



DEVELOPING A QM CULTURE DURING COURSE DESIGN

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Inter-American Development Bank (IDB)

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

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

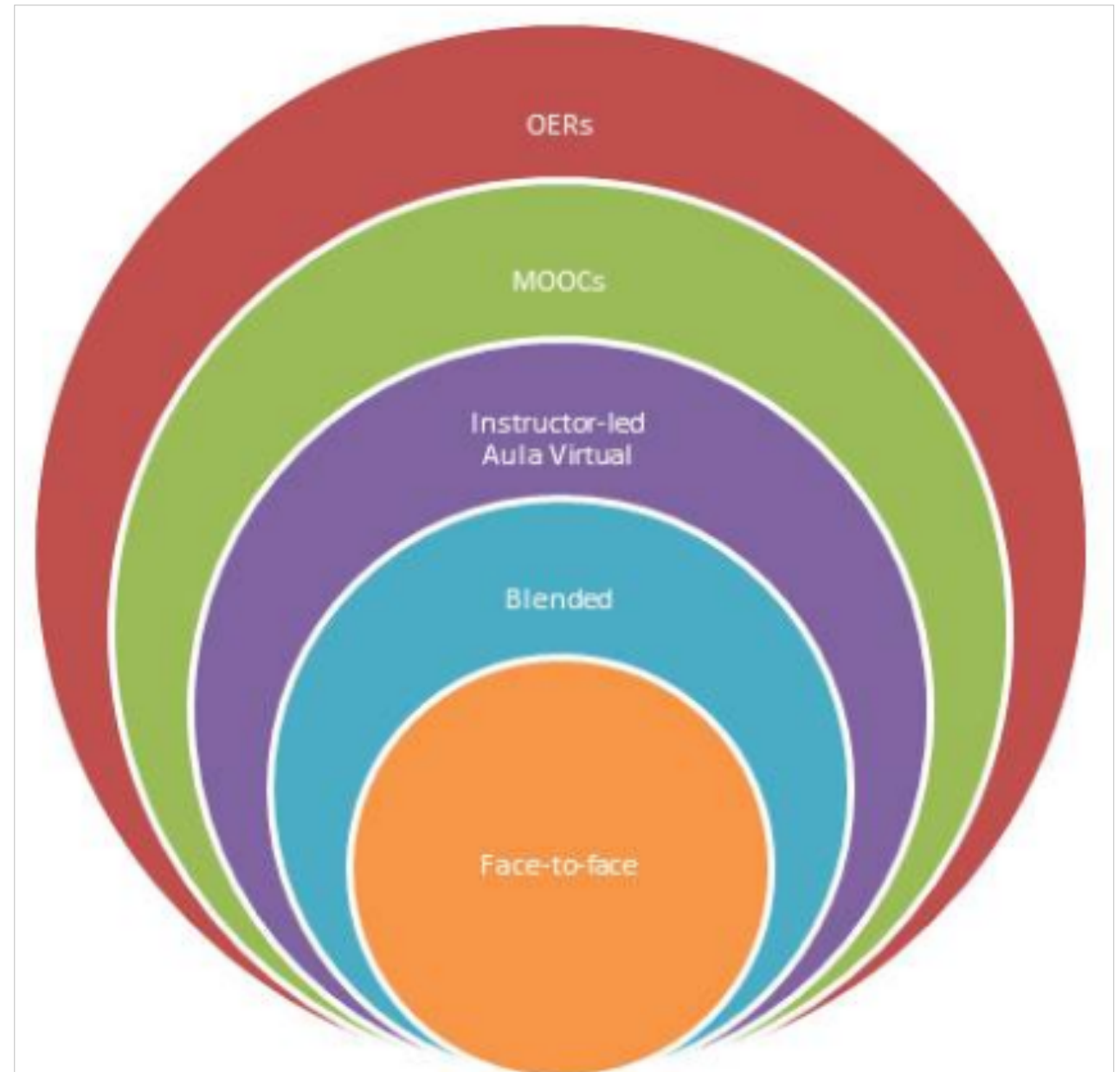


INDES

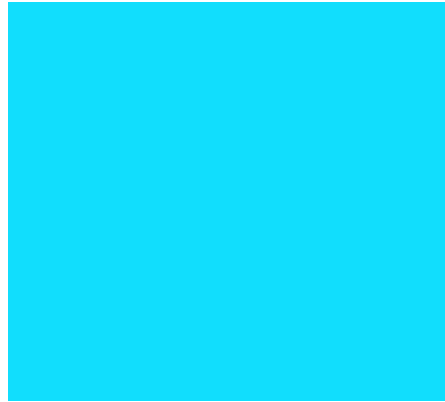


- Open knowledge products about social and economic development in LAC
- Increase knowledge and strengthen skills of target audiences in region & IDB staff
- Key strategic areas: development of institutions and the financial sector, economic development, social development, infrastructure and climate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



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

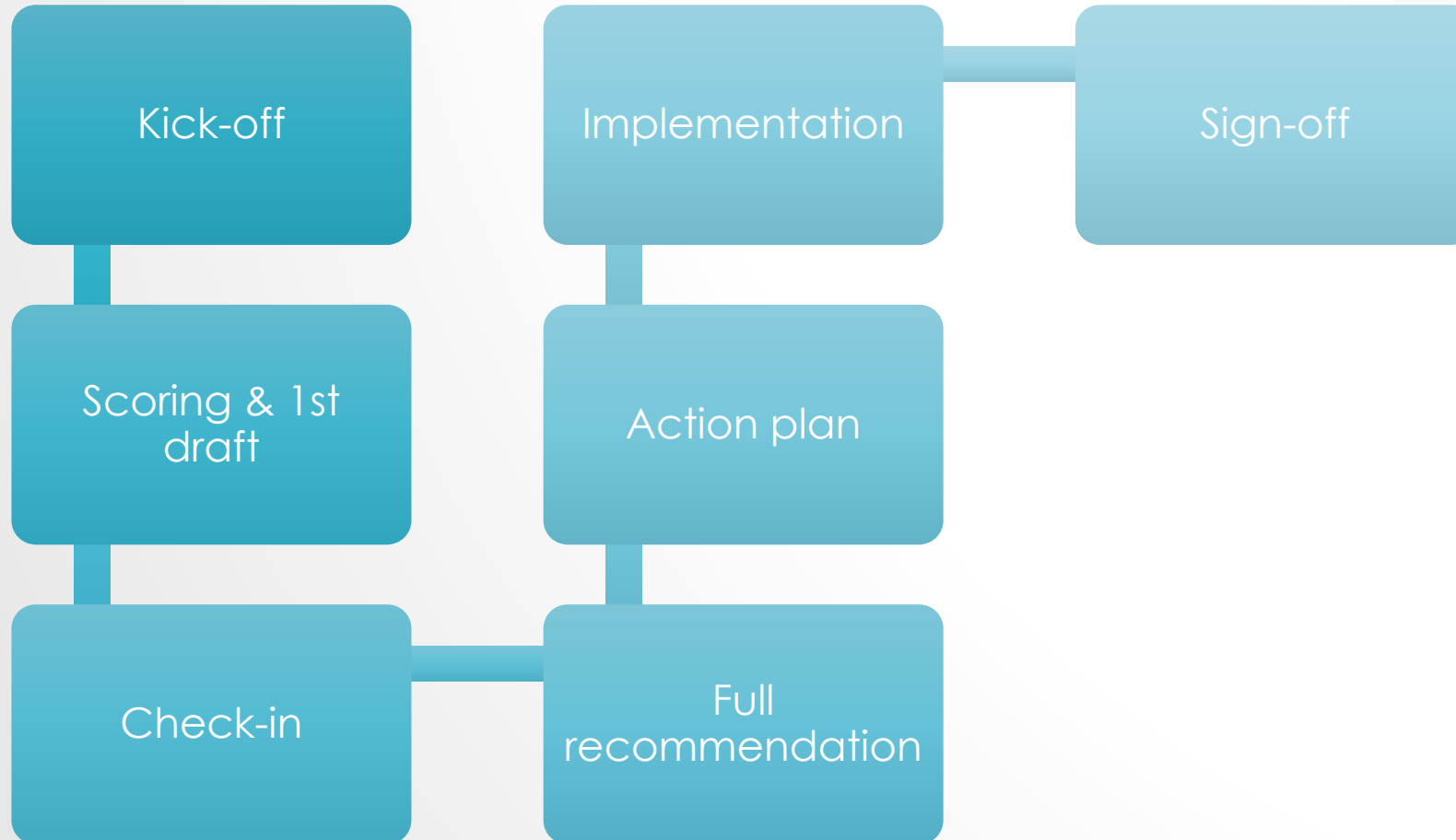
Course revisers

- 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?

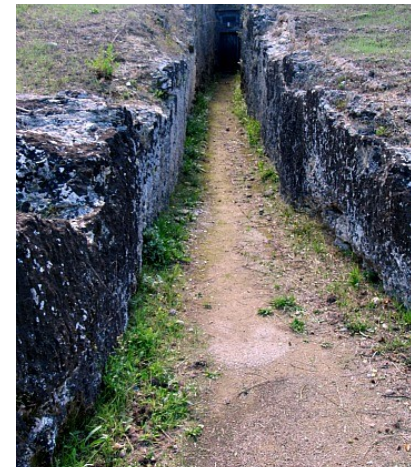
QM4DESIGN

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



QM4Design-draft

Home Insert Draw View

Paste Cut Copy Format

Calibri 11

Heading 1 Heading 2

To Do Remember for later Contact

QM4Design-draft

Getting Started

START HERE

Welcome to QM4De...

How information... This tool is organize...

How to use this tool This tool is an instrument to...

Kick-off meeting Before starting the QM4 De...

1. Template

- General Information
- Objectives
- Activities-Resources
- Assessment
- Policies and Support
- Learning Guide an...

2. Example

3. Resources

- QM4 Design Resou...
- QM Annotations
- pending

START HERE

Thursday, May 18, 2017 2:44 PM

Welcome to QM4Design!

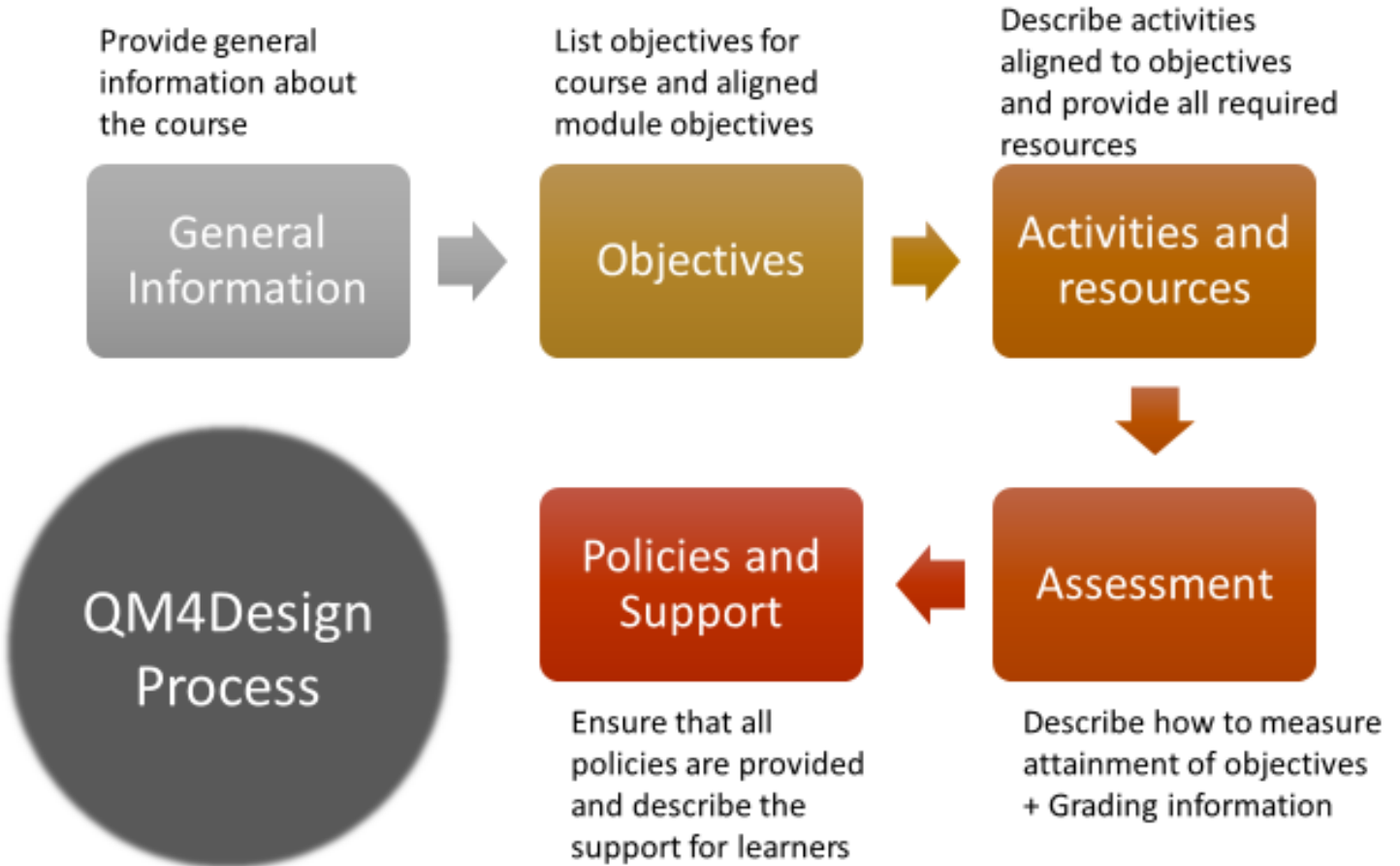
This tool will guide you through the process of designing checking and assuring that the design complies with the (design process.

Consider the QM review process... During an usual QM Review, a reviewer inspects an alrea QM standard, s/he looks for evidence that demonstrates standard. In QM4Design, we take the QM review process designing a new course that adheres to the same standai review process, please see: [QM Peer Review Process](#).

The reversed engineering of QM review QM4Design takes a reversed engineering approach to the design process, you are about to embark, you will be des that if at the end a reviewer were to inspect your course, evidence that guarantees that each and every QM standi

Imagine then that you have a make-believe QM reviewer providing you with continuous input and direction along

QM4DESIGN



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

The screenshot displays a software interface for 'QM4Design-draft'. On the left is a navigation menu with categories '1. Template' and '2. Example'. Under '1. Template', the 'Objectives' item is highlighted in red. The main content area shows a page titled 'About this section' with a date of 'Tuesday, May 23, 2017' and time '9:31 AM'. The page content includes a heading 'Objectives section' and several paragraphs of text providing instructions on how to write objectives, such as 'In the Objectives section, you will be focusing on listing first the modules, which should be aligned to course objectives.' and 'The objectives are the 'brain' of the course...'. There are also links to 'Objectives', 'Example of Course Objectives', and 'and resources in the following section.'

QM4DESIGN: EXAMPLE

QM4Design-draft



About this section

Objectives section In the O...

Course Objectives

of Objective Course Obje...

Module/Unit Objectives

Module # and title Module...

Checklist

Check all the standards met...

Course Objectives

Wednesday, March 22, 2017 11:44 AM

# of Objective	
	<p>Instructions By completing this information, you should consider able to do upon completion of the course.</p> <p>The course objectives include verbs that are measurable. At the end of this module, the learner should be able to...</p> <p>Enumerate your course objectives to identify their measurable outcomes. Check this resource to identify useful verbs classified by...</p>
1	
2	
3	
4	

To see examples, please visit [Example of Course Objectives](#).

QM4Design-draft

Getting Started

1. Template

- General Informat...
- Objectives**
- Activities-Resou...
- Assessment
- Policies and Sup...
- Learning Guide a...

2. Example

- General Informat...
- Objectives

About this section

Objectives section In the O...

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About this section

Tuesday, May 23, 2017 9:31 AM

Objectives section

In the Objectives section, you will be focusing on listing first the modules, which should be aligned to course objectives.

Here you should consult the various resources on how to best write clear and measurable. (Please visit [Objectives](#))

The objectives are the 'brain' of the course in the sense that they describe the course. The focus in this section is to determine clearly what the learner should be able to do in more specific terms.

All module objectives need to be mapped to at least one course objective (in more specific terms) into one or more module objectives. It is important to ensure that the objectives are clear and measurable. **II and resources in the following section.**

To see examples, please visit [Example of Course Objectives](#) and...

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](#).

QM4DESIGN: EXAMPLE – COURSE OBJECTIVES

QM4Design-draft

About this section

Objectives section In the O...

Course Objectives

of Objective Course Obj...

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2	
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To see examples, please visit [Example of Course Objectives.](#)

Checklist

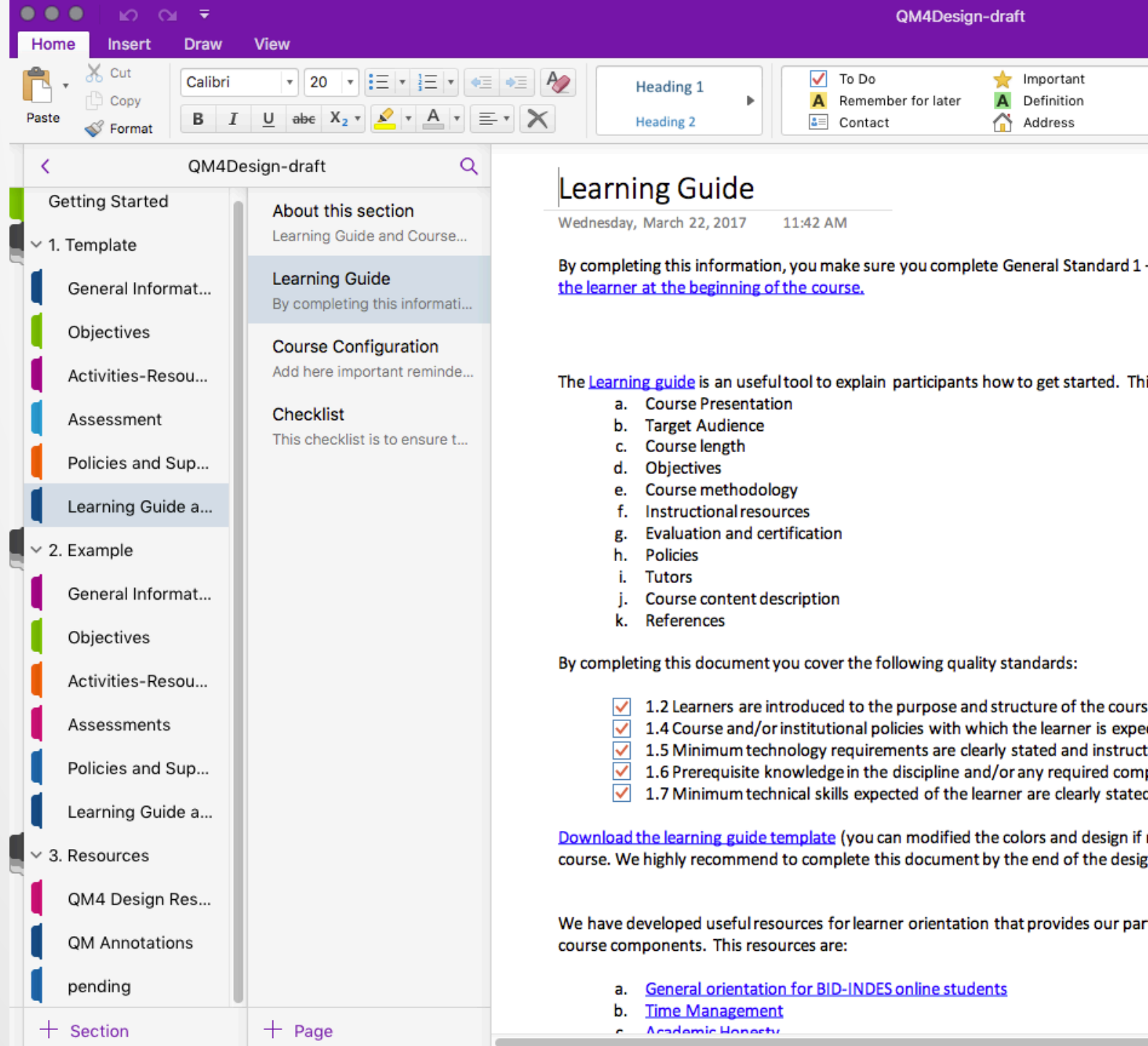
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QM4DESIGN: EXAMPLE - LEARNING GUIDE



The screenshot shows a Microsoft Word document titled "QM4Design-draft". The document is a learning guide template. The left sidebar shows a table of contents with sections: Getting Started, 1. Template, 2. Example, and 3. Resources. The main content area is titled "Learning Guide" and includes the following text:

Wednesday, March 22, 2017 11:42 AM

By completing this information, you make sure you complete General Standard 1 - [the learner at the beginning of the course.](#)

The [Learning guide](#) is an useful tool to explain participants how to get started. This

- Course Presentation
- Target Audience
- Course length
- Objectives
- Course methodology
- Instructional resources
- Evaluation and certification
- Policies
- Tutors
- Course content description
- References

By completing this document you cover the following quality standards:

- 1.2 Learners are introduced to the purpose and structure of the course
- 1.4 Course and/or institutional policies with which the learner is expected to comply
- 1.5 Minimum technology requirements are clearly stated and instructional resources are provided
- 1.6 Prerequisite knowledge in the discipline and/or any required components are clearly stated
- 1.7 Minimum technical skills expected of the learner are clearly stated

[Download the learning guide template](#) (you can modified the colors and design if it is for your course. We highly recommend to complete this document by the end of the design process.)

We have developed useful resources for learner orientation that provides our part of the course components. This resources are:

- [General orientation for BID-INDES online students](#)
- [Time Management](#)
- [Academic Honesty](#)

QM4DESIGN: EXAMPLE - RESOURCES

The screenshot shows a Microsoft Word document titled "QM4Design-draft" in the background. The document is open to a page titled "QM Peer Review Process" dated Friday, May 19, 2017, at 4:29 PM. The page content includes a heading "QM Self-Review INDES process" and a list of roles: QM self-review coordinator, Course reviewers, Course revisers, and Course representative. Each role has a list of responsibilities. A date "3/24/2017" is visible at the bottom of the page.

QM Peer Review Process
Friday, May 19, 2017 4:29 PM

Add information about the QM Peer Review Process

QM Self-Review INDES process

QM self-review coordinator	<ul style="list-style-type: none"> Coordination and supervision of the process Checks for accuracy of scoring and quality of recommendations
Course reviewers	<ul style="list-style-type: none"> Should be 2 reviewers Main actors in scoring, and writing recommendations
Course revisers	<ul style="list-style-type: none"> 3 people to implement recommendations <ul style="list-style-type: none"> One production assistant One instructional designer One Aula Virtual team member
Course representative	<ul style="list-style-type: none"> Signs-off on process and is accountable for reviewed course Manages directly course reviewers, provides input and coordinates with QM self-review coordinator

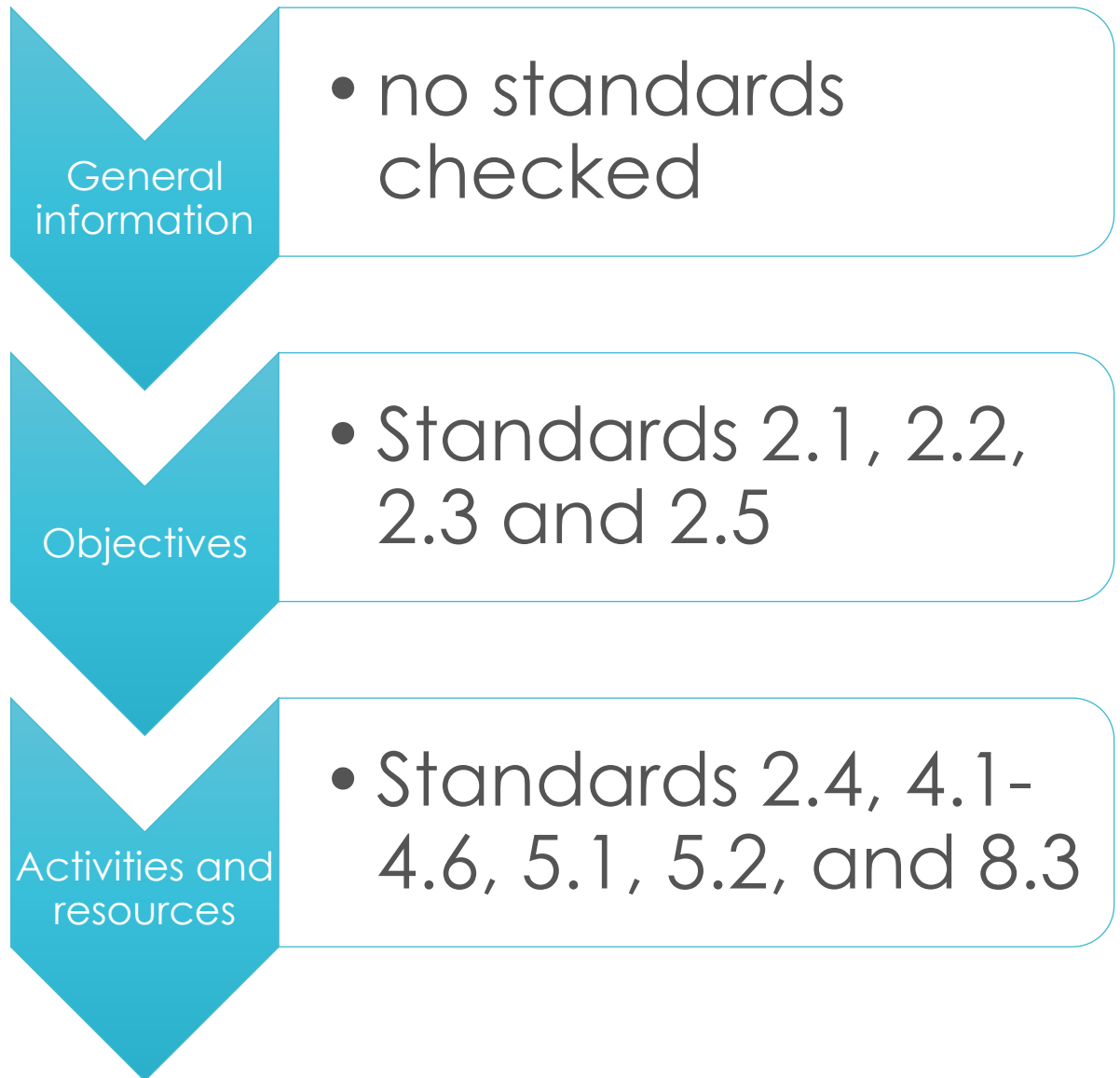
3/24/2017

QM Self-Review INDES process

QM self-review coordinator	<ul style="list-style-type: none"> Mastery of QM process and QM rubric standards Critical level of attention to the specifics and evidence of each standard
Course	<ul style="list-style-type: none"> Full understanding of QM rubric and standards Proficiency in instructional design, with focus on

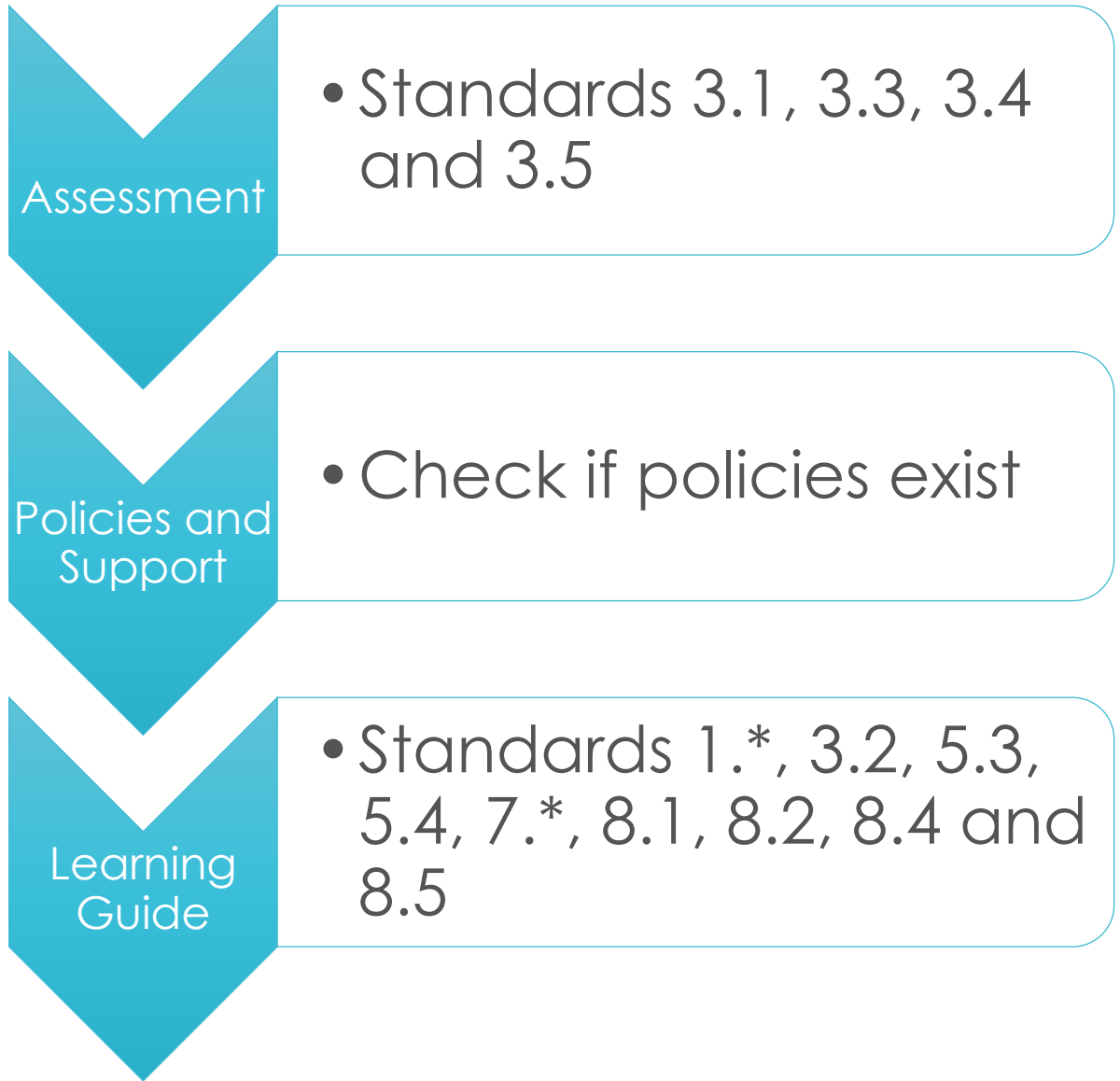
QM4DESIGN: CHECKING STANDARDS

Part 1



QM4DESIGN: CHECKING STANDARDS

Part 2



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?

Contact: stellap@iadb.org
<http://index.iadb.org>

THANK YOU!