DIMINISHING RETURNS: THE IMPACT OF "LESS THAN" HELPFUL RECOMMENDATIONS

Conversation that Matters....

QUALITY MATTERS

QM 6th Annual Conference

2014

Baltimore, Maryland

September 29 - October 1

The 6th Annual QM Conference on Quality Assurance in Online Learning

September 29 - October 1, 2014 ■ Renaissance Baltimore Harborplace ■ Baltimore, Maryland

PRESENTERS

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- Former Statewide Lead QM Coordinator

AGENDA

- Purpose & Structure of "Helpful" Recommendations

- Identifying "Less Than" Helpful Recommendations

- Discussion: Impacts & Strategies For Improvement

QM AFFILIATE INSTITUTIONS IN MINNESOTA

MOQI — Minnesota Online Quality Initiative

Quality Matters in Minnesota

- Bemidji State Univ
- Ridgewater College
- Central Lakes College
- Anoka Tech College
- Riverland CC
- St. Cloud State Univ
- Pine Tech College
- Northland Cmty & Tech College
- MN West Cmty & Tech College
- Dakota County Tech College
- MN State Cmty & Tech College
- Rochester Cmty & Tech College
- Hennepin Tech College
- Northwest Tech College
- Lake Superior College
- Alexandria Tech College
- Century Cmty & Tech College
- MN State Univ - Moorhead
- North Hennepin CC
- MnSCU
- Normandale CC
- Dept. of Ed
- U of M
- Morris
- Rochester
- Twin Cities
- Anoka-Ramsey CC
- Metropolitan State Univ
- Duluth
- Crookston
- Itasca CC
- St. Cloud Tech & CC
- South Central College
- St. Paul College - A Cmty & Tech College
- Minneapolis Cmty & Tech College
- Inver Hills CC
- Winona State Univ
- MN State College - Southeast Technical
- Hibbing Cmty & Tech College
- Fond du Lac Tribal & CC
- MN State Univ - Mankato
- Mesabi Range Cmty & Tech College

Minnesota STATE COLLEGES & UNIVERSITIES
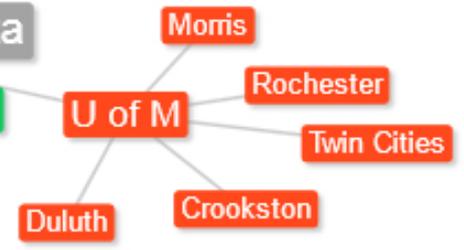
HELPFUL RECOMMENDATIONS

The review team's recommendations are key to the success of a review.

Recommendations let the instructor know how to improve the course so they will receive the "meets expectation" rating.

Components of a Helpful Recommendation

Standard **+** Annotation **+** Course Evidence **+** Characteristics **=** Helpful Recommendation

Annotation	Course Evidence	Characteristics
Information about the Standard	Specific examples from the course, including location, quotes, and details	Constructive
Directions for Reviewers		Specific
Examples		Measurable
		Sensitive
		Balanced

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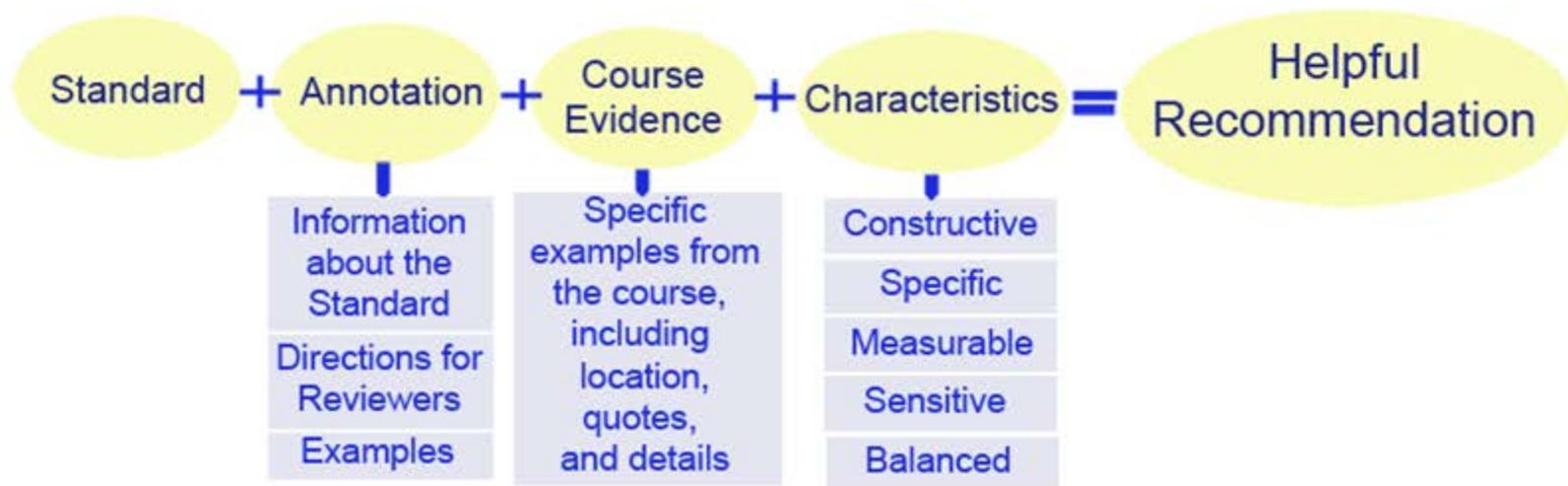
The Start Here button on the course homepage was a great idea for "linking learners to start-up information" as specified in the Annotation for Standard 1.1, "Instructions make clear how to get started and where to find various course components." When I read the information it contained, I still couldn't tell exactly how to begin the course. It might be very helpful to include a prominent link and directions at the end of the Start Here section about what learners should do next to actually begin the first lesson of the course. Having a "clear statement about how to get started in the course" would meet this Standard and ensure that students know what to do next after reading Start Here in order to begin the course itself.

Too Little	**Misguided**	**Prescriptive**
Checklist	**Copy/Paste**	**Too Much**

"LESS THAN" HELPFUL EXAMPLES

No recommendation available.

Found it in the syllabus.

I was unable to locate rubrics for discussion posts or other assignments. (Standard 3.5)

Excellent

Types of interaction include student-instructor, student-content, and student-student. Active learning involves students engaging by "doing" something, such as discovering, processing or applying concepts and information. Active learning implies guiding students to increasing levels of responsibility for their own learning.

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se offers a large amount of content but ... g grades to the next highest level
hin 1% of a better grade). In the Getting Started document, "using ... scussion Forum," students are
pose or answer questions in Question & Answer forums created for each chapter. These forums are driven
by students, with limited instructor involvement, except for when students "lead one another into the ditch." That
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may unfairly award only those ... an answer or
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large class, however, the lack of p... d i...
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sonally with the instructor. As one ... d ...
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bly another live session shortly b... real time.
g whether the standard is met, this reviewer had much difficulty. Undoubtedly, the publisher materials afford an
ve amount of student-content interaction. But there is little student-student and even less student-instructor
on (unless feedback is found exclusively in emails, discussions or the gradebook, which reviewers cannot view to

IMPACT

DIMINISHING RETURNS

- **Impact on Institution**

- **Impact on Reviewers**

- **Impact on Course Representative**

- **Impact on QM**

SUGGESTED STRATEGIES

- Master Reviewer/ Team Chair

- Reviewers

- Quality Matters
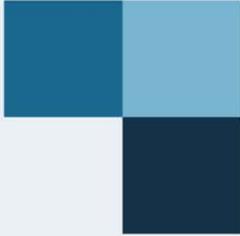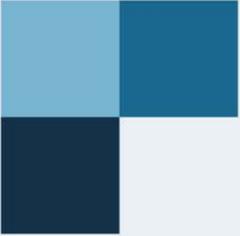
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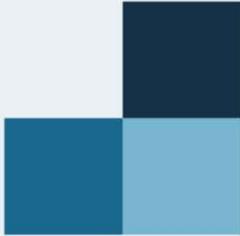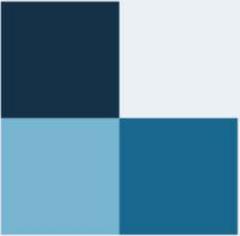
LET'S CONTINUE THE CONVERSATION....

For further discussion or to receive a copy of the strategies listed today, email me @ **elizabeth.mcmahon@northlandcollege.edu**

http://minnesota.qualitymatters.org