



## Reverse Engineering the QM Rubric to Inform Face-to-Face Course Design

2017 QM Connect

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### Session objectives

After this session, you will be able to...

- describe the barriers to creating a rubric for measuring the quality of the design of F2F courses.
- explain the evidence that is needed to review the design of a face-to-face course.
- identify which standards from the QM Rubric could also be used to review the design of a F2F course.

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## Confidentiality notice

We would like to collect the following data from this session...

- Basic demographics of participants
- Results of our conversations
- Session worksheets
- Audio recording of the session

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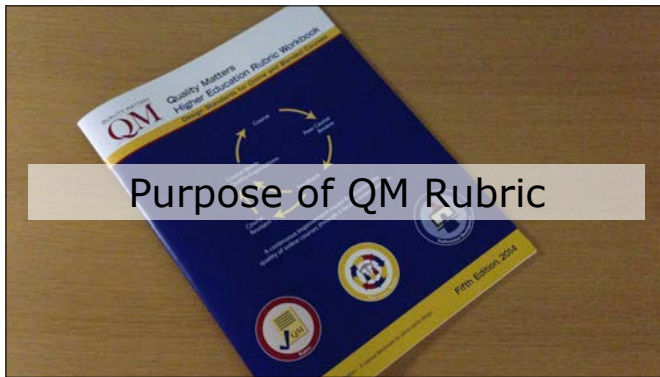
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## Course design not delivery

The instructor is  
integral to *both* design and delivery.

**Course Design ...**  
is the forethought and  
planning that an instructor  
puts into the course.

**Course Delivery ...**  
is the actual teaching of the  
course, the implementation of  
the design.

QM is about **DESIGN** - *not* delivery or faculty performance.

Source: QM's Applying the QM Rubric Workshop

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## Focus on course evidence

With online courses we have:

- course syllabus
- course shell
- learning materials
- assignments
- course tools

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## Transforming the QM Rubric

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## Categorizing the specific review standards

### Directly applies to F2F courses

SRS and annotation fully applies to F2F courses without any changes

### Needs to be revised for F2F courses

SRS and annotation would need to be revised to fully apply to F2F courses

### Does not apply to F2F courses

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Where would we find the evidence in a face-to-face course to identify if this standard is met?

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What are your findings?

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Final reflection



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We value your feedback



Please use the conference app to review this session

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