DIMINISHING RETURNS: THE IMPACT OF “LESS THAN” HELPFUL RECOMMENDATIONS
Elizabeth McMahon

- Minnesota Online Quality Initiative/ Northland Community & Technical College
- Statewide Lead QM Coordinator
- @bethmcmahon @mnquality

Linda Jacoby

- Minnesota State University, Mankato (Retired)
- Former Statewide Lead QM Coordinator

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
Purpose & Structure of “Helpful” Recommendations

Identifying “Less Than” Helpful Recommendations

Discussion: Impacts & Strategies For Improvement
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

Standard:
- Information about the Standard
- Directions for Reviewers
- Examples

Course Evidence:
- Specific examples from the course, including location, quotes, and details

Characteristics:
- Constructive
- Specific
- Measurable
- Sensitive
- Balanced

©2014 MarylandOnline

Quality Matters – A national benchmark for online course design.

www.qualitymatters.org
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.

©2014 MarylandOnline
“LESS THAN” HELPFUL TYPES

- Too Little
- Misguided
- Prescriptive
- Checklist
- Copy/Paste
- Too Much
As best practice, QM recommends online instructors offer rich opportunities to engage with course content, the instructor, and with each other. As suggested above, rich on implies that students actively engage in the course and create knowledge for themselves (learning by doing or by y).

No recommendation available.

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.

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

- Impact on Institution
- Impact on Reviewers
- Impact on Course Representative
- Impact on QM
SUGGESTED STRATEGIES

- Master Reviewer/ Team Chair
- Reviewers
- Quality Matters
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
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