Using Quality Matters™ to infuse interaction and engagement: Two instructional designers’ perspectives

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Purpose

• Analyze & reflect on our choices
• Focus on how we incorporated interaction
• Study how we constructed understandings of relationship between engagement, interaction, & activity
• Explore connections between self-as-developer, self-as-instructor, & self-as-student
Quality Matters™ Standard 5.2

- Learning activities provide opportunities for interaction that support active learning
- Summary of the evaluation criteria for implementation
Overview of Presentation

• Discuss what we learned in the process
• Include examples of some of our activities
• Identify what we learned as result of this autoethnographic process
Our Methodology

- Course development journals & research notes
- Collaborative conversations (6-8 over 3 months)
- Reflexive journal entries
- Shifted focus from autoethnographic introspection to providing insights useful to other instructional designers
- About the course
- How my experiences as a student influenced me
- Criteria for choosing an Activity/Assignment
  - Learner choice activities
  - Diversity/inclusivity
  - Relevancy & Interest
  - Contexts & stories
  - Facilitate support networks
Suparna

How I incorporated interactivity & why I made these choices

○ Interactive Google slides & Discussion Boards
  ■ Student-content
  ■ Student-student
  ■ Student-instructor interaction

★ Create a context through stories  Engagement
★ Share knowledge and resources  Interaction/Participation
★ Connect students  Build Learners Community
Suparna

Challenges

- Finding relevant stories
- Creating activities around those stories that align with the objectives
- Scaffolding
Susan

- About the course
- How my experiences as a student influenced me
  - Content developer
  - Instructor
Susan

- How I incorporated interactivity & why I made these choices
  - Student-content - YouTube videos
  - Student-student - icebreaker, interview

- Challenges & obstacles
  - Not much variety of modifiable activities
  - Lack of examples for higher education
  - Activities required high adaptation
Susan

- Relationship between engagement, interaction & activity
  - From personal experience
  - From research

- Insights & connections
  - Self-as-student
  - Self-as-developer
  - Self-as-instructor
What did we learn as result of this process?

• As instructional designer
  o Susan
  o Suparna

• As content expert/instructor
  o Suparna
  o Susan
Do you have any Questions?
Thank You!

If you have any further questions or would like to continue the conversation, please feel free to contact us at:

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As social justice educators, we are concerned with the continued reinforcement of elitist notions of privilege in higher education including in the value placed on authorship order as it regards to publishing. Thus, we want to acknowledge that the authorship of this presentation and the associated manuscript is credited equally to both authors. We both contributed toward its visioning, construction, writing, and editing. Regardless of where names fall on the authorship list, we are both “first” author.
References Consulted


