

*Leveraging a Creative Commons Resource
– eCampusAlberta Quality eToolkit –
for Online Course Quality Management*

Quality Audit

Straight Ahead

MIDAMERICA

NAZARENE UNIVERSITY

Marty Crossland, MBA, PhD
August, 2017

The Need

- Three new online business programs (45+ courses to bring online)
- No existing centralized administration of design
- No formal quality standards

The Approach



Establish a qualified personnel structure



Establish Quality Management



Construct Courses



Establish Continuous Quality Improvement

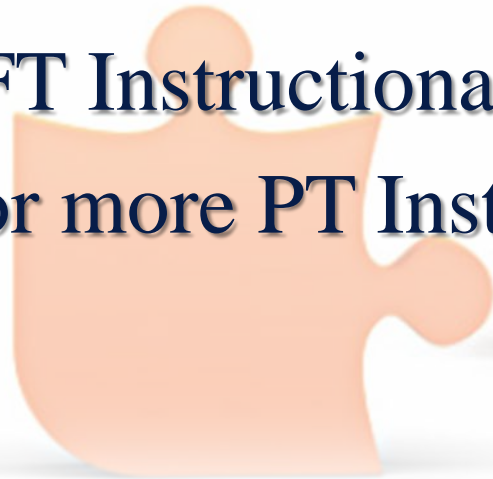
The Approach

Step 1

Establish a qualified
personnel structure

Establish Instructional Technology and Instructional Design Department

- Associate VP of Instructional Technology and Online Education
- One FT Instructional Technologist
- One FT Instructional Designer
- One or more PT Instructional Designers



Train and qualify subject matter experts

- Two required online training courses
 - Education Technology for Instructors
 - Succeeding as an Online Instructor
- Mandatory Course Builder Workshop
- Development contracts with a firm development schedule (~115 days)
- Pair SME with a dedicated Instructional Designer

Step
1

The Approach

Step
2

Establish
Quality Management

Quality Management

- Quality Matters?

www.qualitymatters.org

- Online Learning Consortium

Quality Scorecard?

<http://onlinelearningconsortium.org/consult/quality-scorecard/>

- eCampus Alberta Quality eToolkit?

<http://quality.ecampusalberta.ca/>



Quality Management Selection Considerations

- Time to Implement
- Cost (little or no budget)
- Credentialing Reviewers



Step
2

Choice: Quality eToolkit



- Comprehensive Scorecard
- No required credentialing of reviewers
- Favorable WCET review
<https://wcetfrontiers.org/2015/03/18/ecaqualityrubric/>
- No cost (Creative Commons licensing)



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Features: Quality eToolkit



- Checklist approach
- Three levels of quality
 1. Essentials
 2. Excellent
 3. Exemplary



Features:  Quality eToolkit



Seven major quality standards categories

- Web Design
- Course Information
- Writing
- Resources
- Organization
- Pedagogy
- Technology



Step
2

Features: Quality eToolkit



- Detailed assessment rubrics – [27 pages](#)

Essential Quality Standards 2.0

Page 9

Pedagogy Standards	√	√√	√√√
	ESSENTIAL	EXCELLENT	EXEMPLARY
<p>Marking Criteria Learners are provided clear details of the marking criteria that will be used for all graded activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly stated, detailed scoring rubrics or equivalents describe the important performance criteria expected of the learners. <input type="checkbox"/> This is provided to learners prior to beginning the activity. <input type="checkbox"/> The performance criteria align with the learning outcomes/objectives, and with activity requirements that are stated in the activity directions. <input type="checkbox"/> Learners are told which activities are graded and which are not. 	<ul style="list-style-type: none"> <input type="checkbox"/> Marking criteria is located with each graded activity. <input type="checkbox"/> Learners are encouraged to review the criteria prior to beginning the activity and again after completing the activity as a self-assessment. <input type="checkbox"/> Where peer-review is encouraged, learners are informed about how to provide peer feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models of “good work” are provided, along with clear marking criteria and results. <input type="checkbox"/> These models are similar enough to the graded activities to demonstrate what high performance looks like, but do not provide answers to the graded activity.
<p>Interactivity Interactive activities are incorporated into the course, all of which facilitate deeper understanding of the content.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Types of interactivity include learner-learner (or learner-peer), learner-instructor, and learner-content. <input type="checkbox"/> In cohort-based courses, learners interact with each other through directed asynchronous or synchronous discussions (e.g., chats, webinars) and/or other types of interactive group activities. In individual study courses, learners may interact with each other or with peers or others (e.g., experts, practitioners). 	<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines for interactivity are provided. <input type="checkbox"/> Collaboration with other learners or other peers (e.g., fellow employee at place of employment) along with peer feedback is utilized in at least one graded learning activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> The course fosters a learning community by actively engaging learners with their peers and the instructor throughout the course. <input type="checkbox"/> Learners share their perceptions and experiences gained through reflection and critical thinking with their peers. <input type="checkbox"/> Networking, teamwork, cooperation, negotiation, and consensus-building skills are built throughout the course. <input type="checkbox"/> Guest speakers (e.g., professionals in the field, community leaders, practitioners) are included in the course.

The Approach

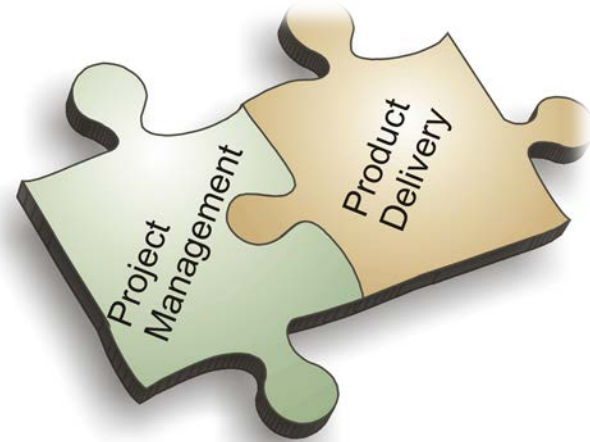


Step
3

Construct courses

Schedule Courses Development

- Order by expected first offering dates
- Goal: Courses fully developed at least 30 days before first offering date
- Capacity: ~10 courses per 115-day cycle
- Review at completion:
 - ✓ Required components
 - ✓ Credit-hour compliance
 - ✓ Quality rubric



The Approach

Step
4

Establish Continuous
Quality Improvement

Quality Monitoring – initial

- Course must meet all “Essentials” in rubric before first offering
- SME teaches course, course improvement journal is updated in real time
- SME and Instructional Designer make improvements after review of journal, student evaluations and other feedback
- Revised course must meet all “Excellent” rubric items
- 20% of SMEs contract compensation is reserved until after successful completion of first cycle of needed improvements

Quality Monitoring – ongoing

- Each subsequent offering is replicated from the stored, approved version of the course
- Courses reviewed at least every two years
- Goal is to meet all Essentials, Excellent, and Exemplary quality standards
- SMEs may request improvements and other changes as needed

Continuous Quality Improvement Process

First
Build

First
Revision

Later
Revisions

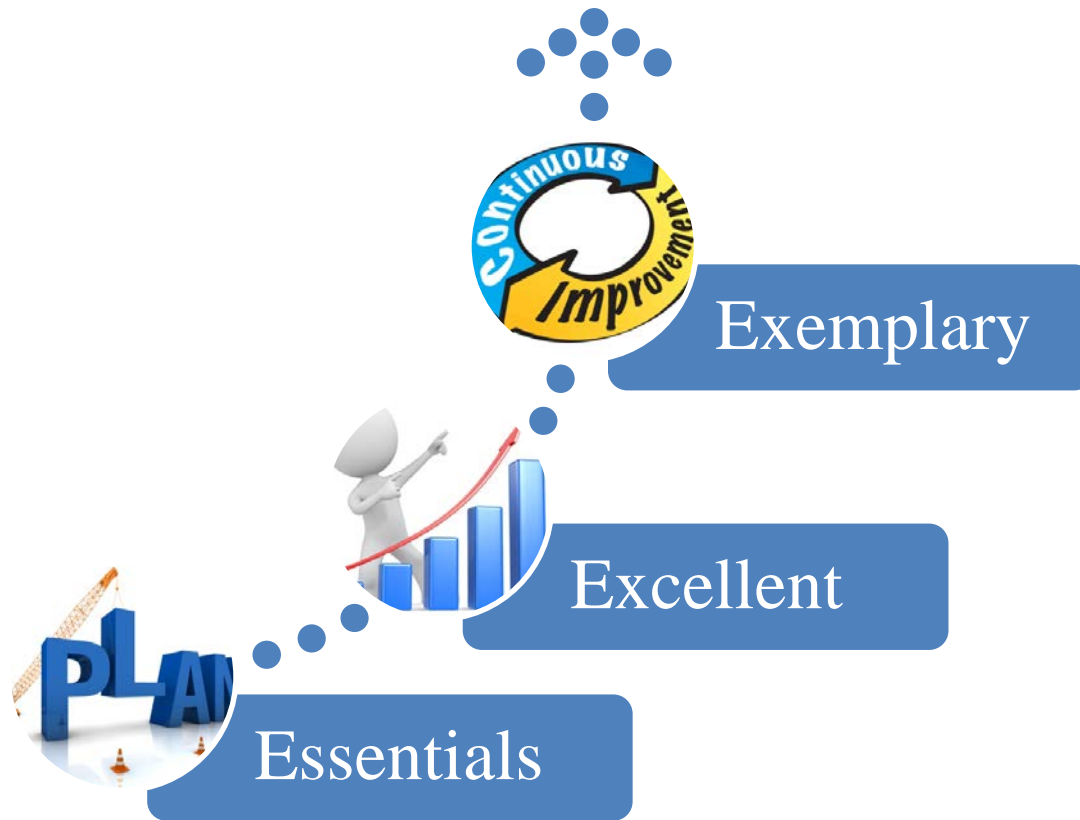
Essential Quality Standards 2.0

Page 9

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Step
4

Continuous Quality Improvement Process



Essential Quality Standards 2.0

Page 9

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Current status as of August, 2017

- 40+ courses have been completed in 3 development cycles
- 3 courses remaining, currently in process
- More programs and courses are in the planning and approval stages

Discussion?

Contact:

Marty Crossland, MBA, PhD

*Associate Vice President
of Instructional Technology
and Online Education*

1-913-971-3514

mcrossland@mnu.edu

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