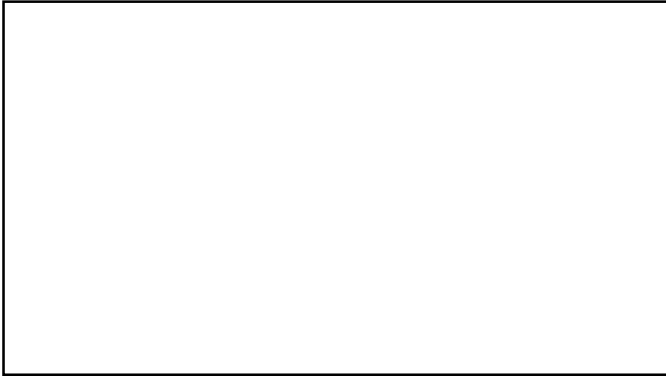


Slide 61



Drafting Helpful Recommendations

General Standard 7: Learner Support
General Standard 8: Accessibility and Usability

Slide 62

Your feedback is important!

Write a helpful recommendation for all Specific Review Standards (every course can be improved).

You must write a helpful recommendation if you decide that the course does not meet the Specific Review Standard.

Slide 63

Helpful Recommendation Components

The diagram illustrates the process of drafting a helpful recommendation. It begins with four key components: Specific Review Standard, Annotation, Course Evidence, and Characteristics. These components are processed through four stages: READ (Specific Review Standard), REVIEW (Annotation), SEARCH (Course Evidence), and WRITE (Characteristics). The final output is a Helpful Recommendation, which is characterized by being Constructive, Specific, Measurable, Specific & Balanced, and Clear, Concise, and Organized.

Slide 64

Characteristics of a Helpful Recommendation

Characteristic	Description
Constructive	Identifies areas for improvement and offers solutions that will improve the course.
Specific	Explicit about what could be improved, where it could be improved, and how it could be improved.
Measurable	Describes an observable change to the course.
Sensitive	Uses sensitive language that speaks to the Course Representative as a colleague, without being so sensitive that the need for change is obscured.
Balanced	Points out areas for improvement and meaningful strengths when it is appropriate to do so.

Slide 65

Mnemonic Device

Can Someone Make Some Brownies?

Slide 66

Activity 16: Analyze a Recommendation

The "Getting Started" tab is clearly marked on the course home page, easy to find, and gives specific written instructions on how to use tools within Blackboard to perform necessary tasks for the course. The "Getting Started" page itself contains the course syllabus and the course calendar, reading list, course objectives, rubrics, class rules, and methods of evaluation. I appreciated that your learners know exactly what to do after reading the "Getting Started" page since there you have provided a link to Unit 1 and specific directions to read the "Unit 1 Overview and Tasks."

Since all of the directions on the Getting Started page are written, you might consider providing alternatives to guide the learner to explore the different parts of the course. For example, you might offer a course tour such as a video demonstrating how to navigate the course or a brief audio podcast that introduces the learner to the syllabus, calendar, reading list, grading, and other important information. A scavenger hunt or a syllabus quiz assignment could also lead learners to explore the course.

Slide 67

Activity 16: Analyze a Recommendation (continued)

[The "Getting Started" tab is clearly marked on the course home page, easy to find, and gives specific written instructions on how to use tools within Blackboard to perform necessary tasks for the course. The "Getting Started" page itself contains the course syllabus and the course calendar, reading list, course objectives, rubrics, class rules, and methods of evaluation. I appreciated that your learners know exactly what to do after reading the "Getting Started" page since there you have provided a link to Unit 1 and specific directions to read the "Unit 1 Overview and Tasks."]=

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Slide 68

Activity 17: Improve Recommendations

Work in groups to rewrite one of the recommendations at right (to be assigned) using the components of a helpful recommendation. Each group will share their revised recommendation.

1. Assignment instructions weren't clear. (5.4)
2. You didn't tell the learners which resources were optional. (4.2)
3. The text on the page was too hard to read. (8.2)
4. The learning objectives aren't measurable. (2.2)
5. Your assessments are weak. (3.1)

Slide 69

General Standard 7

The General Standard	Overview Statement	What You Need to Do:
General Standard 7: Learner Support The course facilitates access to institutional support services essential to learner success.	It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.	Direct your online learners to support services they need to be successful and would be available to them if they attended campus-based courses.

Slide 70

Activity 18: Analyze SRS 7.1

Specific Review Standard 7.1:
The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

What do you do first?

1. Open your QM Rubric Workbook.
2. Review the How to Decide handout.
3. Complete the Analyze Specific Review Standards handout for 7.1.

Slide 71 removed

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Slide 72

Activity 19:
Specific Review Standard 7.1

Specific Review Standard	Evidence from the Course	Your Decision
7.1		

Slide 73

Activity 20:
Draft a Recommendation

1. As a team, use the evidence you discovered in the initial SBS 3053 course to draft a helpful recommendation for improving Specific Review Standard 7.1.
2. Each team will share their recommendation and point out each component of a helpful recommendation.

Slide 74

General Standard 8

The General Standard	Overview Statement	What You Need to Do:
<p>General Standard 8: Accessibility and Usability</p> <p>The course design reflects a commitment to accessibility and usability for all learners.</p>	<p>The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can easily navigate and interact with course components.</p>	<p>Design your course so all learners can access and use course materials and be successful in your course.</p>

Slide 75

Activity 21: Analyze SRS 8.3

Specific Review Standard 8.3:
The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

What do you do first?

1. Open your QM Rubric Workbook.
2. Review the How to Decide handout.
3. Complete the Analyze Specific Review Standards handout for 8.3.

Slide 76

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Slide 77

Activity 22:
Specific Review Standard 8.3

Specific Review Standard	Evidence from the Course	Your Decision
8.3		

Slide 78

Activity 23:

Draft a Recommendation

1. Use the evidence you found in Module 6 of the initial SBS 3053 course to draft a recommendation for improvement for Specific Review Standard 8.3.
2. Share your recommendation with your team and compare components.
3. Submit your written recommendation (be sure to put your name on it!) to your Facilitator.