

Faculty Gateways for Integrating QM



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Who We Are...

- Regional Campus of a large research University
- Large population of underprepared students
- Students are seeking technical associate degrees or planning to transfer to our main campus
- Larger programs:
Nursing, Radiology, Pre-health profession, eMedia, Business Management Technology, Pre-Business



My Role – Pam Rankey

- Faculty, Business and Economics Department
- Teach business technology and mid-collegiate student success courses
- eLearning Director – Distance Learning Policy compliance, Faculty Learning Communities, Faculty Development including APPQMR and teaching the Faculty Distance Learning Design Course, Instructional Design Support



My Role – Krista E. Wood

- Faculty, Mathematics, Physics & Computer Science Department (MPCS)
- Program Director for MPCS, including all course scheduling, math lab
- Teach physics as hybrid using QM principles to promote student success
- Serve on Online Mathematics Advisory Committee tasked with evaluating and advising on all online Mathematics courses across university



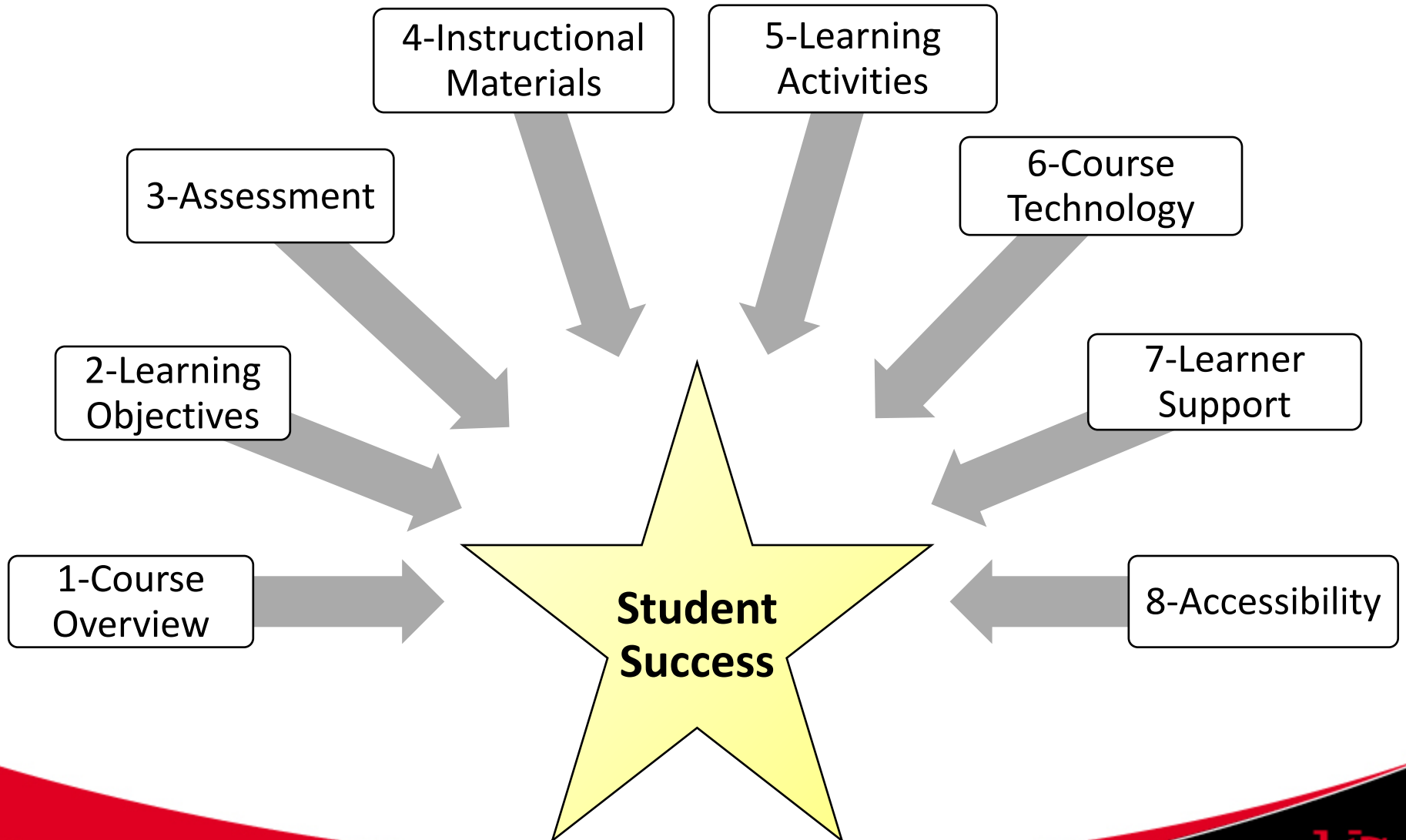
Faculty Gateways for Integrating QM Conversation that Matters

We will share our approach of integrating QM principles into:

- Peer review and course creation in our Distance Learning Design Seminar
- Faculty development workshops
- Course Master Template

This provides a “Gateway” for
quality, faculty-developed, student-centered courses.

Making a Difference for Students



Faculty Gateways for Integrating QM Outcomes

- Describe a faculty seminar to prepare faculty to teach online
- Integrate QM Standards and processes into faculty development
- Identify QM components in a standard course template

Faculty Gateways for Integrating QM Initial Discussion

What challenges do you encounter relative to integrating QM into faculty development?

Faculty Gateways for Integrating QM

Conversation that Matters Attendee Input

- Getting Buy-In and participation. Initiative Fatigue
 - Course development funds given to get buy-in. Some faculty receive funds, but don't attend faculty development
 - Getting them (faculty) to come
- APPQMR – Getting faculty to engage. How to “soften” it?
 - Call it a “Pilot”
 - Doing APPQMR 1st in a local, face-to-face course
- IYOC - Improving your own course
- Not being able to mandate faculty development/APPQMR
 - Creating a Canvas Quick Start “Modules” that are (faculty) self-directed
- Getting Administration buy-in
- Tension – Faculty ownership and mandating

Integrating QM at Multiple Gateways

Gateway 1: Internally developed Distance Learning Design Seminar that integrates QM.

Gateway 2: Continuous improvement/Faculty Development opportunities integrating QM.

Gateway 3: Integration of QM into our standard course template.

Connecting Theory to Practice

Gateway 1: Distance Learning Design Seminar (DLD)

Distance Learning Design Seminar for faculty

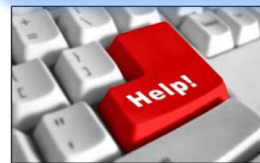
- Introduces QM concepts
- Provides practice through course development
- Incorporates Peer review and feedback using the QM CRMS system through a custom MyCR Rubric



Distance Learning Design



Learning Online for
Faculty



Distance Learning Design Course

Intended Outcomes:

- Create and effectively organize an online or hybrid course
- Appropriately align student learning outcomes, assessments, and activities for a given online course
- Evaluate and provide feedback on a colleague's course

Integrating QM

QM is the foundation of our internal Distance Learning Design Course

- Topics align with QM Standards
- APPQMR is a requirement
- Build a “sandbox course” shell based on unit outcomes and alignment
- Peer review a colleague’s partial course, applying the QM Standards and providing feedback



Distance Learning Design Course

Topics

Module 1: Basic Course Design

Module 2: Basic Website Design and Unit Outcomes Development

Module 3: Online Communication and Tools

Module 4: Activities and Feedback

Module 5: Assessments

Module 6: Classroom Management

Module 7: Student Readiness

Module 8: Quality Matters Assessment: Peer Review using CRMS

Distance Learning Design Course

- Using MyCR Created a self-review for the partial course, relating units to the standards

STANDARD 5.2 - (3 Points) Required

5.2 DLD REQUIRED Learning activities provide opportunity for or competencies. (Reference: DLD Module 4, a single activity placed in a module and aligned with an outcome)

Points Possible: 3

Result: MET

STANDARD 5.3 - (3 Points) Required

5.3 DLD REQUIRED The instructor's plan for classroom management policies. (Reference: DLD Module 4, a single activity placed in Policies)

Points Possible: 3

Result: MET

STANDARD 5.4 - (2 Points)

5.4 (DLD -- depends on course) The requirements for learning is clearly stated. (Reference: DLD Module 3, Module 6,

Points Possible: 2

Result: MET

Distance Learning Design Course

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement..

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required

5.1 DLD REQUIRED The learning activities promote the achievement of the stated learning objectives or competencies. (Reference: DLD Module 4, a single activity placed in a module and aligned with an outcome)

Points Possible: 3

Points Awarded: 3

Result: MET

STANDARD 5.2 - (3 Points) Required

5.2 DLD REQUIRED Learning activities provide opportunities for interaction that support active learning. (Reference: DLD Module 4, a single activity placed in a module and aligned with an outcome)

Points Possible: 3

Points Awarded: 3

Result: MET

STANDARD 5.3 - (3 Points) Required

5.3 DLD REQUIRED The instructor's plan for classroom response time and feedback on assignments is clearly stated. (Reference: DLD Module 3, Module 6, Policies)

Points Possible: 3

Points Awarded: 3

Result: MET

STANDARD 5.4 - (2 Points)

5.4 (DLD -- depends on course) The requirements for learner interaction are clearly stated. (DLD Module 3, Module 6)

Points Possible: 2

Points Awarded: 2

Result: MET

Distance Learning Design Course

From a Faculty Perspective

- Experiencing an online course as a student
- Building a sandbox course to integrate the QM principles
- Partial Peer Reviewing of colleague's course

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(SANDBOX_PHYS1051_GE
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Integrating QM

BEFORE participating in DLD: Example of Learning Module

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((Meta 14FS) GEN
PHYSICS 1 (011-012))




Home
Start Here
Announcements
Course Overview
Syllabus


COURSE DOCUMENTS
Learning Modules
Problem Sessions & Test Revisions



COURSE RESOURCES
MasteringPhysics
Class Solutions Blog
Physics Photo Project
Discussion Board
Physics Help
Contact the Instructor
My Grades



GENERAL RESOURCES
Tools & Communication
Blackboard Help
Academic and Technical Support

Wk9 Collisions & Rotational Kinematics

 **Lecture Notes & Activities (to be used in class)**
Attached Files:  [Ch 9 Momentum-Notes.pdf](#) (408.36 KB)
 [Ch 10 Rotational Kinematics-Notes.pdf](#) (651.738 KB)
Ch 9 are the same notes as last week.

 **Wk 9 Momentum & Rot. Kinematics-Blog**
In class notes written on SMART Board will be saved and posted in each week's blog.
Post photos of whiteboards with effective solutions or explanations.

 **Weekly Challenge Questions**
Attached Files:  [Challenge Wk 09 - Rotational Kinematics.pdf](#) (30.089 KB)

 **Quiz**
Attached Files:  [Q7- Energy & Momentum.PDF](#) (971.501 KB)

Integrating QM

AFTER participating in DLD: Example of Learning Module

(004)

–Action Required–

Attendance Verification

Home

Start Here

Readiness Assessment

Announcements

Syllabus

COURSE DOCUMENTS

Learning Modules

Class Solutions Blog

MasteringPhysics

Weekly Reflection

Quizzes

CoL Revisions

COURSE RESOURCES

Check My Grades

Send Email

Physics Help

Faculty Information

GENERAL RESOURCES

UCIT Service Desk
Blackboard/Canopy/Email

UCBA Academic and
Technical Support

Accessibility Support

Blackboard Help



Wk 9: At a Glance

Introduction

This week our **Celebration of Learning #3** will be on **Tuesday, October 23**. We will celebrate your knowledge of Newton's Laws (Ch 6,12), and Work & Energy (Ch 7).

The remainder of the week, we will learn about **Momentum** and **Impulse**

Student Learning Outcomes (SLOs)

Momentum: Predict an outcome or result in momentum scenarios involving impulse & conservation of momentum by reasoning conceptually.

Momentum: Identify relevant model or concept, label known & unknown quantities, and what can be determined in momentum scenarios involving impulse & conservation of momentum, including inelastic & elastic collisions. Represent conservation of momentum scenarios with a sketch & momentum bar graphs. Solve and interpret results.

Module : Schedule

When	Assignment	Due	Appx Time
Tues–Before Class	Study for Celebration of Learning.		
Tues –During Class	Celebration of Learning #3		
Tues –After Class			
Thurs –Before Class	Watch video & answer questions.	Thurs 9 am	15 min
Thurs – During Class	Actively participate in whiteboard group work & peer learning.		
Thurs –After Class	Complete weekly reflection ('Aha moment', muddiest point)	Thurs 11:59pm	5 min
Mon	Complete MasteringPhysics: Momentum Module 10: Linear Momentum Dynamic Study Module	Mon 11:59pm	20 min

[Ch 9 Momentum and Collisions- blank notes.pdf](#) .



Activities for Tuesday

Supporting Math Faculty to Integrate QM

Online Mathematics Advisory Committee Goal

- Identify status of online mathematics teaching
 - Data on student performance
 - Survey faculty teaching practices
- University-wide policy online/hybrid mathematics courses and programs
- Support faculty in course redesign, integrating QM principles for consistent academic rigor

Connecting Theory to Practice

Gateway 2: Faculty Development Workshops

- Not always “QM” workshops
- Make connections to QM concepts
- Focus on student success

Captioning Workshop - Sample

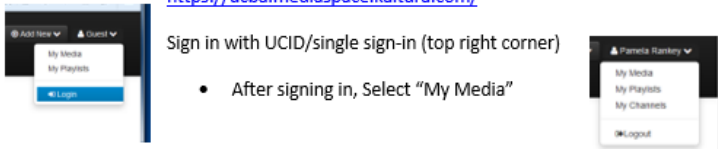
Quick Summary: Adding Video Captions through Cielo24 using Kaltura Mediaspace

- Videos captioned at about 70% accuracy
- You need to edit before you publish to students

<https://ucba.mediaspace.kaltura.com/>

Sign in with UCID/single sign-in (top right corner)

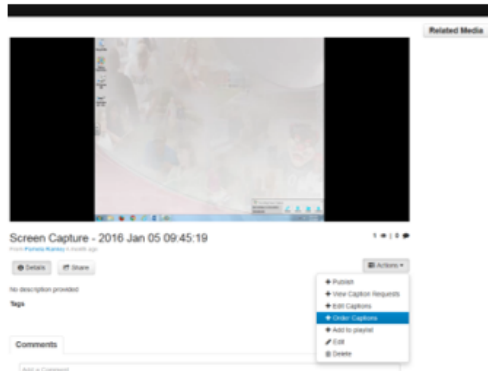
- After signing in, Select "My Media"



Select the media you would like to add captions to (clicking on the video opens additional features)

Using the Action Button:

- Select Order Captions. Allow 24-48 hours (likely to be much shorter)
- After captions are created, click on Edit Captions
- Select Share for options for the link to the media or the embed the html code.



Video Captioning

QM Standard 8

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

Standard 8.3:

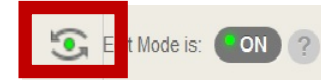
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Excerpt from Annotation:

The course provides alternatives to all non-text content so that all learners have access to equivalent information.

1. Video and animations are captioned, or text transcripts are readily available. If the audio content corresponds with the visual content in a way that conveys meaning (e.g., a video demonstrating how to operate a Bunsen burner in a chemistry lab), captions provide an equivalent experience. If the audio content does not correspond with visual content (e.g., a visual of an instructor providing a lecture without visual aids), then a text transcript is sufficient.

Intro to Blackboard Workshop for New Faculty



Preview your course in Student View:

- Delete duplication
- Verify what is displayed to Students
- Click on **Check My Grades** to verify what is displayed to Students
- In Student View, you are added as a Preview student user to the course, allowing you to **work as a student** in your course.
- When you exit, you are prompted to keep or delete the user (see comments to the right, regarding implications of each choice.

Student Preview Settings

- Do not ask me about the preview user when exiting student preview.
Always take the following action:
 - Delete the preview user and all data (Recommended)
If you are finished previewing the course as a student, delete the data and remove the preview user from your course.
 - Keep the preview user and all data
If you are temporarily leaving the student preview to complete your t... u can

Delete the Preview User

- Eliminates Preview User from gradebook and course

Keep the Preview User

- Let's you participate as a student and view student work

Other Examples

- IYOC (QM Improve Your Online Course)
- Standard 4 to Active Learning Workshops
- Standard 5 to Assessment Workshops
- Standard 8 to Accessibility Workshops
- Recently implemented Blackboard Ally for Accessibility checking

Connecting Theory to Practice

Gateway 3: Course Templates

Learning Management System Templates

- Incorporate QM principles
- Used as tool for faculty development

Consistent Navigation and Content for Student, College, and University Resources

Template Instructions:

- These links are in every UCBA course
- Connect students to college or university resources (your menu may look different depending on your college and if modifications have been made to your course)
- Recommended links stay consistent throughout all UCBA courses.

UCBA Library
Check My Grades
Send Email
Netiquette
Accessibility Support
UCBA Academic and
Technical Resources
UCIT Service Desk
Blackboard/Canopy/Email
Blackboard Help
Tools & Communication

If you use a template, look at it from the student view!

Course Overview

Getting Started

Click the link above to access important resources on how to get started in this course including email setup, software downloads and much more.

Course Description

Course Number: Course Name

Add the course description from your syllabus here.

Be careful of pre-loaded
text intended to assist
faculty in course set-up

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Add your learning outcomes from your syllabus here.

Welcome

Add course and/or program welcome videos here.

Connecting Theory to Practice

Gateway 3: Course Templates

Faculty experience using template

- QM principles are incorporated in template
- Instructor Resources with guidance for
 - Template updates
 - Instructor tools and Support
- Blackboard Ally – checks accessibility of documents

Faculty Gateways for Integrating QM Discussion

Review the challenges list.

Discuss your current related QM Informed practices.

Faculty Gateways for Integrating QM Discussion

Faculty Gateways for Integrating QM Discussion

How you could apply similar approaches at your institution?

Faculty Gateways for Integrating QM Discussion

How to engage faculty in practicing QM principles at your institution?

Thank You!

Questions

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