

Hearing Voices:

Using Multiple-Perspective Feedback to Improve Course Design

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Objectives



Explain the unofficial review process in our new online course development process

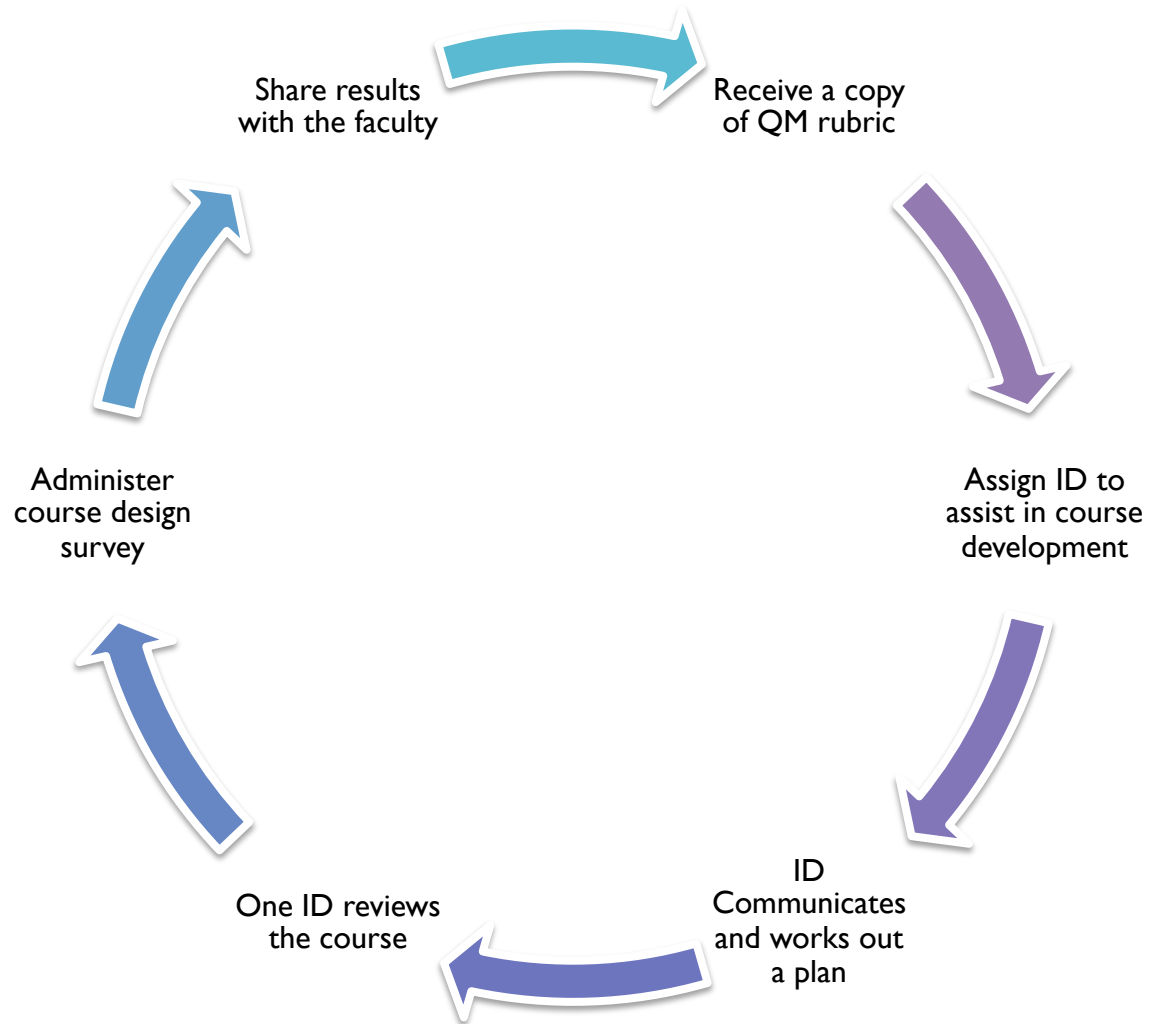
Explain the Online Course Design Evaluation tool we used to collect student feedback about online course design

Identify the standards that are not met in the unofficial review – peer reviewer perspectives

Identify the standards that are not met in the online course design evaluation – student perspectives

Discuss ways to improve course design regarding the “not met” standards in our faculty development program

Unofficial Reviews



Unofficial QM Review Results



Standard 3.1

2011-2013 Rubric: *The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.*

2014 Rubric: *The assessments measure the stated learning objectives or competencies.*



Standard 3.3

2011-2013 Rubric: *Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.*

2014 Rubric: *Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.*

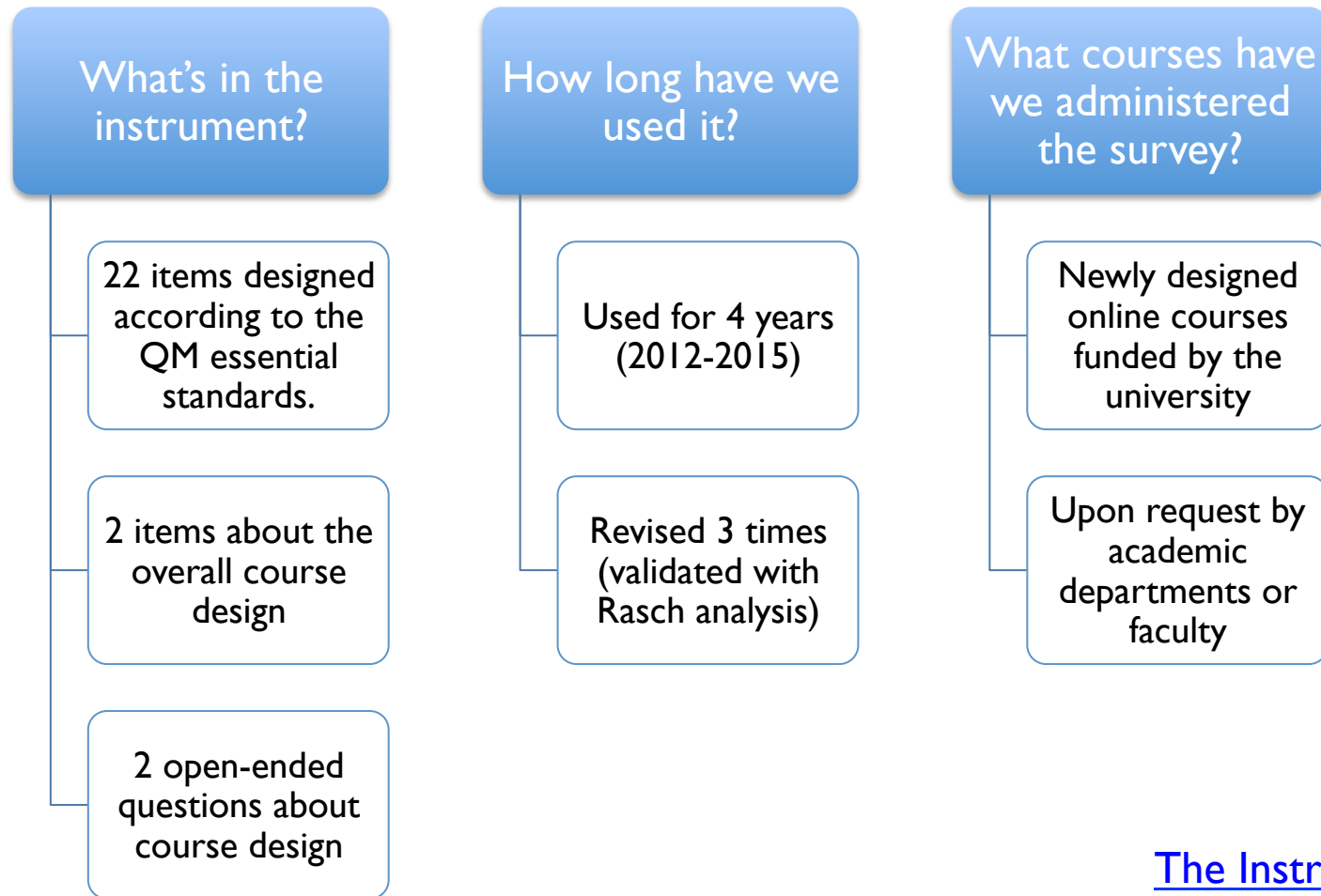


Standard 5.3

2011-2013 Rubric: *The instructor's plan for classroom response time and feedback on assignments is clearly stated.*

2014 Rubric: *The instructor's plan for classroom response time and feedback on assignments is clearly stated.*

Online Course Design Evaluation



[The Instrument](#)

Design Evaluation Results – Student Perspectives



Standard 5.1

2011-2013

Rubric: The learning activities promote the achievement of the stated learning objectives.

2014 Rubric: The learning activities promote the achievement of the stated learning objectives or competencies.



Standard 6.1

2011-2013

Rubric: The tools and media support the course learning objectives.

2014 Rubric: The tools used in the course support the course learning objectives and competencies.



Standard 6.3 and 8.1

2011-2013

Rubric: Navigation throughout the online components of the course is logical, consistent, and efficient.

2014 Rubric: Course navigation facilitates ease of use.

Design Evaluation Results – Student Perspectives

Module 1

- Learning Objectives
- Learning Activities
- Assessment

Module 2

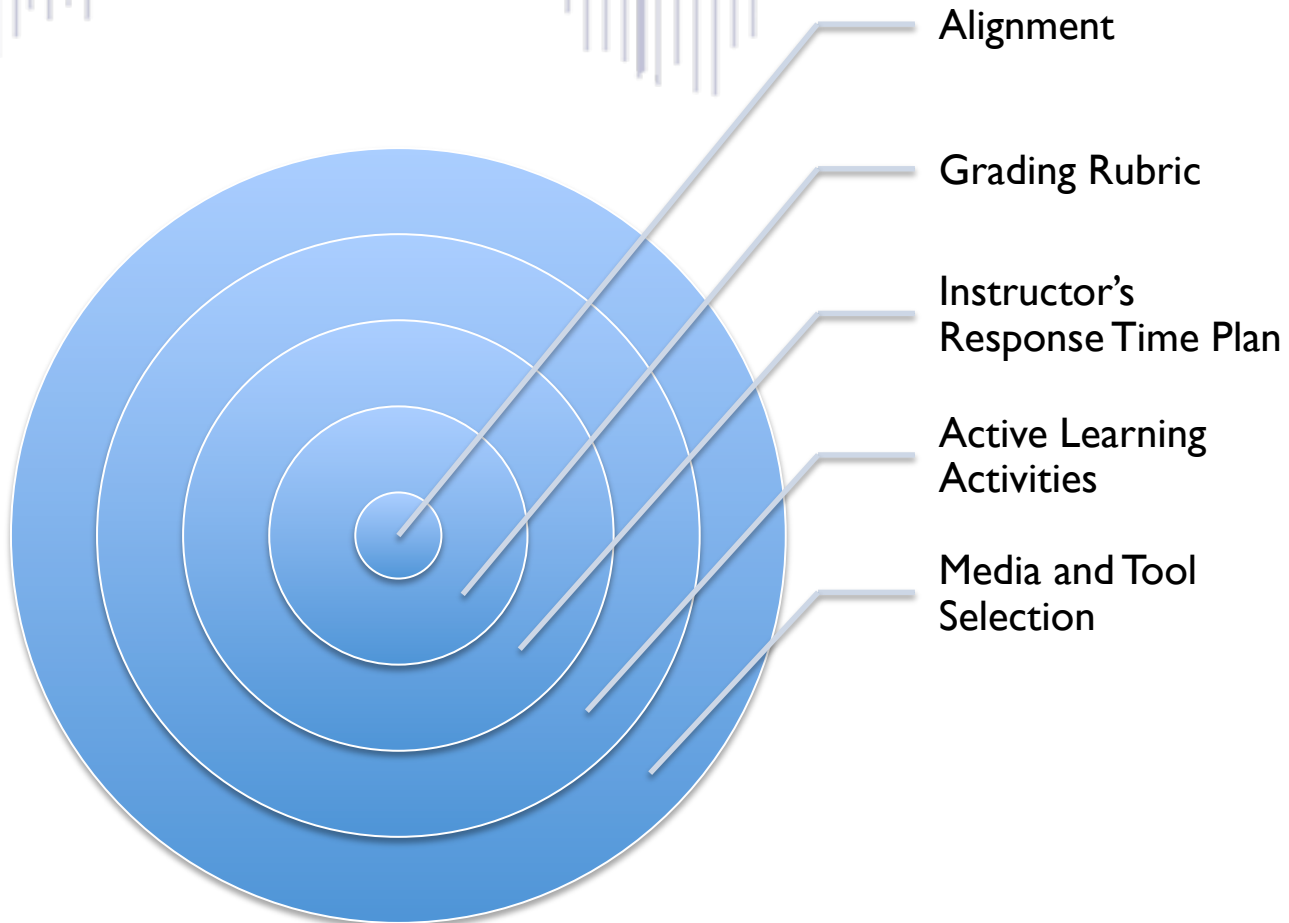
- Learning Objectives
- Learning Activities
- Assessment

Module 3

- Learning Objectives
- Learning Activities
- Assessment

Organization

"Voices"



Action Plan

Focus on these standards in design consultations



Workshops about these standards and promote to faculty



Facilitators will spend more time on these standards.




Emphasize alignment and assessment in the Online Course Design course.



Blackboard templates

It's Your Turn!

Directions:

- Form groups of 3-4 based on your experience with the QM review process
 - Discuss the standards that you most frequently encounter as "NOT MET" in your reviews.
 - Write these down in the table handout given.
 - Choose one (1) of these standards and then prepare a list strategies or helpful recommendations for improvements in order to fully meet this standard.
 - Discuss our findings.
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Questions?



Resources

- <https://www.interaction-design.org/literature/article/design-thinking-combining-traditional-methods-with-empathy>
- http://www.developcapability.co.uk/ManWork_TickITplus.html
- <http://aspireremat.schoolspider.co.uk/page/matrix-action-plan/11731>