

# A Proposal Illustrating Development Approach for a Fully Online Program.

Presenter:  
R. Wayne Hodges

# Introduction

This presentation will reveal a development plan for building the fully online program

This plan consist of three phases:

- Create an advisory committee to build program and select faculty
- Build design and development with team using systematic approach, (SAT/ADDIE/Sloan model). Use research and best practice. Create project plan with timeline, milestones, resourcing.
- Selected and train faculty (successfully complete TOP and QM program). Build community

## Create Advisory Committee

- Membership includes **Technology**
  - ✓ Social Science department Dean, chair, and faculty
  - ✓ Instructional designer
  - ✓ Other department Dean and faculty from already successful online program
- Create online program ([courses/curriculum](#))
- Discuss potential design and developmental problems
- Determine courses needing online development
- Determine appropriate faculty candidates (social science, online teaching and learning experience)

## Create project and development plans

- Create systematic approach, using ADDIE, Sloan 5 pillars and QM model/rubric (graphics)
- Use best practice instructional design/pedagogy
- Determine/Select IMI, learning strategies (Blooms taxonomy)
- Learner centered, discovery/project-based, variety
- Create DL development guide (show sample)
- Create and develop (PD) the design/developer team (Team: PM/faculty/ISD/IST/IT)
- Determine resources (budget, SW, personnel available)
- Create timeline and milestones ([Project Doc](#) & [PM SW \(graphic\)](#))

# ADDIE Model



## Sloan 5 Pillars



**Learning Effectiveness:** Online learning outcomes meet or exceed institutional, industry, and/or community standards.

**Scale:** Institutions continuously improve services while reducing cost to achieve capacity enrollment.

**Access:** All learners who wish to learn online have the opportunity and can achieve success.

**Faculty Satisfaction:** Faculty achieve success with teaching online, citing appreciation and happiness.

**Student Satisfaction:** Students are successful in learning online and are pleased with their experience.

As technology introduces new possibilities, the effective practices collection is a collaborative work in progress. Educators share emerging knowledge and advance it, and Sloan-C recognizes excellence, awarding practices that meet these criteria:

# Quality Matters Rubric

QUALITY MATTERS  
PROGRAM



For more information visit [www.QMprogram.org](http://www.QMprogram.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)



## Quality Matters™ Rubric Standards 2011 - 2013 edition with Assigned Point Values



### Standards

### Points

#### Course Overview and Introduction

- |     |  |   |
|-----|--|---|
| 1.1 | Instructions make clear how to get started and where to find various course components.  | 3 |
| 1.2 | Students are introduced to the purpose and structure of the course.  | 3 |
| 1.3 | Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.       | 2 |
| 1.4 | Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. | 2 |
| 1.5 | Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.  | 1 |
| 1.6 | Minimum technical skills expected of the student are clearly stated.   | 1 |
| 1.7 | The self-introduction by the instructor is appropriate and available online.   | 1 |
| 1.8 | Students are asked to introduce themselves to the class.   | 1 |

#### Learning Objectives (Competencies)

- |     |  |   |
|-----|--|---|
| 2.1 | The course learning objectives describe outcomes that are measurable.  | 3 |
| 2.2 | The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. | 3 |
| 2.3 | All learning objectives are stated clearly and written from the students’ perspective.                                     | 3 |
| 2.4 | Instructions to students on how to meet the learning objectives are adequate and stated clearly.                           | 3 |
| 2.5 | The learning objectives are appropriately designed for the level of the course.  | 3 |

## Pedagogy (best practice)

- Faculty member must be able to align learning outcomes and strategies to specific technologies.
- Consider use of variety of instructional strategies
- Review/Reinforcement
- Enrichment/Exploration
- Problem-Centered
- Use Blooms taxonomy (hierarchy) (sequence LOTS (bottom) to HOTS learning strategies)





## Faculty Professional development

- TCC TOP completed (file link)
- QM courses completed (file link)
- Develop mentored online prototype course
- Build community of practice, forums to share/feedback
- Help systems

Summary/Questions?