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
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.
- 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
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• 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

<table>
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<th>Role</th>
<th>Responsibilities</th>
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| **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

Kick-off -> Implementation -> Sign-off

Scoring & 1st draft

Check-in

Action plan

Full recommendation
What is 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

Welcome to QM4Design!

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

Consider the QM review process...
During an usual QM Review, a reviewer inspects an area, such as looking for evidence that demonstrates standard. In QM4Design, we take the QM review process as designing a new course that adheres to the same standard 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 see that if at the end a reviewer was to inspect your course, evidence that guarantees that each and every QM standard...
QM4DESIGN

QM4Design Process

General Information
- Provide general information about the course

Objectives
- List objectives for course and aligned module objectives

Activities and resources
- Describe activities aligned to objectives and provide all required resources

Policies and Support
- Ensure that all policies are provided and describe the support for learners

Assessment
- Describe how to measure attainment of objectives + Grading information
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

Course Objectives

Wednesday, March 22, 2017  11:44 AM

# of Objective  Course Objectives

Module/Unit Objectives
Module # and title  Module...

Checklist
Check all the standards met...

Instructions
By completing this information, you should consider:

1. enumerate your course objectives to identify:

2. checklist
Check this resource to identify useful verbs.

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<tr>
<th># of Objective</th>
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To see examples, please visit Example of Course Objectives.
QM4DESIGN: EXAMPLE – 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.
QM4DESIGN: EXAMPLE - LEARNING GUIDE

Learning Guide

By completing this information, you make sure you complete General Standard 1 at the learner at the beginning of the course.

The Learning guide is an useful tool to explain participants how to get started. The checklist is to ensure that:

- 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:

- Learners are introduced to the purpose and structure of the course.
- Course and/or institutional policies with which the learner is expected.
- Minimum technology requirements are clearly stated and instruct.
- Prerequisite knowledge in the discipline and/or any required components.
- Minimum technical skills expected of the learner are clearly stated.

Download the learning guide template (you can modify the colors and design if necessary). We highly recommend to complete this document by the end of the design.

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

- General orientation for BID-INDIES online students
- Time Management
- Academic Integrity
QM4DESIGN: EXAMPLE - RESOURCES
QM4DESIGN: CHECKING STANDARDS

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
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?

Contact: stellap@iadb.org
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THANK YOU!