



Building a QM Campus Community

Trish Harvey and Nicole Nelson
Hamline University, St. Paul, MN
October 31, 2018



Hamline University

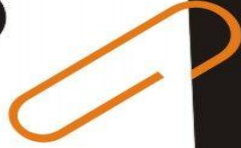
- Located in St Paul, MN
- Minnesota's first university!
- 3700 students (2100 undergraduate, 1600 graduate)
- Online opportunities for students:
 - ◆ Brand new Online Bachelor's Degree Completion program
 - ◆ Graduate programs have online options (Education, Business and Law)
 - ◆ Undergraduate online/hybrid courses - 52 offered in 2017/18
- QM history



Goals for the session

Participants will be able to:

1. Identify how cross-campus representation on a QM development team helped to create buy-in amidst faculty and staff.
2. Examine how an online learning community engaged faculty around the QM standards.
3. Discover grassroot strategies on a limited budget that created a climate of continuous improvement in online learning.



goformative.com

Join Code

WHAT'S YOUR
STORY

formative

SCJUYJ



The QM Team at Hamline

- Caroline Hilk, Assistant Provost for Student Success and Faculty Development
- Nicole Nelson, Academic Technology Consultant
- Kristofer Scheid, Learning Environments Librarian

Faculty Fellows:

1. Trish Harvey, School of Education
2. Binnur Ozkececi-Taner, Political Science
3. Julia Reimer, School of Education



“Faculty Fellow”

- Application process
- Stipend
- Responsibilities
- Projects
- QM trained



QM Team Training

- Team completed:
 - Applying the QM Rubric
 - Peer Review course
- Webinars
- Completed the updated rubric course



Our QM Plan

Our goals for integrating Quality Matters at Hamline University include the following:

1. Use QM to establish expectations for online course development.
2. Create opportunity for faculty to receive feedback on their online course design.
3. Encourage faculty to utilize QM standards when developing new online courses.
4. Promote collaboration between faculty, librarians, academic technology consultants to support online learning.
5. Begin collecting data on the online experience.



1. Use QM to establish expectations for online course development.


- Template for new LMS
- Requirements for new online courses
 - QM standards
 - QM review



2. Create opportunity for faculty to receive feedback on their online course design.

Course Reviews

- 5 courses
- Voluntary
- Incentives



3. Encourage faculty to utilize QM standards when developing new online courses.

- Professional Development Days
 - QM specific sessions
 - Infused into other training
- Required for new online courses



4. Promote collaboration between faculty, librarians, academic technology consultants to support online learning.

Online Learning Community

- 18 members
 - Faculty
 - IT
 - Library
- 7 sessions online

Teaching Online Faculty Learnin...

No one else is here

JOIN MEETING

QM Training	Dates
QM orientation	August 2017
QM FLC: Standard 1	September
QM FLC: Standard 2-3	October
QM FLC: Standard 4	November
QM FLC: Standard 5	February
QM FLC: Standard 6	March
QM FLC: Standard 7-8	April

Teaching Online Learning Community

September 28, 2017



Media that requires learner input

Consider using Kaltura to create such experiences



Upon the successful completion of the courses, you will have increased your ability to:

- Approach problems the way lawyers do—by closely and critically evaluating facts and comparing them to the facts of legal disputes decided in the past;
- Interpret and apply case law, statutes, and administrative regulations;
- Present legal arguments and communicate legal concepts orally and in writing;
- Discuss the ethical rules governing the work of lawyers.

Create measurable learning outcomes (placed on syllabus, course intro, weekly updates, etc.)

Example

TOPICS

ONLINE MODULES

READINGS ASSIGNMENTS

MAJOR ASSIGNMENTS

Week 2: Sept. 15-24	Language for expressing ideas: Verbs Grammar structures: main verb auxiliary verb, subject-verb agreement, transitivity Functional concepts: process type in the classroom. More academic language: reading, scoring, practicing grammar.	2.1: Overview 2.2: Lecture: Verbs 2.3: Lecture: 19-30 2.4: Lecture: Subject-Verb Agreement 2.5: Lecture: Finite and Non-Finite Verb 2.6: Reading: Writing: Exploring and Practicing Grammar 2.7: Reading: Teacher Task for Student 2.8: Video: of Taxis	Read: "ANAC," Ch. 2, pp. 13-56 GMAC, Ch. 2, pp. 13-52 BAL, Ch. 3 FISDC course: FISCY Ch. 1 Discussion Board: Respond to a link, reflection question in the Classroom activity Task: Week 2 Activities Elogio: Sample of revised teacher task	Expos: Quiz 1 (60% total; 2x)
Week 3: Sept. 22-Oct. 1	Language for expressing ideas: Verbs Grammar structures: verb tense, response Functional concepts: process and response in the classroom; reading, scoring, practicing grammar.	3.1: Overview 3.2: Lecture: Tense / Aspect: Form of the Verb Group 3.3: Lecture: Meaning of Tense/Aspect 3.4: Lecture and Reading: Tense/Aspect in Discourse 3.5: Reading and Lecture: Genres and Language Functions 3.6: Review of Taxis	Read: "Lester Freeman et al. article" BAL, Ch. 4 Discussion Board: Comment on a sentence from Lester Freeman et al. article Task: Week 3 Activities Elogio: Genres and Language Functions	Expos: Quiz 2: Quiz 1
Week 4: Sept. 29-Oct. 8	Language for expressing ideas: Participants Grammar structures: noun phrases, adjective phrases, relative clauses Functional concepts: type of participants, role of participants	4.1: Overview 4.2: Lecture: Grammatical Roles in a Sentence 4.3: Lecture: Relative Clauses 4.4: Reading and Video Task: Looking at Processes and Participants in a History Text 4.5: Review of Taxis	Read: "ANAC," Ch. 2 (pp. 36-66) GMAC, Ch. 2 (pp. 36-66) Sahoprogol & Achgar article Discussion Board: Comment on a sentence from Sahoprogol & Achgar article Task: Looking at Processes and Participants in a History Text Task: Participant / Process analysis	Expos: Social Studies Test: Answered (due on Oct. 15)



Example of active learning discussion forum

Students respond large group after viewing content videos.

Discussion Forum - On Writing

Please watch the two videos below:

What is your past experience with writing? Post 3 tips that you will remember as you start the capstone process. Original post due Thursday, Sept 7; respond to at least two other students by Sunday, Sept 10.

Discussion Forum - Visual Concept Map

Create a visual concept map of your question (see example in discussion forum). Post your concept map by Friday, Oct 6 by 5:00 pm. Respond to at least two classmates by Sunday, Oct 8.

Students post an artifact to the large group - provide feedback on each other's work.

resources:

[Foundation for Your Course](#)



HAMLIN
UNIVERSITY



5. Begin collecting data on the online experience.

Student evaluations questions - piloting 2018-2019

- “The course is easy to navigate.”
- “Instructor consistently maintains an online presence.”
- “The quality of interaction with other students throughout this online course is comparable to a traditional in-class setting.”
- “The multimedia (ex. audio/video) materials were effective in communicating course content.”
- “The variety of online learning activities was comparable to a traditional in-class setting.”
- “Based on my experience in this course, I would take another online course at Hamline.”



Recommendations to Administration

Where we think we need to go...**QM Reviews**

- Train additional reviewers (consider one faculty reviewer from each school)
- Incentivize expectations for faculty to participate in QM reviews: sticks, carrots, or processes
- All newly-developed courses need to go through a Quality Matters review after the first course offering
- Review all existing courses by a specific deadline
- Set up a rotation for regular review of ALL online courses
- Conduct at least one official QM course review annually



Recommendations to Administration

- Create an online course syllabus template (standardized language)
- Create supplemental teaching evaluation questions for specifically-online courses
- Update resources for online students in one common website
- Create a set of minimum expectations for all online courses
- Establish a set of course templates for faculty to use in LMS



Resources!

Course Map

Best Practices in Course Design

Sample of FLC session



Looking forward

Course templates

Pilot evaluation for online courses

Continue Online Learning Community

Build course reviews into existing processes (new course proposals - review after first iteration of course)

Establish best practices online utilizing QM

New LMS - training with QM lens

Questions?



Stay in touch...

Trish Harvey, @TrishLHarvey, tharvey03@hamline.edu

Nicole Nelson, @NelsonDezign, nnelson23@hamline.edu