

# Quality By Design

These worksheets will guide you through the course design process. You may either work through them alone or team up with an instructional designer or other faculty member who has experience designing courses.

These worksheets follow a basic instructional design model that also incorporates principles from L. Dee Fink's work on *Creating Significant Learning Experiences*, Wiggins and McTighe's work on *Backwards Design* and the Quality Matters criteria for quality in online and blended courses. Even if you do not complete these worksheets perfectly (who can?), by completing them to the best of your ability, you can be confident that your course meets most or all of the quality course design criteria set forth by Quality Matters, and that the course will provide a significant learning experience for your students.

A word of caution is needed. Allow enough time to work through this plan in a thoughtful, in-depth manner. Most faculty members/designers allow 2 - 3 months to work through this plan and develop the course in the Learning Management System. This is not a one or two day process that can be accomplished during the week before the semester begins.

**To use this document, you will need to make a copy of this PDF and convert it to a Word document using Adobe Acrobat DC.**

# Worksheet #1

## Audience/Context Analysis

Dee Fink (2003) calls this sizing up the situational factors. We think we know the students who are in our classes, but we'd be surprised.

**Audience** – who are your students?

- Age
- Gender
- Culture/ethnicity
- Educational experience
- Life (fulltime student, children? Family? Working part-time/full-time?)
- Technological proficiency (Twitter, Facebook, Snapchat? Office applications? media?)
- How much prior knowledge, experience, etc. will the students have coming into your course?
- Technology available to the students?

**Context:**

How many students do you expect to have enrolled.

What will the setting be (online, blended, face-to-face)?

What type of classroom is available?

Where in the curriculum is your course placed?

**Content:**

Is your subject convergent or divergent, stable or dynamic (changing all the time)

What is your experience level teaching this subject?

What is your teaching philosophy? (I believe people learn by....)

How do you feel about teaching this subject?

What special challenges are there to teaching this subject well?

## **Worksheet #2**

### **Learning Goals or Enduring Concepts**

Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course that they will take into their life?

### Worksheet #3 - Course Outcomes (not to be confused with WSSU's Student Learning Outcomes)

Using your course goals to guide this process, write **3 - 6 course learning outcomes**. Course outcomes must be observable and measurable and must tell the student what they need to be able to do and how they will show you that they can do it. (An excellent source for learning how to write good instructional outcomes is *Preparing Instructional outcomes* by Robert R. Mager, 1997)

At the end of the course, you will be able to...	How will you (and the instructor) know that they can do this?

## Worksheet #4 - Assessment, Feedback, and Learning Activities

How will you know if the student achieve these outcomes? Assessment and Feedback. Wiggins & McTighe (2005) and Fink (2003) recommend designing the assessment first and then the learning activities. By doing this we have a better chance of creating learning activities that actually help the students learn how to do what they need to do to meet the course outcomes. Take your outcomes and evidence (green and yellow) from the table in Worksheet #3 and place in this table.

<b>COURSE LEARNING OUTCOMES</b> (What will you be able to do by the end of your course?)	<b>ASSESSMENT</b> How will the you show the instructor that you have met the learning outcomes?	<b>LEARNING ACTIVITIES:</b> Reading assignments, watch videos, self assessment, drafts of papers and/or projects, etc. These are the activities that provide foundational knowledge, but also allow the student to practice before attempting the assessment.	<b>CONTENT:</b> Resources, texts, videos, worksheets, quizzes, project or assignment instruction, etc.
1.			
2.			
3.			
4.			

5.			
6.			

Some Questions to consider as you complete this table. For each general outcome you identified, what information can you gather that will tell you and each student about individual progress toward that outcomes? About how well the class is learning?

What kind of feedback and assessment can you provide that will go beyond just providing a basis for the grade and will actually enhance the learning process?

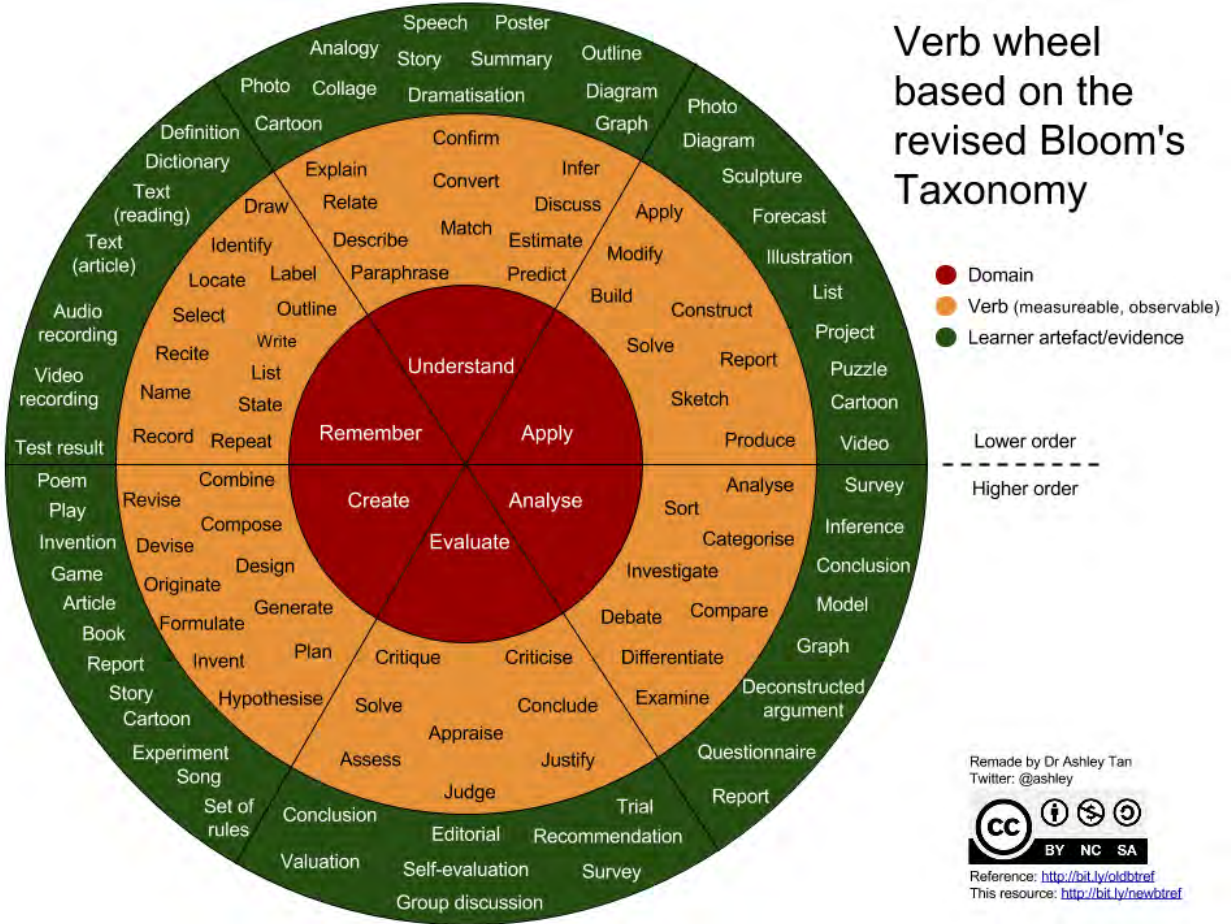
Learning activities - what type of learning activities will help the student be successful on the assessments.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media.

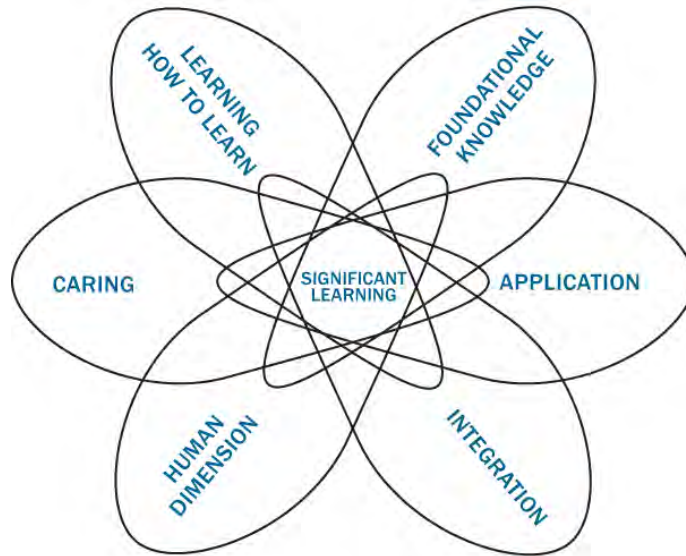
A couple of helpful resources for writing observable, measureable learning objectives/outcomes:

Using Bloom's taxonomy to get an accurate, specific verb to describe action.

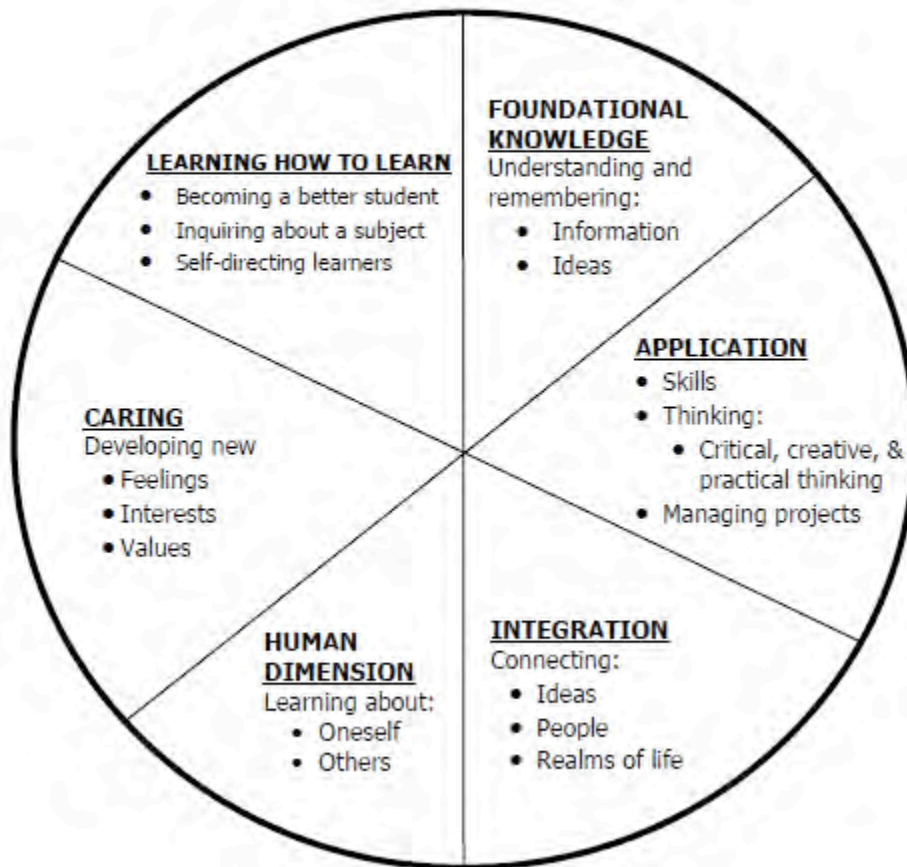
# Verb wheel based on the revised Bloom's Taxonomy



A more holistic taxonomy by Dee Fink (2009)



**A TAXONOMY OF SIGNIFICANT LEARNING**



Understand by Design, 6 Facets of Understanding



## **Six Facets of Understanding**

**Explain:**

Provide thorough and justifiable accounts of phenomena, facts, and data.

**Interpret:**

Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models.

**Apply:**

Effectively use and adapt what they know in diverse contexts.

**Have perspective:**

See and hear points of view through critical eyes and ears; see the big picture.

**Empathize:**

Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience.

**Have self-knowledge:**

Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard.

## Worksheet #5 Topics

Instead of organizing your content by weeks, let's use topics or concepts as the organizing structure. List of 4 - 7 most important topics, concepts, issues, or themes (that will become lessons, units or modules). These are not Weeks

First free write your topics/concepts, anything that comes to mind:

Now start condensing and filtering out topics until you have 4 - 7 of the main topics for the course:

Now list them in order (chronologically, simple to complex, fundamental to advanced...they must build on each other so the student can use what they learned in the first one through the rest of the other topics):

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Complete the following charts, one for each topic. You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules, or delete if you do not have 8 modules. I suggest that you use one row for each outcome. An assessment might tie to more than one outcome, as will the learning activities.

Topic or Module or Unit #1: (name)

outcomes:	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)

Topic #2

outcomes:	Assessments	Learning Activities	Resources

Topic #3

outcomes:	Assessments	Learning Activities	Resources

Topic #4

outcomes:	Assessments	Learning Activities	Resources

Topic #5

outcomes:	Assessments	Learning Activities	Resources

Topic #6

outcomes:	Assessments	Learning Activities	Resources

Topic #7

outcomes:	Assessments	Learning Activities	Resources

## **Worksheet #6 Module Maps and Module Plans**

### **Module Maps**

For each module/topic/concept, etc. complete a module map. You will use the completed module map to build the modules in the LMS.

First, create a list of the activities including an appropriate mix of 1) Covering or mastering the content and 2) Learning how to use that content (Fink, 2003). Arrange them in the proper sequence the student will follow to go through the module.

Now, go back through the list and indicate which will be done in class (In) or outside of class and online (Out).

Here is a more linear way that might make sense to you:

What	In class	Out of class or online	Notes (make notes to yourself of what will be needed to create the module)
Module outcomes			
Reading Assignment			
Narrated mini-lecture or module overview			
Learning Activities discussion project papers quizzes exploration team assignments			
Assessments presentations papers projects tests/quizzes			
Student Feedback One minute Paper Brookfield's 5 questions one on one conversation?			

**Module Plan (or lesson plan)**

Module Name:  
 Module Description:  
 Module outcomes:  
 Key Words:  
 Learning Activities (sequential):

Assignments:

Assessments:

## Worksheet #7

### Course Organizer/Activity Tracker

You can use both of these as one document, the first being in full monthly calendar format and the second in weekly, detailed format. Or use your own design. The point is to provide a document that the students can use to find out everything that they are responsible at any given time in the semester. I use both and put lots of detail in the activity tracker, due dates and times and where/how they perform the activities or turn something in.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Week 1					
	Week 2					
	Week 3					
	Week 4					
	Week 5					
	Week 6					
	Week 7					
	Week 8					

### Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			


## Worksheet #7

### Syllabus

What additional information needs to go into the syllabus you have been given by the department? Blended and online syllabi need to provide complete detailed instructions, including policies and expectations.

Some additions might be:

- Attendance and participation expectations
- Instructor email and discussion response policies
- Academic Honesty
- ??

### Grading Scheme

The grading methods must be transparent to the student. They need to know from the beginning how they will earn a grade. It should also be detailed, displaying all of the items that will be included in the grade, when they will be doing these activities and how many points they can earn. The total number of points should be included and also a break down of points to letter grade. NOTE: This causes an issue for those instructors who favor using weighted grades. If you cannot demonstrate to the student how they will earn the grade, you should rethink how you do your grading.

Here is an example from my Informatics course:

INDIVIDUAL				
Assignment	Due	Points	Total Points	Weighted
Discussion Questions	Most Weeks	20 pts per discussion	170	14%
Glossary Project	Most Weeks	minimum of 14 definitions	60	5%
ICDL Project	Weeks 2 - 16	400	400	32%
Module Quizzes	Most Weeks	10 each (12 total)	120	10%
E-Portfolio project	Weeks 12 - 16	100	100	7%
Delicious project	All weeks	Minimum of 15 unique sites	100	7%

TEAM				
Topic Presentation	In Assigned Weeks	250	250	20%
Discussion Moderation	In Assigned Weeks	60	60	5%
Total			1260	100%

Point Range	Percentages	Grade Equivalent
1172-1260	93 - 100%	A
1071-1171	85 - 92%	B
970-1070	77 - 84%	C
895-969	71-76%	D
894 or below	70% or below	F

## Worksheet #8

How this Course Works

I will copy the standard module into your course. You will need to add the specifics for your course. We can be creative with this module as well, perhaps a scavenger hunt, a video recording, or a game. Just let me know what you want to do.

## Resources

Fink, Dee L. (2003). *Creating Significant Learning Experiences*. Jossey-Bass, San Francisco, CA.

Fink, D. (2005). *Integrated Course Design*, IDEA Paper #42, The IDEA Center, retrieved from [https://web.archive.org/web/20140910160118/https://www.ideaedu.org/sites/default/files/Idea\\_Paper\\_42.pdf](https://web.archive.org/web/20140910160118/https://www.ideaedu.org/sites/default/files/Idea_Paper_42.pdf)



Garrison, D. R. & N. D. Vaughan (2008). Blended Learning in Higher Education, Jossey-Bass, San Francisco, CA.

Mager, R. F. (1997). Preparing Instructional outcomes: A Critical Tool in the Development of Effective Instruction, 3<sup>rd</sup> Ed., Center for Effective Performance, Atlanta, GA.

Quality Matters. [www.qualitymatters.org](http://www.qualitymatters.org), Rubric Standards Overview, [qmprogram.org/files/RubricStandards2008-2010.pdf](http://qmprogram.org/files/RubricStandards2008-2010.pdf)

Wiggins, G. & J. McTighe (2005). Understanding by Design, Prentice Hall.

Univ. of Denver, Office of Teaching & Learning, BEYOND BLOOM: EXPANDING OUR IDEAS ABOUT LEARNING OBJECTIVES