



## OSD Pilot Teaching Program Checklist for IT Design Team QUALITY ASSURANCE



<b>Name of Course:</b>	
<b>Name of Faculty Contact:</b>	
<b>Faculty Contact Info:</b>	

<b>QA Rating</b> <small>N/A - not applicable to this module            0 - not done (provide explanation in Notes)            1 - partially done            2 - done but not on schedule            3 - done on schedule</small>	<b>Date</b>	<b>Activity</b>	<b>Description</b>	<b>Contact Person</b>	<b>Notes</b>
<b>ANALYSIS</b>					
		Project assigned to Senior Instructional Designer	IT Design Team manager assigns senior instructional designer to analyze needs of module with identified faculty member	Michael Westfort	
		Identify the needs of the presenter, learners, content, and learning environment to direct design of module	Consider the recommendations from the OSD Course Leaders and OUME leadership when conducting a needs analysis		Module must be amenable to periodic update without full revision
		Recognize the necessary timeline to complete the module and the faculty's available time	Plan the weekly production schedule to complete the module with the available faculty time for input and beta testing.		Include necessary application training for faculty
		Update OUME leadership and Gail on a weekly basis	Before engaging into generating the module, please update Gail with your analysis and decisions with faculty on the design of the module		

**Generate the Module**

		Assign appropriate instructional designer to work with faculty to produce module	Senior Instructional designer consults with Michael Westfort to assign instructional designer to work with faculty to produce the module.	Michael Westfort	
		<b>Introduction:</b> Begin module with appropriate information	Module title, presenter(s) name, course, date, and UMMS logo		Include a no "Conflict of Interest" statement
		Introduce the module with presenter (photo or video)	For independent learning, it is important to include human contact online with an image of the presenter who is narrating.		
		State the purpose/goal of the module and how module fits into the course	A goal statement is a complete sentence (e.g., The purpose of the presentation is to provide...The aim of the video is to present...)		
		Provide a participation requirement	The module is required, mandatory for a flipped class, graded/summative, or optional/formative)		
		Estimate the time needed to view the module and optional, accompanying separate self-assessment practice exercise	This only has to be an estimate and can be calculated from the video timing or edited after beta test.		Estimate study time is important so the learner can plan.
		Give the module learning objectives	Module learning objectives given in standard form with an introductory stem, active verbs + content so it is measurable and the basis of assessment.		By the end of the presentation, you will be able to active verb + content
		<b>Content Presentation:</b> Limit module(s) to 10-15 minutes	If transforming a lecture to independent learning modules, identify multiple chunks of 10-15 minutes to be produced with self-assessment exercises separating the chunks.		
		Direct faculty member to contact ADUME for content-specific considerations related to diversity and inclusion	Include images and cases representing multiple diverse populations		

		<i>Format</i> -- Select appropriate ILM format for presenter, students, and content	Consult with Michael Westfort and senior instructional designers to determine appropriate format (e.g., Articulate, Kaltura video, TopHat polling, ExamSoft)		Module must be amenable to periodic update without full revision
		<i>Engagement</i> --Apply content with periodic interactivity to keep student engaged	Interactivity can include: <ul style="list-style-type: none"> <li>○ Integrated case</li> <li>○ board-type MCQ with explanation of correct response</li> <li>○ reflective question</li> <li>○ other with approval (e.g., educational game)</li> </ul>		Approximately 1 per 5 mins
		<i>Self-assessment</i> -- Accompany module with separate self-assessment exercises	Self-assessment exercises can be a practice quiz, additional case or board-type questions.		
		<i>Visuals</i> -- Incorporate visuals to supplement narration and less text	○ Avoid repeated screens of bullet lists and follow “joy of 6” – 6 bullet lines each with 6 words		
			○ Use color to highlight areas, group areas, or differentiate areas within a group (color should give direction and focus)		
			○ Utilize assertion-evidence model		
			○ Provide key focus points after each topic (may be more than one per module)		
			○ Cite source of visuals if not by presenter		
		<i>Audio</i> -- Record the presenter(s) for the narration	<ul style="list-style-type: none"> <li>○ Use human voice as narration and do not read text appearing on screen</li> <li>○ Include a written transcript of narration (for UDL and captioning if needed)</li> </ul>		

		Summary -- State how the learning expectations were met	Answer the learning expectation written in the learning objectives		
		Explain how the learner applied the content (e.g., in engagement, case and board-type questions)			
		Explain how the learner applied the content)	Describe the application of content (e.g., in engagement, case and board-type questions)		
		Connect the module to the next presentation	If there are multiple chunks to the independent learning, clearly note the sequence and how the modules relate to the next presentation (i.e., flipped class)		
		Additional Resources -- List and provide at least one other resource on the topic using multiple formats	Ask faculty to provide a selection of other sources ((e.g., articles, videos, podcasts)		
		Update OUME leadership and Gail on a weekly basis	Provide a description on the module production, timeline and any concerns.		
<b>Beta-test Module to group of learners</b>					
		Give a standard module pre-survey, the module, and post-survey to test the learning effectiveness	<ul style="list-style-type: none"> <li>○ Collaborate with IREA on testing for implementation</li> <li>○ Review the resulting survey data and comments with Faculty, Michael Westfort, IT Design Team, and Gail</li> <li>○ Revise as necessary</li> </ul>		
<b>Finalize the Module and Deliver</b>					
		Post to BBL, website, or Google Docs	Add module to index including lead faculty, course, topic, year created, timeline for update		
		Give pre-survey and after module viewing, a post-survey	Review the survey data with OUME, faculty creator, Michael Westfort, course leadership and make revisions as necessary		Keep module posted or replace with revised version