

IDAHO STATE UNIVERSITY  
ONLINE EDUCATION

# Quality+

## Determining an Internal Course Review Process

Lisa Kidder

# Overview

- Provide some background
- Describe the process used to determine an internal review process
- Present the 3 models we evaluated
- Discuss experiences with the process
- Examine the recommendations

# About ISU

14,500 students

285 programs

21 offered online

950 faculty

88% sections in LMS

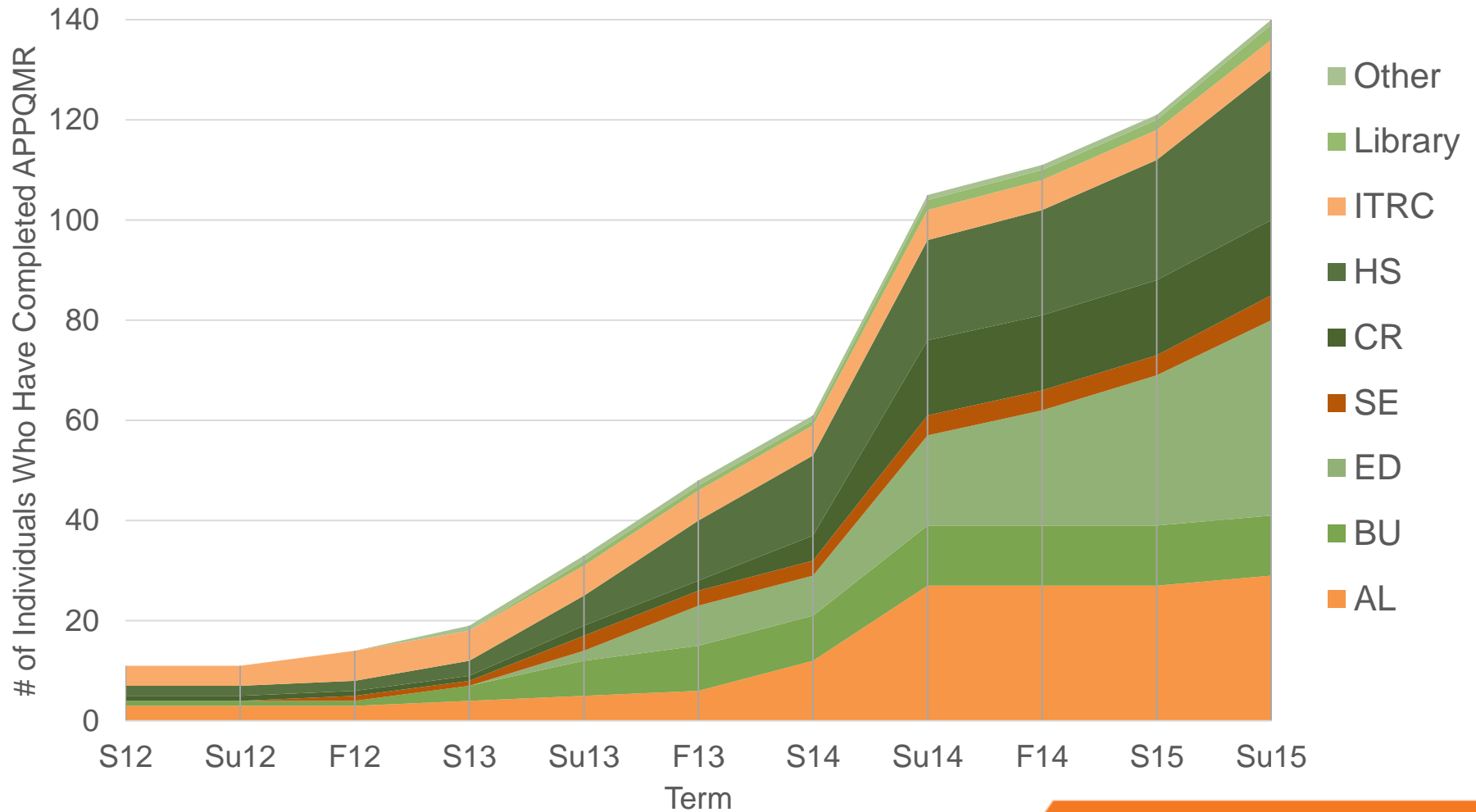
20% eISU courses



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# Long Purposeful Road

# QM Workshop by College / Division



# QM Committee

## Recommendations

1. Online Student Experience
2. Objectives & Alignment
3. Manageable Pieces
4. Recommended Professional Development (APPQMR)
5. Additional Professional Development
6. ISU Internal Review Process
7. Actual Student Perspective
8. QM Official Reviews
9. Incentives
10. Examples

(2012)

# Peer Review Project Overview

- The Project included
  - 14 Faculty as Reviewers/Mentors
  - 2 Instructional Technologists
  - 6 Course Developers
- Complete a course review following one of 3 models
- Recommend an Internal Peer Review Process

(2014)

# The 3 Internal Review Models

## Mentor Model

- 1 Mentor
- Course Developer
  - Self-Review
  - Alignment Matrix

## ID Model

- 3 Reviewers
  - 1 Outside College
  - 1 Instructional Designer
  - Team Chair
- Followed the QM Process

## QM Model

- 3 Reviewers
  - 1 SME
  - Outside College
  - Team Chair
- Followed the QM Process



# Peer Review Project

- 2 courses for each model
- Individual Teams
  - Pros / Cons / Suggestions
- Everyone met at the end
  - Suggestions / Recommendations
- Compiled the recommendations
  - September 2014
- Report was presented to the Dean's Council
  - April 2015

(2014)

# Mentor Model

- 1 Mentor
- Course Developer

# Mentor Model

## The 3 R's

### Review (CR)

- Self-Review
- Course Alignment Map

### Recommend (Mentor)

- Confirm Evidence
- Suggest Improvements

### Respond (CR)

- Implement Feedback

# Mentor Model

## Benefits

- Self-Review
- Easy for the Mentor to find evidence.
- Less stressful for CR
- Efficient collaborative process
- Low oversight
- Interactive

## Concerns

- Is the rigor sufficient?
- Matching personalities
- SME?
- Better for early stages of development?

# ID Model

- 3 Reviewers
  - Outside College
  - Instructional Designer
  - Team Chair
- Followed the QM Process

# ID Model

## Benefits

- Technology knowledge
- Accessibility knowledge (Std 8)
- Team of 3 reviewers
- ID is able to fill in some of the gaps in the Rubric

## Concerns

- ITRC or anyone with an ID degree?
- Do we need an SME?
- Is this driven by the ITRC or faculty?
- Limited number of ID's

# QM Model

- 3 Reviewers
  - 1 SME
  - Outside College
  - Team Chair
- Followed the QM Process

# QM Model

## Benefits

- Great preparation for an official QM review
- Maintains rigor
- Interdisciplinary conversations

## Concerns

- Why do an internal review?
- Will there be bias with an SME?
- Could we get an SME for every course?



# The 3 Internal Review Models

## Mentor Model

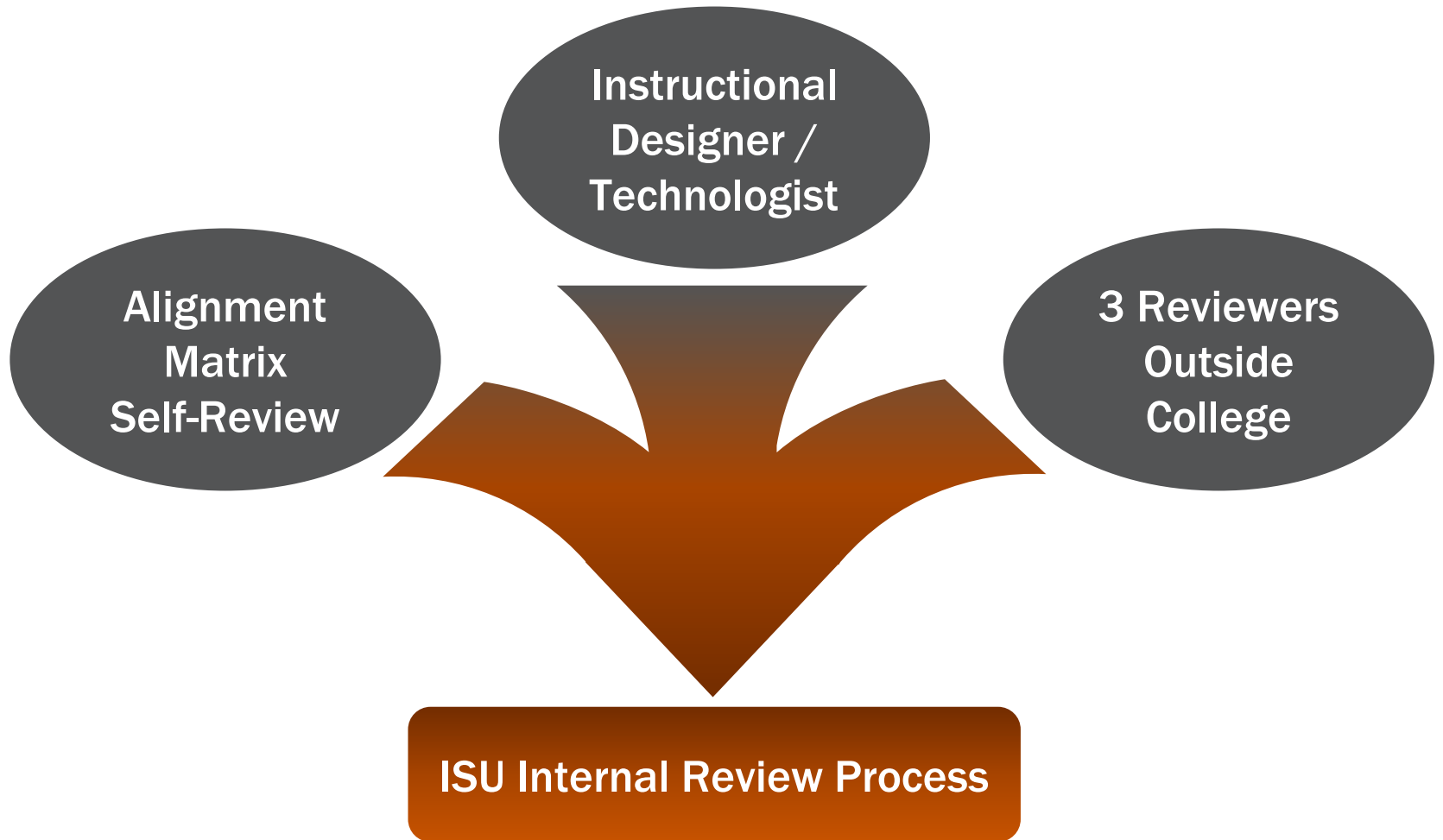
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# Internal Review Recommendations

- Course Review application to include
  - Course Alignment Map
  - Evidence of Self-Review
- 3 Reviewers
  - 1 from the College/Division (SME)
  - 1 outside the College/Division
  - 1 Instructional Technologist/Designer
- Midpoint Check in with the Course Review Manager

# Between Then and Now

- Dean's Council accepted the proposed process.
  - Peer Reviewer = University Service
- Application process is available
- Faculty are working on Course Alignment Maps
- Course Alignment Map was integrated into Introduction to Online Teaching Using Moodle
- Funding was allocated for Peer Reviewer Certification

# Next Steps

- Working with the Registrar to identify Quality Courses
- Encouraging more Faculty to create Course Alignment Maps
- Limited the APPQMR offerings
- Increasing the number of Peer Reviewers
- A project for Summer 2016

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## Questions?

Quality Matters at ISU - <http://www.isu.edu/itrc/qm.shtml>

## Course Alignment Map Example

[tinyurl.com/alignmentmap](http://tinyurl.com/alignmentmap)

### Course Objectives

1. Demonstrate best practices in online teaching.
2. Evaluate a variety of Moodle tools from both the student and teacher perspective.
3. Collaborate and network with colleagues through substantive and timely interactions.
4. Develop materials to explain and orient students to your course.
5. Construct at least one complete module for your online course.

← Alignment →

<b>Module Objectives</b> (Knowledge, attitudes or skills you want students to develop.) *Identify the related course objective(s) in parentheses.	<b>Instructional Materials</b> (What resources, and materials you will use?)	<b>Course Technology for Resources</b> (What tools will be used to create the materials?)	<b>Learning Activities &amp; Engagement</b> (What opportunities will students have to practice learning and receive feedback?)	<b>Course Technology for Learning Activities</b> (Which tools will be used to engage the students?)	<b>Assessments &amp; Measurement</b> (How will you determine the level of student performance based on stated objectives?)	<b>Course Technology for Assessment</b> (What tools will be used to create the assessments?)
Write measurable and precise module objectives. (3, 4, 5)	Writing Objectives Lesson Bloom's Taxonomy Resources	SoftChalk Lesson Moodle Page	Objectives Quiz (multiple attempts)	Moodle Quiz	Course and Module objectives Workshop (Submission)	Moodle Workshop
Provide feedback to your colleagues. (1)	Rubric Examples	Moodle Page/Book	Course and Module objectives Workshop (Peer Feedback) Creating a Consistent Structure Forum (Reply)	Moodle Workshop Moodle Forum	(Cumulative across the whole course.)	
Draft a tentative structure for your course. (3, 4, 5)	Strategies for managing workload video playlist Example Schedules	YouTube playlist File			Creating a Consistent Structure Forum (Initial Post)	Moodle Forum
Add a label in Moodle. (2)	Adding a Label Video Information on taking screenshots	Screencast tool File/Moodle Page			Label Assignment	Moodle Assignment Screenshot tool