EDUCATIONAL INNOVATION
DEVELOPING QUALITY ONLINE INSTRUCTION

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SESSION GOALS

• Educational Innovation initiative: rapid transformation
• Online Course Design Frameworks
  • Backward Design
  • Quality Matters
• Fostering collaboration and innovation
UW-MADISON SUMMER TERM

Summer Courses 2012

Online 6%

Online Summer Courses

- 2012: 60 courses
- 2013: 80 courses
- 2014: 120 courses
- 2015: 140 courses
CA 100: Introduction to Speech Composition
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>IL UNIT OBJECTIVE</th>
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<tbody>
<tr>
<td>Develop and adapt information seeking strategies in order to access information</td>
<td>Demonstrate proper usage of search strategies to broaden or narrow a search</td>
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<td>effectively.</td>
<td>Outline the step to find books and other physical resources in the UW-Madison</td>
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<td></td>
<td>Libraries</td>
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<td></td>
<td>Describe what is found in an article database</td>
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<td></td>
<td>Use library catalog and article database to identify sources relevant to research</td>
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<tr>
<td></td>
<td>need</td>
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<td>Formulate strategies to revise and refine a search</td>
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<td>Evaluate information retrieved and select information sources appropriate to the</td>
<td>Describe scholarly research process and expectations for college-level research</td>
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<td>particular research need.</td>
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<td>Describe the characteristics of a scholarly journal article</td>
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<td>Apply characteristics of scholarly articles to select sources appropriate to</td>
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<td>research need</td>
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INNOVATION INCENTIVES
ONLINE COURSE DESIGN GRANT

Budget

- Faculty Member
- Teaching Assistants
- Library
- Learning Support Services
ONLINE COURSE DESIGN
COURSE DESIGN TIMELINE

Kick Off Meeting
Course Map
MAY 2013

Design Meeting
Content Development
JUNE

1st Module Review
Content Development
JULY

Final Course Review

Course Launch
JUNE 2014
BACKWARD DESIGN

Learning Goals

Evidence

Activities
ACTIVITY

• Discuss evidence of learning for outcome

• Brainstorm possible online learning activities to achieve that outcome
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Evidence</th>
<th>Activities (Read, View, and/or Do)</th>
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<td>Students can identify scholarly articles relevant to their speech topics</td>
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<tr>
<td>Apply characteristics of scholarly articles to select sources appropriate to research need</td>
<td>Students can identify scholarly articles relevant to their speech topics</td>
<td>View: “Scholarly Articles” mini-lecture</td>
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<td></td>
<td>Do: Quiz to identify scholarly articles from citations and abstracts</td>
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<td>Do: Find one scholarly article on your topic and post the citation to the discussion board</td>
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19 students identified a scholarly article
For your first post, use the library resources discussed in CLUE and the Information Literacy Presentations to find and paste the citations for sources related to your informative speech topic. Then describe your searching process in **150-200 words**. Specific instructions below.

1. State your tentative informative speech topic.
2. Find two sources related to your informative speech topic using library resources. **At least one of these two sources must be a scholarly journal article.**
3. Post the citations for these sources to the discussion board using APA or MLA citation style.
4. In 150-200 words, describe how you found your sources [e.g., What is the name of the database or search tool you used? What search terms did you try first? Did you find relevant articles with your first search? How did you revise your search (limits, different search terms, etc.?)].
5. If you encounter any difficulties, please post your questions here. Remember that if you have a question, one of your peers likely has the same question!
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FACTORS AFFECT COURSE QUALITY

Online Quality Pie

- Course Design
- Course Delivery
- Course Content
- Institutional Infrastructure
- LMS
- Faculty Readiness
- Student Readiness

Quality Matters Reviews Course Design ONLY
Quality Matters is a not-for-profit subscription service providing tools and training for quality assurance of online and blended courses.

designed by faculty for faculty
focused on improving
student learning

800+ subscribing institutions internationally, Quality Matters represents a shared understanding of quality in online course design.
HOW QM CAN BE USED

- Set of standards (rubric) for instructional design
- Standards grounded in the research & best practices
- Design/Consultation Guidelines
- Formal peer review process (faculty to faculty)
QUALITY MATTERS STANDARDS

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility

{ Key Components to Align }
KEY QUESTIONS TO CONSIDER

1. Desired Results: What is worthy of or requires understanding?  
   *(Learning Objectives)*

2. Determine Acceptable Evidence: What will prove that students understand or have achieved mastery?  
   *(Type of Assessment/Assignment)*

3. What resources or information will be provided to achieve mastery?  
   *(Instructional Material/Content)*

4. How will the students engage to learn the content?  
   *(Learning Activities)*

5. What **technology** could be used to engage students or ease the assessment process?
DISCUSS

- How can library staff leverage QM (or similar standards) to facilitate discussions around online learning?

- Become full collaborators in the development of online curricula?
COLLABORATION & INNOVATION
Activity A: Finding Books in the Library Catalog

Search the Library Catalog for general overview information on your topic.

Find at least one relevant book.
Paste book’s title, location, and call number here:

Note the subjects listed for the book you found.
Paste at least one relevant Subject here:
Definitely like ask and maybe like talk with the librarian about the library and I need to get multiple sources it's easier to locate them all on there before I decide to go out and find them.

I'm probably here at Wendt most of the time that's the best place that I like to study at.

Study more! Use the library! Use the library more often!
QUESTIONS?