

# Elements of a Quality Course

John Hollenbeck, PhD  
Senior Instructional Design Consultant  
University of Wisconsin Colleges Online

# Given

Institutional credentialed education

Instructional approach to learning

Class-curriculum model

External evaluation of learning



# Transparency

Clear idea of what will be learned

How they will learn it

Why they are learning in

When they have learned it

# Learning Objective

Statement of what someone will be able to do that they cannot do now

Also include under what conditions and how well

**QUALITY MATTERS**

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**QM**

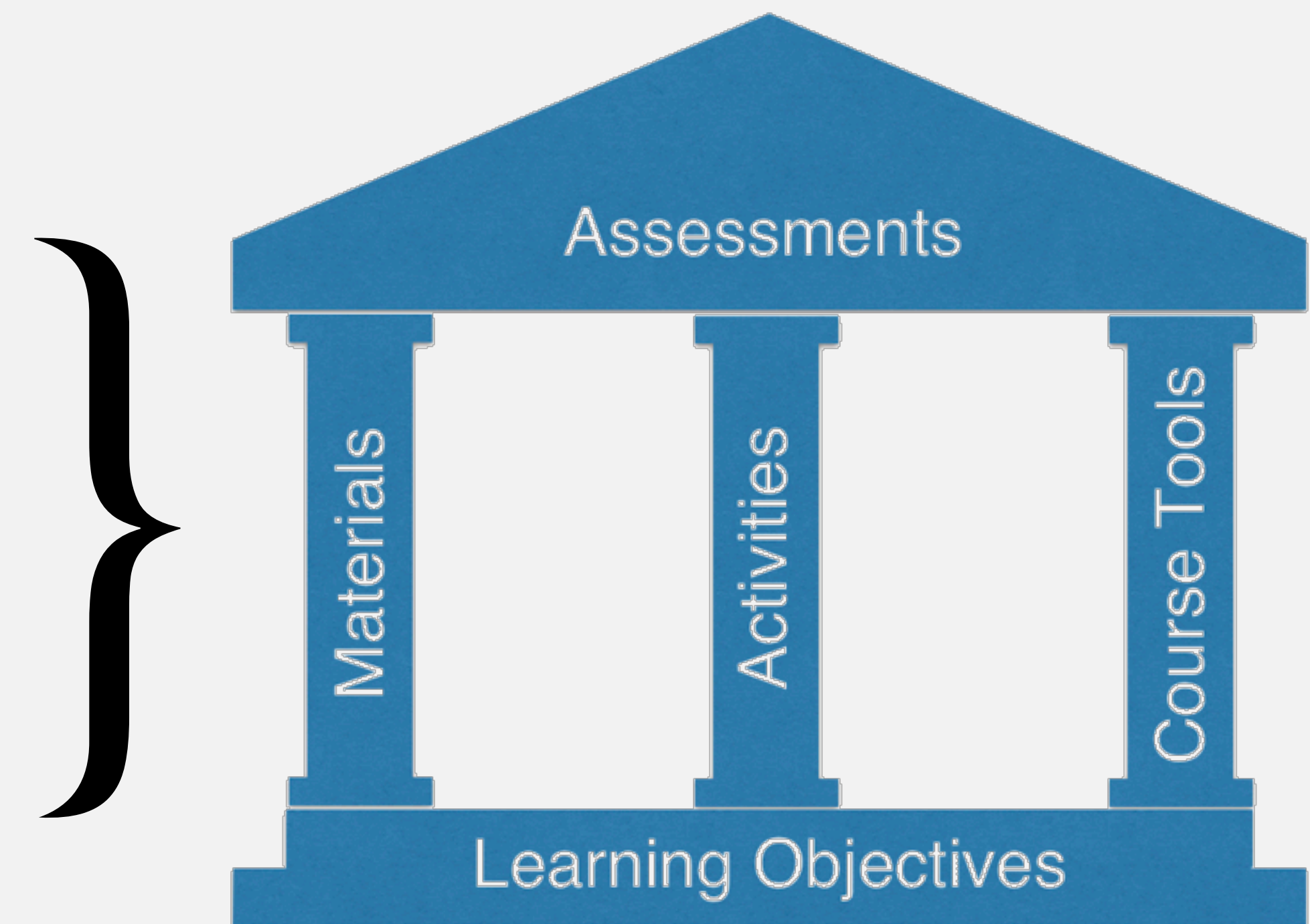
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# The QM Rubric

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

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# Learning Objectives

# Learning Objective

Performance

Conditions

Criteria

# Why Learning Objectives?

Material/Procedure selection

Instructor Ingenuity

Results aligned to intent

Goal for learners

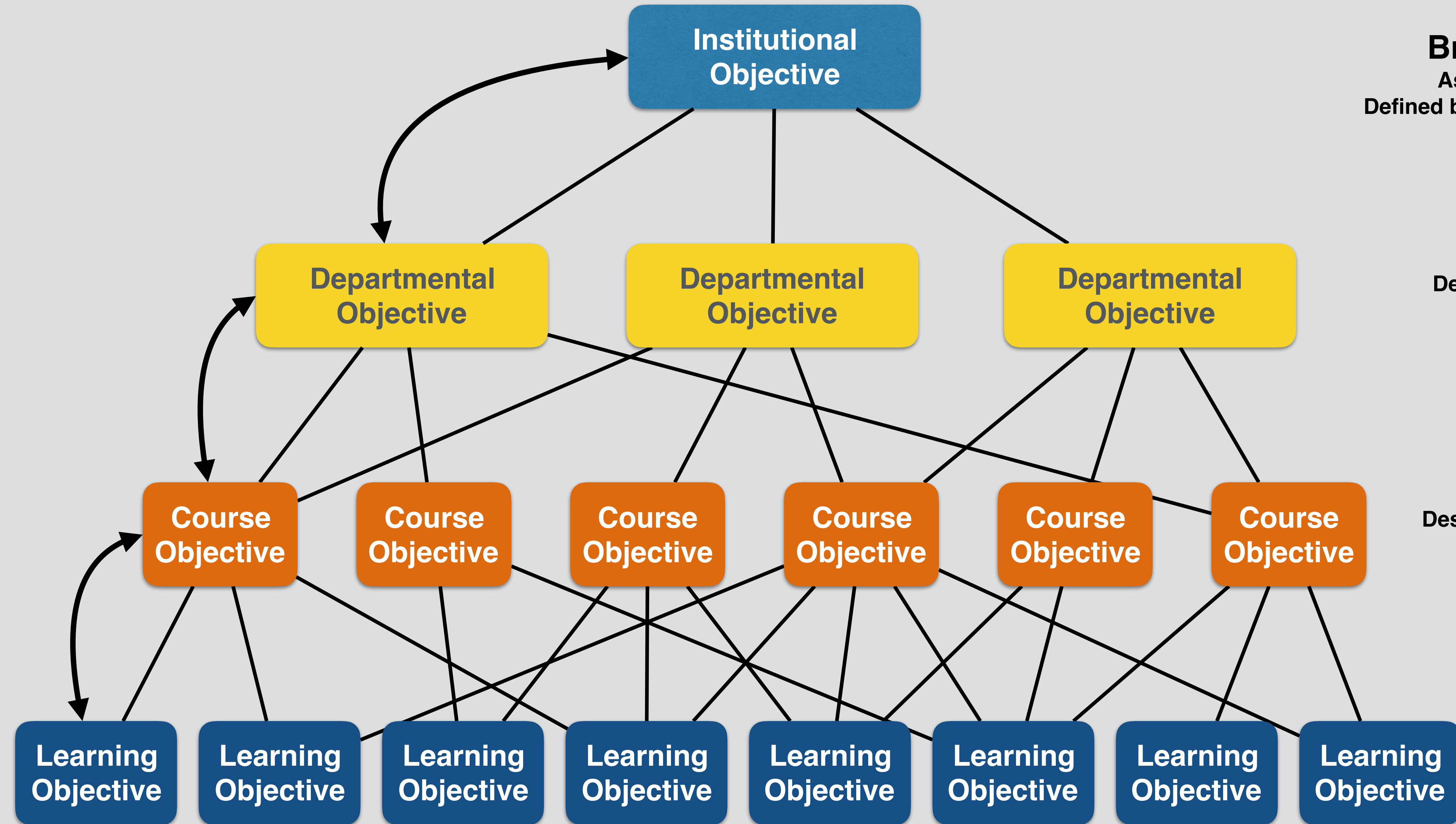


**Breadth Category**  
Assigned to Departments  
Defined by Student Performance

**Curriculum Competencies**  
Designed by Departments  
Key measures of Student Performance

**Course Competencies**  
Designed by Departments and Faculty  
Measures of Student Mastery

**Learning Objectives**  
Designed by Faculty  
Measures of Student Mastery



# Qualities

State the performance learner are to achieve

Are specific and measurable

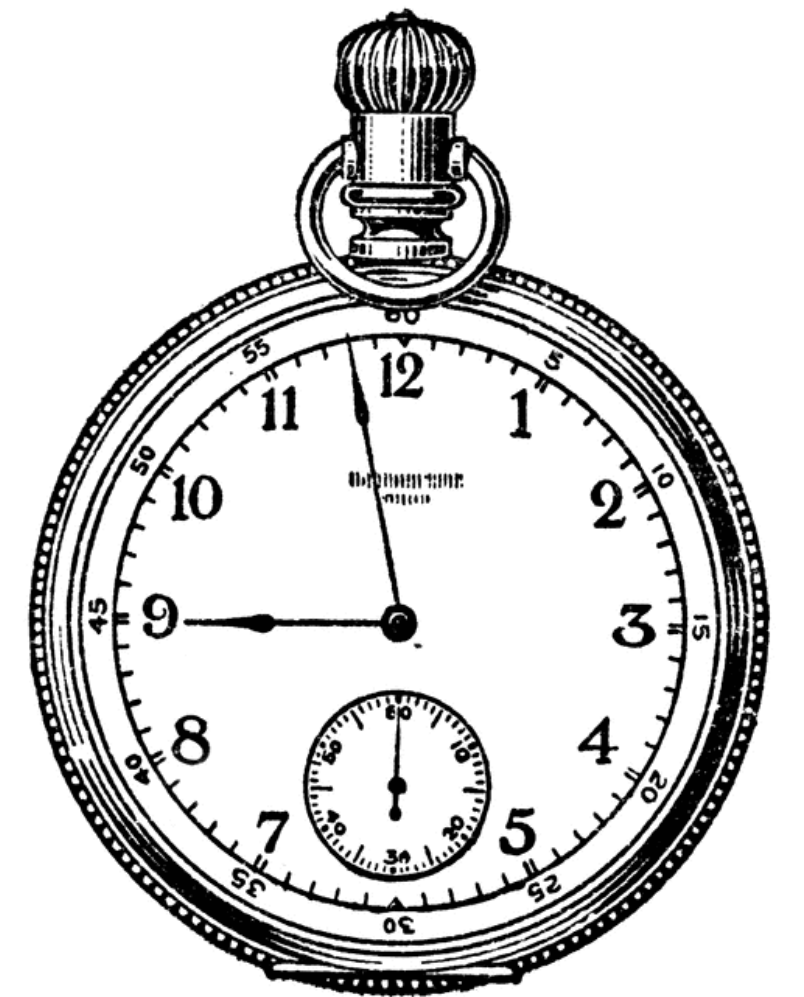
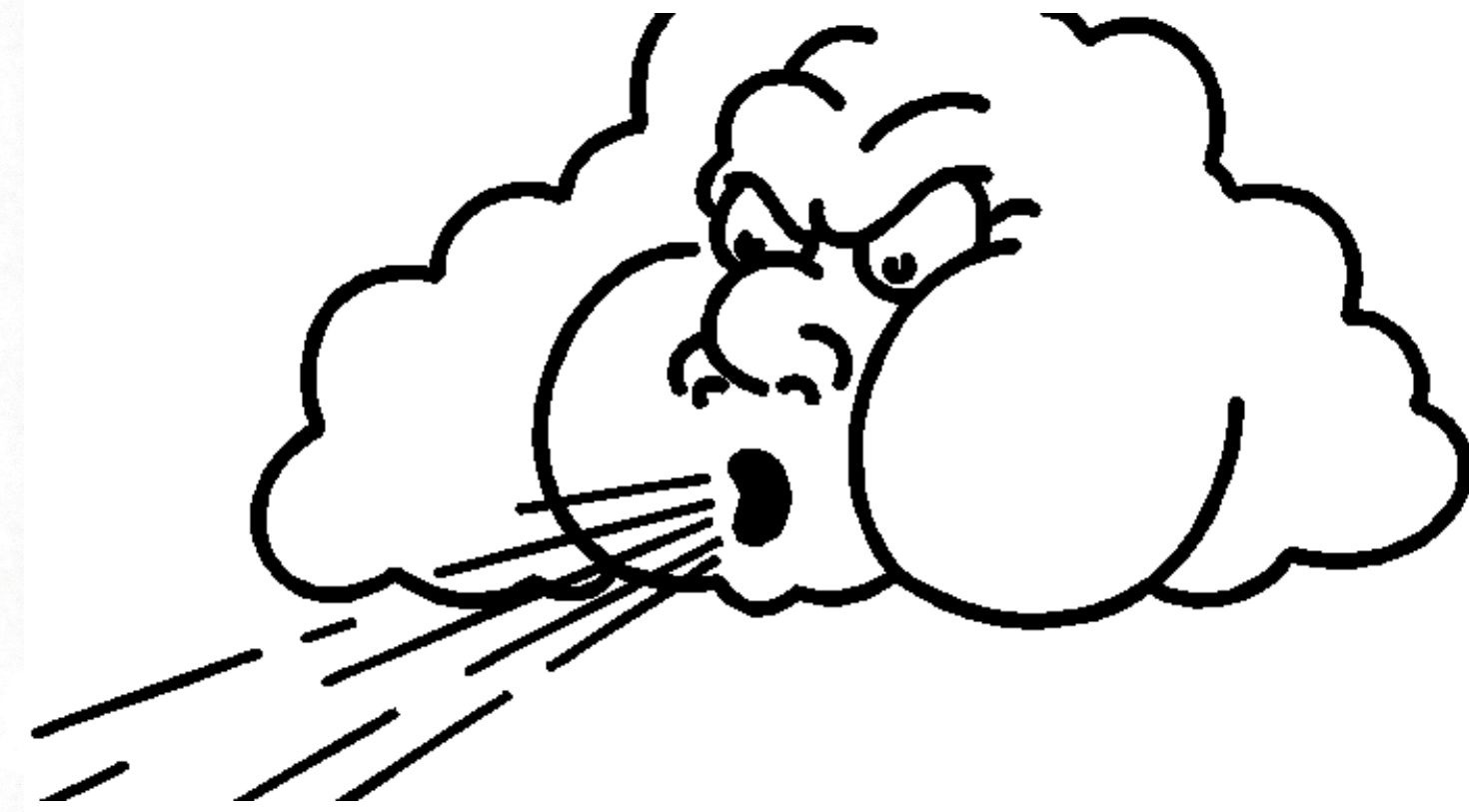
Are about learners, not instructors

# Parts of a learning objective

Performance

Conditions

Criteria



# Performance vs. Abstraction

run

solve

~~know~~

~~internalize~~

add

~~value~~

~~apply~~

identify

# Which is a performance?

Be able to add a column of numbers

Develop a knowledge of food-service equipment



# Activity

List some verbs you would use in your discipline

# Conditions

...be able to hammer a nail.

# Conditions

Given a hammer

...be able to hammer a nail.



# Conditions

Given a shoe

...be able to hammer a nail.



# Conditions

Without tools

...be able to hammer a nail.



# Conditions

Expected to use (tools, forms, etc.)

Not allowed to use (references, checklists, etc.)

Real-world conditions performance takes place in (on a flagpole, under water)

# Performance and Conditions

Given a bag full of folded newspapers and a neighborhood street,  
be able to throw a paper onto the roof of each house.

Given a malfunctioning DC motor of ten horsepower or less, a kit  
of tools, and references, be able to repair the motor.

# Activity

List some conditions you would use in your discipline



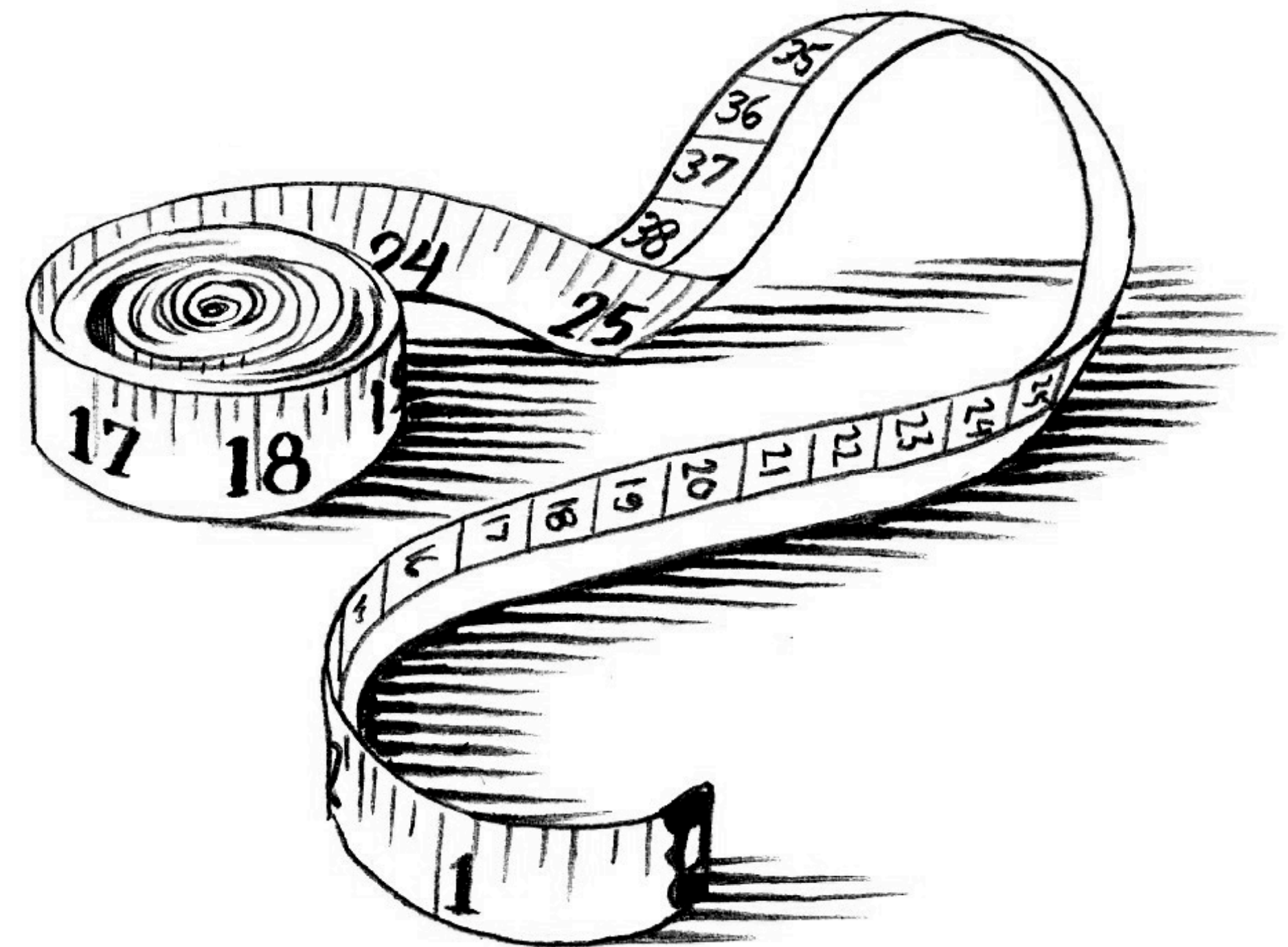
# Criterion

Speed

Repetitions

Accuracy

Quality



# Find the Criterion

Be able to do consecutively thirty push-ups, thirty sit-ups, and thirty pull-ups without the use of mechanical aids.

# Activity

List some criteria you use in your discipline

# Is this a Learning Objective?

When you complete this section, you will know the history of money as a medium of exchange.

# Is this a Learning Objective?

Without references, be able to describe  
(write) the key conditions that promote  
learning within 15 minutes.

# Bloom's Taxonomy

**create**

**evaluate**

**analyze**

**apply**

**understand**

**remember**

# Anderson and Krathwohl's Taxonomy

**create**

**evaluate**

**analyze**

**apply**

**understand**

**remember**

# Anderson and Krathwohl's Taxonomy

**create**

Produce new or original work

**evaluate**

Justify a stand or decision

**analyze**

Draw connections among ideas

**apply**

Use information in new situations

**understand**

Explain ideas or concepts

**remember**

Recall facts and basic concepts



# Performance Verbs

Remember	Understand	Apply	Analyze	Evaluate	Create
Describe	Explain	Complete	Compare Contrast	Justify	Plan
Name	Compare	Use	Examine	Assess	Invest
Find	Discuss	Examine	Explain	Prioritize	Compose
List	Predict	Illustrate	Identify	Recommend	Design
Relate	Outline	Classify	Categorize	Rate	Construct
Write	Restate	Solve	Investigate	Decide Choose	Imagine

# Types of Knowledge

Factual Knowledge

Conceptual Knowledge

Procedural Knowledge

Metacognitive Knowledge

## The Cognitive Process Dimension

### The Knowledge Dimension

1. *Remember*

2. *Understand*

3. *Apply*

4. *Analyze*

5. *Evaluate*

6. *Create*

*Factual  
Knowledge*

*Conceptual  
Knowledge*

*Procedural  
Knowledge*

*Metacognitive  
Knowledge*

# Conclusion

State what learners will be able to do

Performance

Conditions

Criteria

