Strategies for Teaching Online

A short course for best practices in online teaching based on the Quality Matters Rubric

QM Connect Conference
October 27-30, 2019
Grapevine, Texas

NM STATE UNIVERSITY

Agenda and Objectives

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1. Introductions
2. Background of the OCIP Program
3. Identified Gap
4. Response to Identified Gap
5. Results from Strategies Course
6. Discussion of Future Plans

Objectives

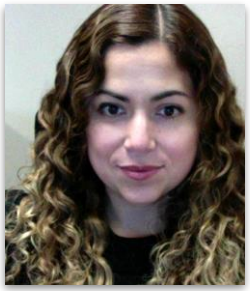
1. Discuss gap between QM Rubric and Online Teaching.
2. Share ideas for bridging the gap.
3. Share resources for possible implementation at other sites.

Introductions

Dr. Sandra Johnson

Instructional Consultant
QM Master Reviewer
QM Coordinator

Nancy Chartschlaa



Instructional Consultant
QM Master Reviewer
Graphic Design Specialist

Christina Schaub

Instructional Consultant
QM Master Reviewer
Writing and Editing Specialist

On each slide in this area, we share feedback from our participants. This information was gathered through an anonymous survey.

Introductions

Take a minute to meet your neighbor.

Lets see who is with us today. Raise your hand if you are a(n)-

- Instructor
- Administrator
- Mentor or support person for online instructors or programs
- Quality Matters(QM) Reviewer
- Other?

“I really appreciated the positive atmosphere and opportunities to stretch beyond my comfort zone. Thank you for such an enriching experience!”

- Participant

Online Course Improvement Program (OCIP)

- Program has been in place since 2009
- Uses a mentorship model
- Provides support in improving online courses
- Has used QM since 2010
- All 5 NMSU campuses use QM Internal and Formal review process
- OCIP assisted in obtaining a policy change in 2017 concerning Distance Education

“This course shows us a benchmark for online teaching.”

- Workshop Participant

ARP 4.69 Online Education Policy

Per 4.69 Academic Rule for Distance Education, "All NMSU online courses must meet a **quality metric**, defined by the chief academic officer at each NMSU campus, before being offered."

- All NMSU campuses are using the QM Rubric as the “quality metric.”
- Internal and Formal Reviews performed by certified QM Peer Reviewer.
- Reviews follow the continuous improvement approach for online and hybrid courses.

“I enjoyed the course especially because the content is within the framework of an online course. This allowed me to "see" what the student "sees" when they are online. It changed my perspective on reasonable expectations from my students.”
- Participant

ARP 4.69 Continued

Faculty who have not demonstrated appropriate online teaching experience are expected to complete the following professional development activities prior to teaching an online course:

1. Learning Management System training
2. Short course for online teaching
3. Applying the Quality Matters Rubric workshop
4. Videoconference/ITV training when appropriate

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- Participant

OCIP Program Review Results

Already in place:

- Learning Management System Training
- Applying the Quality Matters Rubric Workshop
- Videoconference/ITV Training

Our gap:

- **Short course for online teaching**

“Using an online course to teach best strategies for teaching online was extremely effective.”
- Participant

Our Response

- Strategies for Online Teaching Course
- Two-week asynchronous professional development
- Uses Canvas LMS
- 6 Modules
  - Module 0: Getting Started
  - Module 1: Best Practices in Online Learning
  - Module 2: Interactions and Engagement
  - Module 3: Assessment
  - Module 4: Establishing Presence
  - Module 5: Managing the Online Environment
- Addition “Extend your learning” option for practice with Canvas

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“I...appreciated being a student in an online course for the first time - it really helped me see things from my students' perspectives.”
- Participant

Participant in Student Role

Participants are “students” in the course.

- Submit assignments
- Participate on discussion board
- Peer to peer support
- Sharing of best practices

“The extend your learning options was great for me since I have not used Canvas as an instructor - gave me the chance to create a class shell with instructions.”
- Participant

Participant in Designer Role

Extend your Learning Activities place participants in designer role.

- Hands on practice within a Canvas course shell
- Create home page and modules
- Write syllabus for online learning
- Develop a discussion board
- Develop assignments with a grading rubrics
- Create a quiz or exam

“Thank you for providing me models and examples that I can immediately use in my own course.”
- Participant

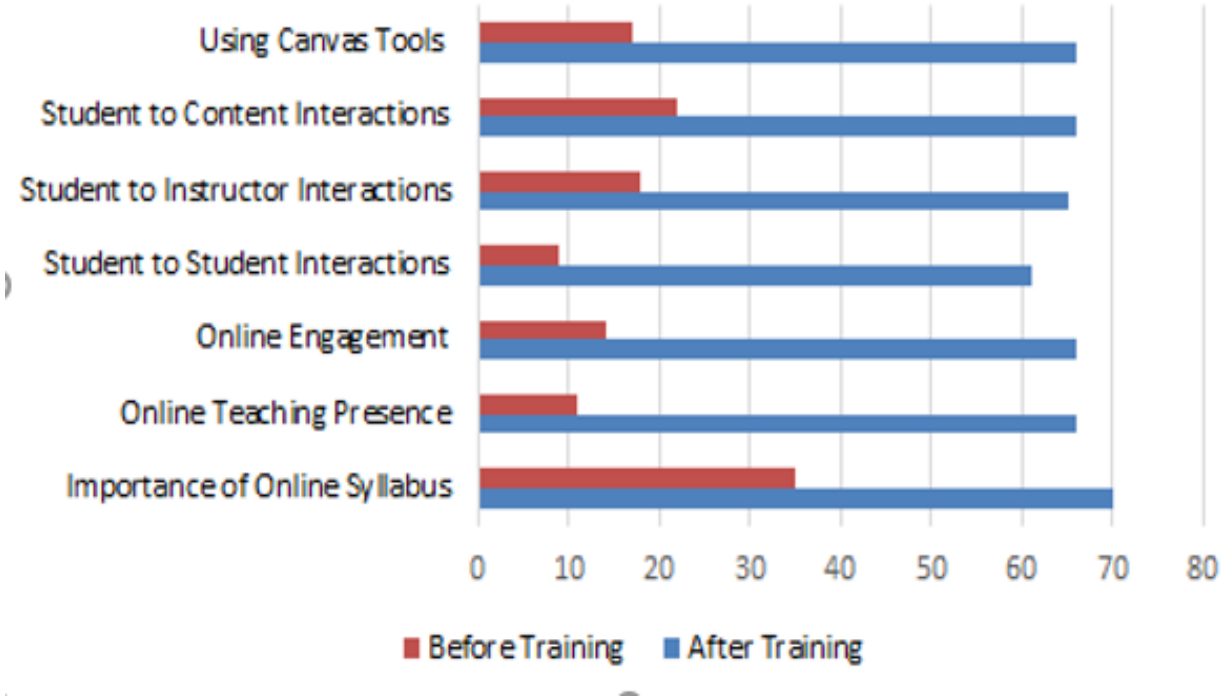
Alignment to QM Course Map

Purposely aligned course to QM Rubric

- QM information provided within the course
- Course activities and extend your learning aligned to QM expectations
- Course map demonstrates alignment

“I enjoyed taking this course very much! It allowed me to reflect on what I was already doing well and where I could improve.”
-Participant

Participant Feedback Survey



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“This was a FANTASTIC course, and it was an effective and efficient use of my time in terms of making major improvements to my online teaching practice with a relatively small time investment.”
- Participant

Activity Group Talk and Share

In groups of two or three, choose one question and discuss. Be prepared to share!

- Is this a model your institute could use? Why or why not?
- Are there ways you can use the shared course map within your institution? How?
- What are some strategies you use to prepare online instructors that you can share today?
- Have you align your professional development to the Quality Matters Rubric?

Thank you for your attendance today!

Christina, Nancy, and Sandy

Questions?

Instructional Innovation and Quality

Online Course Improvement Program

ocip.nmsu.edu

Thank you for attending today!