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

Quality Audit
Straight Ahead

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

1. Establish a qualified personnel structure
2. Establish Quality Management
3. Construct Courses
4. 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
The Approach

Establish Quality Management
Quality Management

- **Quality Matters?**
  [www.qualitymatters.org](http://www.qualitymatters.org)

- **Online Learning Consortium Quality Scorecard?**

- **eCampus Alberta Quality eToolkit?**
  [http://quality.ecampusalberta.ca/](http://quality.ecampusalberta.ca/)
Quality Management Selection Considerations

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

• 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
**Features:** Quality eToolkit

- Detailed assessment rubrics – 27 pages

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<thead>
<tr>
<th>Pedagogy Standards</th>
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<tr>
<td><strong>Marking Criteria</strong></td>
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<td>Learners are provided clear details of the marking criteria that will be used for all graded activities.</td>
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<td>- Clearly stated, detailed scoring rubrics or equivalents describe the important performance criteria expected of the learners.</td>
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<td>- This is provided to learners prior to beginning the activity.</td>
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<td>- Learners are told which activities are graded and which are not.</td>
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<td>Marking criteria is located with each graded activity.</td>
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<td>Models of “good work” are provided, along with clear marking criteria and results.</td>
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<td>Learners are encouraged to review the criteria prior to beginning the activity and again after completing the activity as a self-assessment.</td>
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<td>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.</td>
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<td>Where peer-review is encouraged, learners are informed about how to provide peer feedback.</td>
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<td><strong>Interactivity</strong></td>
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<td>Interactive activities are incorporated into the course, all of which facilitate deeper understanding of the content.</td>
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<td>- Types of interactivity include learner-learner (or learner-peer), learner-instructor, and learner-content.</td>
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<td>Guidelines for interactivity are provided.</td>
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<td>- 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.</td>
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<td>Collaboration with other learners or others (e.g., fellow employee at place of employment) along with peer feedback is utilized in at least one graded learning activity.</td>
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<td>The course fosters a learning community by actively engaging learners with their peers and the instructor throughout the course.</td>
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<td>Networking, teamwork, cooperation, negotiation, and consensus-building skills are built throughout the course.</td>
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<td>Learners share their perceptions and experiences gained through reflection and critical thinking with their peers.</td>
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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

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

### Essential Quality Standards 2.0

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\( \square \) 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). | \( \square \) Guidelines for interactivity are provided.  
\( \square \) 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. | \( \square \) The course fosters a learning community by actively engaging learners with their peers and the instructor throughout the course.  
\( \square \) Learners share their perceptions and experiences gained through reflection and critical thinking with their peers.  
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Step 4

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MidAmerica Nazarene University
Continuous Quality Improvement Process

Step 4

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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?

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MidAmerica Nazarene University