

# Getting Faculty to Say “I do”

## Engaging Faculty in Quality Online Course Development

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# Learning Objectives

1. Discuss strategies that meet Quality Matters standards for engaging faculty & staff in online course development
2. Measure success of engagement strategies and improved course quality, specifically for QM Standards 2, 4, and 5.
3. Create a plan for faculty development that aligns with the QM standards

# Say “I do”

## Strategies for Quality Course Design



# Engagement Strategies

## Participant Poll

[www.menti.com](http://www.menti.com)

Code 75 50 51

# Strategy #1: Consistency & Automation

- How can you achieve consistency across online courses?
- How can you build Quality Matters into online courses automatically?

# LMS Master Course Template


The screenshot displays the LMS Master Course Template interface. At the top, a navigation bar includes links for Home, Courses, Community, Content Collection, Tech Support, and System Admin. Below this, a secondary navigation bar shows Announcements, a refresh icon, and an Edit Mode toggle set to ON. The main content area is divided into three sections:


- Left Sidebar:** A vertical menu for the 'SPH Master Template' containing links to 'INSTRUCTOR GENERAL INFORMATION NOTES', '508 GUIDELINES', 'Start Here', 'COURSE MAPPING NOTES', 'Course Mapping', 'Announcements', 'Course Information', 'Instructor Information', 'Discussion Boards', and 'INSTRUCTOR'S CONTENT AND PRESENTATION NOTES'.
- Announcements Section:** A header 'Announcements' with a background image of students. Below it, text reads: 'New Announcements announcements to ne them to the top of the here is the order pres announcements.' Below this are buttons for 'Create Announcements', 'New announcements', and 'No Announcements'.
- Instructor General Information Notes Section:** A header 'INSTRUCTOR GENERAL INFORMATION NOTES' with sub-menus for 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. It contains several informational blocks:
  - Instructor Notes:** A document icon followed by text: 'Below are some resources and notes for the professor teaching this class. Some of the notes are resources that are available to support our Drexel ins may include an overview of components used in this course. Examples of course components may include:' followed by a bulleted list: 'Course Reserve information / tutorials for setting up', 'Reminders about when groups need to be arranged and how to set up the group pages in Bb Learn', 'Scheduled Collaborate Sessions and information about setting up the room', and 'Notes about modifying the course shell to accommodate a hybrid or on-campus version of this course.'
  - The Drexel Center for Academic Excellence:** A globe icon followed by text: 'The Drexel Center for Academic Excellence (DCAE) is committed to providing a variety of services to all Drexel University faculty to enhance, augment academic and professional experiences. We are committed to the premise that student learning is inextricably linked to effective teaching. The DCAE offers a wide variety of programs that meet the needs of faculty at various stages in their careers and on a wide range of topics related to me Among the services the DCAE offer are topical workshops, portfolio development sessions, confidential individual consultations on teaching, customize departments and colleges, and opportunities to meet and interact with colleagues across the University in formal and informal settings. In addition, they meet and learn from nationally known experts. Here's a link to the Faculty Fellow page to find your department representative: <http://www.drexel.edu/dcae/about/faculty-fellows/> Please do not hesitate to contact us via e-mail ([dcae@drexel.edu](mailto:dcae@drexel.edu)) or by telephone at 215-895-4973 with questions regarding services.'
  - Drexel Libraries:** A globe icon followed by text: 'The Drexel University library is willing to conduct online tutorials for classes of students who need guidance on utilizing the library website. The tutorials introductory/general or specific to a type of research that the students will be doing in this course. To contact your library liaison, go to "Library Academic Partnerships" on the following web page: <https://www.library.drexel.edu/staff-directory-departme>
  - Drexel Writing Center Workshops:** A globe icon followed by text: 'If you are interested in arranging a workshop for your students on one of the topics listed below, please contact the Writing Programs via their [Writing C](#) Drexel Writing Center can work with you to tailor any of these workshop topics to the needs of the students in your class.' followed by a bulleted list: 'Sentence Level Clarity and Coherence', 'Getting Started and Early Stages of Thesis and Dissertation Writing Projects', 'Writing Abstracts and Proposals for Academic Conferences and Journals', 'Effective Revision (for Large and Small Writing Projects)', 'Integrating Sources in APA Style Writing Projects', and 'Writing the Literature Review'.


# LMS Master Course Template

## ACCESSIBILITY (508) GUIDELINES

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

 **Drexel Ladder**  
Coming soon! The Drexel Ladder will be released Fall 2015.

 **Drexel University Accessibility Course**  
It is strongly encouraged that you complete the "Creating Accessible Online Content: Intermediate" course which is available in Blackboard Learn. Full-time faculty members are automatically enrolled. Adjunct faculty must be enrolled upon completion of hire. Program Directors/Managers/Coordinators should contact ITG@drexel.edu for accessibility course enrollment requests.  
[Creating Accessible Online Content](#)

 **Low-Hanging Fruit Resources: Creating Accessible Word, PowerPoint, and PDF Documents (Excerpts from Drexel University's Creating Online Accessible Training Course)**

GOALS Project



- [Accessibility "Cheat Sheets" \(PDF\)](#)


WebAIM Articles

- [Creating Accessible Word Documents](#)
- [Creating Accessible PowerPoints](#)
- [PDF Accessibility](#)

Online Accessibility Committee Workshop Videos

- [Making PowerPoint Presentations Accessible](#)
- [Making Word Documents Accessible](#)

 **Best Practices for Using the LMS Editor (Excerpts from Drexel University's Creating Online Accessible Training Course)**  
Attached Files:  [Learn\\_Access\\_BestPractices.pdf](#) (667.188 KB)

 **Personas (Excerpts from Drexel University's Creating Online Accessible Training Course)**  
Viewing courses through personas  
[Using Personas \(PDF\)](#)

# LMS Master Course Template

Home Courses Community Content Collection Tech Support System Admin

COURSE MAPPING NOTES Edit Mode is: ON

SPH Master Template

- INSTRUCTOR GENERAL INFORMATION NOTES
- ACCESSIBILITY (508) GUIDELINES
- Start Here
- COURSE MAPPING NOTES
- Course Mapping

Announcements

Course Information

Instructor Information

Discussion Boards

## COURSE MAPPING NOTES

Build Content Assessments Tools Partner Content

### Course Mapping

Build Content Assessments Tools Partner Content 11

#### Benefits of Curriculum Mapping

- Helps faculty see relationships between course and overall program goals, and learning outcomes
- Gives students a better understanding of what is expected of them, and what they will accomplish from different courses and program components
- Allows for identification of gaps in course offerings as well as redundancies
- Increases faculty collaboration and collegiality – provides an opportunity for faculty to work together. This can be especially useful to help new faculty entering a department develop professional relationships and a sense of belonging.

#### Drexel Learning Priorities

The following Drexel Learning Priorities are targeted in this course:

- Communication:** Students will demonstrate an improved ability to employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media.
- Informational Literacy:** Students will demonstrate an improved ability to possess the skills and knowledge to access, evaluate and use information effectively, competently, and creatively.
- Professional Practice:** Students will demonstrate an improved ability to apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or other professional setting.
- Research, Scholarship, and Creative Expression:** Students will demonstrate an improved ability to make meaningful contributions in their chosen field, participating in use-inspired research, scholarship or creative activity as an individual or in a collaborative effort.

#### Performance Outcomes

Upon completion of this course, the student will be able to:	Assessment Method(s)
1. Analyze and interpret action research data	Discussion Board, Results and Interpretation Assignments
2. Evaluate action research.	Peer Review Assignment and Discussion Board
3. Describe ethical research practices.	Discussion Board
4. Implement and summarize an action research project.	Action Research Draft & Final Project Assignment



# Strategy #2: Baseline Knowledge of QM

- How can you ensure faculty and staff are familiar with Quality Matters and the QM rubric?

# APPQMR Training



## Applying the Quality Matters Rubric (APPQMR)

Learn the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. Learn about drafting helpful recommendations as you apply the Rubric to an actual course.

# Strategy #3: Finding and Addressing Gaps

- How can you find and address gaps in course design at a programmatic level?

# Needs Assessment of Existing Online Courses

Sample Report of QM Needs Assessment Program for OLC Fellows

General Standards	General Standards Description	QM Points	Percentage Not Met
2.2	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	50%
2.3	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3	40%
2.4	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	100%
2.5	2.5 The learning objectives or competencies are suited to the level of the course.	3	40%
4.1	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	50%
5.1	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	30%
5.2	5.2 Learning activities provide opportunities for interaction that support active learning.	3	50%

# Professional Development to Address Gaps

**DSPH eLearning Workshop Calendar  
2016-2017**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12	13	14	15	16	17	18
Welcome Week						
19	20	21	22	23	24	25
Fall Quarter Begins						
26	27	28	29	30	OCT 1	2
	DSPH Status Update	Blackboard Learn Beginner Tools				
3	4	5	6			
	Creating Accessible Course Material Intermediate		Tech Lending Library Info Session			
10	11	12	13			
Columbus Day Holiday			Blackboard Learn Intermediate Tools	Creating Measurable Learning Objectives		
17	18	19	20			
		*Converting F2F to Hybrid 12:30- 1:30	Instructional Materials for Online Learning			
24	25	26	27			
	Creating Accessible Course Material	Creating an Active Learning Environment in Online Courses	Assessing the DSLP's in Your Courses			
31	NOV 1	2	3			
			Course Mapping and Alignment			
7	8	9	10			
		DSPH Course Template	Creating Direct Assessment			
14	15	16	17			
			Converting F2F to Hybrid			

Date	Trainings offered
Tuesday, September 27, 2016	DSPH Status Update
Wednesday, September 28, 2016	Blackboard Learn Beginner Tools
Tuesday, October 04, 2016	Creating Accessible Course Materials Intermediate
Thursday, October 6, 2016	Tech Lending Library Info Session
Thursday, October 13, 2016	Blackboard Learn Intermediate Tools
Friday, October 14, 2016	Creating Measurable Learning Objectives
Wednesday, October 19, 2016	* Converting F2F to Hybrid
Thursday, October 20, 2016	Instructional Materials for Online Learning
Tuesday, October 25, 2016	Creating Accessible Course Material
Wednesday, October 26, 2016	Creating an Active Learning Environment in Online Courses
Thursday, October 27, 2016	Assessing the DSLP's in Your Courses
Thursday, November 03, 2016	Course Mapping and Alignment
Wednesday, November 09, 2016	DSPH Course Template Design
Thursday, November 10, 2016	Creating Direct Assessment
Thursday, November 17, 2016	Converting F2F to Hybrid
Wednesday, January 04, 2017	Grade Center Grading Rubric
Thursday, January 05, 2017	Development and Use of Rubrics
Tuesday, January 10, 2017	Flip Classroom

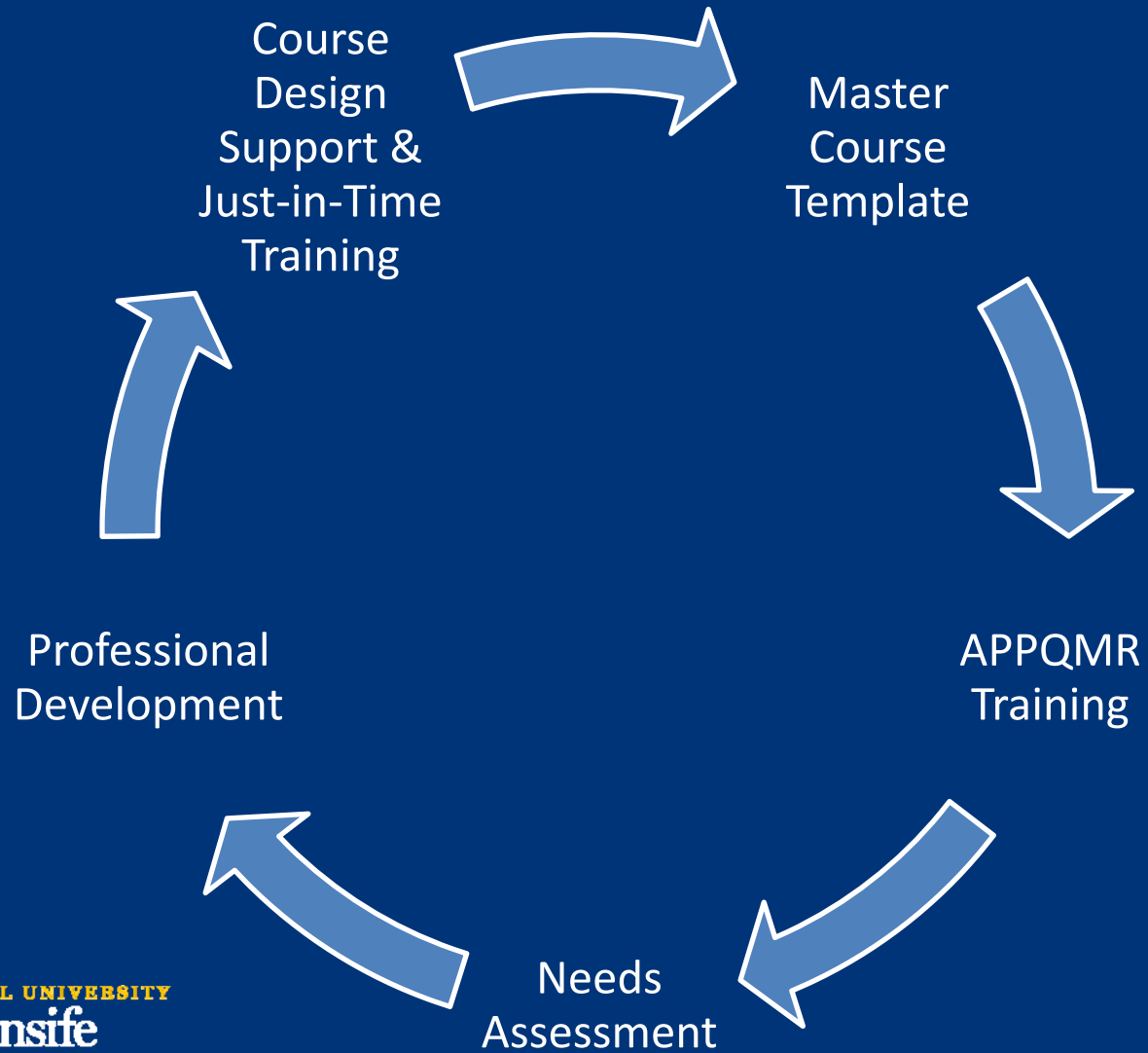
# Strategy #4: Support for Faculty

- How can you ensure faculty have the support they need to successfully develop online courses?

# Course Design Support


1. Online Course Development
2. Professional Development Workshops
3. Just-in-time Training

# Assessment of Engagement Strategies






# Master Course Template

INSTRUCTOR'S DIRECT  
ASSESSMENT AND  
LEARNING ACTIVITY  
ALIGNMENT NOTES 

[FOR FACULTY: Blackboard](#)   
["How To" Videos](#) 

[My Grades](#)

[Direct Assessment](#) 


[Course Tools](#)


INSTRUCTOR'S QUALITY  
DESIGN NOTES  


[University Resources](#)


[Student Technical  
Resources](#)

## FOR FACULTY: Blackboard "How To" Videos

[Build Content](#) 





[Assessments](#) 

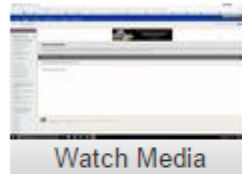
[Tools](#) 

[Partner Content](#) 



### How to: Create a Content Area and Content Item

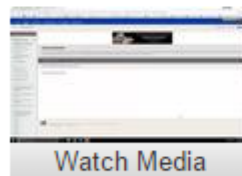
Attached Files:  [How to Add a Content Area in Blackboard.pdf](#)  (86.691 KB)  
 [How to Add a Content Item.pdf](#)  (106.445 KB)



This video shows you how to create a Content Area (the links in the left-hand navigation) and a Content Item (one of the most common content types within a content area).




### How To: Create an Assignment Blackboard



This video shows you how to create an assignment in Blackboard.



### How to: Add a TA to Your Course

Attached Files:  [How to Add TAs to your Course in Blackboard.pdf](#)  (163.317 KB)



This video shows you how to add a TA to your course.

# APPQMR Training

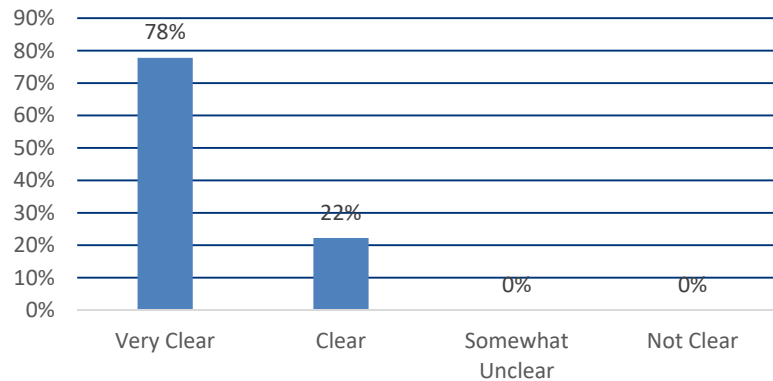
## **APPQMR Workshop Oct 9-24, 2017 and April 19-May 7, 2018**

The Online Learning Council will offer an introductory Quality Matters (QM) workshop – Applying the Quality Matters Rubric (APPQMR) – beginning Monday October 9 and ending on October 24. The university-wide trend is for faculty teaching online to become familiar with best practices associated with quality online course design. These best practices are associated with increasing student retention and faculty satisfaction with online education and have become increasingly important to accreditation bodies. This training is designed to help you master best practices in online course design.

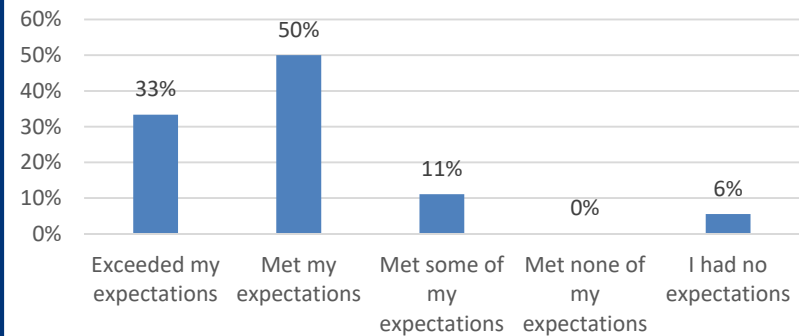


# Workshop Evaluations

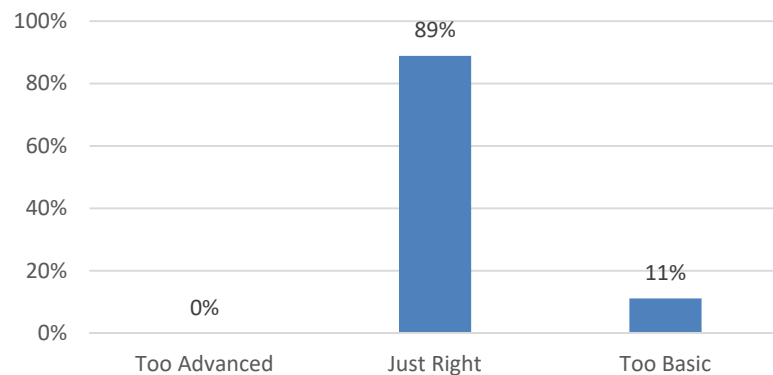
Clarity of information presented.



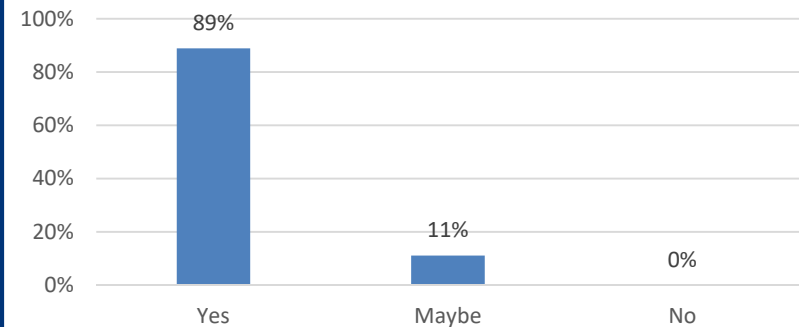
Did the workshop meet your expectations?



Level of information covered.



Will you use the information you gained at this workshop in your work?



# Workshop Plan

## 2017-2018 Academic Year

Date	Training	QM
Tuesday, October 31, 2017	Blackboard Spotlight: How to Record a Video or Voice-Over PowerPoint	QM 1
Tuesday, May 08, 2018	Blackboard Spotlight: How to Record a Video or Voice-Over PowerPoint	QM 1
Thursday, October 12, 2017	Creating Measurable Learning Objectives	QM 2
Thursday, October 26, 2017	Competency Based Design	QM 2
Tuesday, November 14, 2017	Using the AACU VALUE Rubrics in Assessment (Joe Hawk)	QM 3
Thursday, November 30, 2017	Blackboard Spotlight: Grade Center & Rubrics	QM 3
Thursday, November 09, 2017	Instructional Materials for Online Learning	QM 4
Thursday, January 25, 2018	Creating an Active Learning Environment in Online Classes	QM 5
Tuesday, January 16, 2018	Blackboard Spotlight: VoiceThread	QM 6
Thursday, February 08, 2018	Blackboard Spotlight: ApprenNet	QM 6
Tuesday, February 27, 2018	Blackboard Spotlight: Collaborate Ultra	QM 6
Tuesday, October 03, 2017	Blackboard Spotlight: DSPH Course Template	QM 7
Thursday, April 19, 2018	Blackboard Spotlight: DSPH Course Template	QM 7
Tuesday, February 13, 2018	Creating Accessible Course Materials	QM 8
Tuesday, October 17, 2017	Neuroscience, Learning & Online Teaching	QM All
Tuesday, January 30, 2018	Flip Classroom	QM All
Thursday, February 22, 2018	Converting F2F to Hybrid	QM All
Thursday, March 08, 2018	Converting F2F to Online	QM All
Tuesday, April 10, 2018	Understanding Seat Time in Online and Hybrid Learning	QM All
Tuesday, April 24, 2018	Course Design for Team Teaching	QM All
Thursday, May 03, 2018	Design and Managing Cross-Listed Courses	QM All

# Looking Ahead: Tactics and Operations

- Weave QM into all interactions
- Continue to build Professional Development Resources
- Official Process for developing online courses

# Thank you

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