

Baby Steps: Ways to Build QM Interest in a Research University Without Breaking the Bank

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Considerations

- How much does it cost?
- How much time/effort will it take?
- What is the QM potential?

Create an Online Community for Your Institution

The screenshot shows the Canvas LMS community interface. At the top, the Canvas logo is on the left, and navigation links for Home, Answers, Ideas, Groups, and Browse are in the center. On the right, there are notification and user profile icons. Below the navigation is a red header banner for the group "Iowa State LMS College Coordinators and Instructional Designers", featuring a lightbulb icon with colorful dots. A secondary navigation bar includes Overview, Content, Images, People, Projects, Reports, and Events. The main content area is divided into three columns: 1. Group Overview: Includes the group's lightbulb icon, a description of the group's purpose, and ownership information (Darrin Jones, Ryan Jacobson). 2. Question and Answer Section: Titled "ASK IOWA STATE LMS COLLEGE COORDINATORS AND INSTRUCTIONAL DESIGNERS", it features a search box, an "Ask it" button, and a list of "ANSWERED QUESTIONS" such as "Will you be able to provide some assistance on how to import the grades without messing around existing grades, please?" and "Assign exams/quizzes to a certain group". 3. Search and Events: A "SEARCH WIDGET" with a search box and button, and a section for "UPCOMING EVENTS" listing sessions like "Canvas-Led Faculty & Staff Breakout Session" and "Best Practices in Online Course Design September Workshop Series".

<https://community.canvaslms.com/>

Create Online Spaces for Discussing QM/Best Practices

The screenshot shows the Canvas Ideas interface. At the top, the Canvas logo is on the left, and navigation links for Home, Answers, Ideas, Groups, and Browse are in the center. On the right, there are notification and search icons. Below the navigation, a breadcrumb trail reads "All Places > Canvas Studio > Join Groups > Ideas | Appears in 7 other places". To the right of the breadcrumb are "Edit", "Share", and "Actions" options. The main content area features the title "Best Practices in Online Course Design" and a sub-header "Idea created by Darrin Jones on Jul 14, 2017". Below this is a "Comment • 33" link. A large grey box contains the text "Open for Voting" and a "SCORE 73" display. Underneath are "Vote up ↑" and "Vote down ↓" buttons. Below the voting box, it shows "73 VOTES UP" and "0 VOTES DOWN" with a row of user avatars and a "+64 MORE" button. At the bottom, a text box contains the description: "This is a place for Canvas users to share their ideas for implementing best design practices using Canvas."

Taken from: <https://community.canvaslms.com/ideas/9048-quality-matters>

Create a Netiquette Policy

IOWA STATE UNIVERSITY Center for Excellence in Learning and Teaching

Netiquette at ISU

What is “Netiquette”? Simply put it is “Internet Etiquette” or the conventions of politeness pertaining the way we use the Internet and interact with others online. To provide a foundation for civility in the online learning environment we promote the following:

Be scholarly

Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit the ideas of others; cite and link to scholarly resources.

Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all the information.

Review: the [Academic Life Policies, 2016-2017 Catalog](http://catalog.iastate.edu/academiclife) website (<http://catalog.iastate.edu/academiclife>) for more information.

Be respectful

Do: Respect privacy. Respect diversity and opinions that differ from your own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.

Avoid: Sharing another person’s professional or personal information.

Review: the [Principles of Community](http://www.diversity.iastate.edu/principles-of-community) website (<http://www.diversity.iastate.edu/principles-of-community>) for more information.

Taken from: <http://www.celt.iastate.edu/wp-content/uploads/2015/09/netiquetteatISU.pdf>

Create a Learner Support Page

IOWA STATE

MyCanvas Students > Pages > Online Learner Support

Home
Modules
My Surveys

Online Learner Support

Quick help shortcuts below in page order:

- [Technical Support](#)
- [Canvas Guide for Students](#)
- [Blackboard Guide for Students](#)
- [Students with Disabilities](#)
- [Promoting Academic Success](#)
- [Promoting Academic Integrity](#)
- [Promoting Student Success](#)
- [Promoting Diversity and Inclusion](#)
- [Student Rights and Responsibilities](#)
- [Netiquette at ISU](#)
- [Stay Safe at Iowa State](#)

Technical Support

For assistance with supported software, networking, and service

[Back to Top](#)

Taken from: https://canvas.iastate.edu/courses/23702/pages/online-learner-support?module_item_id=1134478

Offer Internal Course Reviews

You have provided clear and complete descriptions of the criteria for many of your assessments; however you have not provided the criteria or the specific points for the Pre-ecSI 2.0 assessment, Pre-EAT-26 assessment, Post-ecSI 2.0 assessment, Post-EAT-26 assessment, and your assessments in the DISCUSS portions of the modules. For the ecCI and EAT-26 assessments, it would be helpful to have clear guidance on your expectations for these assessments, as well as the amount of points that they can receive for completing these. For the discussions, some suggestions from the Annotations include "a description of the how learners' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of learners' comments and their responsiveness to classmates' comments; and the grade or credit learners can expect for varying levels of performance."

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

You have used multiple assessment strategies, including alternative assessments that require learners to apply what they learn and to think critically.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

You have self-evaluation reflections that run throughout your Counseling Project, and this can help your students to track their learning progress. One suggestion would be to also have some peer reviews also built into this project so that they could also have some feedback from peers. Also, online practice sessions with classmates could help to provide valuable feedback to your students before they go into these counseling sessions.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) *Required*

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

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Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

To the best of my knowledge, the instructional materials used in the course align with the course and module learning objectives or competencies by contributing to the achievement of those objectives or competencies and by integrating effectively with the tools, assessments, and activities selected for the course.

Overview of the Best Practices in Online Course Design

This course will explore best practices in online course design through the use of the Quality Matters (QM) standards. Resources included in the course:

- Course Overview and Introductions
- Learning Objectives
- Assessment and Measurement
- Instructional Materials
- Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability

Join the [Best Practices for Online Course Design](#) course site. **Note:** This course is only accessible to Iowa State University members.

Review [CELTS Quality Matters at Iowa State University](#) website.

Best Practices in Online Course Design Series

This series will explore best practices in online course design through the use of the Quality Matters (QM) standards. Upon completion participants will be able to:

- Locate CELT's Quality Matters and online course design resources
- Describe the Quality Matters standards and how QM can serve as a framework for course design
- Develop an action plan that includes incremental steps for implementing Quality Matters rubric standards into their online course design

Find out when the next series is offered via [CELTS Event and Registration](#) website

Best Way to Start: Instructions On Getting Started (1.1)

16

1:13:46 PM CDT

to Hospitality, Fall 2016 - Online

Carolyn Elbert-HspM 101

Internet-based course that begins on August 22, 2016

3 INFORMATION CAREFULLY

to explore your online classroom

started on Blackboard please click on "How to Use Blackboard" located within the menu on the left side of the

includes a detailed calendar please make note of due dates! This is NOT a self-paced course



Best Practices in Online Course Design

Taken from: <https://canvas.iastate.edu/courses/75/pages/overview-of-the-best-practices-in-online-course-design>

Best Practices in Online Course Design Organization



Welcome to the Best Practices in Online Course Design Workshop Series Organization

You can access all of the Best Practices by clicking the links below.
You can find additional resources by clicking on Modules.

[Course Overview and Introductions](#)

[Learning Objectives](#)

[Assessment and Measurement](#)

[Instructional Materials](#)

[Activities and Learner Interaction](#)

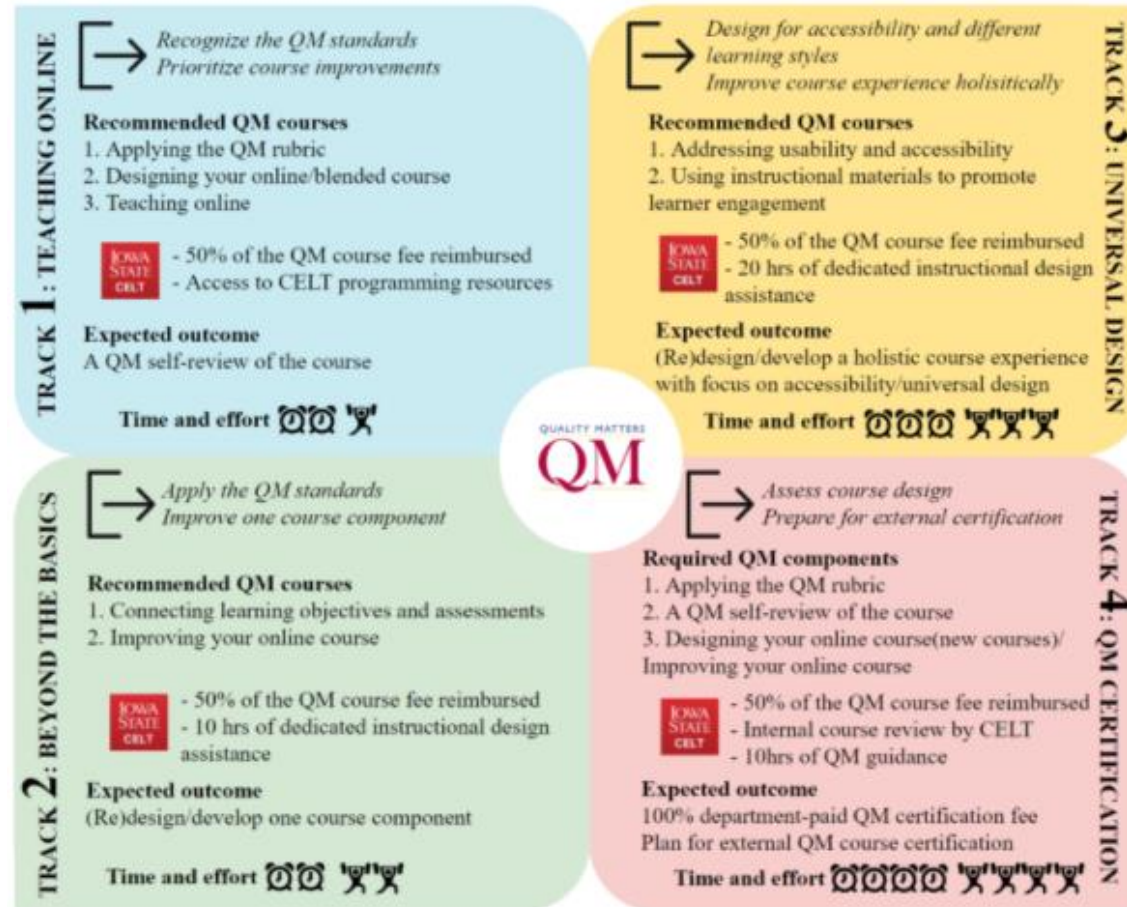
[Course Technology](#)

[Learner Support](#)

[Accessibility and Usability](#)

A screenshot of a website's navigation menu. It features three main sections, each with a dropdown arrow and a list of links. The first section is 'Course Design Resources' and includes links for 'Learner Support', 'CELT-Accessify Your Course (Accessibility Resources)', 'Syllabus Statement-Students with Disabilities', and 'Webinar: Designing Effective Online Courses: Proven Organizational Structures and M'. The second section is 'Parks Library Resources' and includes links for 'Streaming Videos', 'Copyright Information', 'Reserve Media Policy', and 'Understanding Plagiarism: Information Literacy Guide'. The third section is 'Quality Matters Professional Development' and includes links for 'Quality Matters at ISU', 'Quality Matters Professional Development', 'Student Feedback on Quality Matters Standards for Online Course Design', and 'QM-Related Research'. Each link is preceded by a small icon of a document with a link symbol.

Incorporate QM into All of Your Support



Taken from: <http://www.celt.iastate.edu/teaching/effective-teaching-practices/qm-tracks>

QM Essentials: Internal Review Faculty Initiative

Recognition: Guidelines for QM Based HE & K-12 Internal Reviews*

1. Must use all QM Essential (3 point) Standards including Annotations without alterations.
2. Standards/Rubric may not be linked or used in conjunction with rubrics from other organizations
3. Institution-specific standards may be added to the subset of QM Standards used as long as they adhere to all other guidelines
4. **Submit requests** for Internal Review recognition annually to ensure compliance with all internal review processes

**In order to use QM's name in sharing your news about meeting Internal Review Standards, the review must adhere to these guidelines. If the review does not meet these guidelines, we ask that you not include any reference to QM or QM Rubric Standards in graphics or statements made about your review process or outcomes, except to cite the source of the Standards you used (e.g. "Adapted from the QM Higher Education Rubric, Fifth Edition. (c) 2014 MarylandOnline, Inc.")*

Ready to let us know about your Internal Review(s) achievements? [Complete the form](#) on MyQM to get started.

Other Ideas

Email lists
Classroom visits
?

Thank You!

Please feel free to contact me.

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