



Instructional Design Analysis for The Center for Digital Learning University of New Mexico

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1. Problem Overview

The University of New Mexico's (UNM) Center for Digital Learning (CDL) seeks to provide an online interactive training approach for online course reviewers that will replace traditional classroom training. The learning goal is to create an interactive online experience for instructor reviewers and instructional designers so they may provide collegial feedback to other instructor's online courses based on the Online Course Standards Rubric developed by UNM faculty, the Training Handbook, and Internal Review course standards.

The new Online Course Standards Rubric published in October of 2019 is the primary training standard modeled after national standards determined by the Quality Matters (QM) Consortium and sets the expectations for online course quality, establishes the criteria which reviewers can use to rate and delineate consistency for online courses and is used to improve design and delivery based on the QM nationally recognized online teaching best practices.

This course will train and prepare up to 30 instructor reviewers and internal CDL instructional designers annually who need to review new and existing UNM online courses. Each training will most likely consist of a group of 5-6 reviewers and be offered several times a year. Training should be motivational, interactive, delivered primarily as an asynchronous online learning experience, and consist of 10 training hours that can be completed over a 2-week period.

Socio-cultural learning approaches will be applied in peer-to-peer online discussions, with evaluation of learning determined through written artifacts, shared learning within online training modules, model-the-model applications, quizzes, and an authentic guided role-play scenario. Self-directed learning is a key element to provide flexibility and motivation to trainees. Partial evaluation of this online course will be conducted through a pre and post course survey, which will probe for learner difficulties encountered, ambiguities, and suggestions (likes/dislikes), for future course iterations.

a. Problem Statement

CDL is a hub for UNM instructors and faculty that provides training and support for the ins and outs of teaching online. The CDL provides instructional designers who assist instructors with building online courses that adhere to best practices, provides workshops related to UNM learn, and provides other short-term and intensive courses and open labs to help faculty teach online.

The current format for training of new instructor reviewers is conducted in a half-day, face-to-face training session, in which new instructor reviewers analyze and evaluate the Online Course Standards Rubric, as well as discuss the tasks of a peer reviewer.

The proposed interactive online training session will norm new instructor peer reviewers and CDL instructional designers to the new rubric standards and prepare them to review both new UNM online courses, as well as established courses. A pilot group of past instructor peer reviewers will be used at the beginning of this proposed interactive online training session to both test and evaluate and the online course as well as norm past instructors to the new rubric standards.

The online training will take place over a consecutive 2-week period. We foresee that the training will encompass a minimum of 10 hours of work and at a maximum 20 hours of work over this duration and will equate to, if evenly distributed (may not be due to asynchronous learning preferences) 1-2 hours of work each day for 10 business days.

After completing this training, instructor peer reviewers will be prepared to adhere to the Online Course Standards rubric developed by UNM faculty with the goal of providing courses with an evaluation of “Best Practice”, “Accomplished”, or “Needs Work”.

The learning theories supported in this training are designed to best facilitate transfer of knowledge which will be rooted in socio-cultural and cognitive based approaches to enable long-term memory storage and the connection of fundamental concepts to real-world applications through online and face-to-face collaboration. The instructional design components applied in this course will encompass the use of scaffolding, modeling the model, role-play, creating a community of inquiry, and utilizing mentors.

2. Methods

a. Survey Questions for Previous Instructor Reviewers

The Digital Pathfinders will create an online survey that will include questions in the form of multiple choice, rating and Likert scale, and open-ended. Through learner analysis we want to identify prior knowledge of course reviews, motivations to continue training and learning the new rubric, familiarity with current rubric, learner style preferences, familiarity and access to technology, cultural sensitivities and any additional learning gaps we can identify.

1. *What is your learning environment preference?
 - a. Face-to-face
 - b. Hybrid (some face-to-face and some online)
 - c. Fully online
2. *Please rate how helpful your previous training for course review was to assist with your course reviews:
 - Extremely helpful
 - Very helpful
 - Somewhat helpful
 - Not so helpful
 - Not at all helpful
3. *How long has it been since you were last trained on rubric standards for online course reviews?
 - Less than 6 months
 - 1 year to less than 3 years
 - 3 years to less than 5 years
 - 5 years or more
4. What is one thing you liked the most and one thing you liked the least about your previous course reviewer training?
5. Drawing from your previous experiences as a reviewer, are there any areas in re-training that you would find helpful in order to be more effective in your reviews?

- Yes
 - No
 - Please specify
6. What are the main challenges you have encountered when reviewing an online course?
 7. Are there any types of supplemental aides or additional support structures that you would like to recommend which would be helpful to the review process?
 - Yes
 - No
 - Please specify
 8. Please describe a time you felt excited or passionate about something you learned:
 9. Please describe a time you completed a required training but felt you did not learn anything. (Example: What was the training like? Why do you think you didn't learn?)
 10. Is there anything that would limit your access in participating in a 2-week online reviewer training course?
 - Yes
 - No
 - Other (please specify)

b. Interview Questions for CDL Facilitators

We prepared a list of questions for CDL stakeholders Stephanie Spong and Mary Wohlend in order to collect additional information about their training requirements. We want to obtain information on their prior knowledge of how past trainings were conducted, learn about the changes to the rubric, determine how UNM's rubric standards are measured, assess how evaluation of past trainings have been conducted, and gain more feedback on how we can best offer a training course that is motivational and effective to train instructor reviewers with applying the new rubric standards to future course reviews.

1. What has been the average number of participants engaged in past trainings?
2. How many instructor reviewers have completed training in the past year?
3. How many instructor reviewers and instructional designers will need to re-train per year?
4. Are there any incentives offered to instructor reviewers / instructional designers to take this training?
5. How many course trainings per year will CDL facilitate?
6. During a year, how many courses will be reviewed? Do you see this number changing from year-to-year?
7. Is a 2-week training timeframe a mandatory requirement and is there flexibility on this?
8. Can you briefly describe the differences between a course review completed by an instructor vs. an instructional designer?
9. In the past, how have you evaluated knowledge transfer of rubric standards to instructor reviewers (example: in writing, through observation, by interview, quizzes/tests)?
10. What is the final output from an online course review? Example: report, notes, checklist?
11. In your opinion what types evaluation / assessment do you envision for completion of course?
12. How long does it typically take for an instructor reviewer to review a new online course?
13. What types of current instructional aides are made available to instructor reviewers and instructional designers when reviewing a course other than the rubric and training handbook?
14. In your opinion what are the incentives for reviewers to complete this training?
15. Can you describe activities conducted in a typical training session?
16. How does UNM's rubric compare against national standards?

3. Needs Assessment

a. Table of direct and indirect customers

Customer	Brief description of relation to instructional design	How/if needs were sought (n=27)
Previous learners are current and past UNM CDL online course reviewers.	Primary Audience with Direct Impact: Those determined for distribution of the survey were individuals who have participated in the face-to-face training in the past. The previous reviewers are current reviewers with the CDL program. CDL wants these individuals to partake in online instruction so that they are introduced and normed to the new online course rubric standards.	(n=25) Surveyed previous CDL reviewers by way of SurveyMonkey. An introduction to the project and survey were sent out by Stephanie Spong, the associate director of CDL. The surveys were distributed to the 25 current reviewers by Ms. Spong. It was decided to have her send out the email with the link to the survey rather than the Digital Pathfinders team as she has the email addresses, the context, and would allow for a better return of the internal survey.
CDL Stakeholders / Trainers / Facilitators	Primary Audience with Direct Impact: We interviewed the facilitators/stakeholders being Stephanie Spong CDL's Associate Director and Mary Wohlwend a CDL Instructional Designer to assess training goals, objectives, training expectations, and to learn how to build in measurements for quantitative and qualitative transfer of knowledge.	(n=2) Stephanie Spong was interviewed via Zoom video conference by the Digital Pathfinders team members and Mary Wohlwend, CDL's Instructional Designer sent us a word document with detailed answers to the interview questions.

4. Context and Learner Analysis

a. Introduction

The client for this design is the CDL, which is a hub for instructional design, blended and online learning, and faculty development at the UNM. One of the initiatives of the CDL is supporting

instructors in building and reviewing effective online courses using the Online Course Standards Rubric. The CDL is updating the course standards, as well as changing their face-to-face training of instructor reviewers to a 10-hour training held over a 2-week period and delivered via an online course using Blackboard Learn (BL).

b. Orienting Context

For the initial pilot of this training, UNM’s CDL facilitators will send out announcements via email to past reviewers to introduce the University’s goals regarding new rubric guidelines and upcoming training for the learning, application, and evaluation of them. The introductory tone will establish the importance of the reviewer roles and acknowledge their successes and prior knowledge as CDL’s primary reasons for selecting these individuals for this training. This pre-training communication will reinforce UNM’s brand commitment, core mission to their faculty and student body, and promise of excellence when adhering to the QM national online course standards. Incentives in becoming a reviewer includes a stipend as well as recognition of setting standards of excellence within UNM’s academic community.

c. Instructional Context

The instructional context will include up to 10 hours of training and take place over a two-week time frame primarily in the form of an asynchronous interactive online course delivered through BL with a possible synchronous role-play experience so CDL facilitators may further evaluate the training received. The context will include instructional design components that consist of scaffolding (building on a level of difficulty), modeling the model (analyzing a past course review with access to the associated online course), creating a community of inquiry (collaboration and interaction), and providing opportunities for peer mentorship throughout the process. The BL training modules will be based on the 5 new rubric standards and include a summative evaluation. Up to 30 trainees will participate annually, with 5-6 reviewers per training session.

d. Transfer Context

After the trainees have taken the 10-hour online course training they will be normed to the new rubric standards and should feel confident in applying these standards when reviewing and evaluating UNM online courses. Reviewers will be able to determine if a course meets the rubric’s baseline checklist which covers the topic areas of institutional requirements, syllabus and introductory material, course navigation and technical requirements, learning activities, learning support, and assessments. Reviewers will possess the knowledge to determine an online course’s status after the evaluation which should be rated as one of the following based on the rubric standards: Best Practice or Accomplished. Facilitators of the online training will be able to evaluate the effectiveness of the training through participant’s shared artifacts throughout the duration of the online course, quizzes, and post-survey responses.

e. Context for the Online Onboarding Experience for UNM CDL Instructor Reviewers.

Learner Factors	Learners are adults experienced in creating and teaching	Learners are familiar with using and navigating	Learners will leave the training with the confidence and
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	online courses, partaking in the same community of practice, with similar intrinsic motivations.	Blackboard Learn. They will have a commitment to take and complete the reviewer training as part of CDL requirements.	knowledge needed to determine best practices in online course reviews.
Immediate Environment Factors	Learners will be introduced to their online training by CDL facilitators.	Instructional content will be primality be delivered asynchronously online through Blackboard Learn with a potential role-play scenario at the end for evaluation through 10-hours of training over the duration of 2 weeks.	Learners will be able to apply their learning in real-world course evaluations.
Organizational Factors	The learning culture is a peer group of previous online instructor reviewers with prior knowledge of reviews and in the future can serve as mentors to those who are new and to their own peers.	Rewards and values of CDL and UNM include professionalism and excellence with an extrinsic stipend for motivation. Learning and teaching supports are through the CDL staff and instructional designers.	CDL will be able to evaluate a learner's knowledge transfer after completion of training. Learners will provide successful evaluations to CDL in the future.

5. Learner Analysis

Learner Characteristics	Variability / Range
General Descriptors	They are diverse in age and ethnicity. They represent many fields and level of study from around the university.
Knowledge	They bring an applied understanding of online course creation and delivery.
Skills	They possess a strong professional, pedagogical, and technological skills.
Experiences	They all have created and delivered numerous online courses.

Motivation	In order to be a course reviewer, they must take this online course.
Background	They have achieved Golden Paw status (assessed at the “Best Practice” level of the rubric) after having one of their own courses reviewed.

a. Gaps

- The instructor reviewers all work at UNM and it is unclear if being an instructor reviewer is part of their job or in addition to. It is most likely that being a reviewer is in addition to current job duties, so what are the incentives in being an instructor reviewer?
- How will the CDL assess their course reviewers’ effectiveness when utilizing the UNM rubric as a standard to evaluate an online course?
- What types of support are available to trainees in the field, when they have questions regarding their role as an evaluator, the application of rubric standards in ambiguous circumstances, or other needs that arise outside of training?
- What types of feedback mechanisms does a course reviewer provide to substantiate their evaluation determination of Best Practice, Accomplished, or Needs Work?

b. Design Implications

The course will need to adhere to a primary (new reviewers) and secondary (past reviewers to norm to new standards and refresh their knowledge) learner group. Both learner types possess differences (ranging from no experience to experienced) as far as real-world application of evaluating UNM online courses and familiarity with the new rubric standards. The course modules will teach new reviewers' pertinent information on how to best evaluate for new rubric standards while at the same time help to keep current reviewers up to date on knowledge and best practices and inform them of any changes to the rubric itself. The course should provide enough challenge to keep the attention of reviewers as well as incentives for them to take a leadership / mentor role in online activities. This course should provide new reviewers the confidence and knowledge needed to evaluate online courses to UNM standards. This course should provide facilitators a way of evaluating a trainee's abilities and effectiveness for future course reviews.

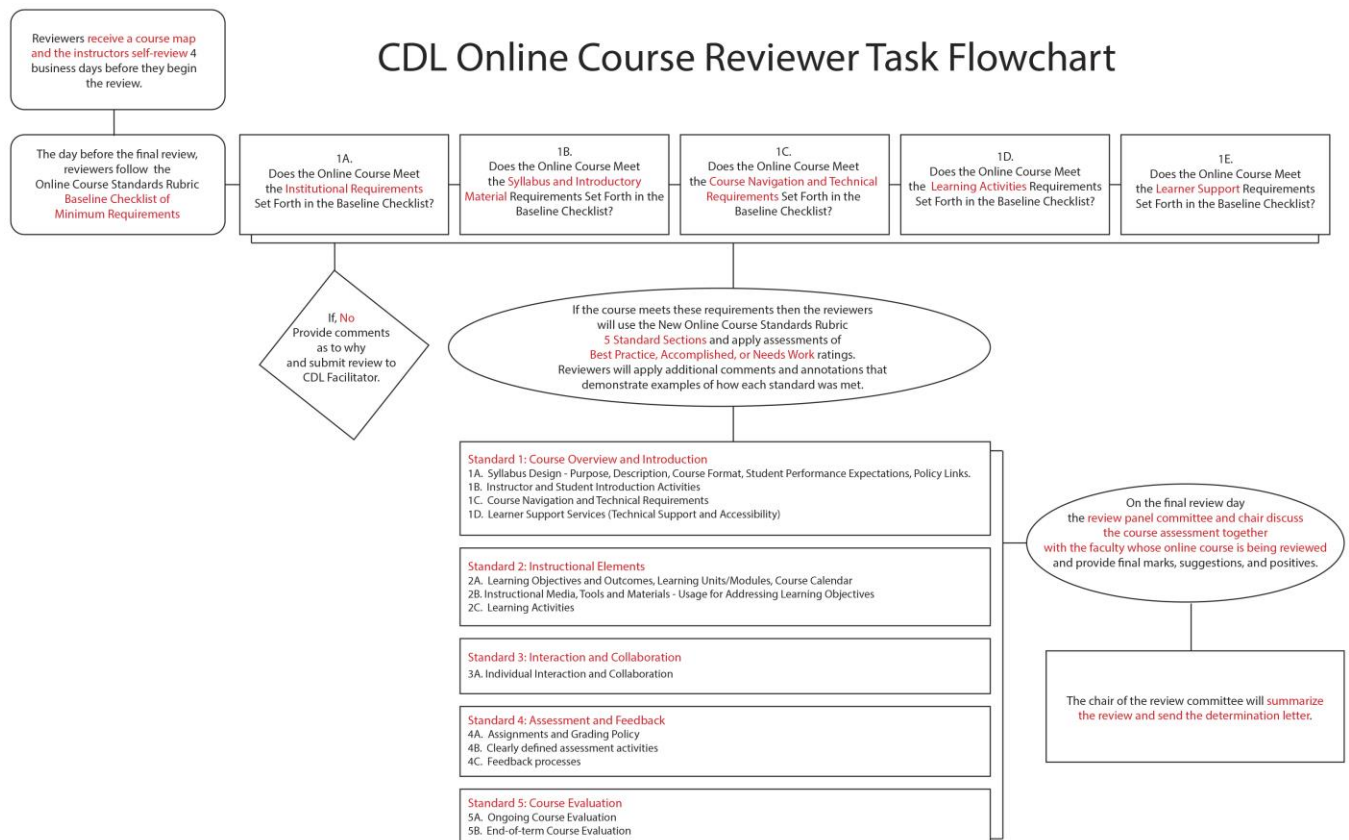
6. Task Analysis

a. Task Description

After training past reviewers will relate UNM’s latest rubric standards to future course reviews. Reviewers will recall the steps and processes involved in a course review from beginning to completion. Reviewers will be able to evaluate a Managed Online Programs (MOPS) course and/or an Online Course Best Practices Certification (OCAC) course by utilizing the appropriate baseline checklist. Reviewers will critique a course through Yes/No and written comments applied to the baseline checklist pertaining to categories of Institutional Requirements, Course Navigation and Technical Requirements, Learning Activities, Learning Support, and Assessment. Reviewers will score a course as Best Practice, Accomplished, or Needs Work based on the checklist and latest rubric standards. Reviewers will conclude course reviews with additional notes, positives, and suggestions. Reviewers will use CDL support for any additional questions or concerns that may arise within a review.

b. Task Flowchart

Please see CDL-Reviewer-Task-Flowchart.pdf for a larger representation.



c. Task Process Table (Please Note: As of 10/13/19 we will still be revising this section)

Processes requiring scaffolding to support a learner to complete course evaluations and reviews for the Center for Digital Learning at the University of New Mexico.

Process	Level of support needed	Sequence of processes in overall task
Reviewers receive a course map and the instructors self-review 4 business days before they begin the review.	Support not needed for this task as instructions are provided with the course map.	1
The day before the final review, reviewers follow the Online Course Standards Rubric Baseline Checklist of Minimum Requirements	Minimal support may be required for clarification of Course Standards, and/or Rubric Baseline Checklist.	2
Does the Online Course Meet the Institutional Requirements Set Forth in the Baseline Checklist?	Support not required to complete this task nor to continue.	3-A
Does the Online Course Meet the Syllabus and Introductory Material Requirements Set Forth in the Baseline Checklist?	Support not required to complete this task nor to continue.	3-B
Does the Online Course Meet the Course Navigation and Technical Requirements Set Forth in the Baseline Checklist?	Support not required to complete this task nor to continue.	3-C
Does the Online Course Meet the Learning Activities Requirements Set Forth in the Baseline Checklist?	Support not required to complete this task nor to continue.	3-D
Does the Online Course Meet the Learner Support Requirements Set Forth in the Baseline Checklist?	Support not required to complete this task nor to continue.	3-E
If, No Provide comments as to why and submit review to CDL Facilitator.	Support may be required if the answer is indeed “No”.	4
If the course meets these requirements, then the reviewers will use the New Online Course Standards Rubric 5 Standard Sections and apply assessments of	Some support and direction may be required if certain areas of the rubric remain unclear to reviewers.	4

Best Practice or Accomplished, ratings. Reviewers will apply additional comments and annotations that demonstrate examples of how each standard was met.		
Standard 1: Course Overview and Introduction 1A. Syllabus Design - Purpose, Description, Course Format, Student Performance Expectations, Policy Links. 1B. Instructor and Student Introduction Activities 1C. Course Navigation and Technical Requirements 1D. Learner Support Services (Technical Support and Accessibility)	Direction rather than support needed for this task.	5-A
Standard 2: Instructional Elements 2A. Learning Objectives and Outcomes, Learning Units/Modules, Course Calendar 2B. Instructional Media, Tools and Materials - Usage for Addressing Learning Objectives 2C. Learning Activities	Direction rather than support needed for this task.	5-B
Standard 3: Interaction and Collaboration 3A. Individual Interaction and Collaboration	Direction rather than support needed for this task.	5-C
Standard 4: Assessment and Feedback 4A. Assignments and Grading Policy 4B. Clearly defined assessment activities 4C. Feedback processes	Direction rather than support needed for this task.	5-D
Standard 5: Course Evaluation 5A. Ongoing Course Evaluation 5B. End-of-term Course Evaluation	Direction rather than support needed for this task.	5-E
On the final review day the review panel committee and chair discuss the course assessment together with the	Support from review panel committee and chair required for completion of this task.	6

faculty whose online course is being reviewed and provide final marks, suggestions, and positives.		
The chair of the review committee will summarize the review and send the determination letter.	Support not required	7

7. Learner Goals and Objectives

a. Learning Goals for UNM Online Course Reviewers' Onboarding Training

#	The onboarding program will help learners to...
1	Develop an understanding of UNM's Online Course Standards rubric.
2	Identify differences between best practice, accomplished, and needs work for each standard within UNM's Online Course Standards rubric.
3	Compose appropriate feedback to online course instructor-creators.

b. Learning Objectives for UNM Online Course Reviewers' Onboarding

By the end of the onboarding training, learners will be able to....	Goal(s) addressed
identify the Online Course Standards Rubric Baseline Checklist of Minimum Requirements.	1
identify differences between best practice and accomplished for Standard 1, Course Overview and Introduction, within the Online Course Standards rubric. 1A. Syllabus Design - Purpose, Description, Course Format, Student Performance Expectations, Policy Links. 1B. Instructor and Student Introduction Activities 1C. Course Navigation and Technical Requirements 1D. Learner Support Services (Technical Support and Accessibility)	1, 2
identify differences between best practice and accomplished for Standard 2, Instructional Elements, within the Online Course Standards rubric. 2A. Learning Objectives and Outcomes, Learning Units/Modules, Course Calendar 2B. Instructional Media, Tools and Materials - Usage for Addressing Learning Objectives 2C. Learning Activities	1, 2

identify differences between best practice and accomplished for Standard 3, Interaction and Collaboration, within the Online Course Standards rubric. 3A. Individual Interaction and Collaboration	1, 2
identify differences between best practice and accomplished for Standard 4, Assessment and Feedback, within the Online Course Standards rubric. 4A. Assignments and Grading Policy 4B. Clearly defined assessment activities 4C. Feedback processes	1, 2
identify differences between best practice and accomplished for Standard 5, Course Evaluation, within the Online Course Standards rubric. 5A. Ongoing Course Evaluation 5B. End-of-term Course Evaluation	1, 2
work independently to conduct an initial review of an online course.	1, 2, 3
provide constructive feedback to online course instructor-creators that demonstrate examples of how each standard was or was not met.	1, 2, 3

8. Needs Assessment Results

a. Initial Client Introduction and Interview with CDL Stakeholders Stephanie Spong, CDL Associate Director and Mary Wohlend, CDL Instructional Designer

Zoom video meeting held on the evening of September 10, 2019. The notes were transcribed by a Digital Pathfinder group member.

<p>We asked Mary and Stephanie to give us an overview of their project and the intended outcome, in their own (outside of the design brief).</p> <p>This is an internal peer review process that incorporates many criteria of best practices, including Quality Matters accessibility standards. A revised rubric and checklist are in the works and will be available mid-October (Stephanie will provide).</p> <ol style="list-style-type: none"> 1. Internal Reviews – Accomplished. Quality assurance, new courses or new course re-designs, done when up for funding (stipend) 2. Managed Online Programs (MOP) – Accomplished. Incentivized for specific programs. Specific to the course, not the professor. 3. OCAC, Golden Paw – Best Practices <p>Notes from conversation between Mary and Stephanie, and questions asked:</p> <ol style="list-style-type: none"> 1. Model the Model 2. Norm reviewers/learners to new rubric
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3. Norm all together – new and previous reviewers (currently have 20-30 reviewers, not counting new reviewers)
4. Easy for everyone to access
5. Online, asynchronous but within a set amount of time (for example, between November 1 and November 15, must be completed)
6. 2 possible synchronous sessions for learners to choose to participate – must participate in one (Zoom)
7. If someone comes on new, how can they participate?
8. Report of where people fall within the acceptable or unacceptable realm of reviewing, something more than a certificate of completion
9. If someone falls within unacceptable, notify instructors for differentiated or one-on-one training
10. Self-sustaining
11. Analytics of learners
12. Interactive ideas
13. Opportunities to apply the learning
14. Good, rich feedback mechanisms
15. Authentic scenarios and feedback
16. Mary will work on getting practice type courses for us to view and work with
17. Stephanie will work on introductory language for surveys that get sent out
18. We will send survey to Stephanie to have her send out to previous reviewers and instructional designers

b. Survey Results for Previous Instructor Reviewers

To date we have received 10 total responses out of 25, thus providing a 40% response rate, which is a little above average for internal surveys. To view the results of this survey titled “UNM Previous Course Reviewer Survey” please follow this link:

<https://www.surveymonkey.com/results/SM-T92Y9R5J7/>

Please note that due to limitations in the free version of SurveyMonkey we couldn't export results in a separate xls and/or pdf file.

1. ***What is your learning environment preference?**
 - **Face-to-face:** 1
 - **Hybrid (some face-to-face and some online):** 5
 - **Fully online:** 4
2. ***Please rate how helpful your previous training for course review was to assist with your course reviews:**
 - **Extremely helpful:** 0
 - **Very helpful:** 6
 - **Somewhat helpful:** 2
 - **Not so helpful:** 2
 - **Not at all helpful:** 0
3. ***How long has it been since you were last trained on rubric standards for online course reviews?**
 - **Less than 6 months:** 0
 - **1 year to less than 3 years:** 8
 - **3 years to less than 5 years:** 2

- **5 years or more: 0**

4. What is one thing you liked the most and one thing you liked the least about your previous course reviewer training?

The booklet we received on reviewing was helpful. The thing I liked the least was hearing once again about how the rubric was created.

I liked the packet of materials provided in the handbook; it has been a very useful reference for me! What I liked the least was that much of the presentation seemed to be targeted to people that were already very familiar with the reviewer's tasks.

I think the most valuable was having my course reviewed. I learned about what was expected in my course and was able to go through the collegial process.

Glad there was an attempt at training reviewers. Training was haphazard with content and disorganized.

I liked the idea of the training. When I attended the training, faculty and facilitators were able to discuss changes in procedures which had developed in response to collective review experiences. My least favorite aspect was the lack of structure and the time commitment.

I appreciated the clarity about expectations. I least liked the amount of time we strove to clarify expectations. I think that training can be more effective if there were an explanation of standards and perhaps some examples of passing work.

One thing I liked most was the collection of resources provided to help me understand the rubrics, e.g., versions of Bloom's taxonomy. One thing I liked least was the uniformity or generality attached to UNM's rubrics. Put another way, it was (and often is) not clear how different depts and programs interpret and apply the standards.

Clarification of standards

Everything was great honestly. Helps to have the manual to recheck things at home when needed. I can't think of anything negative.

Most: Knowledge of trainer. Least: Felt some areas of the training could have been longer, for more information/clarification.

5. Drawing from your previous experiences as a reviewer, are there any areas in re-training that you would find helpful in order to be more effective in your reviews?

- **Yes: 7**
- **No: 3**

a. Please specify

Please remind reviewers to stick to the rubric and not to inundate instructors with their own personal preferences.

I think including some examples of some of the more challenging judgement calls about whether or not certain elements that are currently lacking in a course are recommended versus required additions would be helpful.

Revise the spreadsheets to streamline content for instructors and reviewers. In training, show reviewers examples of best practices and what to avoid.

Course Objectives, SLOs, accessibility matters, new tool reviews

Much of the training comes from doing the reviews themselves through pairing of experienced reviewers with inexperienced reviewers.

Clarify differences between MOP and OCAC review standards. Provide models of unsatisfactory, satisfactory, and excellent fulfillment of requirements.

Update on any changes in standards or clarifications

I heard there is a new rubric, I hope to spend time with that.

6. What are the main challenges you have encountered when reviewing an online course?

The main challenges are working with people such as Cheryl Torrez who are bullies and self-important distinguished professors who don't know how to teach online or who don't think teaching online is really teaching.

Making those judgement calls about whether or not the missing and/or inaccurate elements found are should be recommended or required changes.

The MOPS vs. OCAC expectations.

I still feel like I'm trying to figure out what best practices looks like.

Access to course components, lack of preparation on the part of the course instructor

Sorting out learning objectives. Reviewing courses where the instructor may be defensive. This is becoming less common which is great.

Luckily I have reviewed courses designed by faculty invested in the process. Sometimes fellow reviewers are not as rigorous or detail-oriented as I believe necessary. Other times confusion about standards (e.g., applying OCAC standards to MOP reviews) or relatively unimportant details divert reviews from the more fundamental work.

Major omissions of files; incorrect dates; conflicting information; should it be suggestion or required

Mostly it has gone smoothly, but it can be frustrating if the course really looks like it is not ready to be reviewed.

Course layouts. Different file types (.pages, .doc, .pdf)

7. Are there any types of supplemental aides or additional support structures that you would like to recommend which would be helpful to the review process?

b. Yes: 4

c. No: 6

Please Specify

After Becky left, there was no support from NMEL leadership in difficult reviews. As reviewers, we someone to have our backs and to confront difficult faculty for us.

Some examples from actual courses that have already passed review.

Not really, just revise/streamline those spreadsheets and better train your reviewers.

Consistent access to review documents such as templates for the reviewer's checklist "needs improvement letters," and "passed" letters for both OCAC and MOPS courses.

Centralized location for up-to-date documents, including review rubrics, dept/program details, and course templates (so we see what instructors and designers are using).

Open to see what is available

8. Please describe a time you felt excited or passionate about something you learned:

As an online instructor, I get excited about learning new tools that can be used to actively engage students with challenging content.

I love reviewing courses because I learn something new or get new ideas on how to improve my own courses.

In my own courses, I love teaching.

I feel most excited and passionate when I am in a course review and learn about a tool or assignment that engages the students.

In the reviews in particular, I enjoy learning about the different tools instructors us and the different sorts of assignments.

All the time online instructors teach me new teaching strategies, like module-specific calendars, and uses for new media and resources, like Berkeley Film collections! While this learning sometimes comes from reviews, other times it comes during one-on-one conversations with colleagues. So I guess that I would add to my response to question 7 re: additional support: opportunity, encouragement, means, and recognition and/or compensation for instructor networking.

Not sure what you are asking. Does this refer to the review process? Learning new information is always neat, and interacting with instructors while presenting their course is exciting. Tying my answer to this subject, I can say that I've been excited to review classes that have thoughtful designs and sometimes good ideas that I can adapt for my own classes. I appreciate that. Graduate school

9. Please describe a time you completed a required training but felt you did not learn anything. (Example: What was the training like? Why do you think you didn't learn?)

The last training was not helpful because it just reiterated information we already knew. The presenter knew we knew the information, but she did not adapt her presentation to fit her audience. I find trainings that are entirely led by the trainer just talking and not actively engage the participants to be harder to digest and less memorable.

I can't [think] of an example . . . I always learn something.

The OCAC/MOP training. I didn't even know what questions to ask. I'm learning to review by doing it, but that is stressful. I know great faculty who won't review because of the lack of organized training.

Most of the required UNM training is like this. The first year I usually learn something, but then I am asked to do annual training.

A required training in which I felt that I did not learn anything was, in essence, a narrative of a PPT. I know that this is cliché, but it is frustrating to be walked through a series of slides that I can very well read on my own. Moreover, the training provided no "real world" examples, like how a particular standard is interpreted in actual courses and whether and why that interpretation meets standards or not.

Trainings that are not focused are a waste of time.

I find a training that is all lecture is difficult for me: I do need to actually try something myself before I feel I really understand how to do it.

Compliance training, no new material.

10. Is there anything that would limit your access in participating in a 2-week online reviewer training course?

- **Yes:** 2
- **No:** 3
- **Other (please specify):** 5

The timing of the training would be critical to ensure I could find the time to participate adequately.

Yes, it would be easier to concentrate on the training if it was not during the regular semester.

The timing of the training and time commitment could be prohibitive.

I can participate as long as it is not at a specific time; i.e. accessible at all times.

I think 2 weeks is a pretty long time for reviewer! Yikes, I don't think I would be willing to commit to that (even online). I think reviewer training was handled pretty well the couple of hours I have had in the past!

c. Transcribed Interview Results from CDL Associate Director Stephanie Spong

This interview was conducted in real-time via a Zoom video conference held and transcribed on the evening of September 23, 2019. Please note that some of these answers may still need to be cross-referenced against the recorded Zoom meeting or additional clarification and follow-up with Stephanie may be required.

1. How were past instructor reviewer trainings conducted?

Just reviewers, onboarding face-to-face, when they first became reviewers. They shared an agenda from a word document from prior reviews. Faculty receive a stipend when they do a review. Would like substantive interactive and active learning teased out of the learning and focused on. Reviewer norming to get at what constitutes sub and active learning.

2. How many instructor reviewers and instructional designers will need to re-train per year?

The entirety of the re-training would just need to happen once for new reviewers. A training that is meant to be done once but some aspect of the task or activity done once a year. The only time we need to train previous reviewers is because of the new rubric. Challenges on first time for new and previous will be more difficult.

3. How many course trainings per year will CDL facilitate?

Twice a year, maybe 3 times a year, even seasonal, no more than once a semester.

4. Is a 2-week training time frame a mandatory requirement and is there flexibility on this?

Build in some flexibility, the shortest time frame possible. While being robust and meaningful, to lower the bar of entry. It used to be a short meeting only an hour in a half. Going from shorter to longer. These are folks that understand quality, value, and interest.

5. How many courses are reviewed per year?

7 review periods per year, 3 in the fall, 3 in the spring, 3 in the summer, the next review period will be 16 courses.... (we might need to check transcription).

6. How is that number determined?

One is what kind of review, 5 reviews a year for Accomplished Managed Online Program (MOPS), and new courses taught in the next 8-week term. Then the reviews will go into Best Practices, they apply for their courses to be reviewed. Faculty can apply for their course to take a QM.

7. Can you briefly describe the differences between a course review completed by an instructor vs. an instructional designer?

Several instructional designers from the OILS program, 3 or 4 dedicated to CDL workshops and development. Stephanie is an associated director. Each course is provided an instructional designer. Each semester one instructional designer has 70-75 courses they support.

8. In the past, how have you evaluated knowledge transfer of rubric standards to instructor reviewers (example: in writing, through observation, by interview, quizzes/tests)?

Evaluated in the meeting, nothing formal. We would like something in place before they get into the review.

9. What is the final output from an online course review? Example: report, notes, checklist?

The reviewers receive a course map and the instructors self-review, that happens 4 business days before the review happens. The day before the final review they go over their thoughts, go through the reviewer checklist, here's where they have met the standards, were they haven't (required and suggestions), norming happens there, then they go into a room with the faculty who is being reviewed. Something we saw that

weren't meeting the standards, back and forth, final marks and stuff, chair of the review committee will summarize and then send the letter.

10. In Your Opinion, How Can We Best Utilize the Online Course Examples Provided?

Here is an example of this criteria in the rubric, English is MOPS and religion is OCAC and Golden Paw, these are 2 working examples for how to apply the Rubric.

11. What types of current instructional aides are made available to instructor reviewers and instructional designers when reviewing a course other than the rubric and training handbook?

Reviewers use the checklist in the rubric, they owe us the updated version in the rubric with their annotations and the reviewer checklist.

12. How does UNM's rubric compare against national standards or is there a comparison?

UNM's rubric maps closely to Quality Matters (QM) rubric. There is a number after some of the criteria, built in, to ensure it will pass internal review and QM. QM is a national and internal standard of quality, a robust website, an extensive rubric, with extensive annotations, started as an internal process through...

13. What types of evaluation / assessment do they envision for completion of course... or how did they evaluate in the past...

Would love to do something like that, norm to a rubric, scored something to the rubric and calculated and scored something way off... conversation would be one-on-one or synchronous.... Depends on the results, would want to address some things as a group. A group of reviewers would score something, all score something and have a group conversation, what did you observe, it might be interesting to somehow simulate the review process. We all looked at objectives. Maybe instead of a faculty member presenting a course. That would mirror both the process of being reviewers.

14. How long does it take for review to be completed?

4 business days

15. How Does an Internal Review Work?

Brand new online course, money that they incentivize, if they want the incentive or stipend for developing a course, they need to work with an instructional designer, they will put their course in a queue. 3 instructional designers will put their course in the review. Internal reviewers, we never ask faculty to do those, they all use the rubric.

d. Questions Answered by CDL's Instructional Designer Mary Wohlwend

Mary submit her answers to the questions in a MS Word doc and provided to Digital Pathfinders via Email on 10/1/2019.

1. What has been the average number of participants engaged in past trainings?

At the start it was higher because we had a large group of instructors who needed the training all at once – so maybe 15-20 per session? Since then there are fewer new instructors who need the training. If we average it out, I would say 5-6 per training.

2. How many instructor reviewers have completed training in the past year?

It looks like 5 attended a training this past February.

- 3. How many instructor reviewers and instructional designers will need to re-train per year?** Instructors could vary, but I think initially it would be all of our reviewers (I'm not positive on an exact number – maybe 25-30?) with 5-10 per year after that. For the designers, again, it would be all of us at first, then maybe 1-2 per year (depending on staff turnover).
- 4. Are there any incentives offered to instructor reviewers / instructional designers to take this training?**
There are no incentives offered to designers or instructor reviewers at this point, though the instructor reviewers are paid for each review they complete.
- 5. How many course trainings per year will CDL facilitate?**
I think the hope may be for this to be something that can be accessible throughout the year and used as needed. At a minimum, we may need to have 2 per year – this is because we have 2 Golden Paw review sessions each year and the faculty who successfully complete this review are the ones, we ask to become reviewers.
- 6. During a year, how many courses will be reviewed? Do you see this number changing from year-to-year?**
We have a budget for 25 courses to be reviewed per fiscal year (from what I remember – Stephanie may have more updated information on this). The number does vary, but that is because faculty choose to participate in the review or not.
- 7. Is a 2-week training timeframe a mandatory requirement and is there flexibility on this?**
In my opinion, there is flexibility on this – I think we need the time we need to get the instructor reviewers up-to-speed and that may be more or less than 2 weeks. Thinking about it in hours may be more helpful – a 10-hour training that they have a total of 2? 3? weeks to complete.
- 8. Can you briefly describe the differences between a course review completed by an instructor vs. an instructional designer?**
Instructor reviewer: they look at courses that are going through the MOP or OCAC/Golden Paw process. They work on committees of 3 with one instructor being the chair (note: chairs may need a separate extra module of training since their role is slightly different – I hadn't thought about that until now). They review the course, the instructor self-review and the course worksheet in their process. Typically, they divide up aspects of a course to share the load among the three committee members, but this is up to the chair to work out. They are all involved/present for the review meeting with the instructor who is being reviewed. They have to know both the accomplished and best practices standards as MOPs follow the accomplished and OCAC/Golden Paw reviews follow the best practices.
ID reviewer: IDs only review internal review courses – these are courses that are brand new and have requested development funds OR courses that have been redesigned and have requested re-design funds. The internal reviews follow the accomplished column of the rubric. Two IDs are assigned to internal review courses. They review the course and self-review.
- 9. In the past, how have you evaluated knowledge transfer of rubric standards to instructor reviewers (example: in writing, through observation, by interview, quizzes/tests)?**

There has been no formal evaluation of knowledge transfer – hence the need for a norming process! I would say the way this has been managed is that the associate director or program manager is present at every review to answer questions and be an expert on the rubric when needed.

10. What is the final output from an online course review? Example: report, notes, checklist?

Instructors being reviewed receive a report from the committee chair. We use a template for this report.

11. In your opinion what types evaluation / assessment do you envision for completion of course?

Something that could show their strengths and weaknesses in assessing courses using the rubric would be helpful – like if they consistently are off in the norming on evaluating grading criteria in a course, then that would be noted for them to think about...just an idea...

12. How long does it typically take for an instructor reviewer to review a new online course?

I am honestly not sure about this – it definitely takes a while. My experience doing the internal reviews is that it takes a very long time. We are supposed to try to spend no more than an hour. After several reviews, I can now generally keep mine to an hour. I think it's one reason the instructor reviewers divide up parts of the course.

13. What types of current instructional aides are made available to instructor reviewers and instructional designers when reviewing a course other than the rubric and training handbook?

That's about it – they also have access to the chair of the review (usually an instructor with more experience doing reviews) and the project manager (Rob) and Associate director (Stephanie) to ask questions.

14. In your opinion what are the incentives for reviewers to complete this training?

I think the incentive will be to be on the same page as other reviewers and have less of a need to deliberate over standards. I think it will also get them primed to complete reviews more efficiently.

15. Can you describe activities conducted in a typical training session?

I only attended ones given by our previous associate director several years ago, but in that one, she did a round of introductions, walked the reviewers through the handbook and showed them on OneDrive where they could find the digital materials for the reviews.

16. How does UNM's rubric compare against national standards?

Our rubric draws criteria from national rubrics (namely Quality Matters) and aligns closely with the standards outlined there. We add some additional criteria related to interaction and active learning, though QM has also included active learning in their recent update.

9. Needs Assessment and Results Continued

Need	Example(s) from Transcript (CDL Facilitators) or Evidence from Survey Data (Previous Course Reviewers)	CDL Facilitators	Previous Course Reviewers
Know When a Course Is Ready to Review	<p>Mostly it has gone smoothly, but it can be frustrating if the course really looks like it is not ready to be reviewed.</p> <p>Course layouts. Different file types (.pages, .doc, .pdf)</p> <p>The reviewers receive a course map and the instructors self-review, that happens 4 business days before the review happens.</p>	High	High
Prefer Hybrid or Fully Online Learning Experience	5 out of 10 prefer Hybrid 4 out of 10 prefer Online		High
Engaging Content	<p>Prefer a course that actively engages the participants.</p> <p>It is frustrating to be walked through a series of slides that I can very well read on my own.</p> <p>I find a training that is all lecture is difficult for me: I do need to actually try something myself before I feel I really understand how to do it.</p>		High
Asynchronous	<p>I can participate as long as it is not at a specific time; i.e. accessible at all times.</p> <p>I think 2 weeks is a pretty long time for reviewer! Yikes, I don't think I would be willing to commit to that (even online).</p>		High

Less Than 2 Weeks	<p>I think 2 weeks is a pretty long time for reviewer! Yikes, I don't think I would be willing to commit to that (even online). I think reviewer training was handled pretty well the couple of hours I have had in the past!</p> <p>10 hours of training is desired, with a maximum of 2-3 weeks for completion. (CDL)</p>	High	High
Updated Training on Rubric Standards	<p>8 out of 10 have been trained 1 year to less than 3 years ago</p> <p>2 out of 10 have been trained 3 years to less than 5 years ago</p> <p>Update on any changes in standards or clarifications.</p> <p>No formal evaluation but is desired. Currently; an Associate Director or Program Manager is present at each review to answer questions. (CDL)</p>	High	High
Streamlined Review Sheet	<p>Revise the spreadsheets to streamline content for instructors and reviewers.</p> <p>Not really, just revise/streamline those spreadsheets and better train your reviewers.</p>		High
Consistent Access and Centralized Location to Review Templates	<p>Consistent access to review documents such as templates for the reviewer's checklist "needs improvement letters," and "passed" letters for both OCAC and MOP courses.</p> <p>Centralized location for up-to-date documents, including review rubrics, dept/program details, and course</p>		High

	templates (so we see what instructors and designers are using).		
Average Number of Engaged Participants in Past Trainings	Initially a higher amount, 15-20 per session. Current average, 5-6 per session.		High
Reviewers to Re-train per Year	Instructor reviewers; possibly 25-30. Instructional designers; Initially all, then perhaps 1-2 per year (depending on staff turnover)	High	High
More Time Spent on Reviewer Tasks in Training	What I liked the least was that much of the presentation seemed to be targeted to people that were already very familiar with the reviewer's tasks.		High
Organized Training Content	<p>Training was haphazard with content and disorganized.</p> <p>The OCAC/MOP training. I didn't even know what questions to ask. I'm learning to review by doing it, but that is stressful. I know great faculty who won't review because of the lack of organized training.</p> <p>Trainings that are not focused are a waste of time.</p>		High
Ability to Discuss Changes in Procedures	When I attended the training, faculty and facilitators were able to discuss changes in procedures which had developed in response to collective review experiences.		High
Clear Expectations	I appreciated the clarity about expectations. I least liked the amount		High

	<p>of time we strove to clarify expectations.</p> <p>Put another way, it was (and often is) not clear how different depts and programs interpret and apply the standards.</p> <p>Felt some areas of the training could have been longer, for more information/clarification.</p> <p>Sorting out learning objectives.</p>		
<p>Examples of Previous Course Reviews</p>	<p>I think that training can be more effective if there were an explanation of standards and perhaps some examples of passing work.</p> <p>I think including some examples of some of the more challenging judgement calls about whether or not certain elements that are currently lacking in a course are recommended versus required additions would be helpful.</p> <p>In training, show reviewers examples of best practices and what to avoid.</p> <p>Provide models of unsatisfactory, satisfactory, and excellent fulfillment of requirements.</p>		<p>High</p>
<p>Real-World Course Review Simulation</p>	<p>Moreover, the training provided no "real world" examples, like how a particular standard is interpreted in actual courses and whether and why that interpretation meets standards or not.</p>		<p>High</p>

Peer Mentors	Much of the training comes from doing the reviews themselves through pairing of experienced reviewers with inexperienced reviewers.		High
Utilize Temp Online Course Examples to Apply Rubric	Here is an example of this criteria in the rubric, English is MOP and religion is OCAC and Golden Paw, these are 2 working examples for how to apply the Rubric.	High	
Reviewer Turns in Checklist with Annotations	Reviewers use the checklist in the rubric, they owe us the updated version in the rubric with their annotations and the reviewer checklist.	High	
Clear Examples of Best Practice	I still feel like I'm trying to figure out what best practices looks like. Major omissions of files; incorrect dates; conflicting information; should it be suggestion or required		High
Culturally Inclusive	The main challenges are working with people such as *** who are bullies and self-important distinguished professors who don't know how to teach online or who don't think teaching online is really teaching.		High
Reviewer Support	As reviewers, we someone to have our backs and to confront difficult faculty for us. Additional support: opportunity, encouragement, means, and recognition and/or compensation for instructor networking.		High

<p>Re-training Needs to Happen Once</p>	<p>The entirety of the re-training would just need to happen once for new reviewers.</p> <p>The only time we need to train previous reviewers is because of the new rubric.</p>	<p>High</p>	
<p>2 to 3 Trainings Per Year</p>	<p>Twice a year, maybe 3 times a year, even seasonal, no more than once a semester.</p> <p>At minimum 2 per year, hopes are to have the trainings accessible throughout the year.</p> <p>Build in some flexibility, the shortest time frame possible.</p> <p>7 review periods per year, 3 in the fall, 3 in the spring, 3 in the summer, the next review period will be 16 courses....</p>	<p>High</p>	
<p>Evaluation of Reviewer Training</p>	<p>Evaluated in the meeting, nothing formal. We would like something in place before they get into the review.</p>	<p>High</p>	
<p>Understand Relation of Quality Matters to New Rubric</p>	<p>UNM's rubric maps closely to Quality Matters (QM) rubric. There is a number after some of the criteria, built in, to ensure it will pass internal review and QM. QM is a national and internal standard of quality, a robust website, an extensive rubric, with extensive annotations, started as an internal process through...</p>	<p>High</p>	
<p>Score a Test Review</p>	<p>Would love to do something like that, norm to a rubric, scored something to the rubric and calculated and scored</p>	<p>High</p>	

	<p>something way off... conversation would be one-on-one or synchronous....</p>		
<p>Differences Between MOP and OCAC Review Standards.</p>	<p>The MOP vs. OCAC expectations.</p> <p>Other times confusion about standards (e.g., applying OCAC standards to MOP reviews) or relatively unimportant details divert reviews from the more fundamental work.</p> <p>Instructor reviewer: they look at courses that are going through the MOP or OCAC/Golden Paw process. (CDL)</p> <p>ID reviewer: IDs only review internal review courses. Completely new courses and re-designed courses.</p> <p>Instructor reviewer: they look at courses that are going through the MOP or OCAC/Golden Paw process. (CDL)</p> <p>ID reviewer: IDs only review internal review courses. Completely new courses and re-designed courses. (CDL)</p>	<p>Medium</p>	<p>High</p>
<p>Booklet / Manual or Supplemental Material on Review Process</p>	<p>The booklet we received on reviewing was helpful.</p> <p>I liked the packet of materials provided in the handbook; it has been a very useful reference for me!</p> <p>One thing I liked most was the collection of resources provided to</p>	<p>Medium</p>	<p>High</p>

	<p>help me understand the rubrics, e.g., versions of Bloom's taxonomy.</p> <p>Helps to have the manual to recheck things at home when needed.</p> <p>Rubric standards, training handbook, access to Department Chair, Project Manager, and Associate Director for additional questions. (<i>CDL</i>)</p>		
Reviewer Incentives	<p>Currently none [for training], however each reviewer is paid for each completed review</p>	Medium	
Knowledgeable Trainer / Facilitator	<p>Knowledge of trainer.</p> <p>Didn't like lack of preparation on the part of the course instructor</p>		Medium
Stick to Rubric Guidelines and Not Preferences	<p>Please remind reviewers to stick to the rubric and not to inundate instructors with their own personal preferences.</p> <p>Making those judgement calls about whether or not the missing and/or inaccurate elements found are should be recommended or required changes.</p>		Medium
Access to Course Components	<p>Rubric standards, training handbook, access to Department Chair, Project Manager, and Associate Director for additional questions.</p> <p>Introductions, walk-through handbook, showed where digital materials could be located in OneDrive (previous training).</p>		Medium

<p>Get New Ideas on How to Improve Own Courses</p>	<p>I love reviewing courses because I learn something new or get new ideas on how to improve my own courses.</p> <p>I feel most excited and passionate when I am in a course review and learn about a tool or assignment that engages the students.</p> <p>All the time online instructors teach me new teaching strategies, like module-specific calendars, and uses for new media and resources, like Berkeley Film collections! While this learning sometimes comes from reviews, other times it comes during one-on-one conversations with colleagues.</p>		<p>Medium</p>
<p>Provide Trainings Outside of Regular Dates</p>	<p>I find a training that is all lecture is difficult for me: I do need to actually try something myself before I feel I really understand how to do it.</p>		<p>Medium</p>
<p>Instructor Reviewers Completed Training during Past Year</p>	<p>Five reviewers attended the training in Feb (2019)</p>	<p>Low (informational)</p>	
<p>Number of Courses Reviewed</p>	<p>Budgeted for 25 reviews per fiscal year. Numbers do fluctuate depending on the number of participants.</p>	<p>Low (informational)</p>	
<p>Final Output of a Course Review</p>	<p>Instructors being reviewed receive a report from the committee chair. A template is used for this report.</p>	<p>Low</p>	
<p>Length of Time to Review a Course.</p>	<p>Instructed as not to take more than an hour, however it generally takes longer.</p>	<p>Low</p>	

10. Design Decisions

What do these data and needs tell you about how to proceed in your designing?

Since the pilot group of reviewers have prior knowledge and experience with the rubric and course reviews, the training will need to be well organized, display clearly defined objectives to the learners, and it must be engaging. The participants prefer online and hybrid course delivery methods with a strong preference for asynchronous scheduling. The participants need to leave the training with useful supplemental materials to refer to when reviewing courses, and they will need access to streamlined templates that are easily accessible and found in a centralized location. Reviewers want to leave the training with a clear distinction between the differences of a MOP and OCAC course review. They will need clear examples of when to apply the marks of Best Practice or Accomplished scores. Reviewers will also want examples of how to provide additional comments and annotations of a course review. Reviewers will need support structures in place to address current and future review questions. Learners want to have a peer review network that pairs experienced reviewers with less experienced reviewers and can be used as a support structure. Cultural inclusivity, respect, professionalism, and inspiration are affective qualities that must be expressed throughout the training and review processes.

Were there any disagreements across people?

There were a few disagreements among perceived needs. One disagreement was that some previous reviewers felt they do not need any new training, and that they have everything they need to be successful reviewers. Some stated that a new online, training course wasn't necessary that better streamlined checklists that match with the rubrics that are being used for reviewing would be a better option. Other previous reviewers felt that previous trainings have been inadequate. These respondents felt they need more support (by individuals as well as with supporting materials), are sometimes confused as to what to look at and review properly, and often feel bullied by other reviewers and faculty members. There was also an apparent need for everyone to be on the page when reviewing and not including their own personal judgements, but rather sticking with what is on the rubric.

How do you think you should proceed in such a case?

We are now in the design and development stages of the case. Communication with the client is once again critical to assure their needs are being met along with the overall objectives and goals of the instructional course and design. Meetings and feedback from the client shall continue and may increase as necessary. The team values constructive feedback from our instructor and client and shall adjust the design accordingly in order to deliver the highest quality of product within our means. Our next steps will need to incorporate continued meetings and discussions with the client, as well as beginning to map out the actual design of the online training. We will need access to the Learn Blackboard LMS in order to determine capabilities and limitations of the system so that design can be done with those items in mind.

11. Learning Theories Applied

The main learning theory used in our instructional design will be constructivism. We chose this as the guiding theory that will allow sequencing of content based on the level of difficulty by providing familiar information first before delivering the unfamiliar. By presenting small pieces of information that build successively upon each other, learners will make meaning by relating new concepts to prior knowledge (McMurty, 2013). Through a constructivist approach, learners will discuss and reflect on their own experiences with peers through an online discussion forum and a short individual written assignment that demonstrates the application of the principle (McMurty, 2013).

Collaboration and social interaction are at the heart of learning within social constructivism and can further provide knowledge construction through use of scaffolded activities (Bird, 2007). When learners collaborate online, they can share their experiences through dialog and construct mutual knowledge. The 3 'C' model introduced by Bird (2007) stands for content, construction, and consolidation and is a basis for social interaction that allows declarative and functional knowledge to be constructed and furthers new understandings through authentic learning activities and opportunities for reflection.

Cognitive tasks will be applied throughout our instructional design. By considering Bloom's taxonomy of cognitive tasks surrounding categories of knowledge, comprehension, applications, analysis, synthesis, and evaluation, we can further help learners assess their own knowledge transfer via multiple-choice questions at the end of each module (Jensen, Duranczyk, Staats, Moore, Hatch, & Somdahl, 2006). We will strive to write challenging questions that help determine if the learner knows and understands the material. For example, questions that possess an increased number of correct options such as, how many of the following statements are true...? can help us effectively discriminate between good vs. excellent understanding (Jensen et al., 2006). Jensen et al (2006) suggest implementing a "You are the Teacher" question to help evaluate and analyze a learner's knowledge by reading a written statement and determining where the errors are.

Experienced-Based Learning (EBL) techniques are used in this instructional design as the reviewers learn through actual engagement of the task with a mock review and interview. Among the attributes of EBL identified by Andresen, Boud, and Cohen (2000) are all learning involves experience in some sort, either prior and/or current. By implementing this real-world course review the learner can use their own experiences while incorporating the updated rubric standards in their constructive feedback to the instructor's course being reviewed.

Our instructional design online training applies the theory of andragogy pertaining to adult learners, will be asynchronous, and self-paced over a two-week duration (McMurty, 2013). The primary delivery of content per module will be in the form of PowerPoint slides that include detailed instructor commentary and can be viewed anytime during the course duration and downloaded for future reference by the learner (IEEE Frontiers in Education Conference, 2013).

An idea we found in the IEEE Frontiers in Education Conference (2013) team-based learning and online faculty training study will be to end each module with a cumulative quiz that can be re-taken until the learner scores 100%, at which point they can move onto the next module, but when the learner gets a wrong answer a feedback message will direct them to find the correct answer in the corresponding PowerPoint slide.

Start State	Sequences of Instructional Activities	Goal State
<p>The training will need to be asynchronous, well organized, display clearly defined objectives, and it must be engaging.</p> <p>The participants will need to leave the course with useful supplemental materials to refer to when reviewing courses.</p> <p>Reviewers will need support structures in place to address review questions and provide a peer network.</p> <p>Reviewers will need to be calibrated to the new rubric norms and have a shared understanding of what these are thus leaving out personal opinions.</p>	<p>I. Pre-course survey (Short 5-minute survey; easy, multiple choice, with one optional comment question)</p> <p>II. Training introduction</p> <p>III. Locate and read learning goals, objectives, and resources page.</p> <p>IV. Create introduction post in discussion room (name, classes taught at UNM, prior experience with course review, something you hope to learn) and post 1 reply to peer.</p> <hr/> <p>I. Read through PowerPoint module content</p> <p>II. Post a 1 paragraph summary of the module material.</p> <p>III. Post 1-3 sentences on how this will help you review a course.</p> <p>IV. Post one question you had, or something you would like to learn more about, or an experience you have had with this material in a prior review.</p> <p>V. Respond with 1-3 sentences reflecting on one of your peer’s postings.</p> <p>VI. Take a 5-question quiz and score 100% to move-on to the next module.</p> <p>VII. Repeat these steps for the 5 rubric standards</p> <hr/> <p>I. Group Reflection Course Review / Essay Each learner will be assigned a section of the rubric and will apply their scores accordingly on a shared worksheet with a 1-2 paragraph comment in a shared essay.</p> <p>II. Post-course survey</p>	<p>Identify the Online Course Standards Rubric Baseline Checklist of Minimum Requirements.</p> <p>Identify differences between best practice and accomplished for the 5 rubric standards.</p> <p>Work independently to conduct an initial review of an online course.</p> <p>Provide constructive feedback to online course instructor-creators that demonstrate examples of how each standard was or was not met.</p>

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12. Low Fidelity Prototype

Use Case

Learners in the Center for Digital Learning (CDL) Onboarding Course will experience their training by participating in a UNM Learn online course. Each learner will access and complete this asynchronous course as one requirement in order to be a CDL online course reviewer. A learner will go through the course via six modules. The first module is an introductory and overview module with a discussion section for introductions. The following five modules take the learner through each of the five sections of the UNM Online Course Standards Rubric that provide the framework for online course design. Each module gives an overview of that specific module, a PowerPoint presentation that takes the learner through the components of each specific standard of the rubric, and a section for questions and/or scenarios for discussion so that the learner can see and work through various parts of that standard. The final section of each module is a short quiz for evaluation of the learner’s comprehension of that standard.

Evaluation

The projected learners of this course are course instructors at UNM, so are already quite familiar with the Blackboard Learn LMS, in using this platform as the main learning tool is a strength for

this instructional design. As designers we have created a shell of the product allowing the client to add or remove elements of the course as deemed necessary for their needs. At this point in the project some additional information from the client may be required to take the project to the next level and proceed to completion. These include the examples of evidence demonstrating standards of the rubric for each level of the checklist to be determined as Best Practice and Accomplished. It may also be decided that these elements be left up to the client to populate in the produced shell.

13. Formative Pilot Testing

Methods

A couple days before pilot testing, we received client feedback on the product. This allowed us to revise the sequencing and some of the content found in the introduction and standard 1 module before an official pilot test was conducted. Briefly, client feedback included items such as a) have the quiz be available with multiple attempts, b) make the discussion forum application based and provide examples to talk about c) include not only “Best Practice”, but also “Accomplished” in the content, d) make the PowerPoint and video content align and illustrate examples from the same course, e) use a different course example for the “Application and Discussion”, and finally f) end the entire 2-week training with a short self-reflection.

The audience we pilot tested our design were professors who teach online courses at UNM and who have received Online Course Best Practice Certifications. The audience for this design is very familiar with using UNM’s learning management system platform, Blackboard Learn, as well as possess a strong foundation of prior knowledge with regards to best practices for online course design.

Pilot tester “A” is a UNM professor from the English department, who has built a minimum of 10 undergraduate online courses. Pilot tester “A” has not requested a formal OCAC review of her online courses but would like to when time allows. Pilot tester “A” went through the “Reviewer Training Introduction” module and the “Rubric Standard 1” module. Pilot tester “B” was our instructor for the Prototyping Designs for Learning course, who was able to navigate the course thoroughly and provided valuable feedback with a detailed written document.

Results

Pilot tester “A” provided the following feedback on the design: a) make sure the course home page is easily visible and can always be navigated to, b) make sure each module learning objective is very clear, c) at the end of each module include a “Click Here to Go to the Next Module” hyperlink for ease of use, d) add an image to the overview section to better engage people, e) have the PowerPoint Presentation and the video side-by-side in one module, f) make sure all the videos are less than 5 minutes and preferably 3 as time is valuable to professors, g) include hyperlinks directly on the “Training and Support” content within the introduction module. Also, pilot tester “A” a) felt she would probably jump to the video first and would use the PowerPoint as a supplemental tool alongside the video if needed. She liked the idea of using the discussion board as an application practice for each module. She wouldn’t mind contributing

a short one paragraph reflection summary at the end of the training, and she liked that the training is self-paced, but preferred a 3-week time period instead of 2.

Pilot tester “B” provided the following feedback on the design: a) remove Course Dashboard if the client was not going to use the announcements feature, b) make use of a table of contents within your module pages, c) add titles to the videos, if the capability allows, c) match the course with the course objectives, d) add ‘Accomplished’ and ‘Needs Work’ elements of the rubric to the presentations and videos, and clearly define those areas, e) consider adding questions within the quizzes that provide screen shots of various courses and ask the student to rate the sample. After Pilot tester “A” provided feedback, we were able to make some of the changes, such as clarifying the learning objectives in the introduction module and standard 1 overview section, adding a course home button in the left-hand navigation, adding graphic headers to standard 1 module sections, and including visible links to start the next module within the last section of the previous module. As far as the duration to complete training, the Center for Digital Learning (our client) would prefer to keep the two-week deadline in place.

After Pilot tester “B” provided feedback; an ‘Accomplished’ section was added to the presentation and video, a title to the video was added, the course objectives and quiz were revised.* During our meeting with the client, we were advised that the ‘Needs Work’ should be left out of presentations and corresponding videos for several reasons, and removal of Course Dashboard from the navigation would be something considered at a future time. We shall include this reminder in our final instructions to our client upon delivery.

*Due to revisions currently taking place by the UNM Center for Digital Learning on the Online Course Standards Rubric, as well as time constraints, the module for Rubric Standard 1 is the only standard module that was changed after pilot testing. In our final implementation and instructions document to the client, we will notify them of this.

14. Overview of Training and Implementation Instructions

Training Overview and Duration

The CDL Online Course Reviewer Training is built within Blackboard Learn and will consist of 7 modules, 2 of which are currently built out. The modules for the Reviewer Training Introduction, as well as Rubric Standard 1 have been modified to reflect client and pilot tester change recommendations. The other modules were not changed as the Online Course Rubric is still in revision and changes would need to be made whether or not the modules were updated with the recommendations. Each module will take the reviewer a minimum of 30 minutes and a maximum of 2 hours and is recommended to be completed over a 2-week period.

Module Content

The modules are designed to be asynchronous. Each module’s primary objective is to condense the rubric content by showcasing the Best Practice and Accomplished ratings for each standard of the rubric using a PowerPoint presentation with static images and a video walk-through. The presentations use screen shots from a Quality Matters certified course (RELG 1120: Eastern Religions) and the video walk-throughs illustrate Best Practice and Accomplished rated sections

from the same course. This provides two ways in which to review the rubric standards. You can access the course content by starting on the Reviewer Training Introduction. If you need to get back to the parent module page you can click on the Course Modules hyperlink in the left-hand navigation.

Knowledge Self-Check Quiz

Each module ends with a short knowledge Self-Check Quiz. The quizzes are set up for multiple attempts. It is not mandatory to pass these quizzes to move onto the next section, although we would suggest making an 80% completion score for the training guidelines if you want to incorporate assessment into the training.

Application and Discussion

We have included a discussion board for each module that is application driven. The discussion board includes screen shots from a course (Temp Spring 2020 - ENGL-354-A) and asks for the trainees to give their review based on the examples provided. During this application practice, trainees will reference the applicable rubric standard and will be asked to provide the sub-section that applies as well as provide a rating of Best Practice or Accomplished and discuss the reasoning behind their decisions. The purpose of this component is to provide an area for application as well as discussion of each standard. This will allow the individual(s) from CDL working with that cohort a chance to see how the reviewers are working through each standard and use this as an opportunity to keep everyone on track.

Training Suggestions

The final module should be used to allow for reviewers' self-reflections, feedback to CDL, and/or additional questions. We also suggest concluding by providing a short survey to the reviewers for future iterations of the training.

How to Access the Training

The Blackboard Learn training was set-up in a temporary Learn sandbox called "Temp Fall 2019 - Reviewer Onboarding". CDL instructional designers can provide access to the temporary course.

Training Files

The PowerPoint presentations, module overview HTML, MP4 videos, and images can be found by clicking the Content Collection hyperlink in the left-hand navigation, clicking on Temp201980.Reviewer-Onboarding hyperlink, and finding the respective folders.

The screenshot displays a course content management system interface. The main heading is "Course Content: Temp201980.Reviewer-Onboarding". Below the heading is a descriptive paragraph: "The Content Collection provides central file storage for all content. When creating content for your course, you can link to items anywhere in the Content Collection. When you change an item in the Content Collection, all links to the item reflect those changes. Using the links in the **Control Panel**, you can access the content in your present course, in all courses you teach, in all of your organizations, or in all of the courses in the institution. [More Help](#)".

At the top of the content area, there are buttons for "Upload", "Create HTML Object", "Create Folder", and "Set Up Web Folder". Below these buttons is a table listing the content items:

File Type	Name	Edited	Size	Permissions
Folder	images	Dec 3, 2019 9:24:03 AM	2.04 MB	
Folder	module00	Dec 9, 2019 8:54:21 AM	69.1 KB	
Folder	Official-Rubric-Materials	Nov 21, 2019 9:29:58 PM	198.6 KB	
Folder	pdfs	Dec 3, 2019 9:36:31 AM	2.16 MB	
Folder	PowerPoints	Dec 4, 2019 10:06:07 PM	4.21 MB	
Folder	standard-thumbs	Nov 23, 2019 3:54:20 PM	462.1 KB	
Folder	Videos	Nov 22, 2019 9:19:01 PM	209.3 MB	

The interface also includes a sidebar on the left with navigation options like "Temp Fall 2019 - Reviewer Onboarding", "Course Modules", "Reviewer Resources", and "CDL Training Support". At the bottom of the sidebar, there are search options: "Basic Search" and "Advanced Search".

Suggestions for Additions to Training

- Add the Baseline Checklist before Standard 1
- Make sure to update all instances of content links throughout modules if changes are made such as in the Reviewer Resources page, Overview html found in the module00 folder and other module content sections.