Elements of a Quality Course

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- 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
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
The QM Rubric

1. Course Overview and Introduction
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6. Course Technology
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8. Accessibility and Usability
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
- add
- solve
- value
- know
- apply
- internalize
- identify
Which is a performance?

Be able to add a column of numbers

Develop a knowledge of food-service equipment
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)
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

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<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
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<tr>
<td>Describe</td>
<td>Explain</td>
<td>Complete</td>
<td>Compare Contrast</td>
<td>Justify</td>
<td>Plan</td>
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<td>Use</td>
<td>Examine</td>
<td>Assess</td>
<td>Invest</td>
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<td>Explain</td>
<td>Prioritize</td>
<td>Compose</td>
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<td>Illustrate</td>
<td>Identify</td>
<td>Recommend</td>
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<td>Outline</td>
<td>Classify</td>
<td>Categorize</td>
<td>Rate</td>
<td>Construct</td>
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<tr>
<td>Write</td>
<td>Restate</td>
<td>Solve</td>
<td>Investigate</td>
<td>Decide Choose</td>
<td>Imagine</td>
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Types of Knowledge

- Factual Knowledge
- Conceptual Knowledge
- Procedural Knowledge
- Metacognitive Knowledge
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</tbody>
</table>
Conclusion

State what learners will be able to do

Performance

Conditions

Criteria
The End