



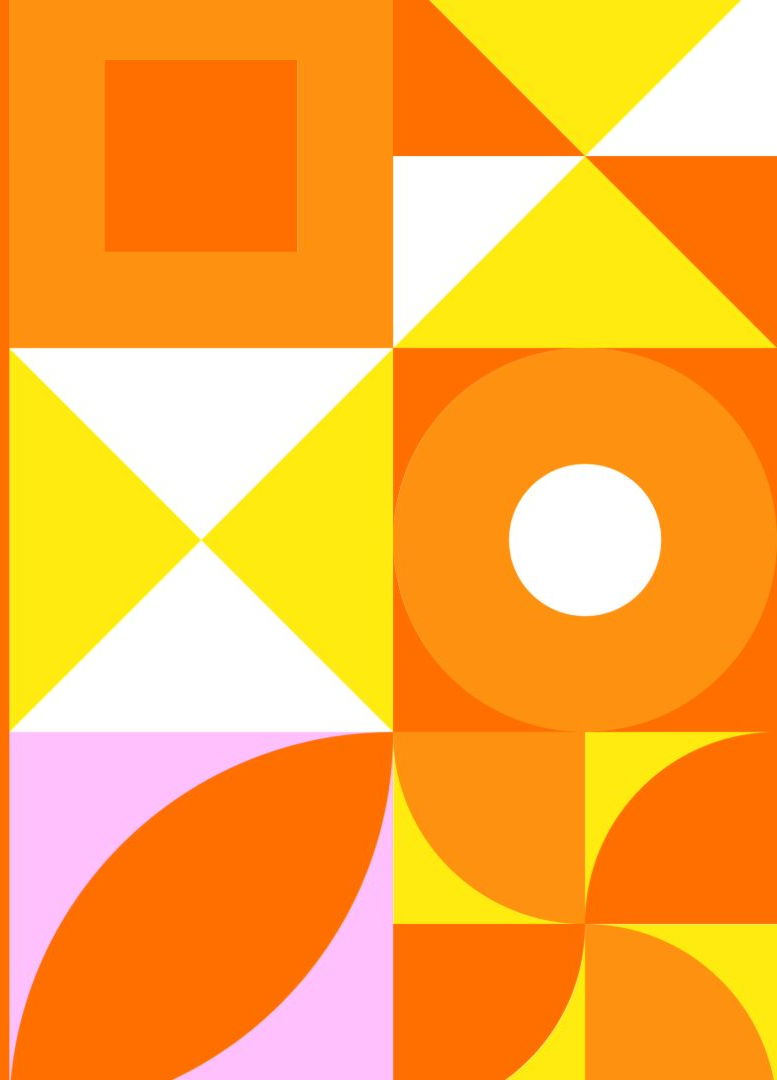
# STAND-UP STANDARDS

**THE IMPROV GAME SHOW  
FOR LEARNING ABOUT QM**

with Penny Ralston-Berg & Heather Braatz

By round of applause...

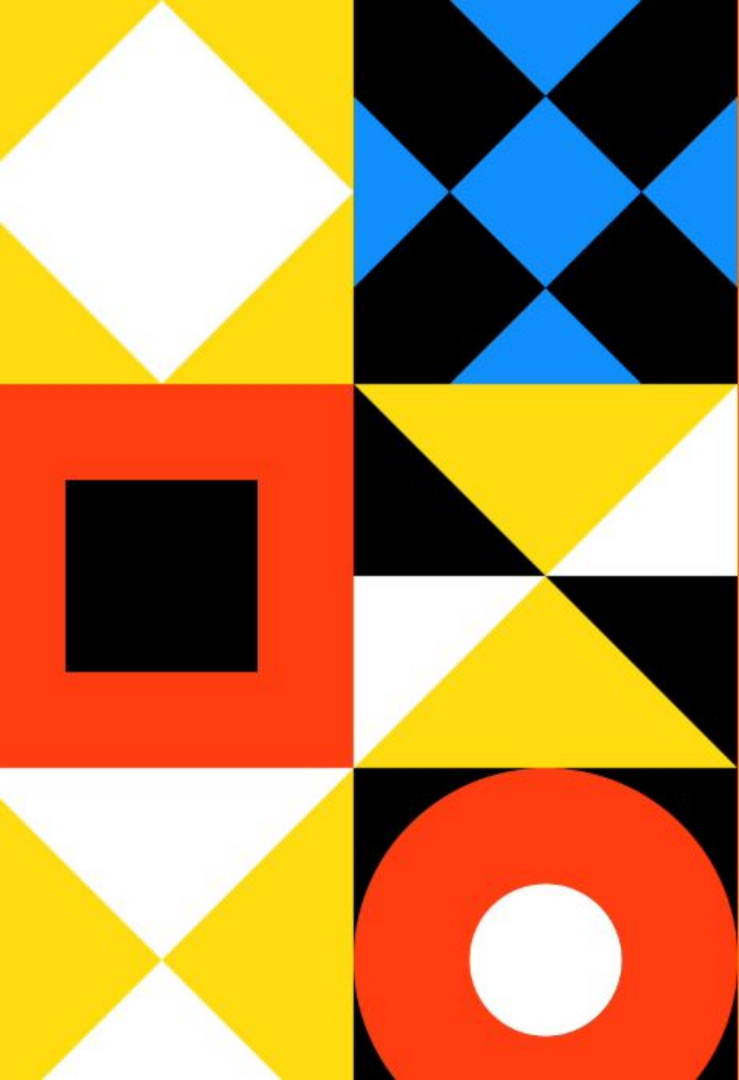
**Who here is  
BRAND NEW  
to the Quality  
Matters Rubrics?**





By round of applause...

**Who here is  
VERY FAMILIAR  
with the Quality  
Matters Rubrics?**



**IT'S THE WORLD'S  
BEST COURSE!**



What first impressions make  
this the best course?

Create your list.



**Yes!**

**And...**



## Rules of the Game

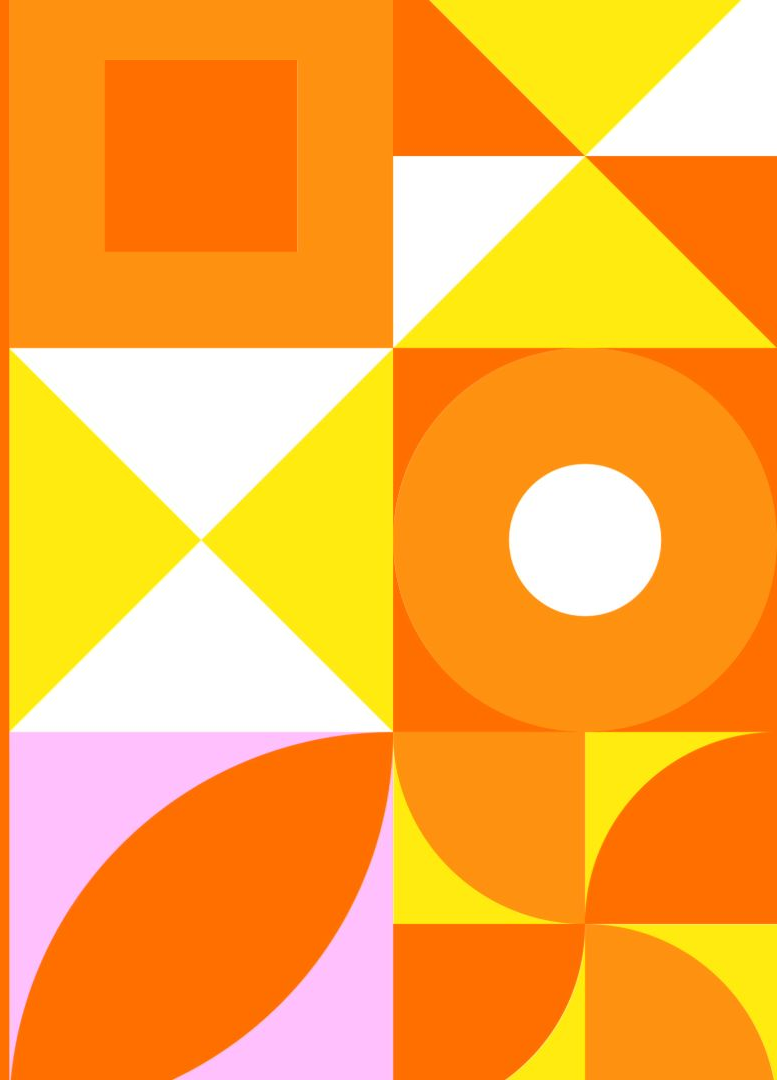
Share the best item on your list.


**Yes!**

**And...**

Yes, And—with Notes!

**Raise your hand to  
share what makes  
this The World's  
Best Course.**





The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

This means the overall design of the course is made clear to the learner at the beginning of the course.

—GS1—

# Course Overview and Introduction



THE

UNMEASURABLE

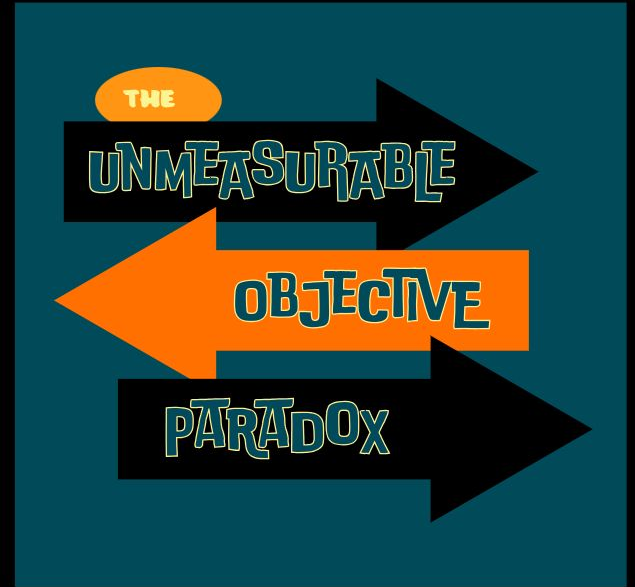
OBJECTIVE

PARADOX



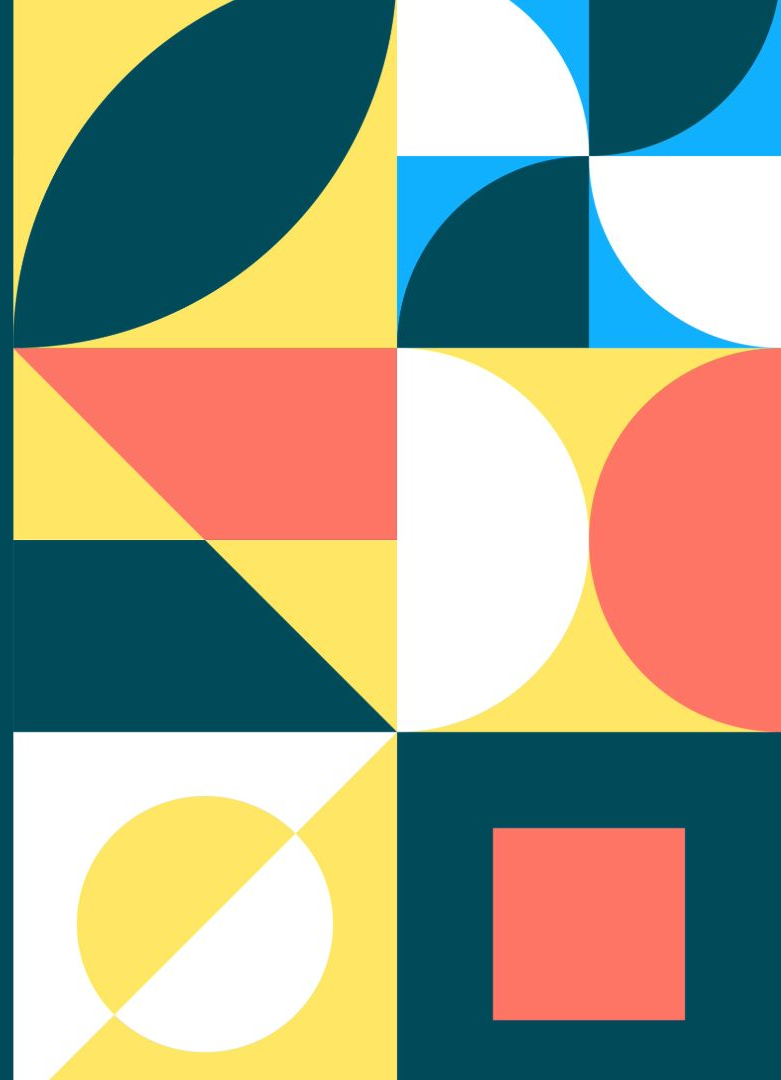
You are the student.

And you've got some **questions...**



## Learning Objective #1

**Understand the  
importance of  
effective  
communication  
in the workplace.**



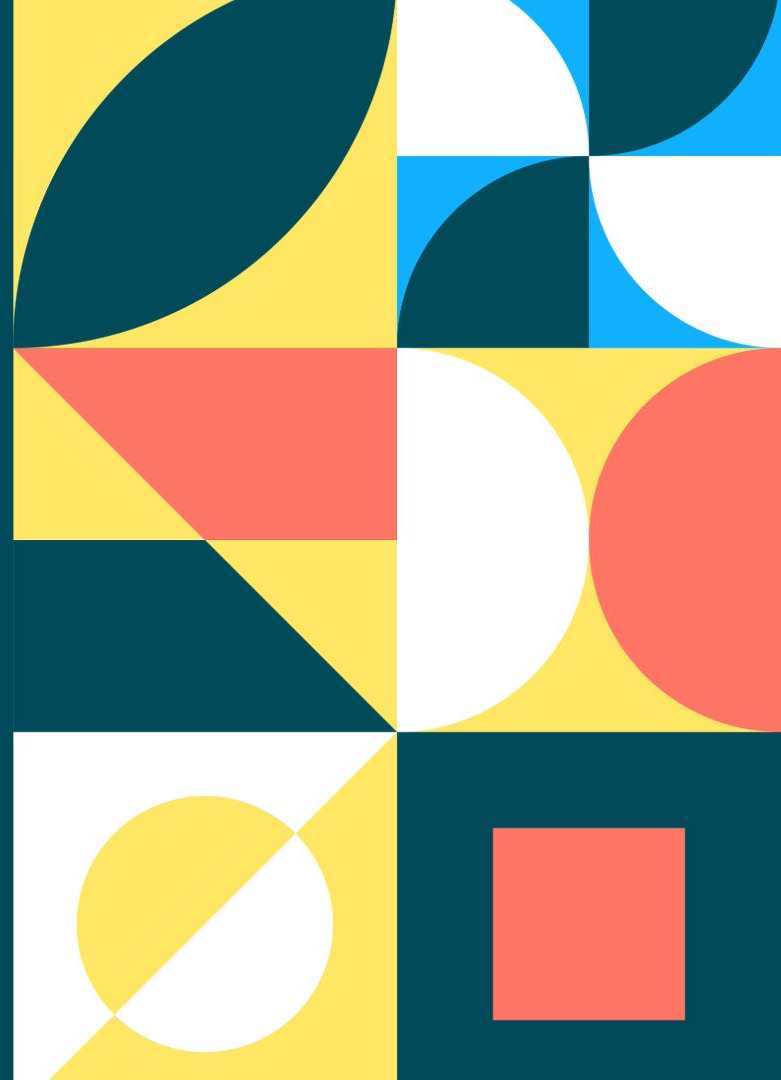



## Learning Objective #2

**By the end of this module, learners will be able to comprehensively and confidently demonstrate an understanding of the various essential, foundational principles and concepts that underpin effective communication skills in a professional workplace environment, including but not limited to verbal communication, non-verbal cues, listening skills, and appropriate context-sensitive responses in both individual and team-based scenarios, in order to enhance collaboration, productivity, and overall workplace morale.**

## Learning Objective #3

**Explain how the three strategies for effective communication in the workplace benefit a team setting.**





The learning objectives or competencies establish a foundation upon which the rest of the course is based.

Objectives ensure all the other course elements are directed toward learner success.

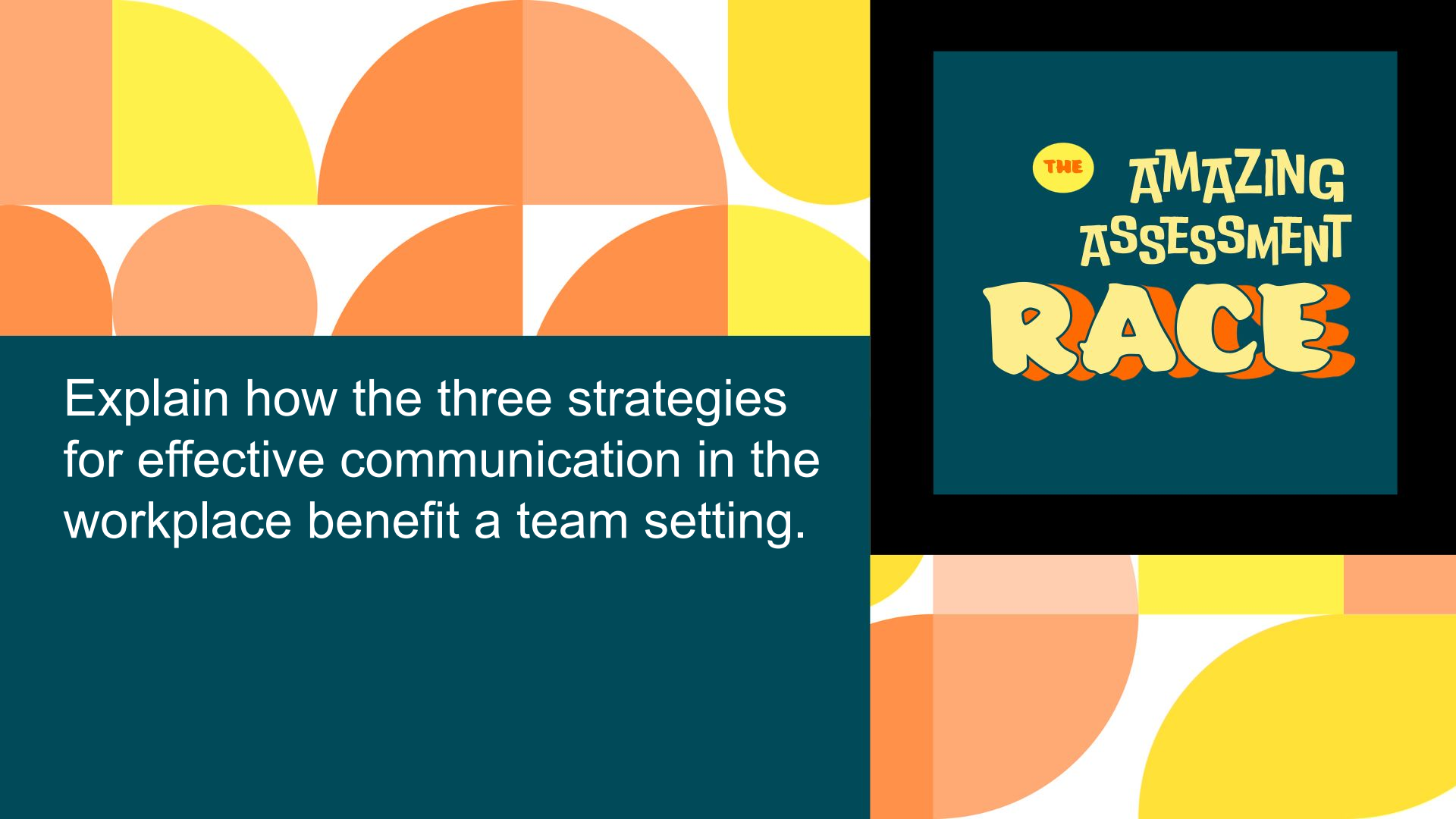
—GS2—

# Learning Objectives

THE  
AMAZING  
ASSESSMENT

RACE






Explain how the three strategies for effective communication in the workplace benefit a team setting.



**THE** AMAZING  
ASSESSMENT  
**RACE**





Which team will cross the finish line first?



**THE** AMAZING  
ASSESSMENT  
**RACE**

You be the judge!

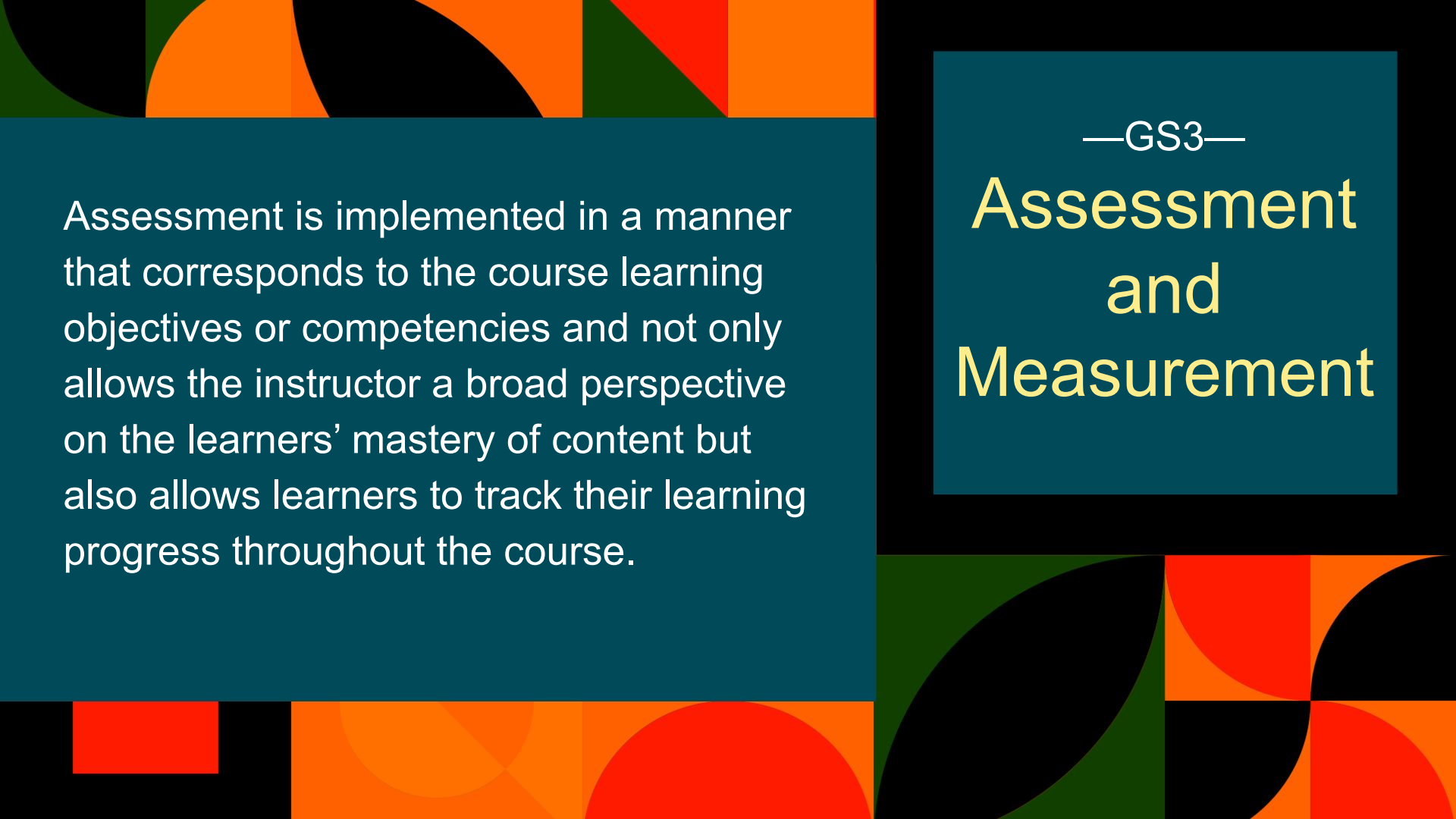
1. Performs the action.
2. Addresses specific context.
3. Demonstrates mastery.

“Explain how the three strategies for effective communication in the workplace benefit a team setting.”



**THE** AMAZING  
ASSESSMENT  
**RACE**

Qualifying  
Criteria



Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

—GS3—

# Assessment and Measurement

**RELEVANT  
OR NOT?**

**FACE-OFF**

It's time for Face-off!

Raise your hand if you'd like to volunteer.

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**

**RELEVANT  
OR NOT?**

**FACE-OFF**



# Mastering Workplace Communication

WEBINAR

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**



**RELEVANT  
OR NOT?**

**FACE-OFF**

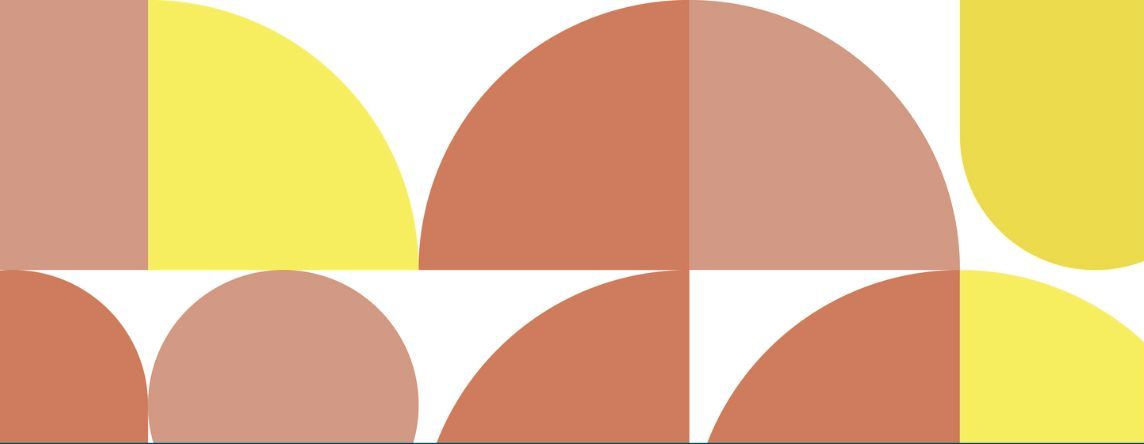
# Advanced Excel for Data Analysis

INTERACTIVE COURSE

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**

**RELEVANT  
OR NOT?**

**FACE-OFF**



# Solo Wilderness Survival Skills for Huntresses

TRAINING MANUAL

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**



**RELEVANT  
OR NOT?**

**FACE-OFF**



# Building Better Teams Through Communication

ARTICLE

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**

**RELEVANT  
OR NOT?**

**FACE-OFF**



# Introduction to Strategic Defense for Beginner Politicians

WORKSHOP

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**



**RELEVANT  
OR NOT?**

**FACE-OFF**

# Fundamentals of Quantum Makeovers

E-LEARNING MODULE

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**

**RELEVANT  
OR NOT?**

**FACE-OFF**



# Effective Team Communication in the Modern Workplace

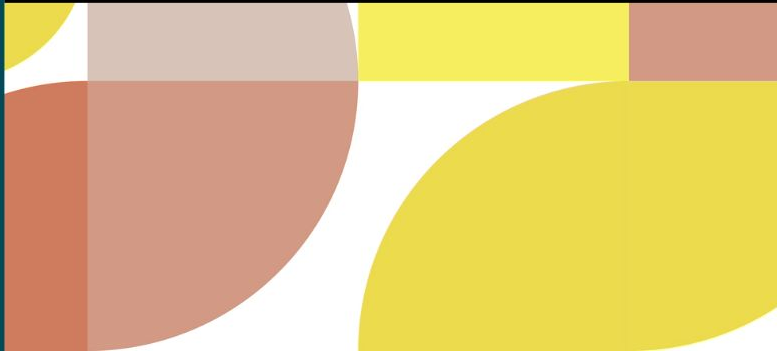
YOUTUBE VIDEO

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**



**RELEVANT  
OR NOT?**

**FACE-OFF**



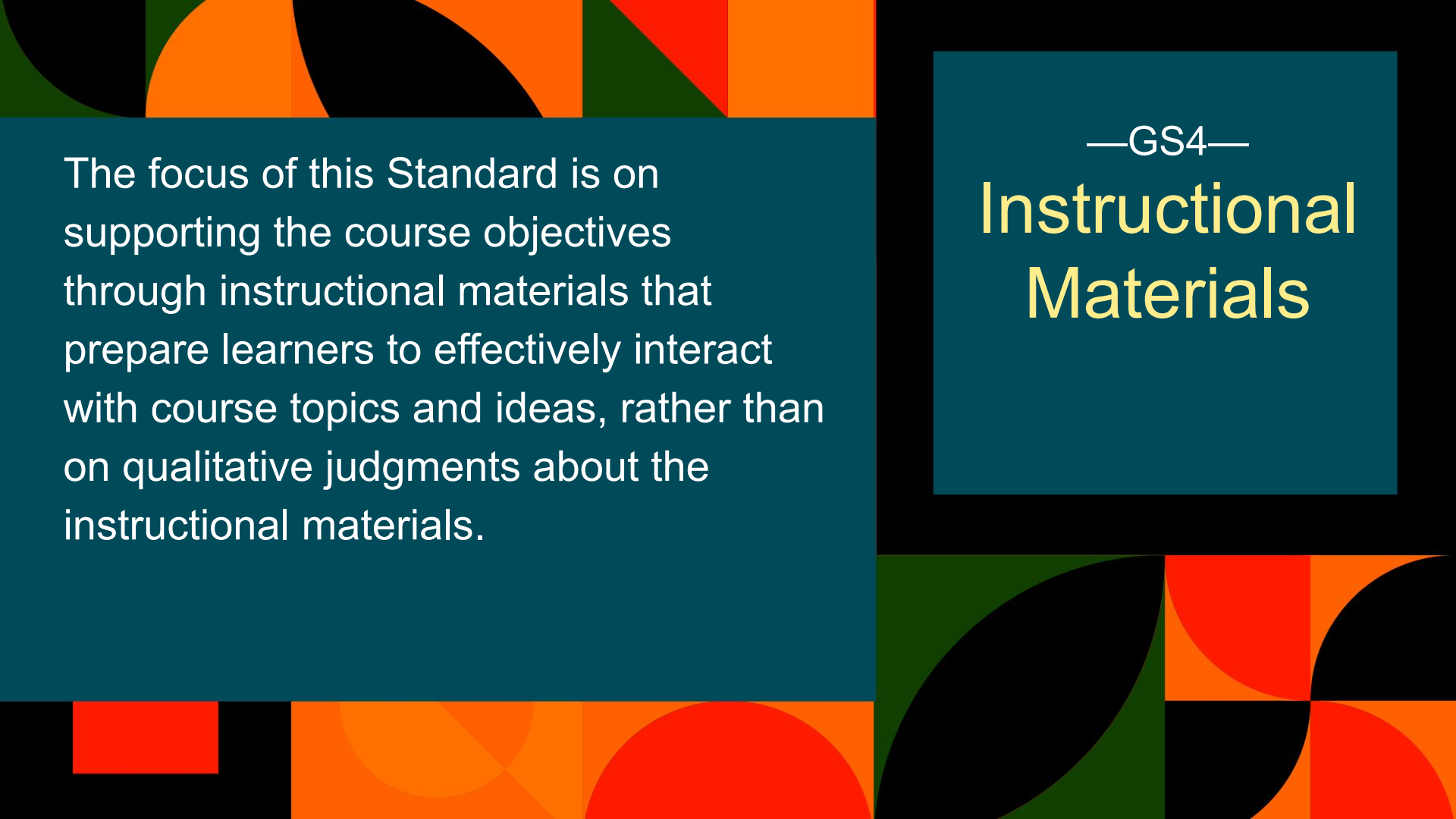
# The Three Strategies for Communication

TEXTBOOK EXCERPT

**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**

**RELEVANT  
OR NOT?**

**FACE-OFF**



The focus of this Standard is on supporting the course objectives through instructional materials that prepare learners to effectively interact with course topics and ideas, rather than on qualitative judgments about the instructional materials.

—GS4—

## Instructional Materials

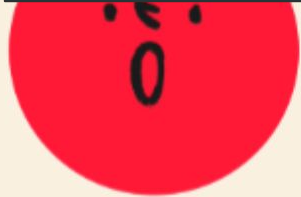


**THE**  
**WORLD'S WORST**  
**LEARNING ACTIVITIES**

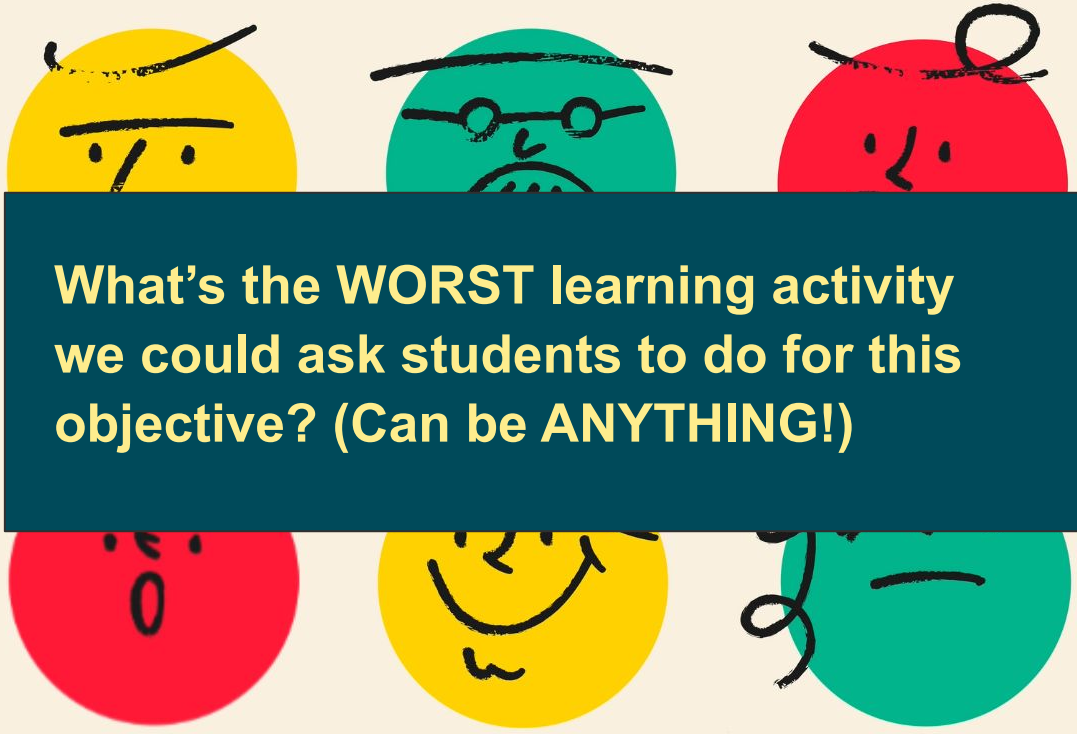




**“Explain how the three strategies for effective communication in the workplace benefit a team setting.”**








**What's the WORST learning activity we could ask students to do for this objective? (Can be ANYTHING!)**



**Stand to share out!**





Course components that promote active learning contribute to the learning process.

—GS5—

# Learning Activities and Learner Interaction

What's the  
difference  
between...

Activities

Assessments



We'll Be  
Right Back!

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PROP IT  
LIKE IT'S HOT



How can it  
be used?



The technologies enabling the various tools used in the course facilitate the learning process.

—GS6—

# Course Technology

We Now  
Return To...

# STAND-UP STANDARDS

**THE IMPROV GAME SHOW  
FOR LEARNING ABOUT QM**

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## Rules of the Game

Shout out what the right support service is.





I can't submit the  
final project on  
time.



I'm living in my car  
with no wifi.





**BREAKING NEWS**

# HURRICANES IN AMERICA





I need extensions  
for this week's  
assignments.



I have my hands  
full at home and  
with work.

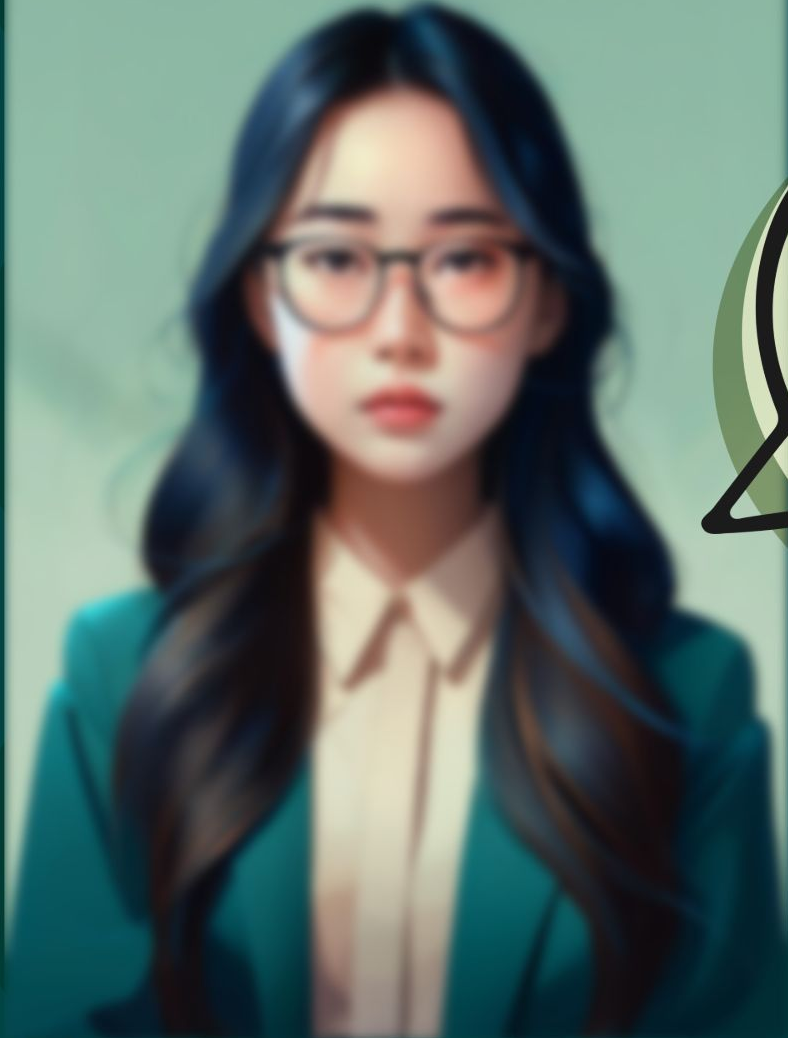






I need an  
extension on the  
midterm.






I've just been  
having a hard time  
focusing.







It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution.

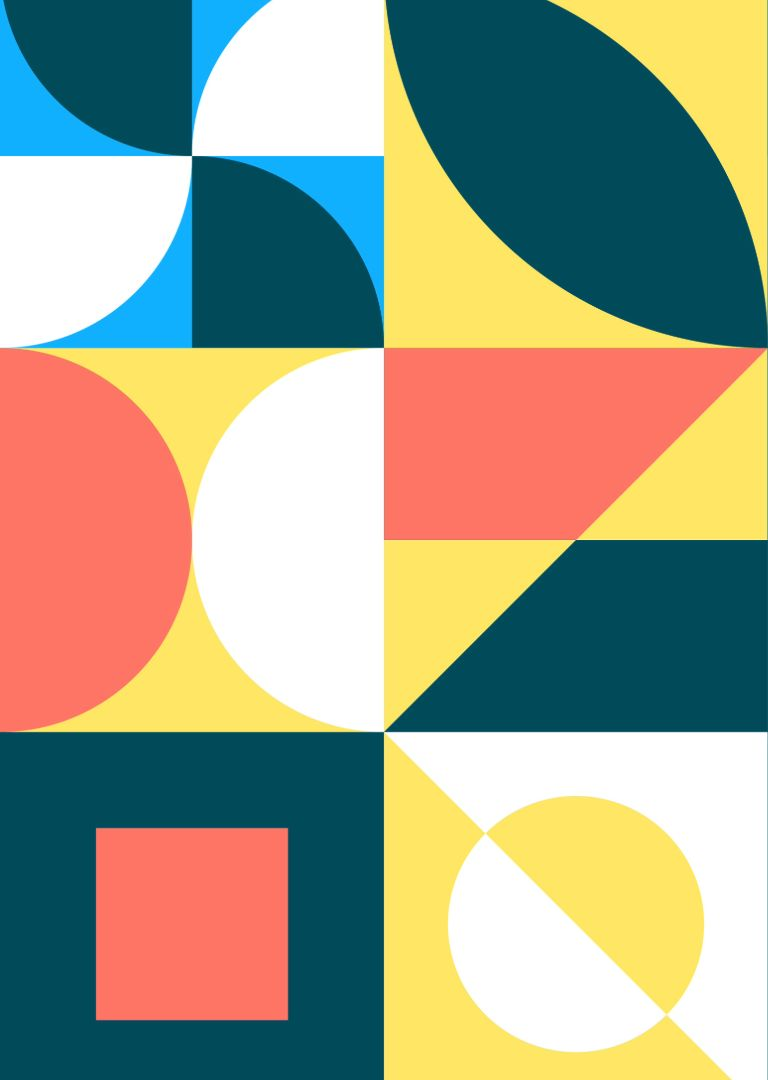
In this Standard, four different kinds of support services are addressed: technical support, accessibility support, academic support services, and student services and resources.

—GS7—

## Learner Support

THREE  
WISE  
MONKEYS

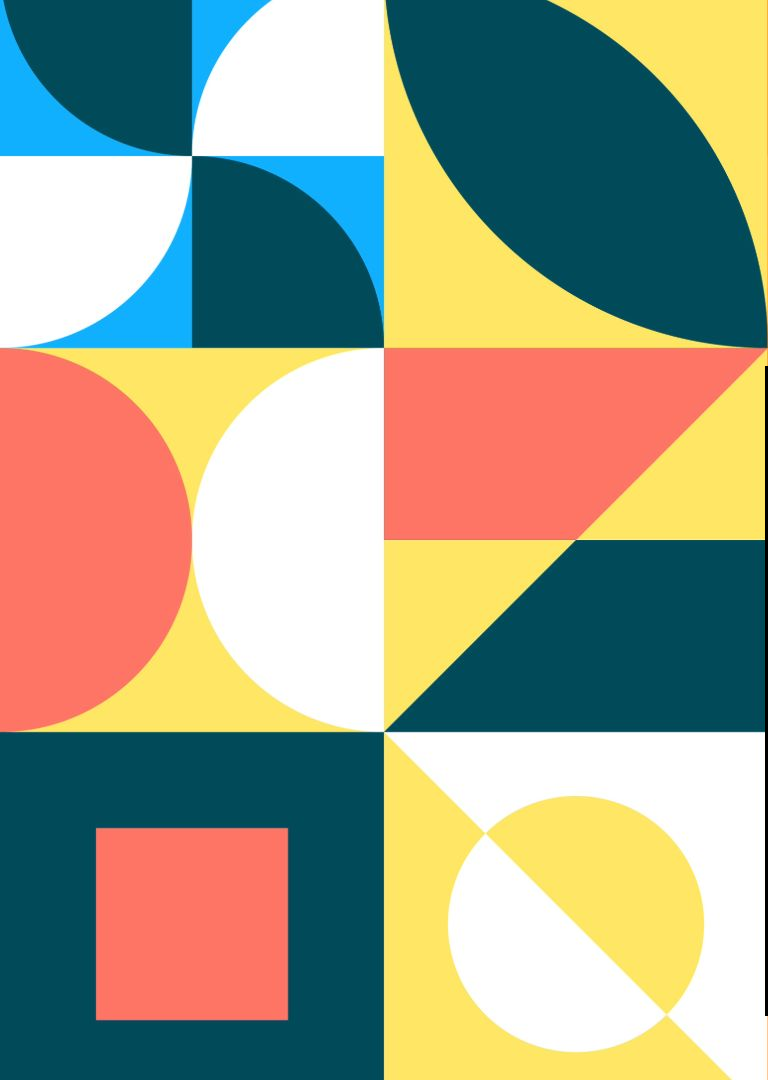




## ROUND ONE

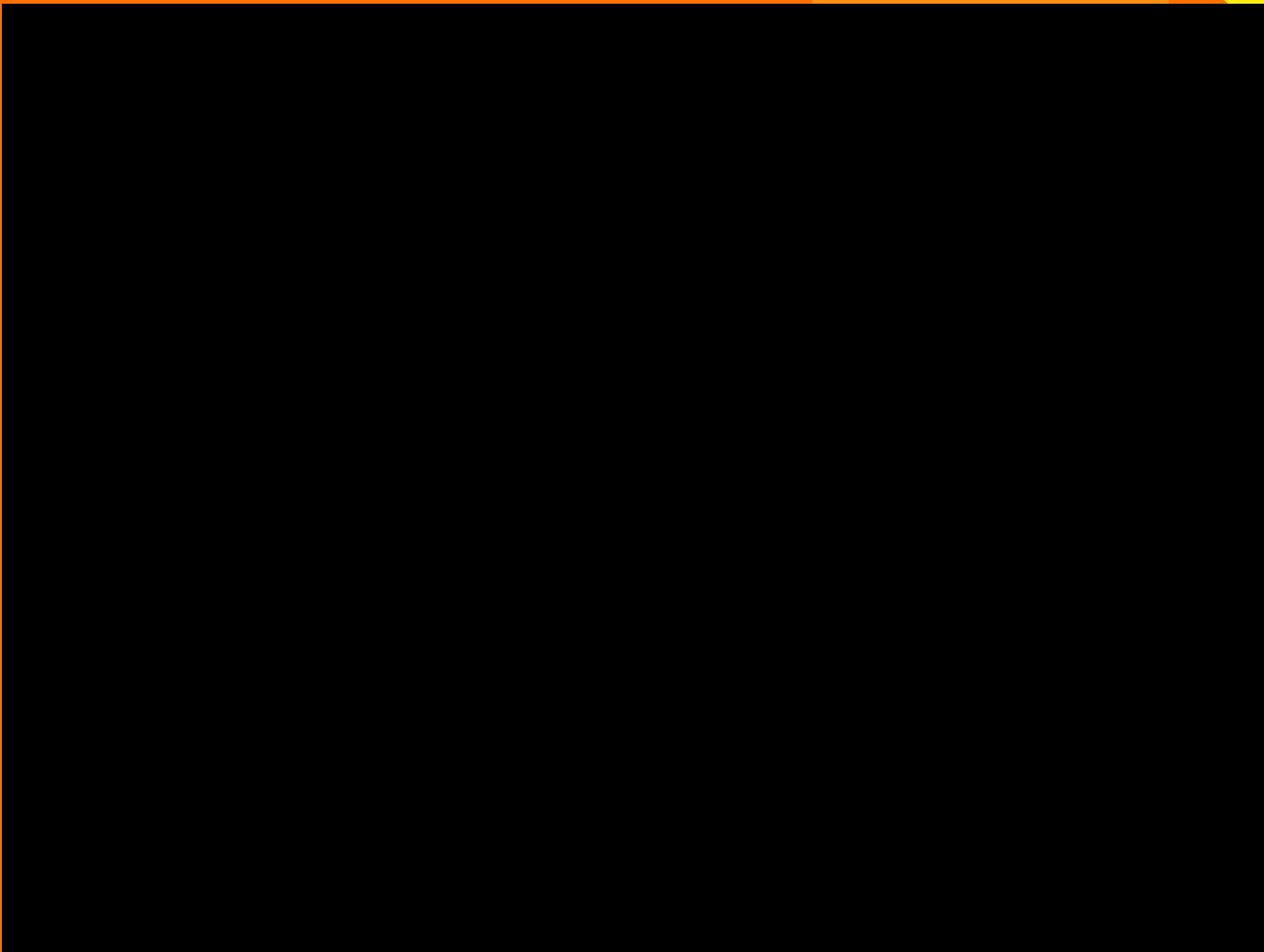
Without revealing the answer,  
do you know what this is?

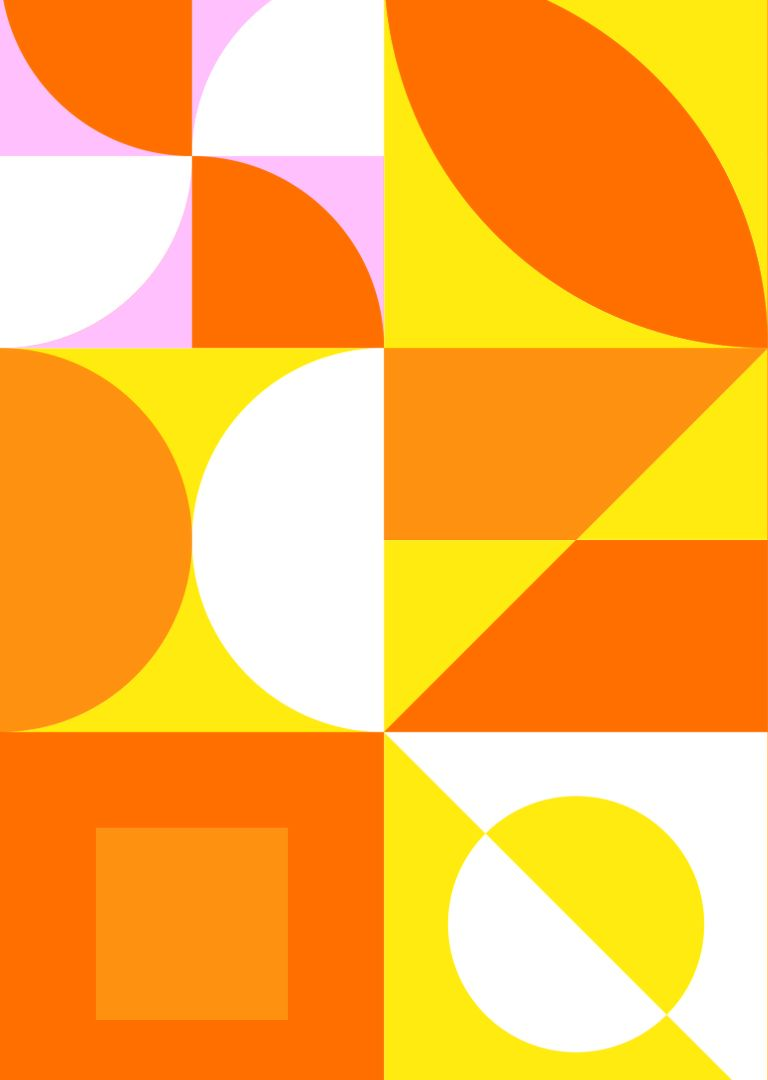




## ROUND TWO

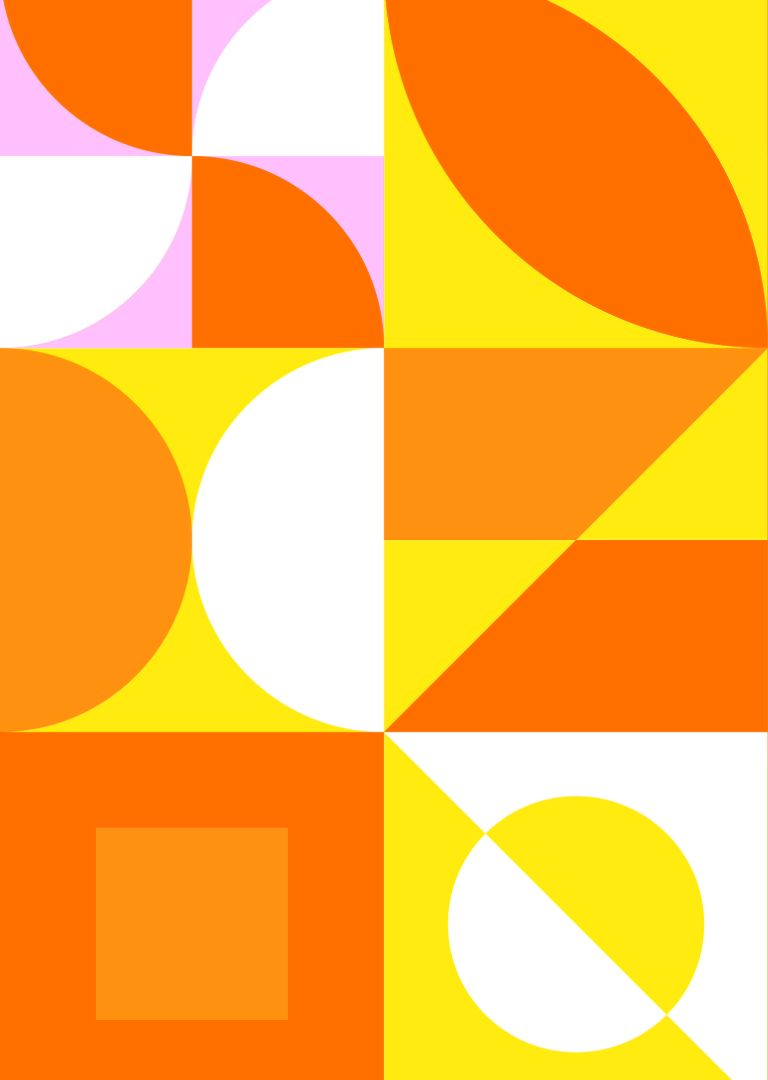
Without revealing the answer, do you know what this is?





**What is the name  
of this viral  
dance?**

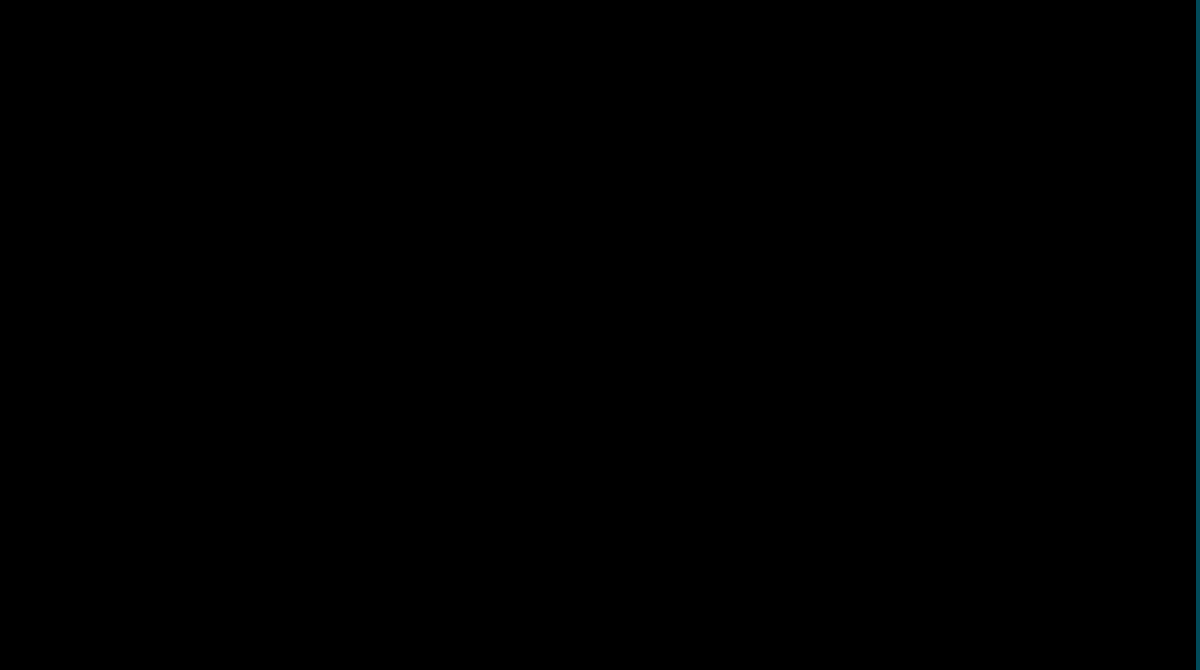





**Who thinks we  
can make this  
even BETTER?**




# Audio + Video + OC



A female cartoon character demonstrates the steps of the Macarena dance. She begins by placing her right arm out in front, parallel to the floor, palm down, and mirrors the movement with her left arm. She turns her palms upwards, then crosses her arms by touching her right hand to her left shoulder and left hand to her right shoulder, forming an X shape across her chest. Next, she touches both hands to the sides of her head, then moves her hands to opposite hips, and uncrosses them to rest on their corresponding hips. Finally, she moves her hips in a circular motion three times before jumping and turning 90 degrees to the left. The process repeats to match the beat of the Macarena song.





The course design utilizes the principles of accessibility and usability, reflecting a commitment to ensuring diverse learners can access all course content and activities, and can easily navigate and interact with course components.

—GS8—

## Accessibility and Usability

**GS1**

Course Overview  
and Introduction

**GS2**

Learning Objectives  
(Competencies)

**GS3**

Assessment and  
Measurement

**GS4**

Instructional  
Materials

Learning Activities &  
Learner Interaction

**GS5**

Course Technology

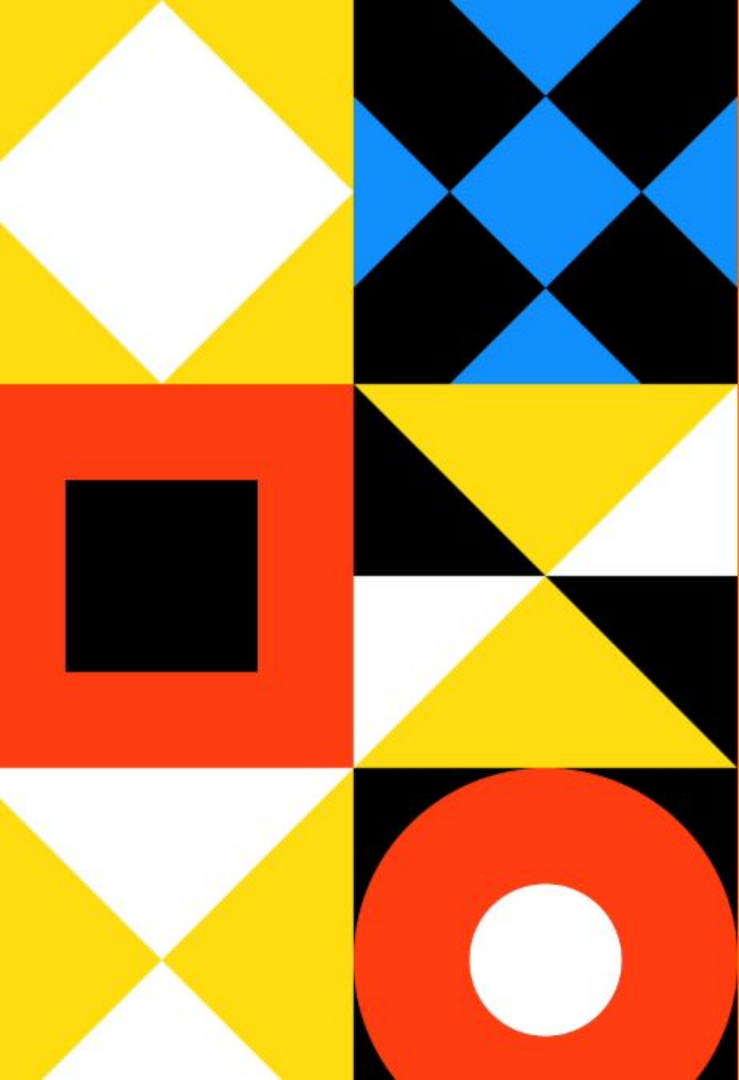
**GS6**

Learner Support

**GS7**

Accessibility and  
Usability

**GS8**



**FOR PLAYING  
AND LEARNING WITH US!**