DEVELOPING A QM CULTURE DURING COURSE DESIGN

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AGENDA & OBJECTIVES

- Context
- Adopting QM
- QM4Design
- Next steps

- Differentiate QM rubric implementation in the design versus a review of a course
- Describe how to transform the rubric into a course design tool
- Identify how can a QM course design tool can be used within one's institution

What is the IDB?
E-learning in the IDB

CONTEXT

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WE WORK TO IMPROVE LIVES IN LATIN AMERICA AND THE CARIBBEAN.

Development challenges: social inclusion & inequality, productivity & innovation, and economic integration

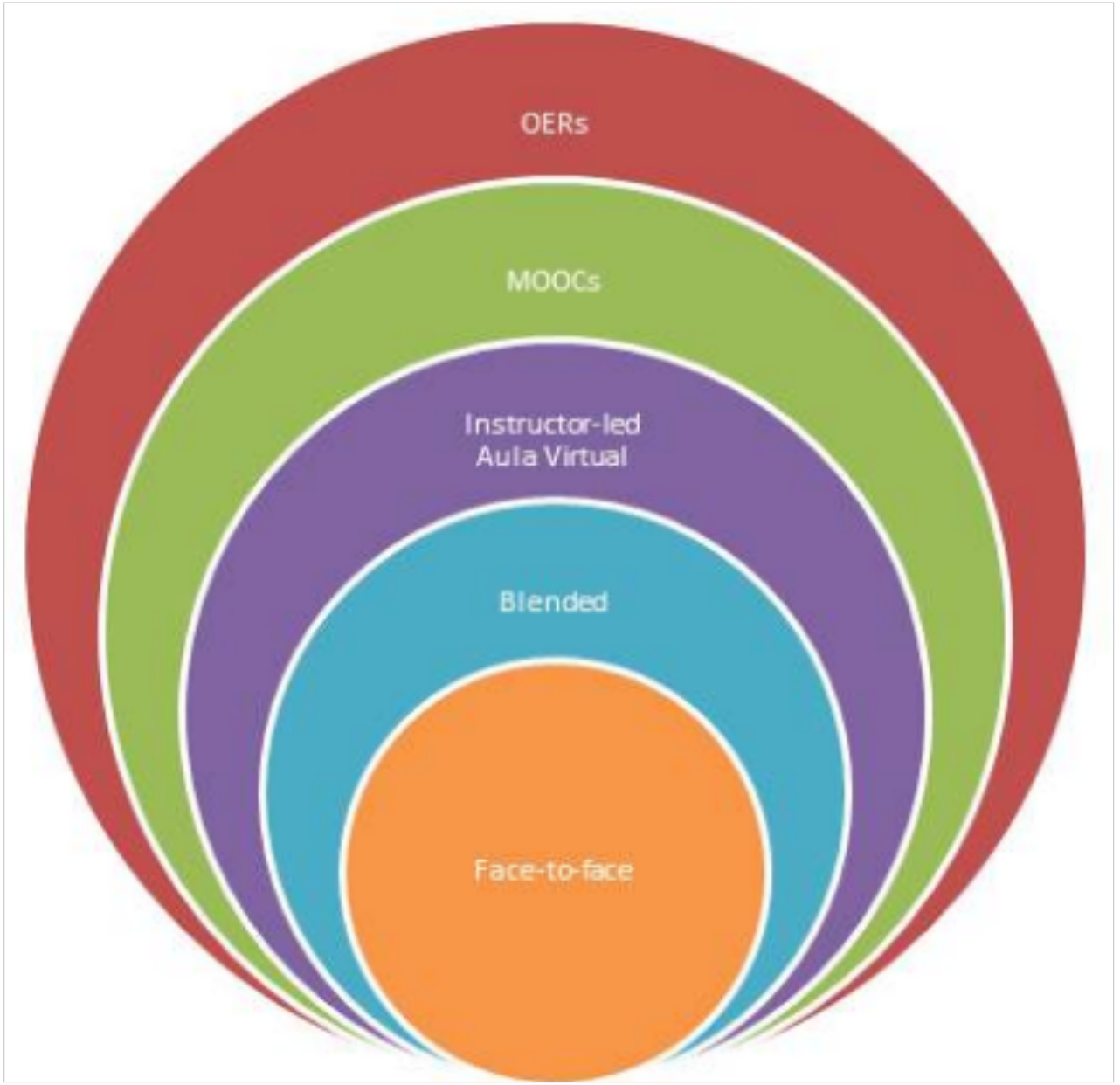
Cross-cutting issues: gender equality & diversity, climate change & environmental sustainability, and institutional capacity and the rule of law.

INTER-AMERICAN INSTITUTE FOR ECONOMIC AND SOCIAL DEVELOPMENT

INDES

- Open knowledge products about social and economic development in LAC
- Increase knowledge and strengthen skills of target audiences in region & IDB staff
- Key strategic areas: development of institutions and the financial sector, economic development, social development, infrastructure and climate change, and integration and commerce

KNOWLEDGE & LEARNING @ IDB: 2 AUDIENCES VARIOUS PRODUCTS



KNOWLEDGE & LEARNING @ IDB: 2 AUDIENCES VARIOUS PRODUCTS

- Corporate training demands very distinct from external offerings
- External clients in four languages and a variety of demands
- We're not a university!
- Lean group of permanent staff
  - Few with background in ID or related areas
- Need for continuous outsourcing
- Reliance on non-exclusive SMEs from other areas of the bank

How has QM been adopted?

ADOPTING QM

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ADOPTING QM

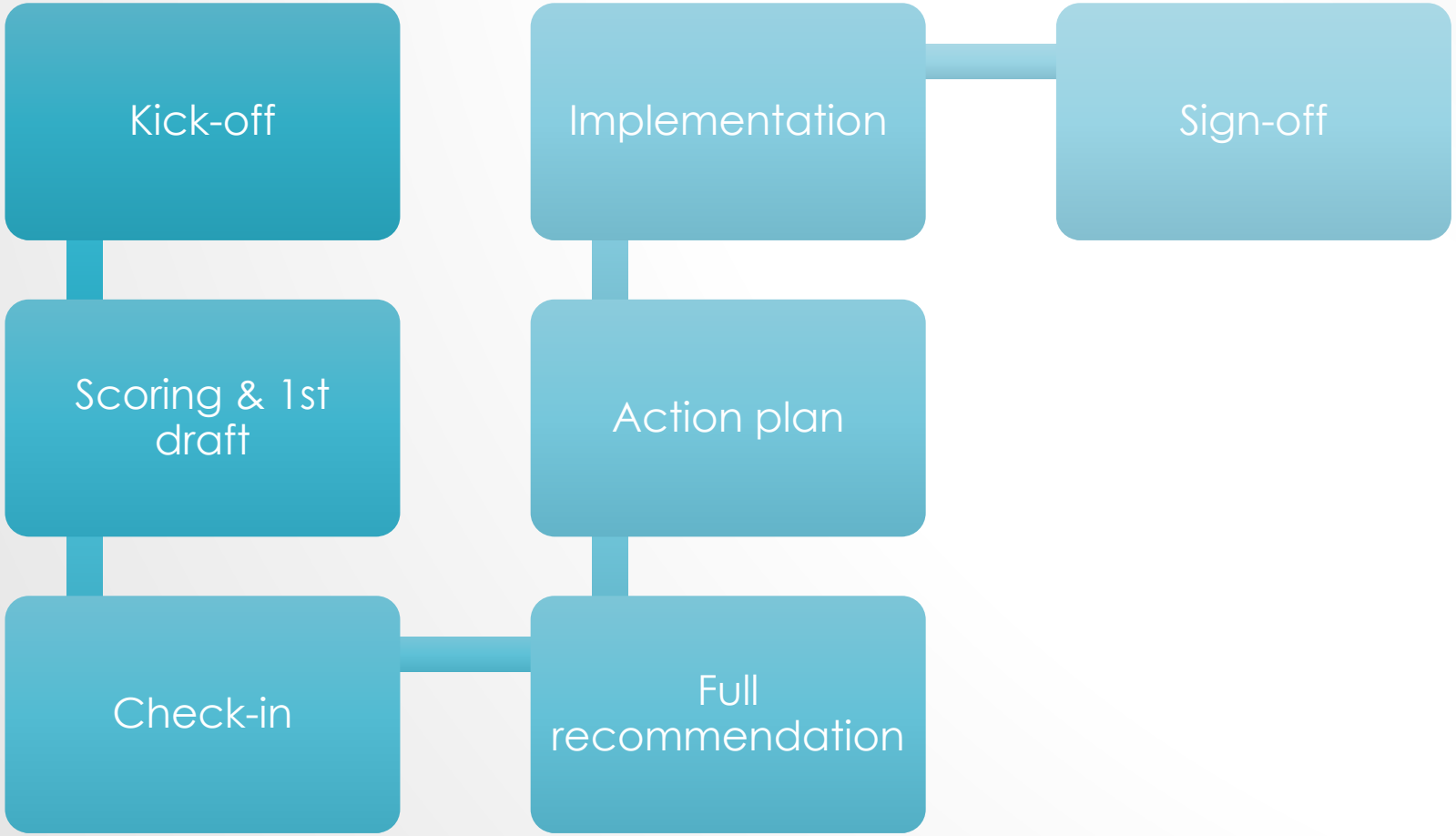
Steps necessary to incorporate QM to our practice

- Further internal & QM training regarding alignment
- Recommendations from peer-review: adopted throughout several courses
- Translation of the rubric for internal use
- Incorporating QM as part of course enhancement process for tutor-led courses
- Information sharing with stakeholders
- MOOC peer-review

INDES QM SELF-REVIEW

QM self-review coordinator	•Coordination and supervision of the process •Checks for accuracy of scoring and quality of recommendations
Course reviewers	•Should be 2 reviewers •Main actors in scoring, and writing recommendations
Course revisers	•3 people to implement recommendations •One production assistant •One instructional designer •One Aula Virtual team member
Course representative	•Signs-off on process and is accountable for reviewed course •Manages directly course reviewers, provides input and coordinates with QM self-review coordinator

INDES QM SELF-REVIEW PROCESS



What is QM4Design?

QM4DESIGN

QM4DESIGN: APPROACH

Provide a QM-guided process for designing an online course

QM standards are presented step-by-step associated to the design of each of the course components

Follows the natural flow of designing the course, not the given QM rubric order

QM4DESIGN: TOOL

Use of section clusters

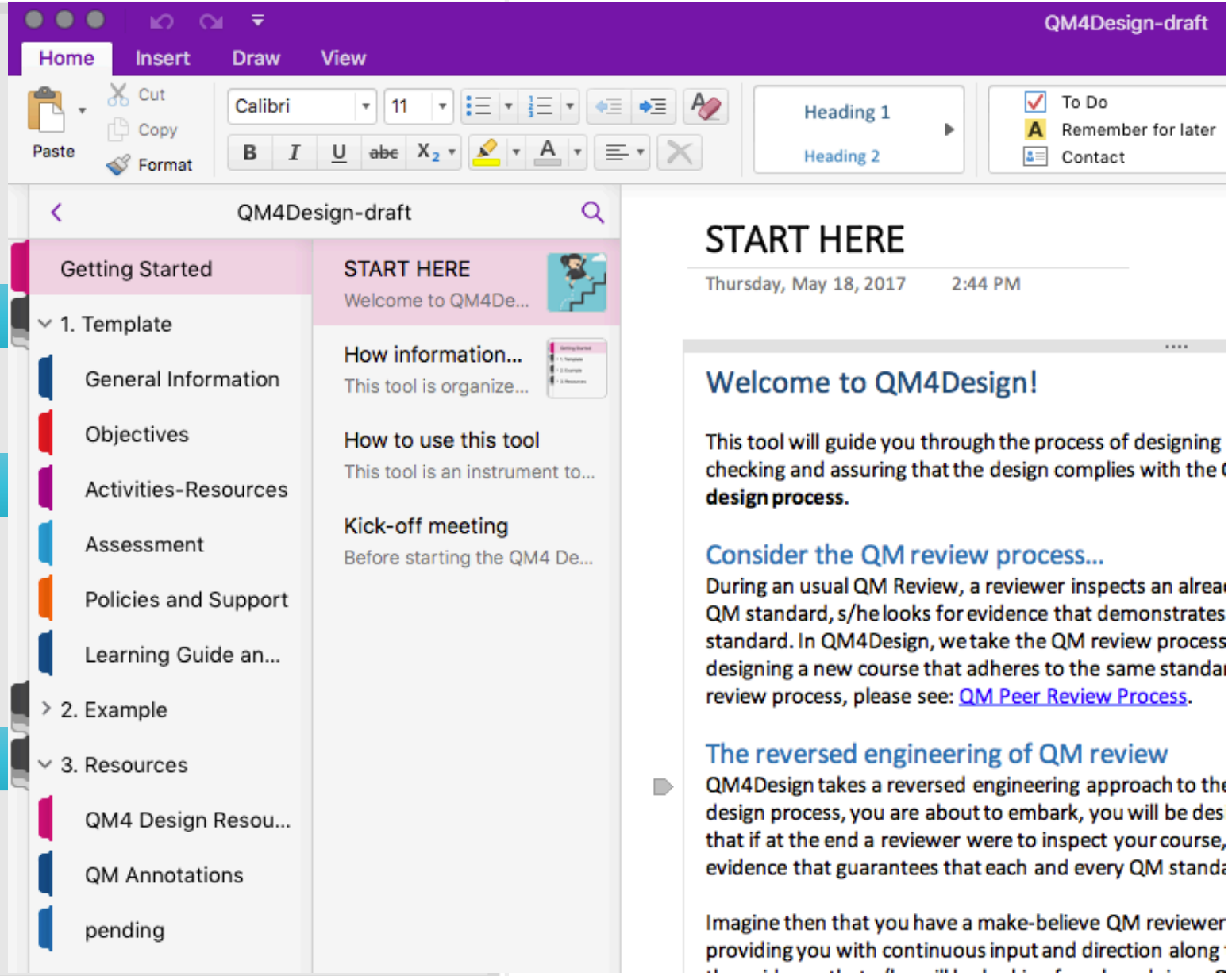
- Instructional cluster
- Template cluster
- Example cluster

Template/Example cluster of sections

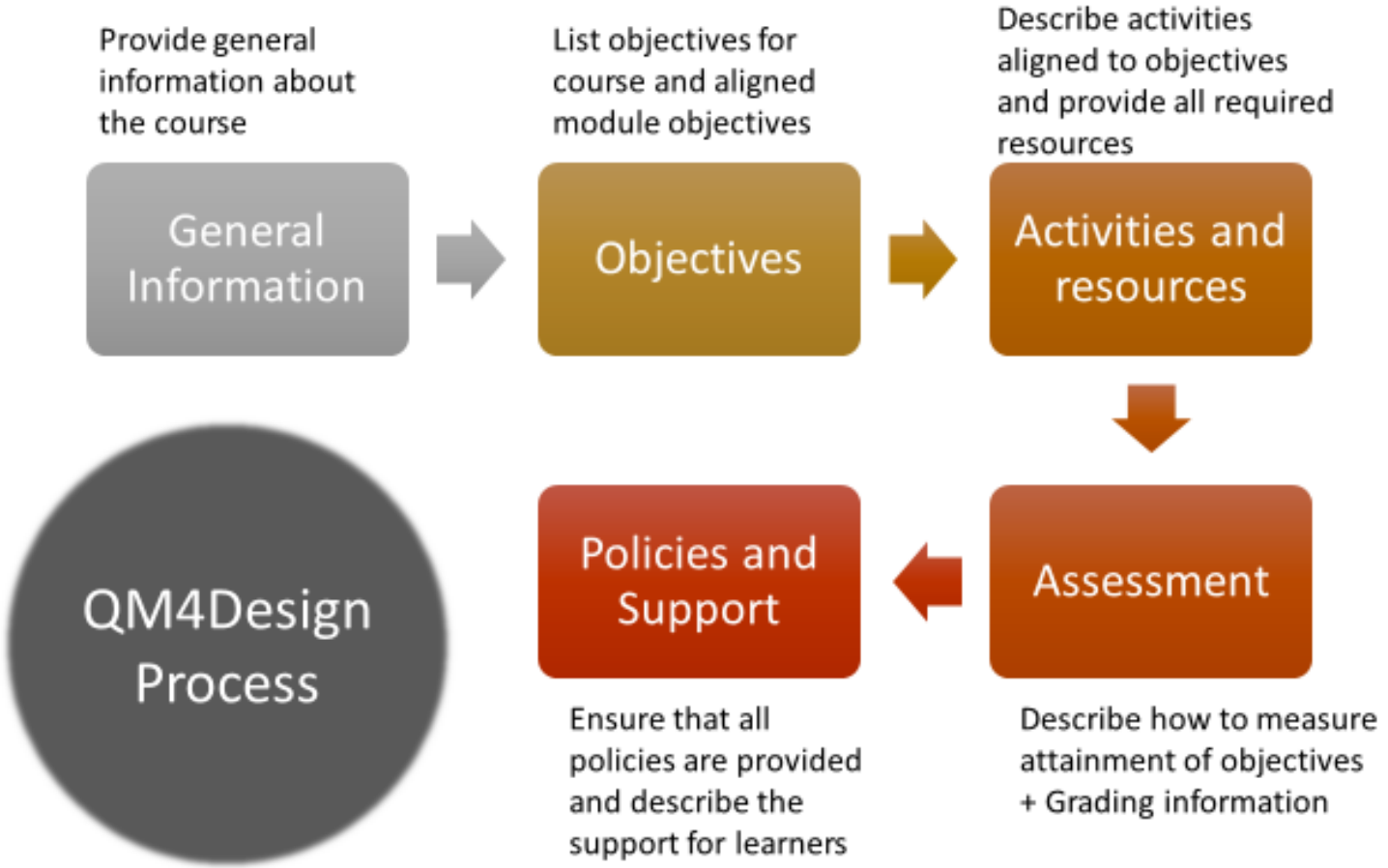
- General information
- Objectives
- Activities & Resources
- Assessment
- Policies and Support
- Learning Guide & Course configuration

Use of checklists for QM standards

OneNote



QM4DESIGN

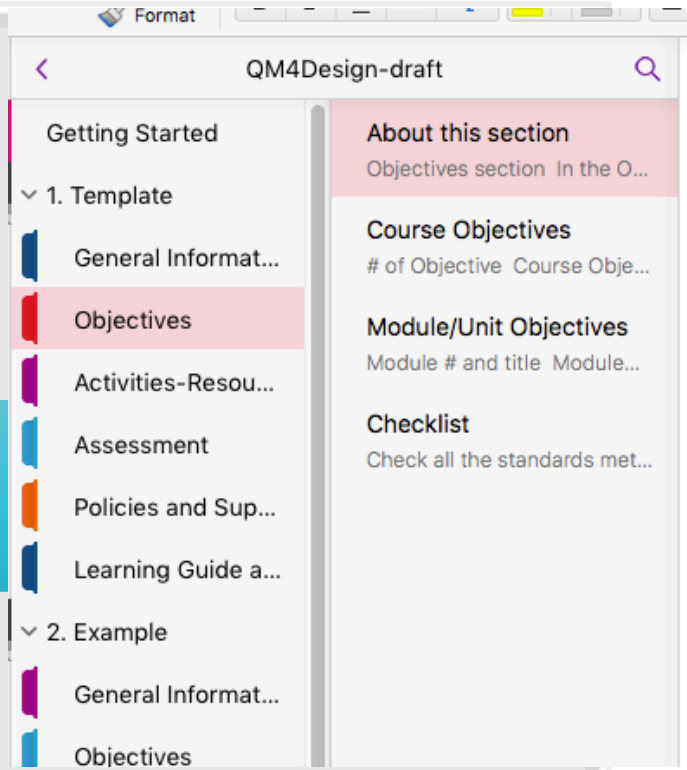

Provide general information about the course
General Information
List objectives for course and aligned module objectives
Objectives
Describe activities aligned to objectives and provide all required resources
Activities and resources
Assessment
Describe how to measure attainment of objectives + Grading information
Policies and Support
Ensure that all policies are provided and describe the support for learners
QM4Design Process

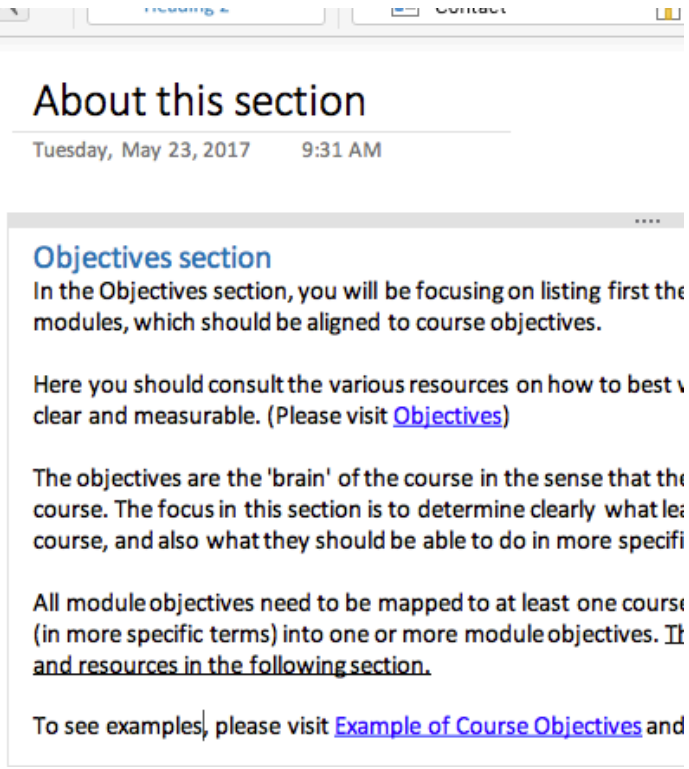
QM4DESIGN: EXAMPLE

Objectives section (pages)

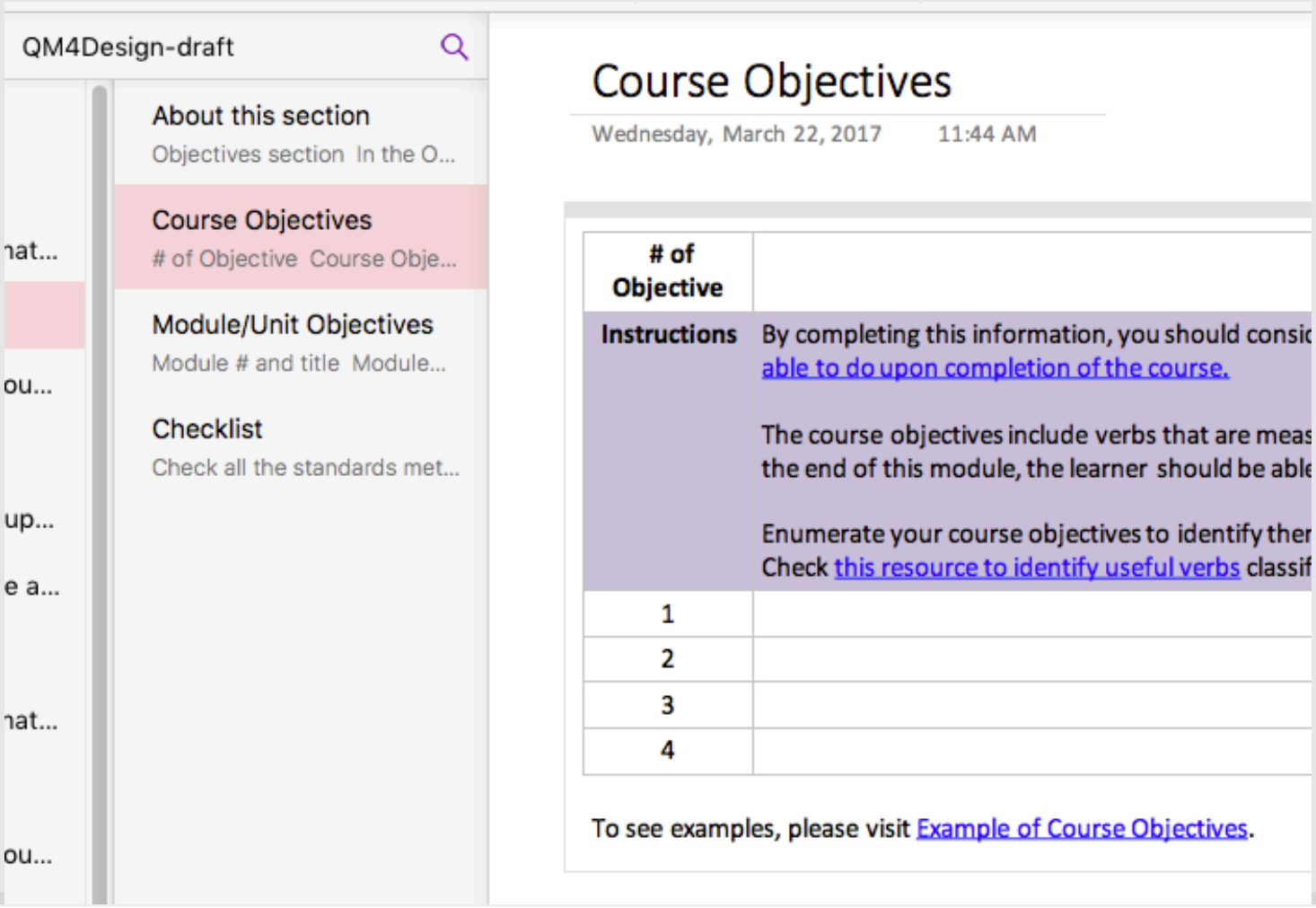
- About the section
- Course objectives
- Module Objectives
- Checklist: Standards 2.1, 2.2, 2.3, and 2.5

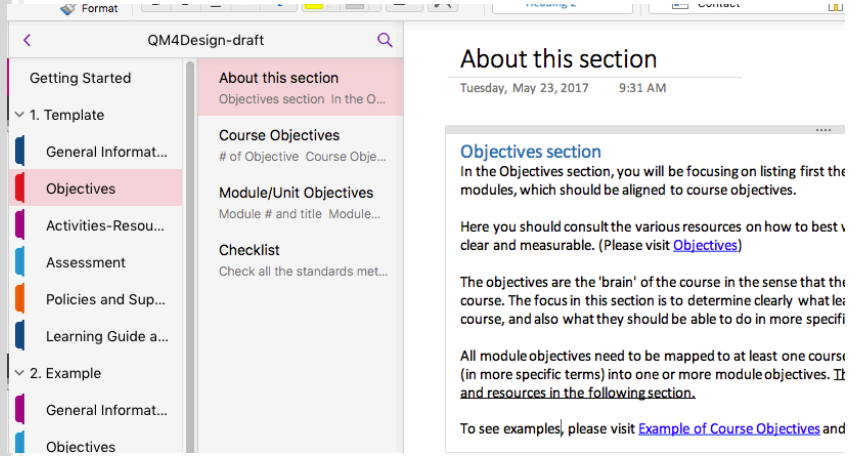
Use of guiding questions that help reflect on standards as part of design

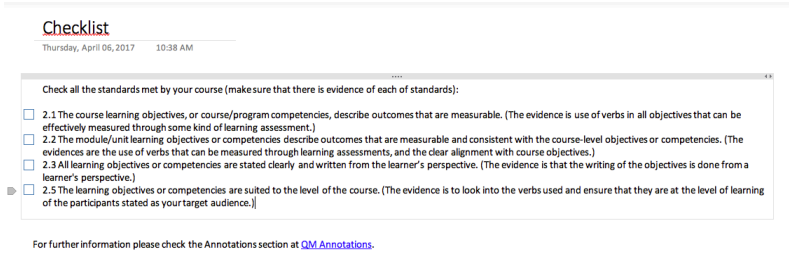




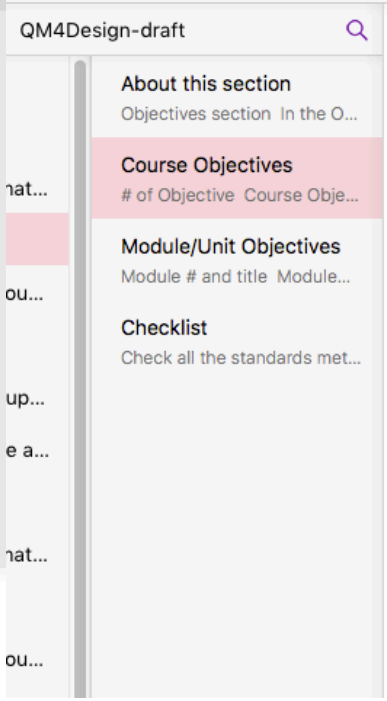
QM4DESIGN: EXAMPLE

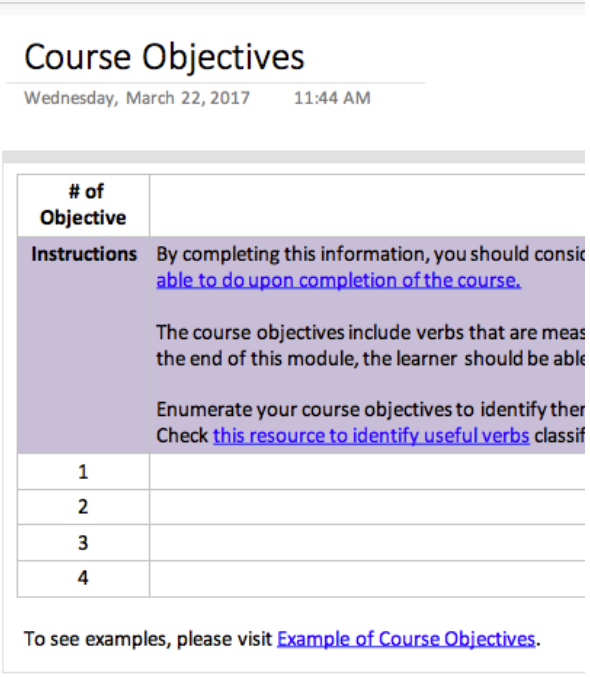






QM4DESIGN: EXAMPLE – COURSE OBJECTIVES





Course Objectives

Wednesday, March 22, 2017 11:44 AM

# of Objective	
Instructions	By completing this information, you should consi able to do upon completion of the course. The course objectives include verbs that are meas the end of this module, the learner should be able Enumerate your course objectives to identify ther Check this resource to identify useful verbs classif
1	
2	
3	
4	

To see examples, please visit Example of Course Objectives.

Checklist

Thursday, April 06, 2017 10:38 AM

Check all the standards met by your course (make sure that there is evidence of each of standards):

- ☐ 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. (The evidence is use of verbs in all objectives that can be effectively measured through some kind of learning assessment.)
- ☐ 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. (The evidences are the use of verbs that can be measured through learning assessments, and the clear alignment with course objectives.)
- ☐ 2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective. (The evidence is that the writing of the objectives is done from a learner's perspective.)
- ☐ 2.5 The learning objectives or competencies are suited to the level of the course. (The evidence is to look into the verbs used and ensure that they are at the level of learning of the participants stated as your target audience.)

For further information please check the Annotations section at QM Annotations.

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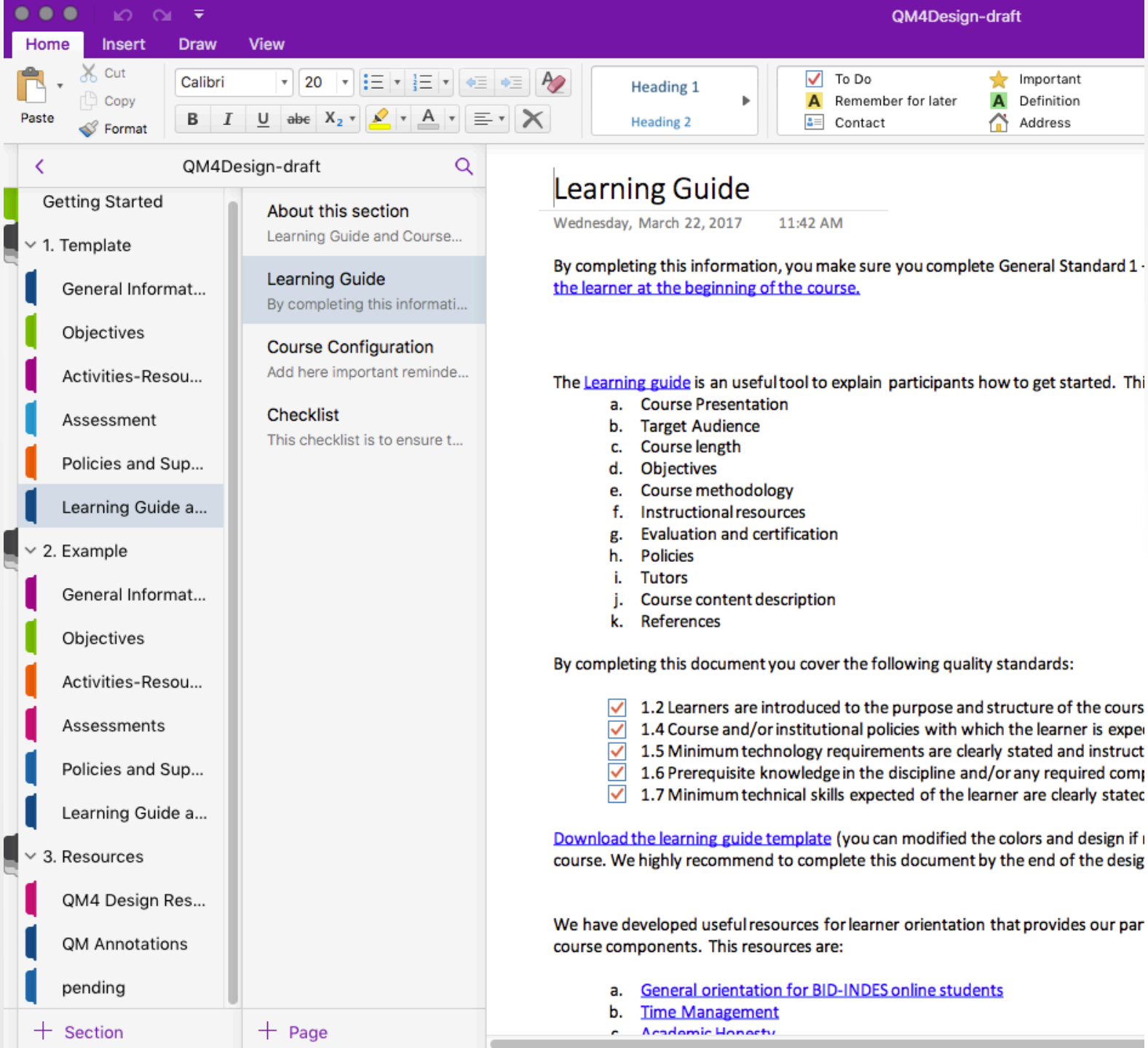
QM4DESIGN: EXAMPLE - LEARNING GUIDE



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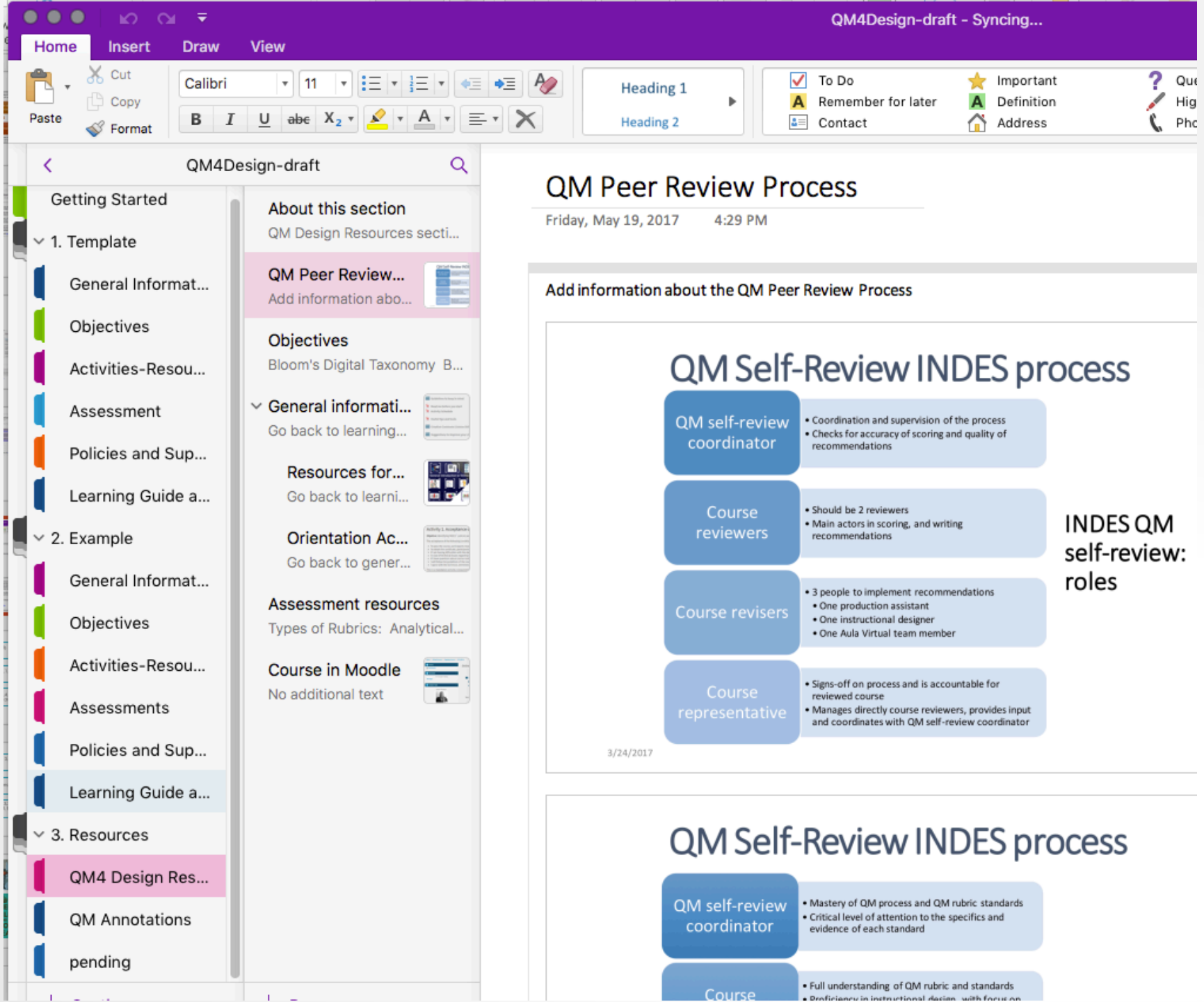
QM4DESIGN: EXAMPLE - RESOURCES



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QM4DESIGN: CHECKING STANDARDS

Part 1

General information

- no standards checked

Objectives

- Standards 2.1, 2.2, 2.3 and 2.5

Activities and resources

- Standards 2.4, 4.1-4.6, 5.1, 5.2, and 8.3

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QM4DESIGN: CHECKING STANDARDS

Part 2

Assessment

- Standards 3.1, 3.3, 3.4 and 3.5

Policies and Support

- Check if policies exist

Learning Guide

- Standards 1.*, 3.2, 5.3, 5.4, 7.*, 8.1, 8.2, 8.4 and 8.5

MOVING FORWARD

- Integration MOOC production processes
- Applying methodology for new courses
- Capturing lessons learned
- Inclusion of aspects of CBE into process
- Inclusion of badge consideration

Any questions?

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http://indes.iadb.org

THANK YOU!