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Extreme Makeover: Course Edition

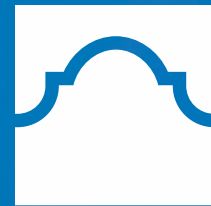
Rebuilding with QM Standards

Office of the Vice Chancellor Digital Learning and Transformation
Dr. Luke Dowden

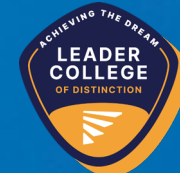
Diana McCurtain-Talbert, M.Ed

Instructional Designer

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Mission

Empowering our diverse communities for success **by building and strengthening each College's capacity to deliver premier, quality digital learning experiences for students.**



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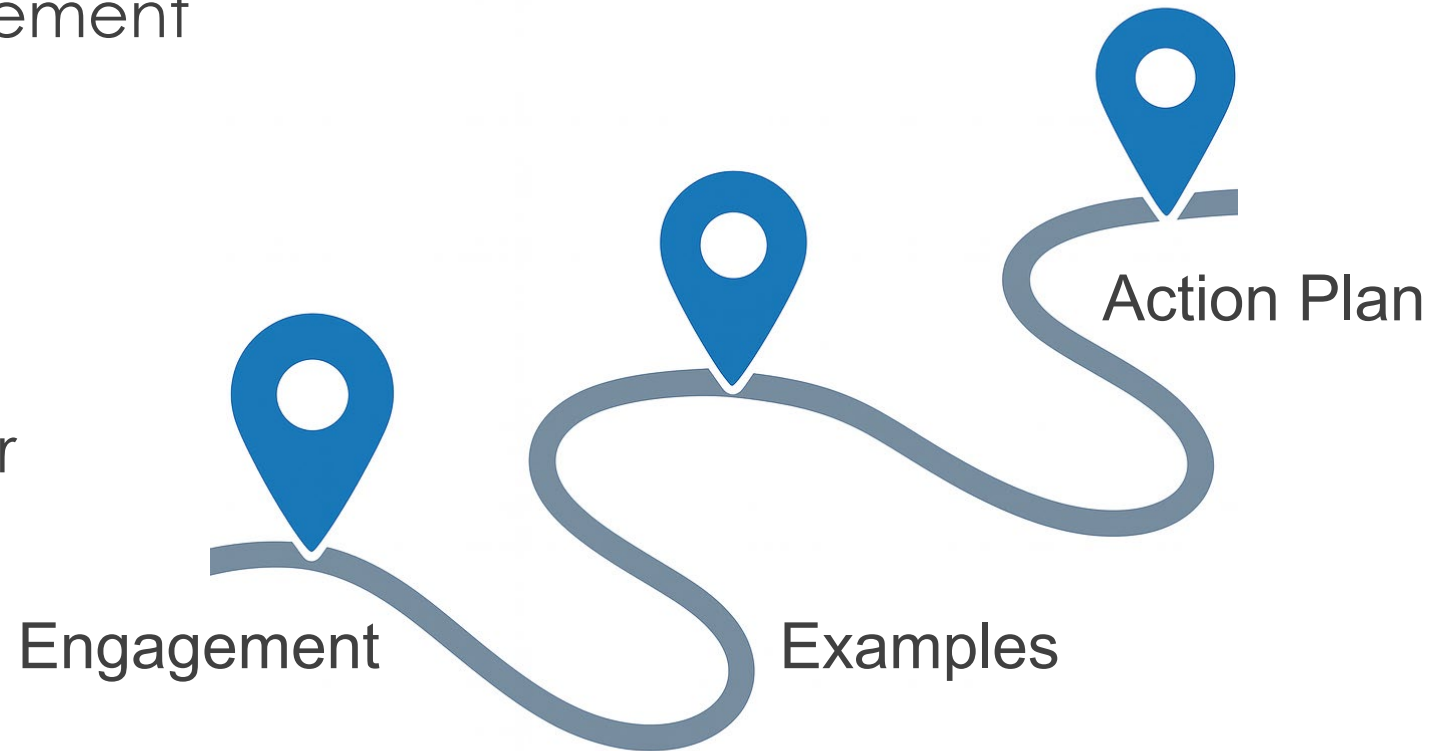
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Workshop Goals

- **Select** relevant QM Standards that promote learner engagement
- **Identify** key elements of successful real-world transformations
- **Create** a Quick-Start Plan for course redesign

Roadmap for Today's Session



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Why it Matters

- **Challenge:** Online courses often feel disjointed or miss opportunities for engagement
- **Solution:** QM Standards provide a structured, research-based framework
- **Impact:** Improved student outcomes, engagement, and success



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The QM Framework

- GS 1 – Overview & Introduction
- GS 2 – Learning Objectives
- GS 3 – Assessment & Measurement
- GS 4 – Instructional Materials
- GS 5 – Learning Activities and Learner Interaction
- GS 6 – Course Technology
- GS 7 – Learner Support
- GS 8 – Accessibility and Usability



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The 3 A's

- Eight General Standards

- Today's Focus:

- Alignment

- SRS: 2.1, 2.2, 3.1, 4.1, 5.1, 6.1

- Active Learning

- General Standard 5: Learning activities foster and facilitate learner interaction and engagement

- Accessibility

- General Standard 8: The course design reflects a commitment to accessibility and usability for diverse learners

Alignment - Active Learning - Accessibility



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Real World Transformation (2.1, 2.2) - Alignment

- Module 1 – Before and After
 - CLOs were all measurable – no work needed
 - Cannot be changed if they are mandated
 - **“Before”** MLOs – Did not show alignment to CLOs
 - No course map
 - Does not show alignment on the Overview pages
 - Had extra Objectives beyond the MLOs - Confusing
 - **“After”** Objectives – Each MLO shows which CLO it aligns with
 - Has a course map
 - Connects MLOs to CLOs on the Module Overview pages
 - Shows how the work being done connects to career fields



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Real World Transformation (3.1, 4.1, 5.1, 6.1) - Before

🎯 Learning Objectives

By the end of this module, you will review how to:

1. Determine whether a function is one-to-one. (Section 6.2)
2. Obtain the graph of the inverse function from the graph of a one-to-one function. (Section 6.2)
3. Verify an inverse function using composition. (Section 6.2)
4. Algebraically find the inverse of a function defined by an equation. (Section 6.2)
5. Graph exponential functions. (Section 6.3)
6. Solve exponential equations. (Section 6.3)
7. Change logarithmic statements to exponential statements and vice versa. (Section 6.4)
8. Determine the domain of a logarithmic function. (Section 6.4)
9. Graph logarithmic functions. (Section 6.4)
10. Use logarithmic properties. (Section 6.5)
11. Solve logarithmic and exponential equations. (Section 6.6)

By the end of this module, you will learn how to:

1. Decompose rational expressions where the denominator has nonrepeated linear factors. (Section 12.5)
2. Decompose rational expressions where the denominator has repeated linear factors. (Section 12.5)
3. Decompose rational expressions where the denominator has a nonrepeated irreducible quadratic factor. (Section 12.5)
4. Decompose rational expressions where the denominator has a repeated irreducible quadratic factor. (Section 12.5)



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Real World Transformation (3.1, 4.1, 5.1, 6.1) - After

🎯 Learning Outcomes

By the end of this module, you will learn how to:

MLO 1.1 Analyze and determine the properties and inverses of functions. (CLO 1 & 2)

MLO 1.2 Graph and interpret exponential and logarithmic functions. (CLO 3)

MLO 1.3 Solve exponential and logarithmic equations using algebraic techniques. (CLO 2)

MLO 1.4 Decompose rational expressions using partial fraction techniques. (CLO 1 & 2)

Assessments

- 1. Unit Exam (MLOs)
- 2. Midterm (MLO 1.1 AND 1.3)
- 3. Exam 3 (MLO 1.1)
- 4. Final Exam (MLO 1.1)

1	MLO 1.2 Graph and interpret exponential and logarithmic functions.	CLO 3	Pearson MyLab HW2 Review (MLO 1.1 through 1.3) <ul style="list-style-type: none">Instructor Section 12.5 Video and Notes (MLO 1.4)Pearson MyLab HW2 Section 12.5 (MLO 1.4)	Midterm (MLO 1.1 AND 1.3) <ul style="list-style-type: none">Exam 3 (MLO 1.1)Final Exam (MLO 1.1)
	MLO 1.3 Solve exponential and logarithmic equations using algebraic techniques.	CLO 2		
	MLO 1.4 Decompose rational expressions using partial fraction techniques.	CLO 1 and CLO 2		

Course Organization



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How These Changes Have Made a Difference

- **Streamlined Outcomes:** Shortened and synthesized module learning outcomes for clarity and focus.
- **Course Mapping:** Developed a visual map connecting module learning outcomes to course learning outcomes.
- **AI Integration:**
 - Added STEM-focused examples in the purpose of module overview and assignment pages.
 - Enhanced tone with more inspirational and compassionate language.
- **Student Feedback:**
 - Praise for clear organization and stated expectations.
 - Lecture videos highlighted as especially helpful and supportive.
- **Result:** A more engaging, structured, and student-centered learning experience.



Professor Yvette Uresti



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Real World Transformation – Active Learning

- Learning activities provide opportunities for interactions that support active learning (5.2)
- Instructor plan for Regular and Substantive Interaction (RSI) (5.3)
- Requirements for learner interaction are clearly stated (5.4)



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Real World Transformation (5.2) - Before

Module 1: Key Terms

This page lists Key Terms important to this module's content. Please review each term and definition. This is also a great place to return to if you want to quiz yourself on the definitions. While knowing the definitions can be helpful, the purpose of reviewing this information is to use the knowledge you have gained and apply it to the assignments, discussions, and assessments you will be asked to complete. I will be looking for your use of these key terms in the tasks you complete. (MLO 4)

Term	Definition
Health	The overall condition of body or mind and the presence or absence of illness or injury.
Wellness	<i>Optimal health and vitality, encompassing all dimensions of well-being</i>
Risk Factor	<i>A condition that increases one's chances of disease or injury.</i>
Infectious Disease	<i>A disease that can spread from person to person and which is caused by microorganisms such as bacteria and viruses.</i>
Chronic Disease	<i>A disease that develops and continues over a long period of time, such as heart disease or cancer.</i>
Lifestyle Choice	<i>A conscious behavior that can increase or decrease a person's risk of disease or injury; such behaviors include decisions regarding smoking, eating a healthy diet, exercising, and using alcohol.</i>
Health-span	<i>Health-span</i>
Physical Fitness	<i>A set of physical attributes that allows the body to respond or adapt to the demands and stress of physical effort.</i>





Real World Transformation (5.2) - After



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Real World Transformation (5.3) - Before

Expectations

Take a moment to review the information on each of the tabs below. Select each tab to see the information provided.

Student

Instructor

Timely Feedback

- Please note that emails sent to me through Canvas or via your Alamo ACES student email accounts **ONLY** will receive a response within **24-48 hours**, not including holidays or weekends.
- I will provide grades and any applicable feedback **one week after the assignment's due date**, except when otherwise indicated.
- Most true-false or multiple-choice quizzes will provide an immediate grade unless a short answer is included, in which case the quiz will be subject to the one-week turnaround time for feedback and the final grade.

Course Week

The Course Week in my class starts on Monday and ends on Sunday at 11:59 PM. Therefore, activities for the week are due by 11:59 PM on Sunday. I post new Modules during the weekend before the week starts so you can look ahead at what's coming up the following week.



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Real World Transformation (5.3) After


Student

Instructor

Timely Feedback

- Please note that only emails sent to me through Canvas or via your Alamo ACES student email accounts will receive a response within **24-48 hours**, not including holidays or weekends.
- I will provide grades and any applicable feedback **one week after the assignment's due date**, except when otherwise indicated.
- Most true-false or multiple-choice quizzes will provide an immediate grade unless a short answer is included, in which case the quiz will be subject to the one-week turnaround time for feedback and the final grade.

How I Plan to Connect With You

- I will make a point to participate in all assigned discussions, providing feedback and insights to your posts.
- I will send out weekly announcements at the beginning of the week.
- Feedback on your graded assignments will be sent in Canvas via the comments section in the assignment, no later than one week after the due date.
- I will have some Open Zoom sessions (office hours) that you can pop into as needed. There may be one or several people in there at that time. Time: Mondays 7-8pm CST [Zoom Link](#) 
- You can schedule a dedicated Zoom meeting should you need some one-on-one support message me via Canvas Inbox

Course Week

The Course Week in my class starts on Monday and ends on Sunday at 11:59 PM. Therefore, activities for the week are due by 11:59 PM on Sunday. I post new Modules during the weekend before the week starts so you can look ahead at what's coming up the following week.



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Real World Transformation (5.4) - Before

Module 1: Discussion Dimensions of Wellness and U.S. Health Challenges

Understanding the dimensions of wellness is essential for recognizing how different aspects of health contribute to overall well-being. Each dimension—physical, emotional, social, intellectual, spiritual, environmental, and occupational—plays a role in shaping our daily lives and long-term health. In the U.S., various health and lifestyle challenges impact these dimensions, such as rising obesity rates, mental health concerns, and environmental hazards. Through reflection, discussion, and peer responses, you will gain insight into how wellness challenges affect individuals and society. Your contributions will help foster a dynamic learning environment where we can all explore ways to improve well-being in meaningful ways.

🎯 Objectives

- MLO 1: Explain the dimensions of wellness and identify major health and lifestyle challenges in the U.S.

📋 Instructions

- Choose a wellness dimension and a related real-world health challenge.
- Analyze its impact on individuals and society.
- Your initial post should be at least 250 words.
- Please provide at least one citation in your initial response.

Initial Post | Due by October 28, 2025, by 11:59 pm (Tuesday)

- Please complete your initial post before responding to other posts.
- Engage with at least 2 peers to explore solutions and perspectives.
- Please provide a substantive response.



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Real World Transformation (5.4) - After

☰ Instructions

- Choose a wellness dimension and a related real-world health challenge.
- Analyze its impact on individuals and society.
- Your initial post should be at least 250 words.
- Please provide at least one citation (APA format) in your initial response.

Initial Post | Due by October 28, 2025, by 11:59 pm (Tuesday)

- Please complete your initial post before responding to other posts.
- Engage with at least 2 peers to explore solutions and perspectives.
- Please provide a substantive response of at least 150 words. A substantive response should do at least one of the following:
 - Ask a follow-up question that invites deeper thinking or personal reflection.
 - Share a similar or contrasting experience or perspective
 - Add new information (with a source, if appropriate) to extend the discussion
 - Clarify or build upon a concept mentioned in their post
 - Offer encouragement or constructive feedback
- As you post your responses, please look for posts that have not yet been responded to. This will allow everyone to feel included, and it might help you look at content that you're not quite as comfortable with. This is an excellent opportunity to learn and move out of your comfort zone!
- Please review the rubric to ensure you know what you will be evaluated on.

Peer Responses | Due by October 28, 2025 by 11:59 pm (Tuesday)

Important



Remember, we want everyone to feel heard. Please try to find comments that have not received a reply. You are required to reply to two of your classmates; however, you are welcome to reply more!

i Select the three dots in the top right corner to view the rubric.

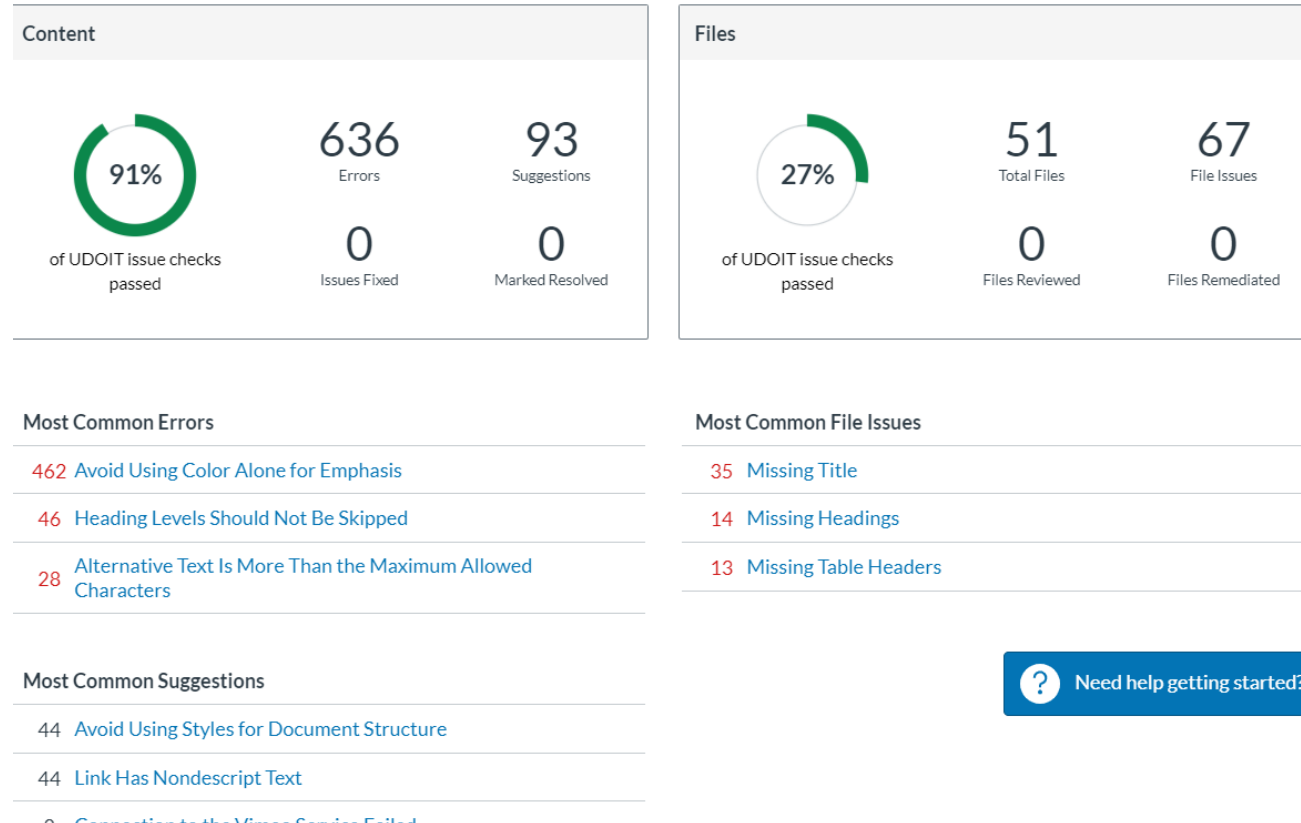


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Real World Transformation (8.1- 8.6) – Accessibility - Before



- Color for emphasis
- Heading Levels
- No Alt Text
- Non-descriptive text
- **After: 100% score on both content and files**



How These Changes Have Made a Difference



Diana Pelaez

“At the start of the semester, I received a Letter of Accommodation for a student who was blind and who relied on a screen reader. Although I thought my online course was accessible, the UDOIT tool revealed many issues. With the help of our Instructional Designer, Diana McCurtain-Talbert, we revised the course to be fully screen-reader friendly, finishing just before the semester began. I checked in with the student every other week, and she gave positive feedback and excelled in the class. This experience underscored the importance of reviewing course accessibility, a practice I now apply whenever I update my online courses.



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Active Learning Session



Quick Start Plan – Steps 1-5

Step 5: Identify Support Needed (Who or what can help you implement this change?)

- ☐ Colleague/Instructional Designer
- ☐ QM Resources or Guidelines
- ☐ Tech Tools (LMS features, accessibility checkers, etc.)

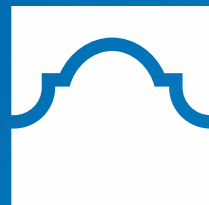


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Thanks for Joining Us!



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