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# Creating a Multi-Modality Course from the First Note, to the Final Composition!

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# Bios

Dr. Erika L. Liljedahl is a clinical psychologist who specializes in disability and neuropsychology. She worked in various settings including outpatient and inpatient, rehabilitation centers, nursing homes, in substance and day treatment facilities as well as in private practice. Currently she is the Department Chair for the online programs in forensic psychology at The Chicago School of Professional Psychology and actively leads several national course build-outs across several modalities.

Mark Labbett, M.Ed., has worked as an Instructional Designer for over 10 years and in higher education for over 20. Mark's background was mainly in administration, working in Financial Aid, Admissions, and Academic Services at Robert Morris University in Pittsburgh, Pa. Currently he works for TCS Education Systems as a Senior Instructional Designer and is involved in online course development, resource center development and various design projects using the Canvas platform.

# Abstract



- This presentation highlights graduate level curriculum in a one course/three modality model, on ground, blended and online
- The online Course Lead, or “conductor”, leads faculty to integrating best practices in the Quality Matters rubric as well as a multi-media approach that traditional on ground faculty may not have been exposed to as much as faculty who operate within the online modality
- Once the learning outcomes and course map are completed, the Instructional Designer brings a unique and streamlined perspective to representing the curriculum in a one course format

# Learning Objectives

1. Participants will be able to outline a collaboration model with faculty and instructional designers
2. Participants will be able to discuss how to apply the Quality Matters rubric to a national course development
3. Participants will identify strategies to enhance cross campus collaboration of courses builds



# Poll 1

Does your College/University offer...

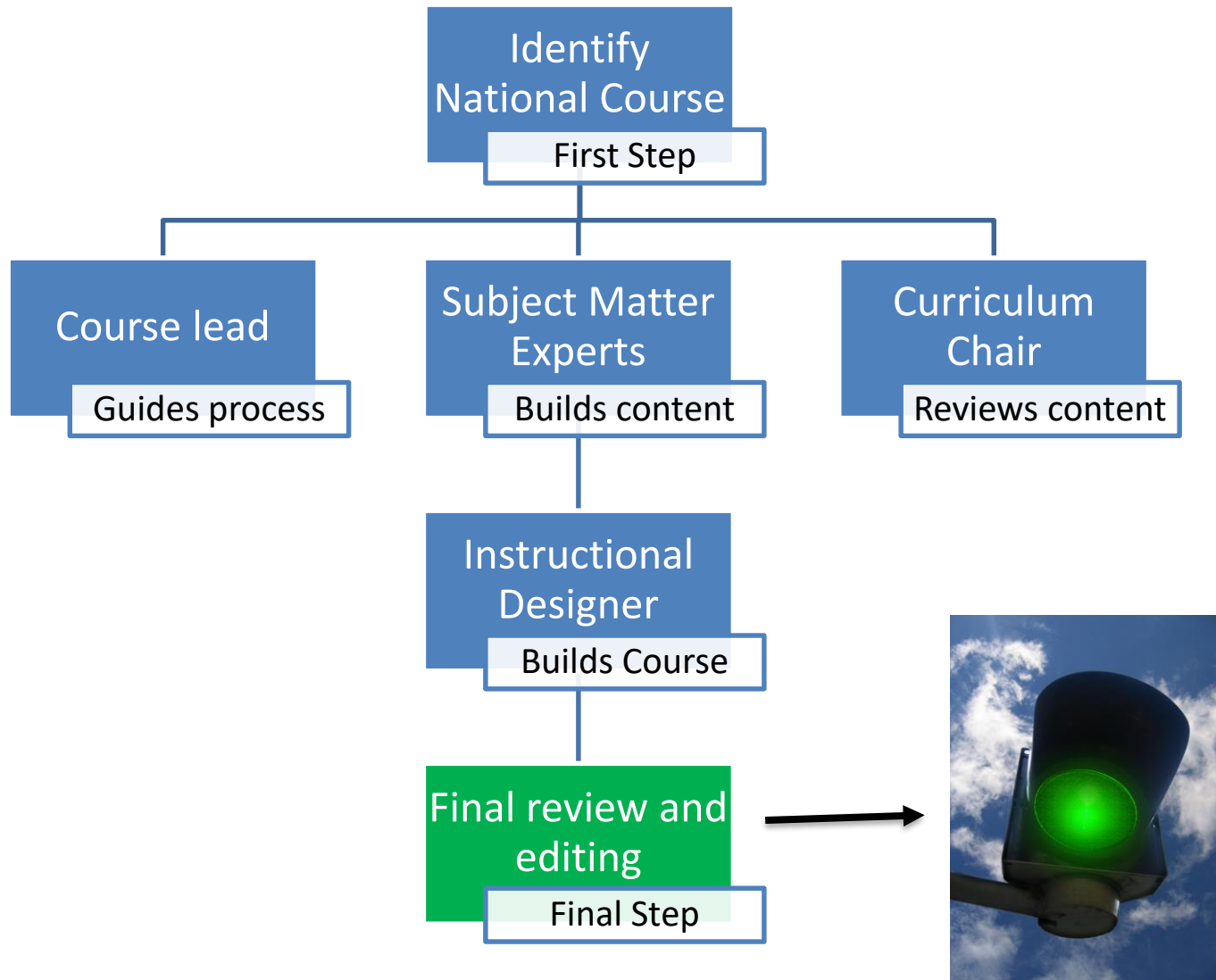
- a. On-ground courses
- b. Totally online/virtual courses
- c. Hybrid/Blended courses
- d. a and b only
- e. All of the above

## Poll 2

Does your College/University have an Instructional Design (ID) Team to build out academic content to your platform?

- a. Yes, the ID builds out the course when given academic content
- b. Faculty build out course in the platform
- c. Both ID and faculty build out the courses

# Collaboration Model



# QM and National Course Build Example

## FO611 Ethics and Professional Issues



We will share our screen and will:

1. Show Course Map
2. Show the Master course layout in Canvas (e.g., home page, Module readings)
3. Describe how Quality Matters is integrated



# Components of Quality Matters Rubric

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

## Example: Learning Objectives

In the QM rubric (2018), 2.2 states: “The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.”

Example: Under Module 1 Assignments, the observer will see a link to the Module Learning Outcomes (MLO). The Learning outcomes are in the syllabus, and multiple locations in the course.

# Strategies for Cross Campus Collaboration

1. Course Lead reviews build process. Having the process written down helps SMEs visualize process (who does what, using Blooms Taxonomy, using QM rubric, how to create behaviorally based course rubrics)
2. Set time deadlines (be flexible) and reminders in Outlook
3. Have open communication with Instructional Designer (ID)
4. Be available to ID to answer questions in the reviewing and editing phase



# Reflections on National Courses

## Pros:

1. Faculty collaboration and creating one place for course resources that can be shared across modalities
2. Ongoing faculty and Non-QM certified faculty learn about how to increase quality and accessibility for online learning
3. Fiscally conservative

## Challenges:

1. Working with different modalities
2. SMEs may be rigid with curriculum
3. Not meeting deadlines delays the build process

## Poll 3

Do you like the idea of having one master shell for all modalities?

- a. Yes
- b. No



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# Questions or Feedback?

Thank you for attending our presentation. If you would like to know more please contact Erika L. Liljedahl, Psy.D. at [eliljedahl@thechicagoschool.edu](mailto:eliljedahl@thechicagoschool.edu) (Faculty) and Mark Labbett, M.Ed. [mlabbett@tcsedsystem.edu](mailto:mlabbett@tcsedsystem.edu) (Instructional Design)