-life scenario.	1,2	Module 1 Assignment: Ethical Frameworks This week, we have been learning about different ethical frameworks used in the analysis of AI systems. <ol style="list-style-type: none">1. Prepare a deliverable of your choice (written document, slide presentation, infographic, or brochure). In your deliverable:<ul style="list-style-type: none">• Compare two different ethical frameworks used in the analysis of AI systems.• Explain how each of the two frameworks can be	Pappu, N. (n.d.). <i>AI ethics 101: Comparing IEEE, EU, and OECD guidelines</i> . Zendata. https://www.zendata.de/v/post/ai-ethics-101 United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023, April 21). <i>Artificial Intelligence: examples of ethical</i>		SoftChalk Lessons with <u>interactives</u> and self-assessment activities
		implemented in a real-life scenario (e.g., facial recognition in biometric security). <ol style="list-style-type: none">2. Refer to this Handout - 'How To' Resources for Creative Deliverables (Canvas).pdf, which contains resources to assist you with completing this assignment.3. Submit your completed deliverable below.	<i>dilemmas</i> . https://www.unesco.org/en/artificial-intelligence/recommendation-ethics/cases <i>Convin</i> , (2024, July 8). <i>Examples of responsible AI in action across industries</i> . https://convin.ai/blog/responsible-ai		
3. Explain why ethical design is essential for specific AI technologies.	1,5	75 points - rubric Module 1 Discussion: Ethical Design This week, we have been learning about ethical AI design for different technologies. After completing the Module 1 Lesson, address the following: <ol style="list-style-type: none">1. Explain why ethical design is essential for specific AI technology (e.g., autonomous vehicles, hiring algorithms).2. What can happen when ethical design is ignored?3. Provide a real-world example to support your reasoning. Include a link to the example.4. Respond to at least two (2) other students' posts by offering additional insight or asking further questions about their contributions.	Same as MLO1: https://www.unesco.org/en/artificial-intelligence/recommendation-ethics/cases Dastin, J. (2018, October 10). <i>Insight - Amazon scraps secret AI recruiting tool that showed bias against women</i> . Reuters. https://www.reuters.com/article/world/insight-amazon-scraps-secret-ai-recruiting-tool-that-showed-bias-against-women-idUSKCN1MKOAG/		SoftChalk Lessons with interactives and self-assessment activities

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CS 5900 EOL 31

2025-2026 - Fall Semester - G...

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YuJa Panorama

Tutor.com

Course Evaluations

CS 5900 - Ethics in AI



Syllabus

Online Policies

Student Resources

Help!

Welcome, **Test Student!**

CS 5900 is designed to provide a deep understanding of ethical considerations in artificial intelligence and their social impact. You will learn about real-world AI applications, existing AI frameworks and guidelines, strategies to mitigate algorithmic discrimination, and the ethical responsibilities of AI developers, engineers, policymakers, and business leaders. Get ready for a productive and engaging learning experience!



INDIANA TECH

CS 5900 - Ethics in AI

Module 1 Lesson

1 of 6

Contents

Lesson Overview

Module Learning Objectives

Why This Lesson Is Important

Ethical Frameworks in AI

Real-Life Applications of AI Governance Frameworks

Why Ethical Design Matters in AI Technologies

Next Steps

References

Listen

Lesson Overview

Module Learning Objectives

By the end of this module, students will be able to:

- Compare ethical frameworks used in the analysis of AI systems.
- Explain how AI frameworks can be implemented in a real-life scenario.
- Explain why ethical design is essential for specific AI technologies.

Why This Lesson Is Important

Understanding the ethical implications of artificial intelligence is very important for students looking forward to working in AI, cybersecurity, and software development. As AI becomes more integrated into everyday life—impacting areas like healthcare, finance, and public safety—developers must ensure these systems are fair, transparent, and accountable. Without ethical analysis, AI systems can cause harm, reinforce bias, or violate privacy. Students and future workers must be aware of these possible risks and ready to understand their complications.

Created with SoftChalk



Faculty Mentoring

- Assistant Deans for Online Learning
- Online Teaching Feedback Report
- Semi-Annual Meetings + Other Workshops
- Faculty Recognition
- Support Faculty in Teaching & Student Issues

Online Teaching Feedback Report

Online Faculty Name:	
Instructor ID	
Course:	

Date:	
Mentor:	

Category	Fully Meets	Partially Meets	Does Not Meet/ Not Seen	Comments
Establishes instructor presence				
<ul style="list-style-type: none"> Posts welcome announcement and/or video 				
<ul style="list-style-type: none"> Replies to students in Meet Your Classmates 				
<ul style="list-style-type: none"> Posts engaging Meet Your Professor intro 				
Communicates with students				
<ul style="list-style-type: none"> Creates weekly (at least) announcements – intro to week, overview of assignments, reminders, recap of previous week 				
<ul style="list-style-type: none"> Engages with students in Tech Live Reflection – answers questions, provides encouragement 				
Provides students with clear expectations				
<ul style="list-style-type: none"> Communicates expectations and clarifies instructions as needed (through announcements, Tech Live, etc.) 				
Encourages students				
<ul style="list-style-type: none"> Provides tips on how to succeed in course 				
<ul style="list-style-type: none"> Reassures students who are struggling 				
<ul style="list-style-type: none"> Provides flexibility to students as needed 				
Provides feedback to students				
<ul style="list-style-type: none"> Provides detailed feedback when grading assignments 				
<ul style="list-style-type: none"> Uses established grading rubric 				



The road
to success
is always under
construction



What do you feel has really made a difference?

Q & A



Further questions?
Mary Beth Graham
mgraham@indianatech.edu
260-209-0390

- Abigail Fuller, Instructional Designer/Project Manager
- Kaileigh Castillo, Instructional Designer/Project Manager
- Jessica Gagnon, Senior Instructional Designer/Project Manager
- Mary Beth Graham, Director of Online Learning