**Reimagining the 5Ws: Alignment and Online Course Quality**

**Small Group Work**

**Scenario and Instructions**

You are working on a development team to design a brand new online course. You have a well-aligned design blueprint and are ready to build the course in your Learning Management System. Review the course materials provided on the next page and identify strategies that would help communicate to students the alignment among the objectives, instructional materials, and assessments. Apply strategies from this presentation or your own alignment strategies. Be prepared to provide a rationale.

**Additional Guiding Questions**

* How would you communicate the purpose and use of instructional materials to students?
* How would you communication the relationship between learning objectives and assessments to students?
* What information is missing? How would you communicate the missing information to students?
* **BONUS:** What changes would you make to the overall design to ensure alignment?

**Overview of Alignment Strategies**

**Weekly Overviews**

* Narratives that “tell the story” of each week
* Student-focused: who needs to do the work and why the work needs to be done
* Starting students off on the right foot reducing frustration/confusion

**Weekly Roadmaps**

* Help guide students through tasks and manage time
* Snapshot of what to expect for the week(s)
* Reminders for course-wide project milestones or deliverables

**Alignment Table**

* Clarifies relationship between course and module objectives
* Map out instructional materials and assessments against objectives
* Transparency of what module objectives students are working toward

**Reading/Media Annotation**

* Explain/contextualize the purpose of the materials
* Many ways to accomplish:
	+ Explicitly state what assessment it will be used for
	+ Indicate length, order, or groupings
	+ Call out sections in longer works
	+ Provide guiding questions
	+ Write teaser text

**Sample Course Design Materials**

**Week 1: Introduction to Global Health Systems**

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| --- | --- | --- |
| **Learning Objectives** | **Instructional Materials** | **Assessments** |
| Explain the main purposes and features of a health system.Describe the core actors that are involved in a health system. | Gaydos, L. “Chapter 1: the Nature and Etiology of Disease.” pp. 5-28. Kimball, M. and Fried, B. “Chapter 2: Defining and Measuring Health Systems.” pp. 29-48. Geissler, K. and Young, D. “Chapter 5: Health Systems Strengthening in Low and Middle Income Countries.” pp 91-122.What is Health? What is a Healthcare System? (instructor lecture video) | Discussion: What do you think is the purpose of a health care system? Should health be treated as a human right or a commodity?Group Project Description: The group project requires you to work in groups of no more than three to prepare a recorded five-minute video presentation. Each group will choose an OECD country not studied in class and conduct further research. Your group project should: 1) Assess the strengths and weaknesses of the chosen OECD country's health system. 2) Compare and contrast the chosen OECD health system to the US health system.  |

**Week 2: The U.S. Health Care System**

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| --- | --- | --- |
| **Learning Objectives** | **Instructional Materials** | **Assessments** |
| Identify the core programs that make up the U.S. healthcare System.Examine the variety of insurance models that are present in the US. | Davis, K., Stremikis, K., Squires, D. & Schoen, C. (2014). 2014 Update: Mirror, Mirror on the Wall, How the Performance of the U.S. Health Care System Compares Internationally. Report of the Commonwealth Fund.Gaydos, Christopher “Chapter 30: The United States of America” pp. 693-716. Kovner, Health Care Delivery in the US, Part I: Health Policy + Part II (ch. 5 - 7), pp. 1-149.Health Care System of the United States (video) | Discussion: What are some of the best features of the U.S. Healthcare System? Why are they the best? Do National health care systems reflect national values and ideologies? Group Project: Complete the Week 2 Global Health Perspectives: Team Charter. By Week 2, you will have met with your group to introduce yourselves and complete the Team Charter. Use the Team Charter template to complete this activity. The assigned Team Leader should submit the Team Charter. Your group will get a completion grade for this deliverable. |

**Quality Matters Alignment Standards Overview**

**Standard 2: Learning Objectives**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

2.5 The learning objectives or competencies are suited to the level of the course.

**Standard 3: Assessments**

3.1 The assessments measure the stated learning objectives or competencies.

3.2 The course grading policy is stated clearly.

3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

3.5 The course provides learners with multiple opportunities to track their learning progress.

**Standard 4: Instructional Materials**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

4.3 All instructional materials used in the course are appropriately cited.

4.4 The instructional materials are current.

4.5 A variety of instructional materials is used in the course.

4.6 The distinction between required and optional materials is clearly explained.