

Optimal Online Course Design and Delivery:

Integrating Quality Matters
and Universal Design

Presenter



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Session Objectives

Participants will:

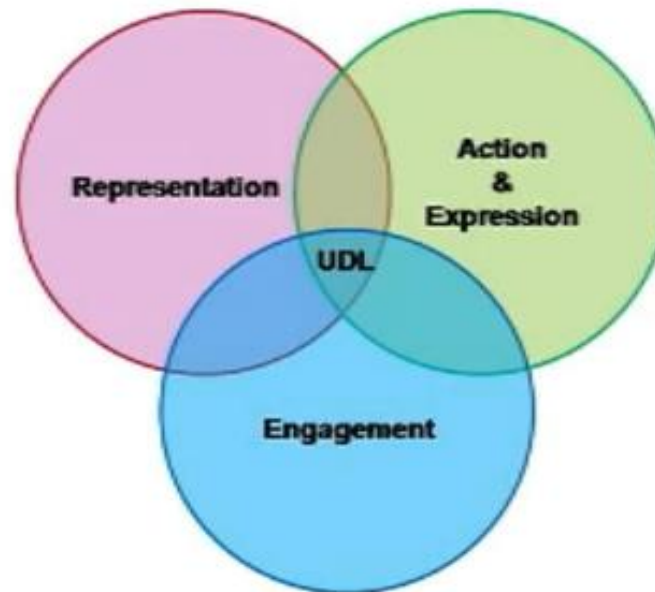
- apply resources to facilitate the scaling of the Quality Matters and Universal Design for Learning
- apply processes for incorporating QM and UDL in the design and implementation of online courses
- evaluate, adapt and apply QM and UDL-based course design templates in relation to the design or revision of online courses.

Quality Matters

- ❑ The Quality Matters (QM) process is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.
- ❑ Quality Matters (QM) has been considered to be the national standard for the design, implementation and improvement of online and hybrid courses (Guidelines, 2009). QM is used for the certification of the design of online and blended courses; more than 23,000 faculty and instructional design staff have been trained on the QM process (QM Program, 2015a).
- ❑ The QM rubric is to be used with courses that are fully online or hybrid and blended courses with significant online components (Quality Matters Program, 2015b).

UDL Principles

The National Center on Universal Design for Learning (2013) defines UDL as providing a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone not a single one size fits all solution, but rather flexible approaches that can be customized and adjusted for individual needs.

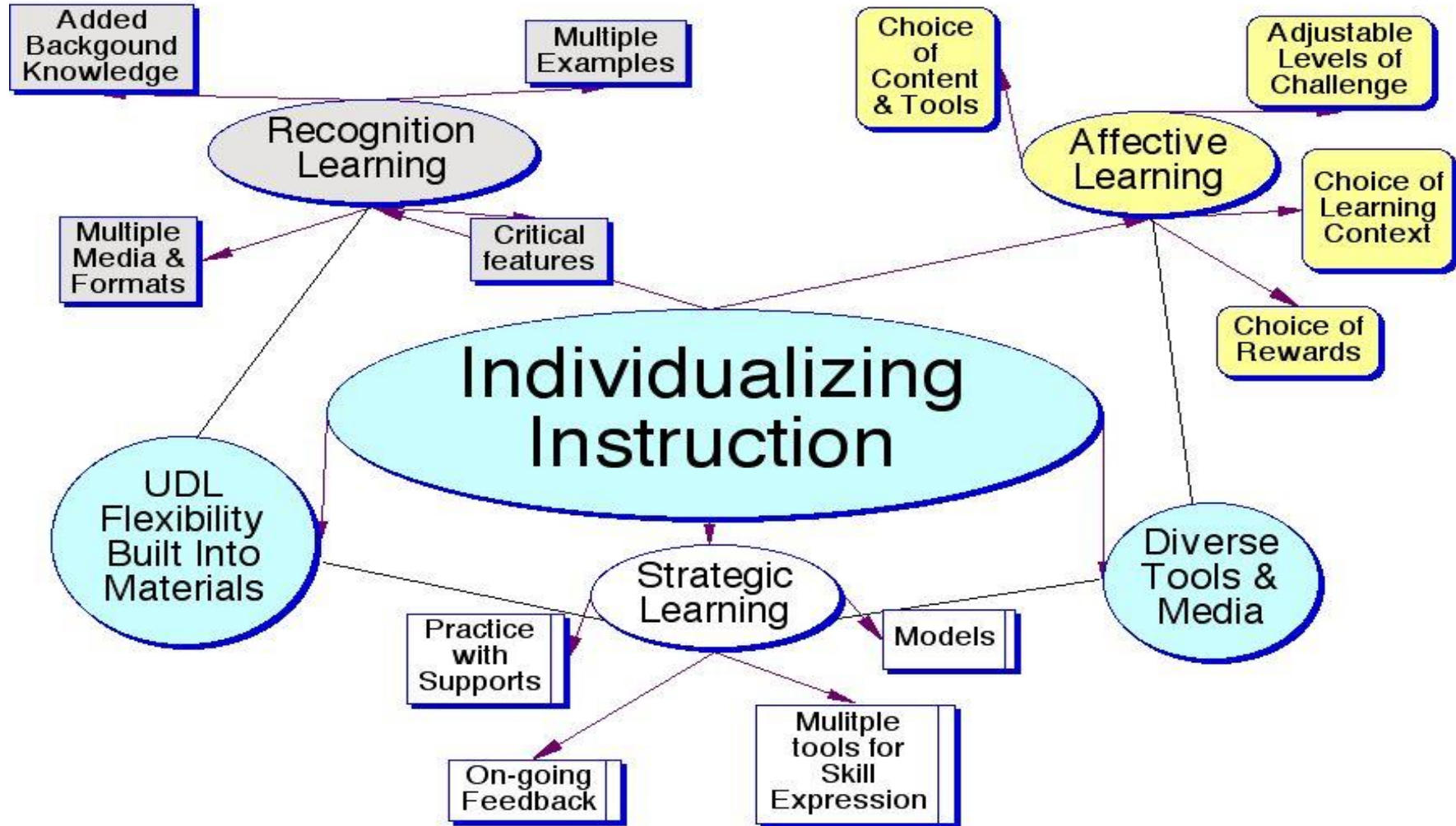


UDL Principles

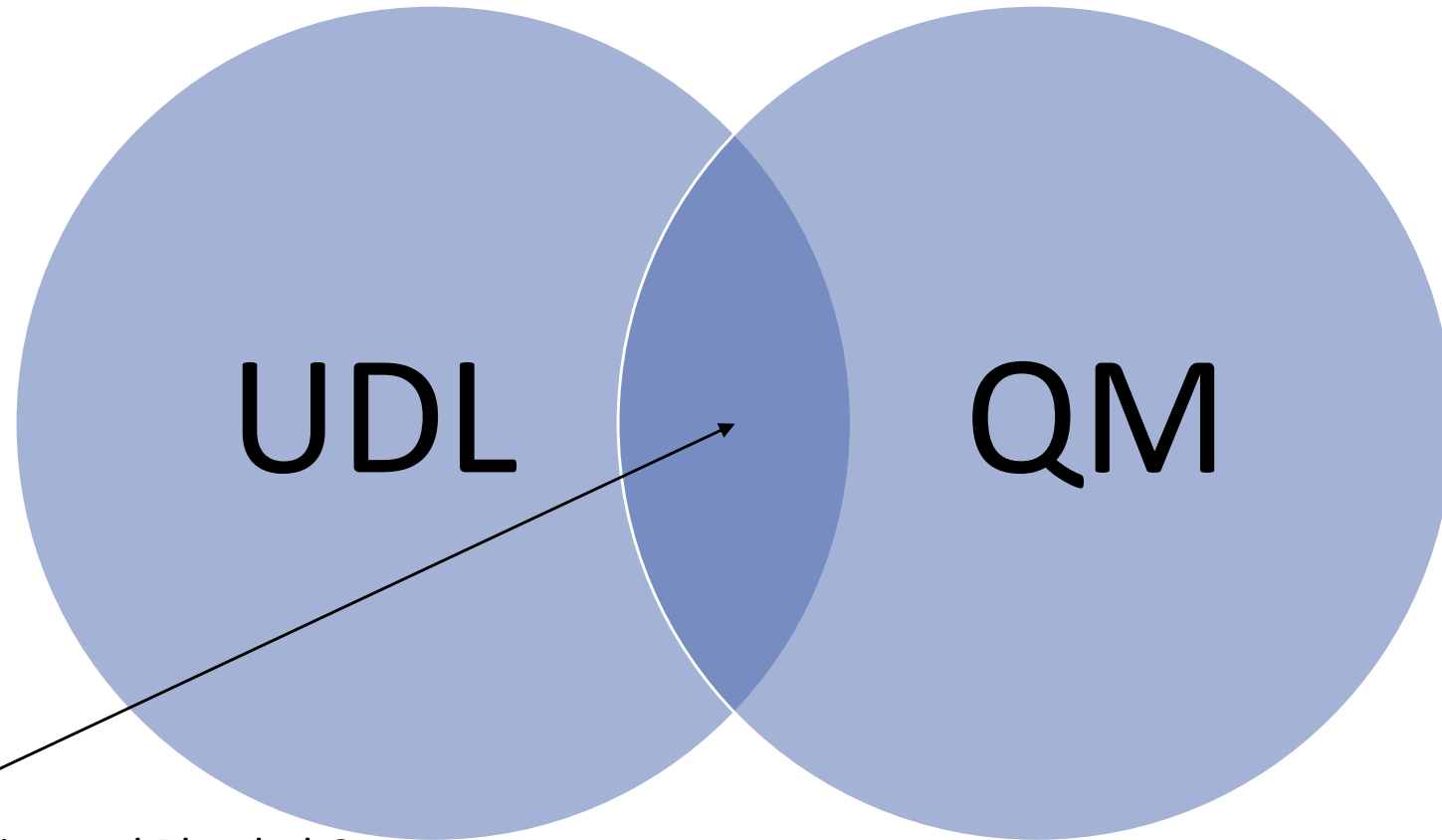
UDL Elements

- Recognition networks- methods of presentation with examples and alternatives.
- Strategic networks- methods of expression, feedback, and apprenticeship.
- Affective networks- options for engagement which provide choice, support and challenges.

Universal Design for Learning



QM meets UDL for Online Instruction



Optimizing Design of Online and Blended Courses

QM and UDL Resources and Templates

Presentation Resources Available Via:

<https://wp.towson.edu/librarymediadiversity/universal-design-for-learning-udl/>

- UDL and QM Checklist
- Alternative Assessment Template
- Screen Capture and Audio Feedback Resources
- Online Course Module Planning Template
- Research Article

Questions and Discussion Prompts

- Discuss an issue/obstacle you have encountered in online learning. How might QM and UDL be applied to resolve that issue?
- Share a success story related to online learning. Relate it to QM and UDL.
- Share an instructional situation in which you have or could provide multiple modes of assessment.
- Share an instructional situation in which you have or could provide multiple modes of feedback.

Activities

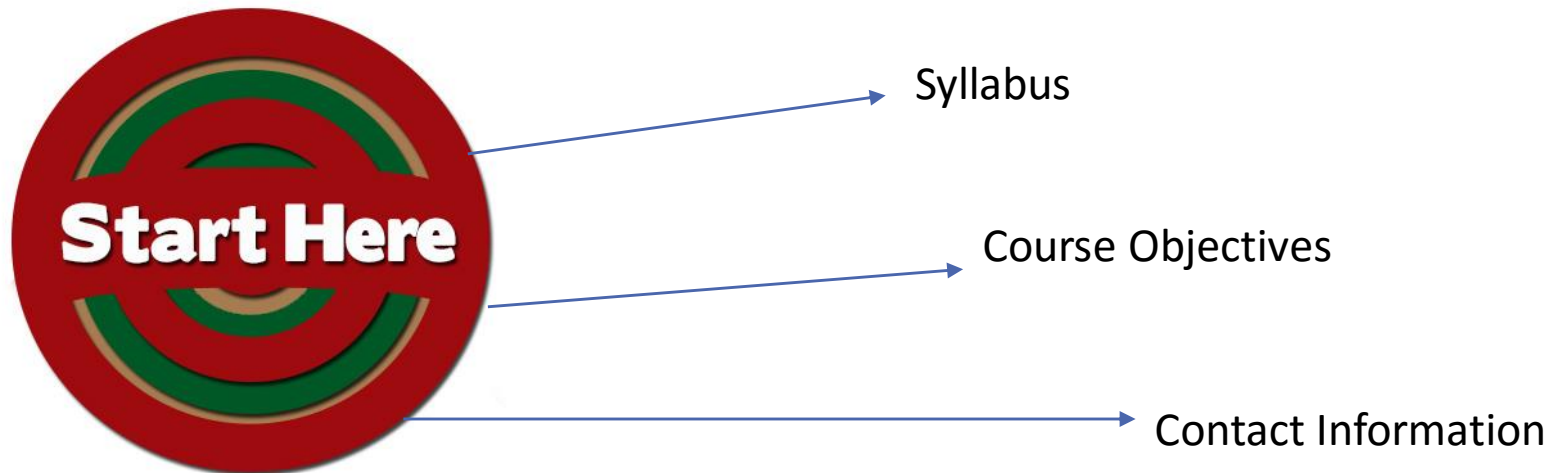
- Complete the [UDL/QM Course and Delivery Methods checklist](#) in relation to a course you are teaching. If applicable, discuss how your course could be amended to meet any criteria not currently embedded in the course/course design.

- Complete *the* [UDL: Flexing Classroom Assessment to Align with Student Strengths](#) form. Discuss how you would amend a current assignment to provide multiple modes for students to share their competencies.

UDL and QM: Course Content and Delivery Methods

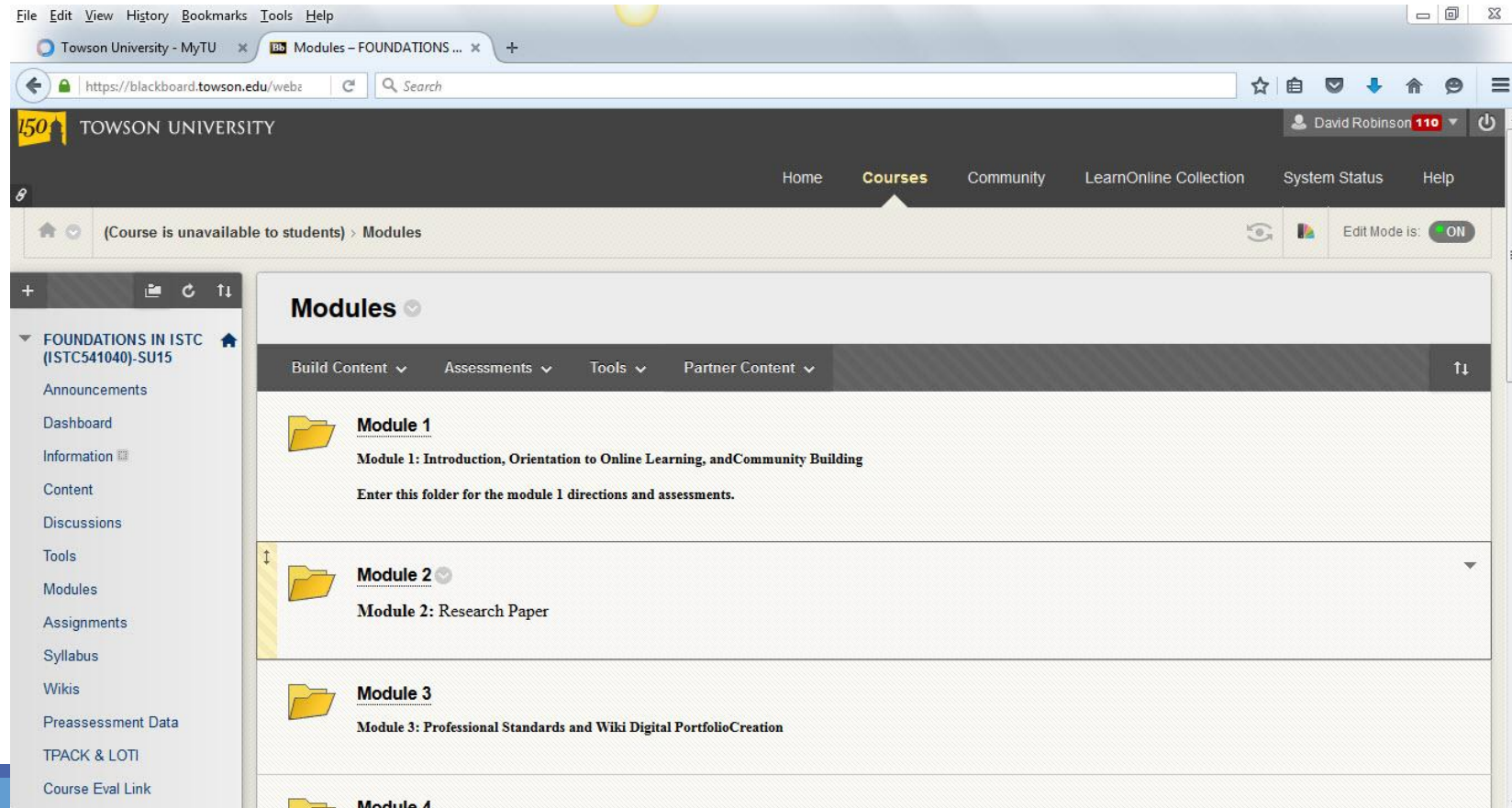
Context and Background

- Instructions provide a clear start and identify course components (QM 1.1).



Context and Background

Introduce the purpose and structure of the course (QM 1.2).



The screenshot displays a Blackboard LMS interface for a course titled 'FOUNDATIONS IN ISTC (ISTC541040)-SU15'. The user is logged in as David Robinson. The course is currently unavailable to students. The 'Modules' section is expanded, showing a list of four modules:

- Module 1:** Introduction, Orientation to Online Learning, and Community Building. Enter this folder for the module 1 directions and assessments.
- Module 2:** Research Paper
- Module 3:** Professional Standards and Wiki Digital Portfolio Creation
- Module 4:** (partially visible)

The left sidebar contains a navigation menu with the following items: Announcements, Dashboard, Information, Content, Discussions, Tools, Modules, Assignments, Syllabus, Wikis, Preassessment Data, TPACK & LOTI, and Course Eval Link. The top navigation bar includes links for Home, Courses, Community, LearnOnline Collection, System Status, and Help. The 'Courses' link is currently selected.

Context and Background

Course and/or institutional policies are presented (QM 1.4).

Disability Support Services



Disability Support Services (DSS) supports the mission of Towson University by providing

DISABILITY SUPPORT SERVICES

[Getting Started with DSS](#)

[Current DSS Students](#)

[Temporary Conditions](#)

[Faculty](#)

[Testing Services Center](#)

[Forms](#)

[Staff](#)

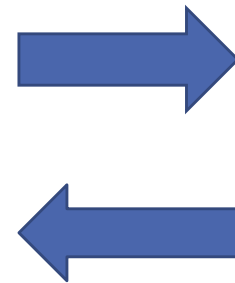
Learning Objectives

Course learning objectives are measurable (QM 2.1)



Learning Objectives

Learning objectives and related outcomes are consistent with course objectives (QM 2.2)



Learning Objectives

- Learning objectives are stated clearly and written from the student's perspective (QM 2.3)

E.g. **The students will** utilize research data bases and authoritative resources to develop a thesis statement related to current issues in the fields of educational technology and instructional design.

Learning Objectives

Instructions are presented in a wide array of formats with samples outcomes (UDL 1, 2.5)

Welcome to ISTC 541 – Foundations of Instructional Technology

Module 2: Research Paper

Pedagogical Approach: Guided and Independent Research

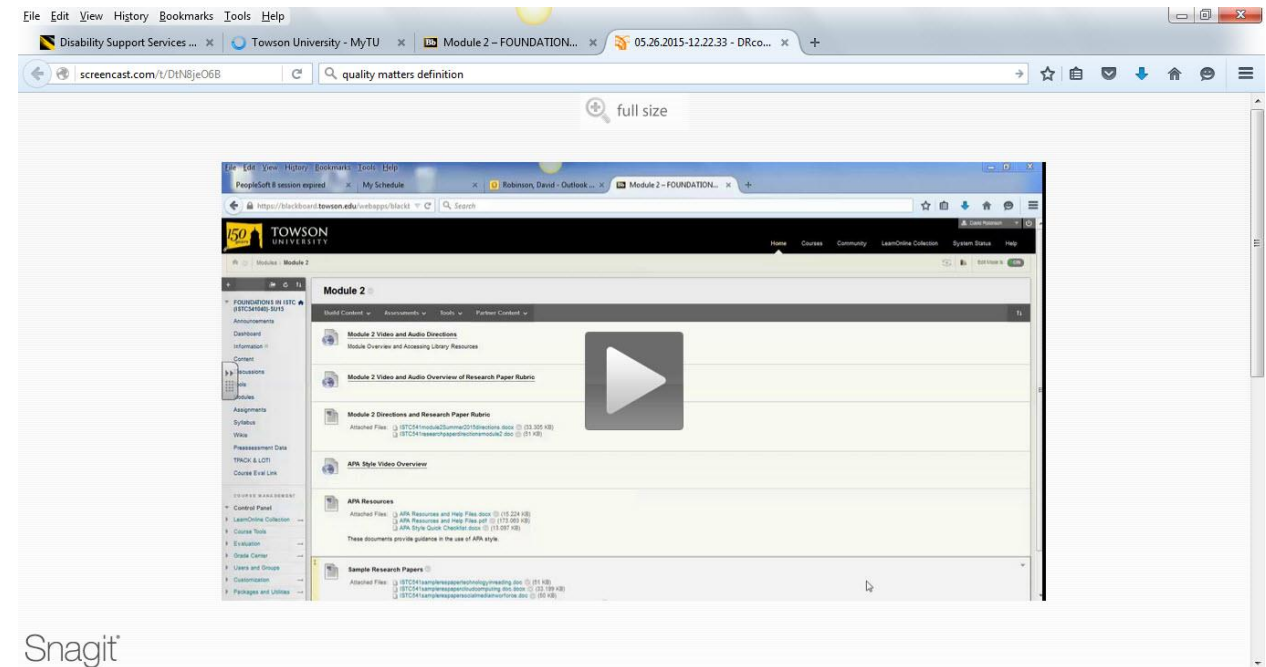
Assessments: Topic Selection Statement and Research Paper

Summary: The purpose of this module is to introduce a research paper. You will develop the research paper to demonstrate an understanding of the current issues and trends in instructional technology. Within this assignment, you are to identify and discuss current trends and issues related to the topic, potential future directions and conclude with your synthesis of how schools, teaching, instructional design and learning are impacted. You are asked to use scholarly resources found online and at the university library to support your definitions and conclusions.

Objectives:

Course Related Objectives	Standards		
Discuss and apply theories, philosophies, and	AASL 1.1, 1.2, 1.3,	InTASC 1-9	ISTE-NETS*T III D,

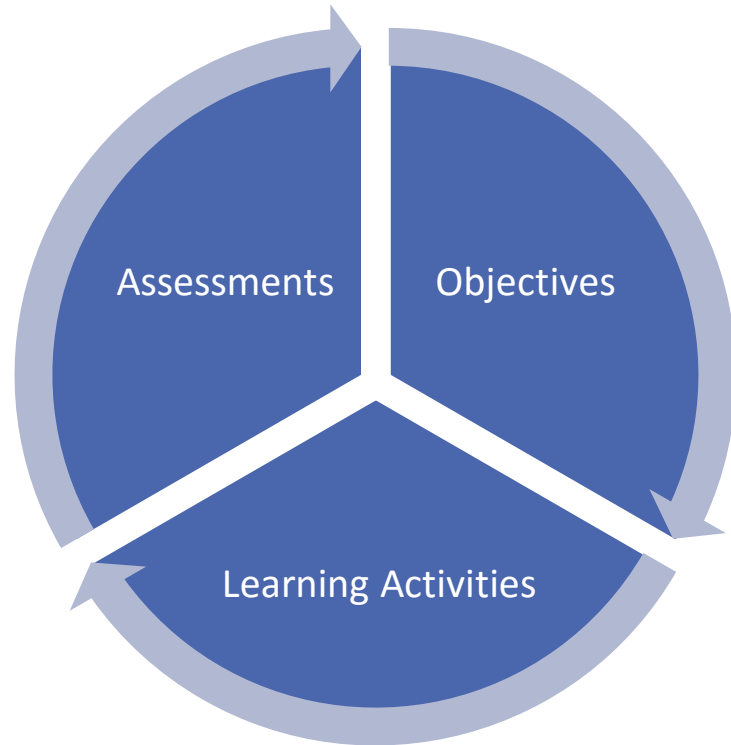
Print



Audio/Video

Assessments including Assignments and Expectations

Assessments measure learning objectives and are consistent with course activities (QM 3.1)



Assessments including Assignments and Expectations

Course grading policy is stated clearly (QM 3.2)

-Grading Policies this is a partial sample policy:

Assignments will be due on the posted due dates. The intention is to make you aware of the major assignments from the start of the course so that you know the long-term expectations. On time delivery of assignments is expected and rewarded. If you will need an extension, it is essential to make a request prior to the due date. A high degree of professionalism is expected of all students.

Assessments including Assignments and Expectations

Assessments are sequenced, varied, and appropriate to the student work (QM 3.4)

Multiple opportunities are provided to measure student learning (QM 3.5)

Assessments	Points	Due Dates (no later than):
Module 1 Personal Introductions Wiki and Class Survey	6	May 30
Research Paper Thesis Statement	5	June 6
Module 3 Wiki, Prezi or PowerPoint	15	June 13

Instructional Materials and Resources

Clearly stated purpose for instructional materials that are related to learning activities (QM 4.1, 4.2)

Course resources are appropriately cited and current (QM 4.3, 4.4)

Instructional materials present a variety of formats and perspectives on the course content (QM 4.5, UDL 1, 2.5, 3.3)

Bill Schulte presents Concepts of UDL, ATIA 2012



Bill Schulte, from Collier County, presenting the concepts of Universal Design for Learning: Through a few hands on activities, Bill shows us how both educators and the products educators use must change to meet the needs of students in today's world. Features Bill Schulte and Jon Mundorf.

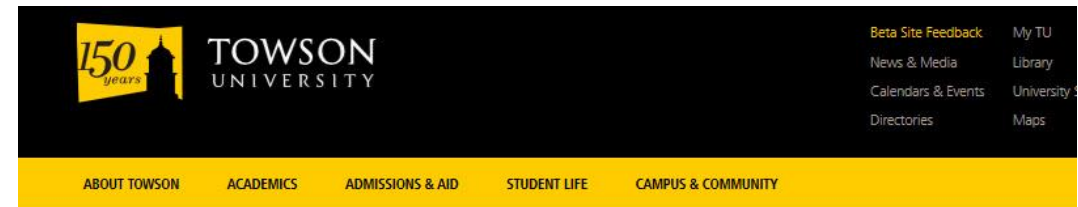
Approx 29 minutes | Uploaded 5/23/2012

http://www.kurzweiled.com/experience-kurzweil/video-library/video-bill-schulte_udl.html

Course Technology and Delivery Systems

Course instructions articulate or link to the institution's accessibility policies and services (QM 7.2)

Course instructions include how student support services help learners succeed (QM 7.4)



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Accessibility

ADA/504 Compliance

Towson University is an equal opportunity, affirmative action institution. The university does not discriminate on the basis of race, color, religion, age, national origin, sex, disability, veteran status, sexual orientation or gender identity in its programs and activities.

The university complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the university.

Under Section 504 and the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more major life activities

ACCESSIBILITY

Physical Accessibility

Emergency Preparedness for Individuals with Disabilities

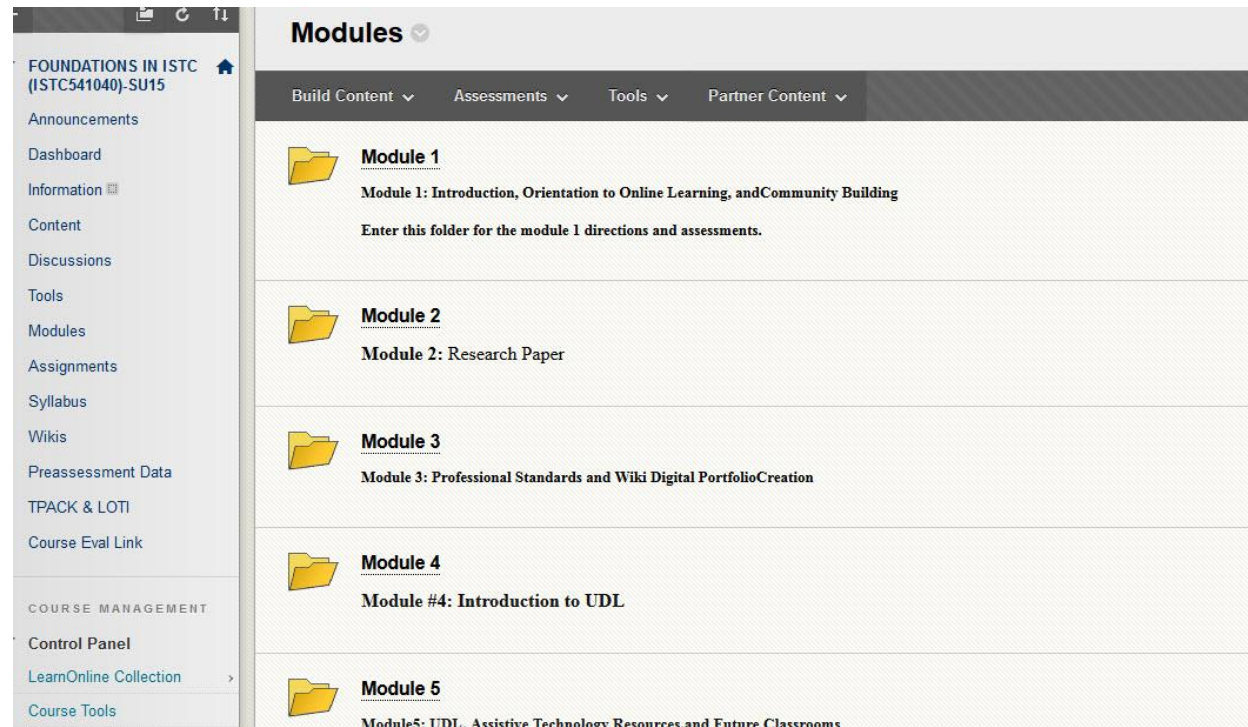
Accommodation Requests

Technology & Information Accessibility

Assistive Technology

Course Technology and Delivery Systems

Course delivery is presented in online modules (standardized units).



The screenshot displays a course management interface. On the left is a navigation sidebar for the course 'FOUNDATIONS IN ISTC (ISTC541040)-SU15', containing links for Announcements, Dashboard, Information, Content, Discussions, Tools, Modules, Assignments, Syllabus, Wikis, Preassessment Data, TPACK & LOTI, and Course Eval Link. Below this is a 'COURSE MANAGEMENT' section with links for Control Panel, LearnOnline Collection, and Course Tools. The main content area is titled 'Modules' and features a sub-navigation bar with 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. It lists five modules, each with a folder icon:

- Module 1**: Introduction, Orientation to Online Learning, and Community Building
Enter this folder for the module 1 directions and assessments.
- Module 2**: Research Paper
- Module 3**: Professional Standards and Wiki Digital Portfolio Creation
- Module #4**: Introduction to UDL
- Module 5**: UDL, Assistive Technology Resources, and Future Classrooms

Course Navigation and Technology

All course tools and media are aligned with the course learning objectives (QM 6.1)

Navigation via the online tools and media is logical, consistent and efficient (QM 6.3)

Course technologies are readily accessible and are current (QM 6.4)



Course Navigation and Technology

The course tools promote active student learning by optimizing individual choice (QM 5.2, UDL 7.1) and autonomy



The screenshot displays a vertical navigation menu with three items, each represented by a yellow folder icon. The first item is 'Module 9A' with the subtitle 'Module 9A: Interactive Whiteboard Software Production'. The second item is 'Module 9B' with the subtitle 'Module 9B: Spreadsheets'. The third item is 'Module 9C Resource Exploration and Screencast Recording', which includes a small dropdown arrow icon to its right. A vertical yellow bar with a double-headed arrow is visible on the left side of the menu.

-  **Module 9A**
Module 9A: Interactive Whiteboard Software Production
-  **Module 9B**
Module 9B: Spreadsheets
-  **Module 9C Resource Exploration and Screencast Recording** 

Course Navigation and Technology

Course design and implementation should minimize threats and distractions to learning (UDL 7.3)

Course design is focused on minimizing distractions and facilitates readability by utilizing multiple media (UDL 2.5)

Consistent and motivational while minimally distracting!

[Link to Sample Module Print Directions](#)

Module format:

Module 1: Video Directions

Accessing the Blackboard Course Site and Overview (3:22)

<http://screencast.com/t/AQyLbVUNJS0D>

Syllabus and Course Overview (10:11)

<http://screencast.com/t/4p5SljRSUH>

Module 1 Video Directions (7:49)

<http://screencast.com/t/WG9RglDvfS>

Keys to Success in an Online Course (Video Overview) (7:35)

<http://screencast.com/t/VrGgS2QXrCr8>

Module 1 Directions

Attached Files:  [ISTC541module1Summer2015directions.docx](#)  (31.593 KB)

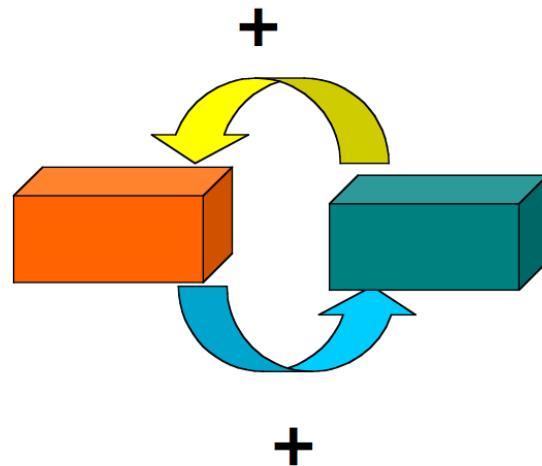
Printed directions for module 1.

Learner Interaction (among students and with faculty)

The requirements for student participation and interaction is clearly stated (QM5.4)

Plan for classroom response time and feedback on assignments is clearly stated (QM5.3)

Positive Feedback (A Virtuous circle)



Learner Interaction (among students and with faculty)

Learning activities advance the achievement and heighten the salience of the course learning objectives (QM5.1, UDL 8.1)



Learner Interaction (among students and with faculty)

Active learning is promoted by optimizing relevance, value and authenticity (UDL 7.2) of the learning activities.



Learner Interaction (among students and with faculty)

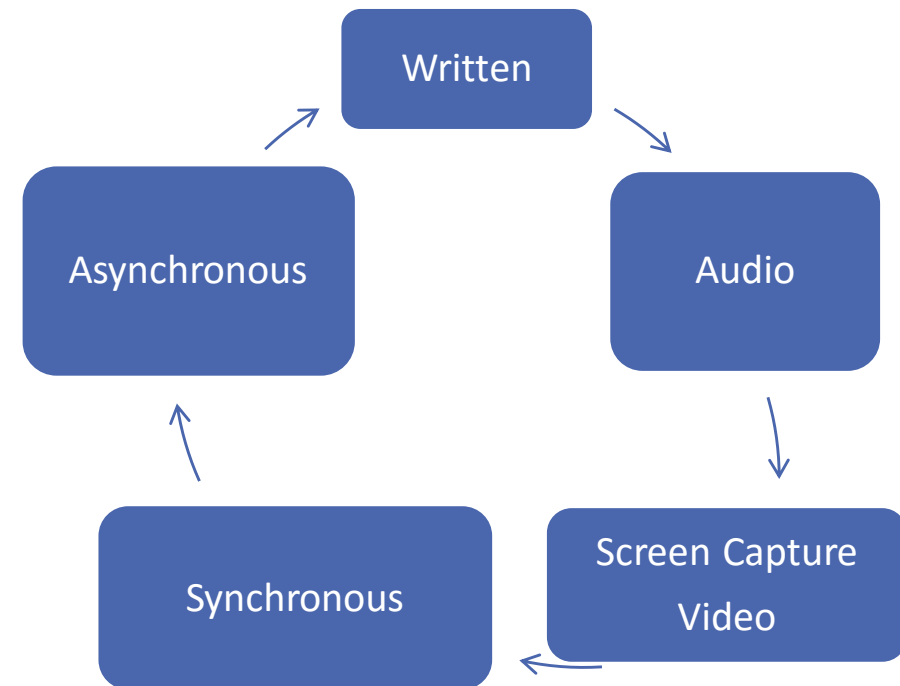
Active learning is promoted by fostering collaboration (UDL 8.3) between students and with faculty



Learner Interaction (among students and with faculty)

Active learning is promoted by communication and increasing mastery-oriented feedback (UDL 8.4)

Detailed Feedback

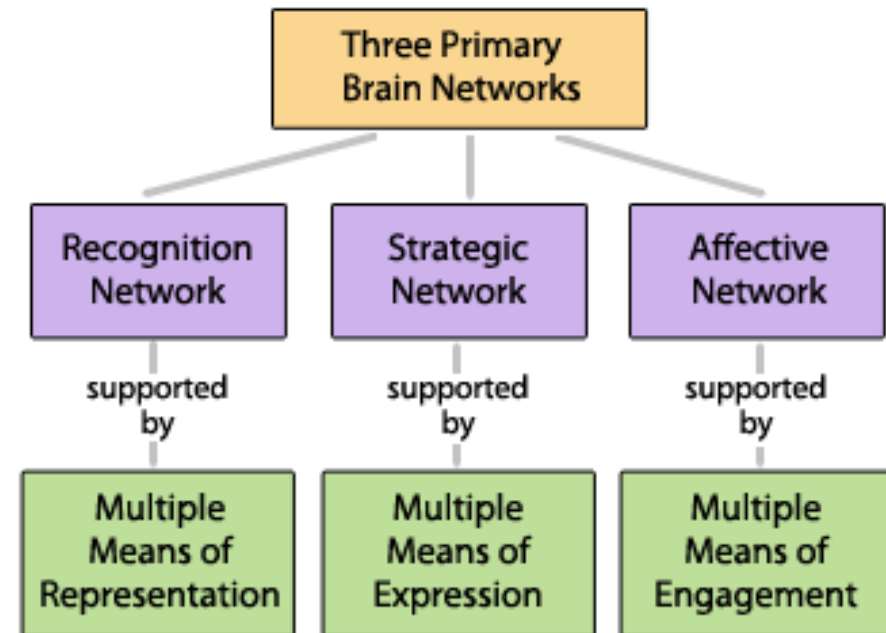


Learning Support and Accessibility

Course design, navigation and implementation exemplify accessibility for all learners (QM8)



The essence of UDL



Learning Support and Accessibility

Accessible technologies are utilized and guidance is provided on obtaining accommodations (QM 8.1)

The course accommodates and optimizes the use of assistive tools, technologies, and alternative means of access. (QM 8.3, UDL 4.2).

Click on this link for sample:

<https://www.towson.edu/about/accessibility/technology/>

HOME / ABOUT / ACCESSIBILITY / TECHNOLOGY & INFORMATION ACCESSIBILITY

Technology & Information Accessibility

Towson University Public Website Accessibility

Towson University is developing both objective accessibility standards for its public website and a better perspective on the applied needs of audiences who use technology adaptations when interacting with website content.

TU's home page and website page templates are built to [Section 508](#) web accessibility standards. The Office of Technology Services (OTS) uses [PowerMapper](#) site accessibility reporting software to identify and help repair section 508 issues on the university's 18,000+ content pages.

Top-level and business-critical legacy videos on our public website are either closed captioned or include a link to a transcript. Campus video production departments are closed captioning or transcribing all new top-level video projects. View [Towson University's Captioning Guidelines \(PDF\)](#).

A concurrent project is underway to review PDF files published to Towson's public website for accessibility issues.

Towson University provides training to assist TU public website contributors in understanding accessibility standards and how to achieve them when posting content. TU website contributors have started a large audit project to update any existing Section 508 issues on our

ACCESSIBILITY

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Technology & Information
Accessibility

Assistive Technology

Consultation, Training & Resources

Learning Support and Accessibility

Alternatives are provided for the perception of auditory and visual content (QM 8.3, UDL 1.2, 1.3)

Presentation of information should be customized to best meet the learning needs of diverse course populations (UDL 1.1)

E.g.: closed caption video

Click on link to play video:

<https://www.youtube.com/watch?v=bDvKnY0g6e4>



Learning Support and Accessibility

Consideration is given to the clarification of vocabulary, symbols, notation and syntax unique to respective course content (UDL 2.1, 2.2, 2.3)



Guideline 2: Provide options for language, mathematical expressions, and symbols

Perception

Language, expressions, and symbols

Comprehension

Learners vary in their facility with different forms of representation – both linguistic and non-linguistic. Vocabulary that may sharpen and clarify concepts for one learner may be opaque and foreign to another. An equals sign (=) might help some learners understand that the two sides of the equation need to be balanced, but might cause confusion to a student who does not understand what it means. A graph that illustrates the relationship between two variables may be informative to one learner and inaccessible to another. A picture or image that carries meaning for some learners may be puzzling to another. A picture or image that carries meaning for some learners may be puzzling to another. A picture or image that carries meaning for some learners may be puzzling to another. As a result, inequalities arise when information is presented to all learners through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners.

[Top of Page](#)

Checkpoint 2.1 Clarify vocabulary and symbols

The semantic elements through which information is presented – the words, symbols, numbers, and icons – are differentially accessible to learners with varying backgrounds, languages, and lexical knowledge. To ensure accessibility for all, key vocabulary, labels, icons, and symbols should be linked to, or associated with, alternate representations of their meaning (e.g., an embedded glossary or definition, a graphic equivalent, a chart or map). Idioms, archaic expressions, culturally exclusive phrases, and slang, should be translated.

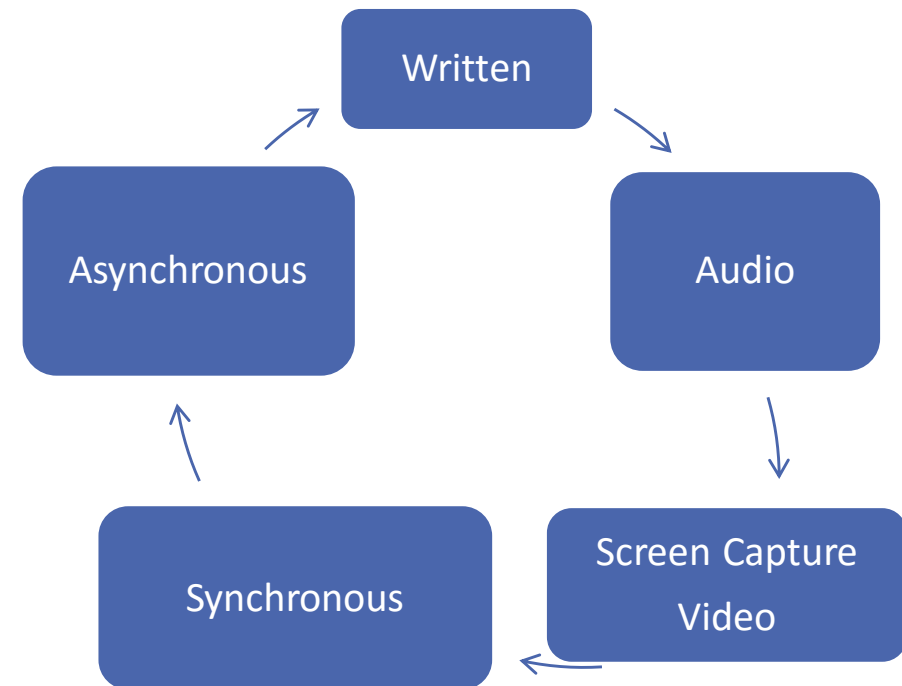
Tell Me More!

- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge
- Provide graphic symbols with alternative text descriptions
- Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
- Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)
- Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)

<http://www.udlcenter.org/aboutudl/udlguidelines/principle1>

Learning Support and Accessibility

Course design varies the methods of responses and navigation as a mode for providing options for physical participation (UDL 4.1)



References

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