The Quality Matters 8th Annual Conference welcomes you to:

**Design to Align!**

Let’s Start at the Beginning . . .





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**What’s In It For You?**

Designing quality blended/online courses takes significant amounts of time and a great deal of forethought. While there are many paths that may be taken in designing a course, one instructional design concept plays a key role in ensuring that the core elements of a course reinforce each other and work together to promote learning! This is the concept of alignment.

[Image from zazzle.com](http://www.zazzle.com/eat_up_my_time_wall_clocks-256502337594653452)

Alignment is integral to the 5th edition of the QM Higher Education rubric. Elements of alignment span 5 of the 8 General Standards, encompassing 6 Specific Review Standards, all of which are classified as Essential Standards. There is no doubt that alignment is the “linchpin” of the HE rubric!

In this 50 minute session, we’ll explore the “holistic” approach to course design that is evident in the HE rubric and discuss the dynamic relationships that exist among the 6 “alignment” standards. Particular attention will be paid to the key alignment standards with respect to objectives/competencies, SRS 2.1 and SRS 2.2, assessment, SRS 3.1, and Learning Materials/Activities, SRS 4.1 and 5.1.

We will emphasize that the learning objectives/competencies “drive” a course and that the design of other course components MUST support those objectives/competencies. Tools, templates and grids that were used in the design of QM-certified courses, in particular, those materials that were utilized to confirm alignment among course components will be shared.

Furthermore, you will have ample opportunities to interact with your colleagues and to collect some insights, ideas and instructional practices from them! You will leave with an instructor’s toolkit full of strategies that you can use immediately in your own courses.

Join me for 50 minutes of professional development that will highlight what you are already doing well and that will develop your design skills to a higher level.

**After actively participating in this learning experience, you will be able to:**

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| * Explain the concept of alignment and identify   the alignment standards within the QM rubric   * Evaluate the impact of specific action verbs   on course design for alignment  (learning objectives)   * Formulate a plan for ensuring alignment   in a current or future course |  |

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**Instructor’s Toolkit**



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| How would you assess??????? | |
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| C:\Users\Jane\Pictures\QM8\Picture3.png | C:\Users\Jane\Pictures\QM8\Picture4.png |

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| Self – Reflection: Learning Objectives | |
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C:\Users\Jane\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TS1VPBZH\MC900186118[1].wmf**My Action Plan**

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Bye!!!!

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[CC image courtesy of Jason Mullins on Flickr](https://www.flickr.com/photos/jasonmullins/9537474074/in/photolist-fwN3Lb-6x6AKU-sumGx5-4yr5Wk-rGBnvH-7eVukC-R52Dk-98ghA5-98d8Zx-98d88x-qexo7-s9iHmy-3ibUGZ-8mNgpd-ei1LZd-oHcTiA-4T4ojW-eZjWnP-gDgFB-qKViw-5S7Up5-uJFj-483qyw-GGhcd-5pN2oD-qhXC2c-UuPt-4UHfqL-3a1xjE-4kGtoN-9AVzWa-eeFAbF-5qVy8y-84rWiN-GGka4-y4hYi-cbq7g3-CiSD-kmWMn-4Bfw1K-5MwsK-2bQHgj-f5i22N-a1Qoqz-3oCxDZ-teoJU-82J1JN-bF3i8e-9ibGDn-pEpQQW)

**Thank you for your participation in this presentation!**

**Websites, References and Resources**

**Design Textbook**

Wiggins, G. P., McTighe, J. (2005). *Understanding by Design*. Second edition. Pearson Publications. Co-publishers: Merrill and the Association for Supervision and Curriculum Development (ASCD).

**Websites and Addresses**

Carnegie Mellon: [Articulate Your Learning Objectives](https://www.cmu.edu/teaching/designteach/design/learningobjectives.html), <https://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

Carnegie Mellon: Teaching Excellence and Educational Innovation - [Alignment](https://www.cmu.edu/teaching/assessment/basics/alignment.html),

<https://www.cmu.edu/teaching/assessment/basics/alignment.html>

eLearning Industry: [Instructional Design Strategies for Alignment](https://elearningindustry.com/instructional-design-strategy-for-achieving-alignment),

<https://elearningindustry.com/instructional-design-strategy-for-achieving-alignment>

St. Cloud Technical and Community College: [Online Templates for Course Design](http://www.sctcc.edu/online-tools), <http://www.sctcc.edu/online-tools>

University of Colorado-Denver: [Assessment and Instructional Alignment - An Online Tutorial for Faculty](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/index.htm), <http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Assessment/index.htm>

University Library, University of Illinois at Urbana-Champaign: [Tips on Writing Learning Outcomes](http://www.library.illinois.edu/infolit/learningoutcomes.html), <http://www.library.illinois.edu/infolit/learningoutcomes.html>

**Resources I might suggest . . .**

The American Journal of Distance Education

Online Journal of Distance Learning Administration

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