

USF UNIVERSITY OF SOUTH FLORIDA

Educating the Educator: From Insight to Action!

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USF INNOVATIVE EDUCATION DIGITAL LEARNING

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Digital Learning QM Resource Center

[About the Resource Center](#) | [View All Standards](#) | [About Quality Matters](#) | [Contact Us](#)

The Digital Learning team in the Innovative Education division of the University of South Florida consists of learning designers and multimedia professionals who work with instructors on all aspects of online course design and development.

We consist of 3 teams. The Faculty and Support Team provides workshops and just-in-time support to instructors developing their own online courses or continuing support to instructors who have gone through a full development cycle with our Learning Design team. That team, along with our Multimedia Team provide full course production in collaboration with the instructors who will be teaching those courses. This means a complete course build in the Canvas LMS with graphics, animations and videos.

Since the Florida legislature's decision to publish a state system catalog for online courses, designating them high quality, quality, or undesignated, the USF system chose QM as our Rubric for those designations, and Digital Learning oversees the reviews for all non-health courses.

As a result of this role expansion, we continue to grow and improve our collaborative partnerships with our instructors to bring our students engaging, intuitive online

courses that make the most of what we know about how our students learn.

This presentation is about how we have implemented Quality Matters at the Tampa campus.

Timeline



F2017 DATA, DELIBERATE, DECIDE!

- [Pilot Reviews – Top 10](#)
- [Gather Resources](#)
- [OIC](#)
- [Templates](#)

Su2018 PARTNERS UNITED!

CAS Workshops



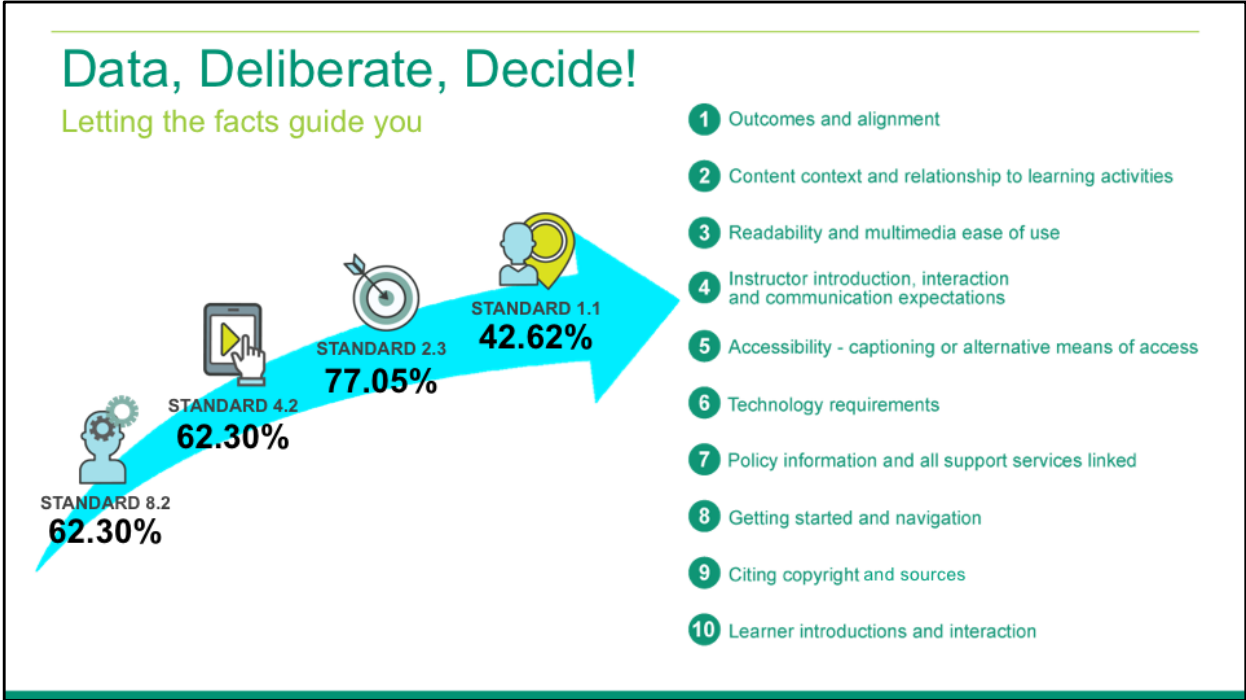
S2018 SAY IT AND MEAN IT!

- Messaging
- Collaboration
- Develop new resources



F2018 RESOURCE CENTER

Timeline of our progress

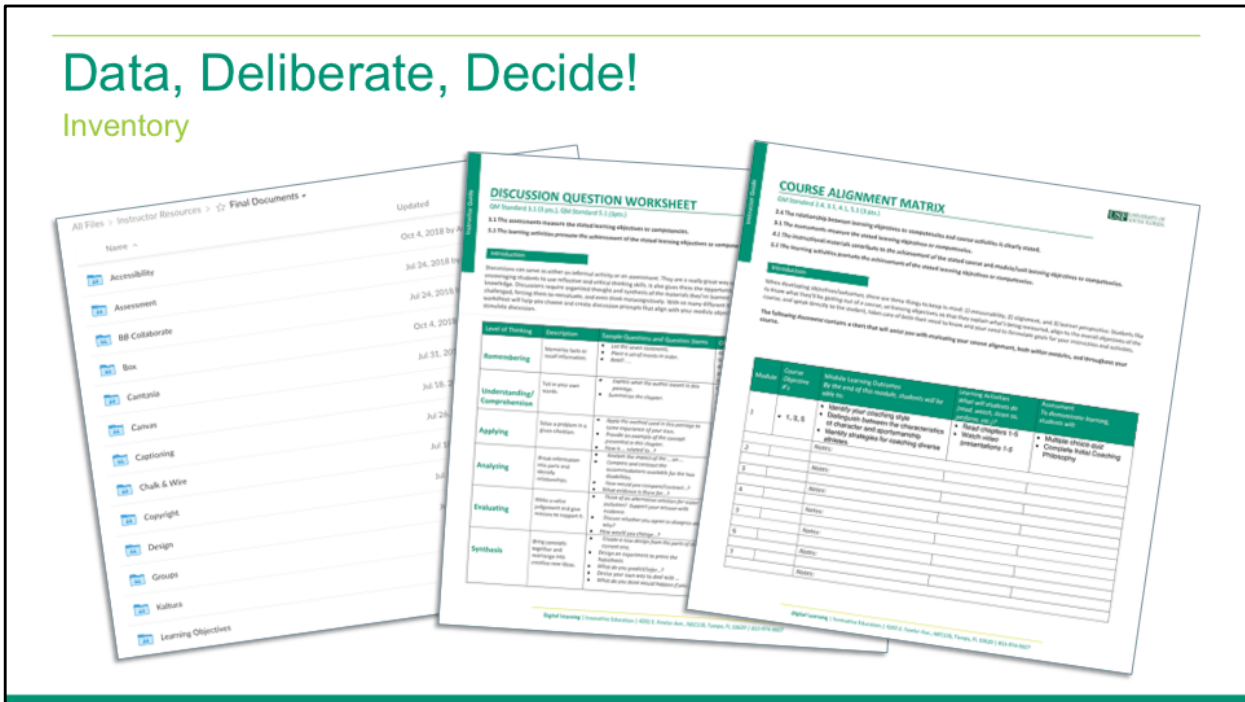


We knew that before we could begin reviews on a university-wide scale, we'd have to conduct a pilot review of a group of courses to better understand the challenges we might face. We began with a small cohort of courses from the College of Engineering, and after identifying the logistics of who our reviewers would be, how the reviews would be managed, and how to introduce this process to our instructors in as low-pressure way as possible, we took on a larger cohort of more than 50 courses from the College of Arts and Sciences.

It was at this point that our first strategy came into play. Look at the data from all of these reviews, think about what it means for us, and make decisions on where to go from there. We focused on the standards that instructors seemed to need the most help with, and we came up with a "Top 10" list. Some of the standards we combined into general categories because they were so closely related. For example, Standard 2.2 and 2.4 were equally problematic, so they were simply combined as Outcomes and Alignment as our number one standard not met.

Data, Deliberate, Decide!

Inventory



Once we knew where instructors needed more guidance, we brainstormed ideas to help them. First things first - what did we already have to address some of these needs, we asked? This led to a complete inventory of all resources - some of which were unknown, as individual designers had created resources on the fly to help the instructors they were working with. Once all materials were gathered, they were updated and placed on Box, our tool for file storage and collaboration, so all designers could access them when needed, but we knew that wasn't enough. We began to discuss the creation of a repository that instructors could use on their own and designers could send links from as a just-in-time solution.

Data, Deliberate, Decide!

The OIC

Online Instructor Certification 2018

Getting Started | Syllabus | Modules | Video Resources

Standard met on this page:
1.1 Instructions make clear how to get started and where to find various course components.
Comments:
A home page is the first thing your online students will see. Since fully online classes do not have an in-person meeting, the home page is critical as an intuitive and easy-to-navigate entry point into your course. Digital Learning can provide you with a home page template such as this one.

Facilitator Information

LaSaundria Bass, M.Ed. - Course Facilitator

LaSaundria has a B.A. in English with a focus on Professional and Technical Writing and a M.Ed. in Instructional Technology. She has been employed at USF since June 2005 and has helped develop Teacher Certification and Florida Educational Leadership exams. As a part of the Digital Learning Training and Support team, she consults with instructors on various aspects of their courses and providing different ways to present materials and engage students.

How and When to Contact Your Facilitator

Hi, everyone! I welcome all questions and feedback. I do ask, however, that any questions relating to the course and its content or assignments should be asked in the Raise Your Hand discussion post for that module. You never know who else might have that same question!

If what you have a question/comment of a more personal nature, you're welcome to email me at the above address. You can expect an answer within 24 to 48 hours.

Standards met on this page:

- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Comments:
1.8 Here we have provided a simple (image-based) instructor introduction. The video provided at the beginning of the course was another example of a self-introduction.
5.3 Response time has been included in the facilitator's introduction. Note that the standard refers to assignment feedback response time as well as general communication response expectations.

Meanwhile, as ideas were cooking for the repository, we asked where else we could educate instructors about the top ten standards in a way that would make sense and ease them into the review process. The OIC! This required five week workshop for anyone teaching online was the instructor's first introduction to online learning. We revamped the workshop by marking it in strategic places with a QM in Action! tag explaining the standards being used, illustrating a clear representation of an online course.

Data, Deliberate, Decide!

Templates

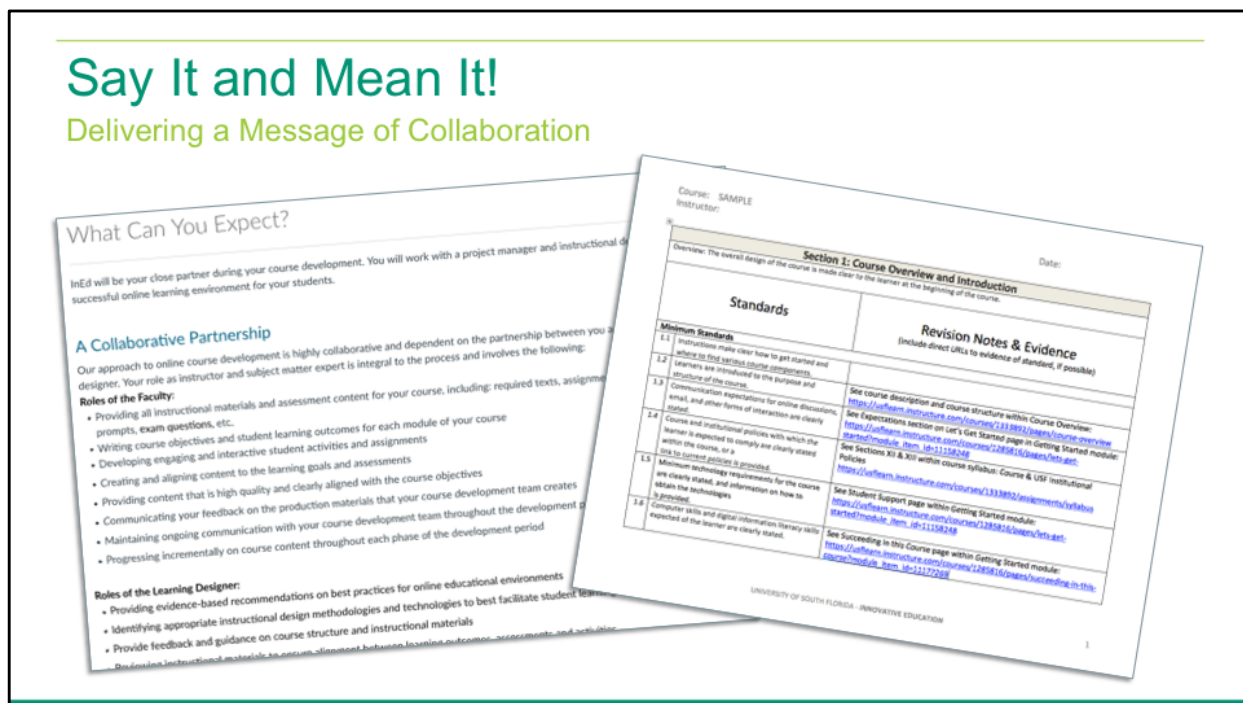


Another idea was to provide ready-made templates for items that are basically the same across courses, such as everything in Standard 1 dealing with the Course Overview and Introduction and everything in Standard 7 dealing with Learner Support. Although these were not all part of the Top 10 list, this was low hanging fruit that could ensure that every standard within sections 1 and 7 would be met. A Getting Started module was created that included templates for every item.

Included in the Getting Started module was a new syllabus template with comments noting the parts that met QM standards. Our repository of resources was growing!

Say It and Mean It!

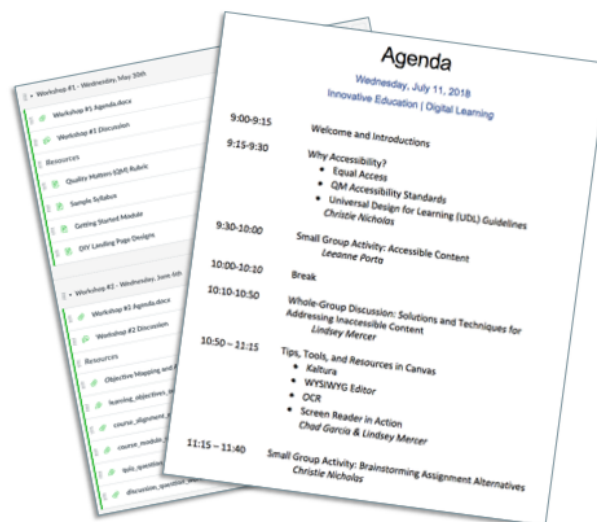
Delivering a Message of Collaboration



Building these helpful resources for instructors was all well and good, but we still had to sell the necessity of Quality Course Reviews. One thing that most worried instructors was that these reviews would interfere with their content and their academic freedom. It was important to allay those fears, and the best way to do that was to approach everything we did with the message of collaboration. Instructors needed to know that we weren't going to interfere with the content of their courses, we were simply working together with them to provide ideas on how best to deliver their content to students in an online environment. It was important that they saw us as partners who could contribute our expertise in online learning design to help them bring to fruition their ideas for the course. This collaborative message was stressed from the very beginning of our interactions with instructors during kickoffs of full course production and when we gave review feedback after course reviews of instructors who had never worked with us. Our conversations with instructors stressed our role to help them meet their goal of an excellent course for their students in whatever way we could.

Partners United!

Establishing successful relationships

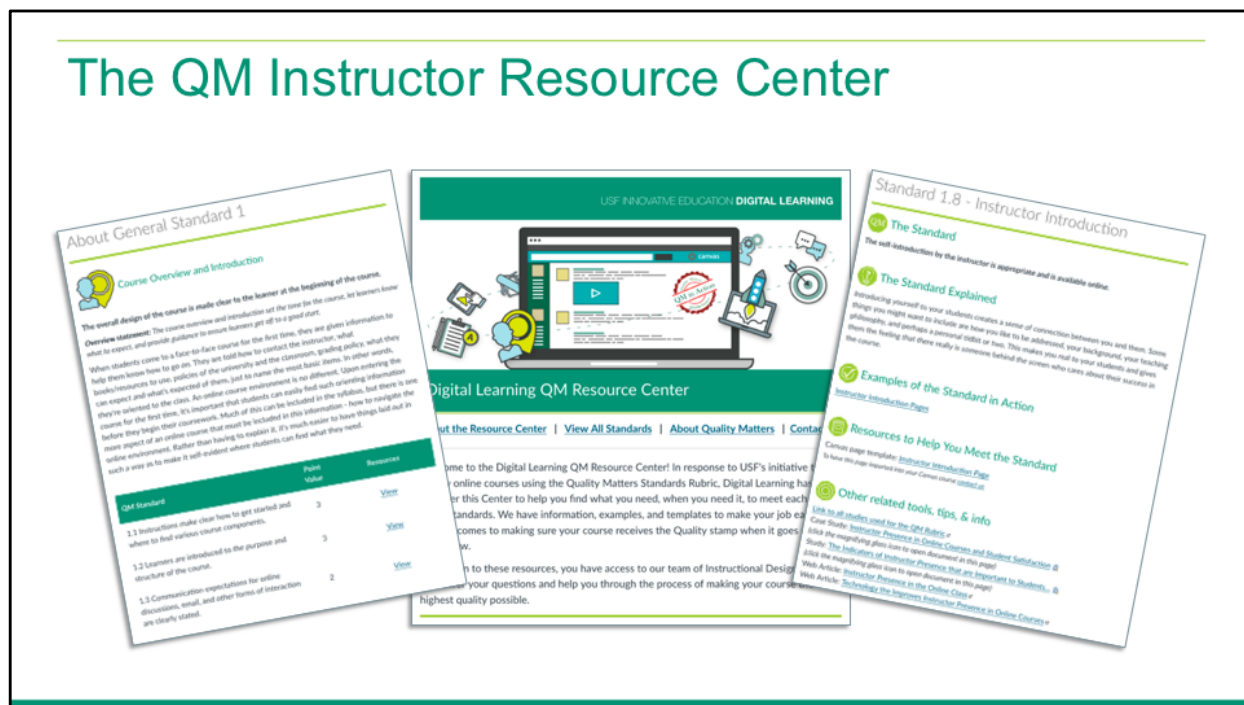


We can talk about being collaborative, the only way instructors will believe it is to see it in action. Our learning designers take pride in their ability to keep instructors at ease throughout any process in which we partner with them. From the first moment of contact, designers make it clear that the instructor is in the driver's seat, and they're there to help instructors bring their visions to life with the common goal of creating great courses for our students. We meet instructors where they are in their online skills, and we help them to develop those skills further in a way that they can carry forward to future courses. We give them information on best practices, tools, tips, and suggestions on delivering their content to best effect while they're building their courses, but they know that they can call on us at any time with any questions that they might have once we've completed whatever task we accomplished with them. Our role doesn't have to end with the completion of one course. We're a forever resource for future courses they create on their own! Instructors will get in touch with their learning designer years later, knowing that we're always happy to help.

Though we always strive to build this kind of partnership, we asked ourselves what we could do to improve on this, especially in light of helping instructors to understand the Quality Matters Standards. Working together with the College of Arts and

Sciences, we tested a series of workshops given in conjunction with the development of their courses. These workshops touched on the greatest pain points and gave instructors the opportunity to share with one another as they worked on their courses right there in a lab setting. The learning designer assigned to each instructor was at their side, ready to assist in any way they could. Along with the workshops, instructors were enrolled in a Workshop Series Hub in Canvas where all the workshop resources were available along with discussion boards for each topic so that instructors could continue the conversation outside of the workshops. The series included 4 workshops: Introduction to QM and Structuring your course in Canvas; Objectives, Alignment, and Assessment; Accessibility; Recap and Opportunity to Amend Course after QM Review. It was a success for all those who attended, so now the challenge is how to continue this kind of partnership so that more instructors are involved.

The QM Instructor Resource Center



Remember we left our repository cooking, trying to figure out the best way to present our accumulated resources to our instructors in a format they would find useful and easy to use. We were limited by tools and budget, but we were able to finally develop the QM Instructor Resources Center using Canvas and Kaltura's Mediaspace.

The Resource Center uses the QM standards for organization. Using icons for each standard index page to brighten up the design, we created a page for each individual standard that includes the standard text in full, an explanation of it, examples of it in action, and resources for instructors, such as tools, templates, tutorials, and more information. All text-based resources were uploaded to Canvas and web-based resources linked from there.

Mediaspace



Video tutorials were uploaded to Kaltura and placed in a video channel on Mediaspace, allowing us to link to the tutorials from Canvas. This is an ongoing project with many more resources to add, and as more instructors use this Center, we'll discover ways to improve it.

Words from our Partners



I can't begin to express my thanks and appreciation for your team's exceptional work at putting this class together. You all have answered my questions (even the, admittedly, really stupid ones) and addressed my concerns brilliantly.



Everyone at Digital Learning has made the redesign process straightforward and rewarding - I really appreciate your help and support from beginning to end, and I will continue to sing your praises to my colleagues. :)



This has been a great experience and I am excited for my students to get started in this course TODAY!!!



I appreciated being in the same room with other faculty who were also working on courses that are under review. I liked sharing common frustrations to know I'm not alone and sharing tips and successes.



We're currently in the feedback gathering phase of our initial efforts. At the end of every course development or review, we ask our instructors how we can better support them and what we could have done differently. Instructors tell us what's working and give ideas for the future, and we develop new processes to incorporate this feedback.

I'd like to leave you with what instructors have had to say about working with us.