Oregon State University | November 2022

TUNING INTO QM AND HUMANIZING IT AT EVERY LEVEL TO DRIVE QUALITY IMPROVEMENTS

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Ecampus degrees and programs

55
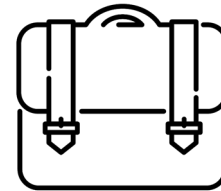undergraduate programs / certs

45
graduate programs / certs

1,750
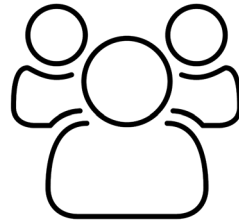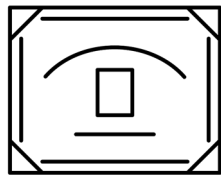credit courses available online in 112 subjects

11
OSU college partners

As of 5-20-22 | Source: 2021-22 Ecampus at-a-glance

ECAMPUS BY THE NUMBERS

Centralized online learning division (2002)

100 degree + certificate programs

12,836 fully online students last year

1,175 OSU faculty partners

Nearly 75% seeking bachelor's degree

50 states + **60** countries

10,000+ GRADUATES SINCE 2002
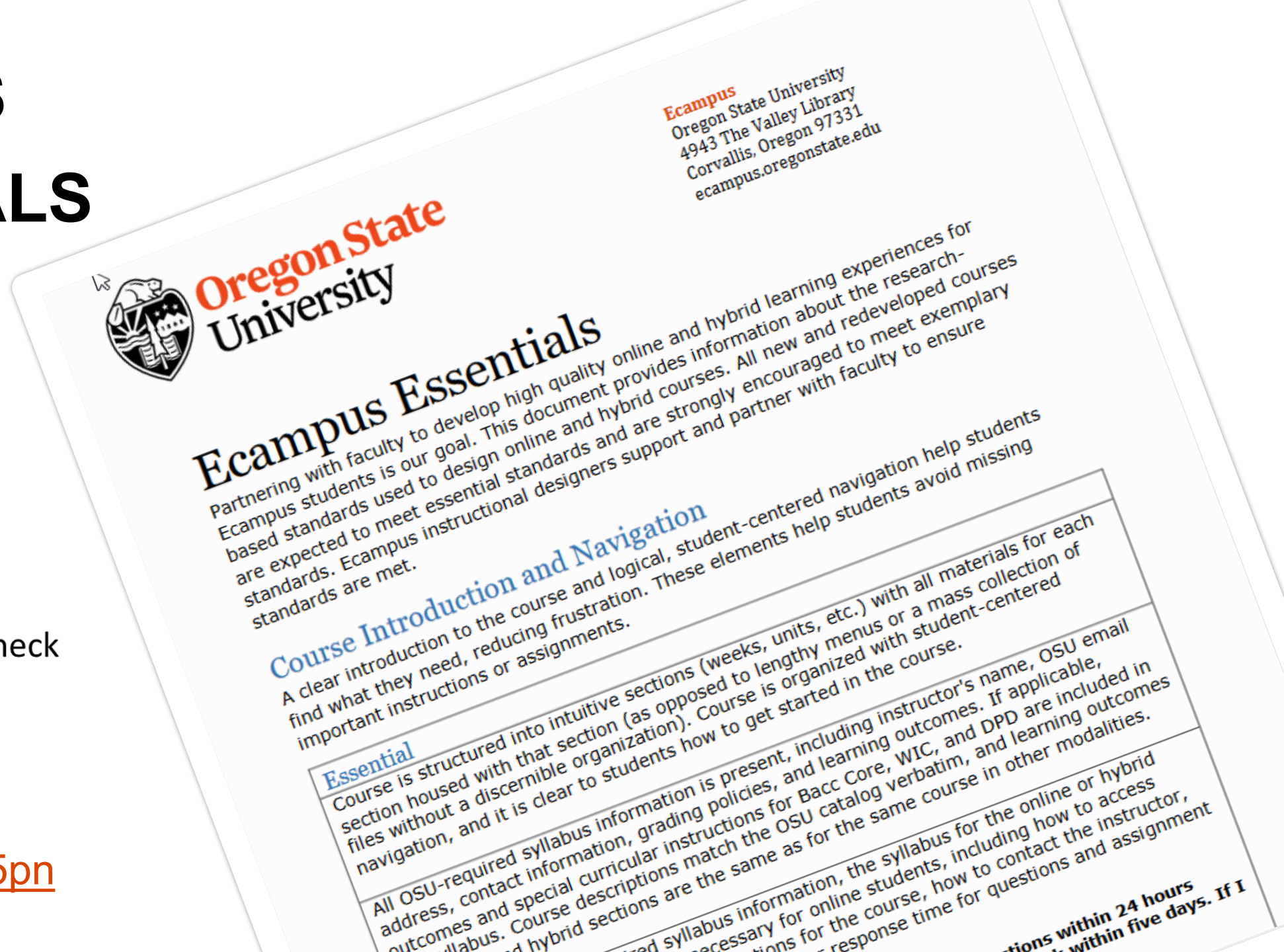
Course Development and Training

- Full service instructional design model
- Two-term development cycle that includes
    - Required faculty training
    - Media development
    - Funding for development/re-development

- Quality Matters trainings and course certification support
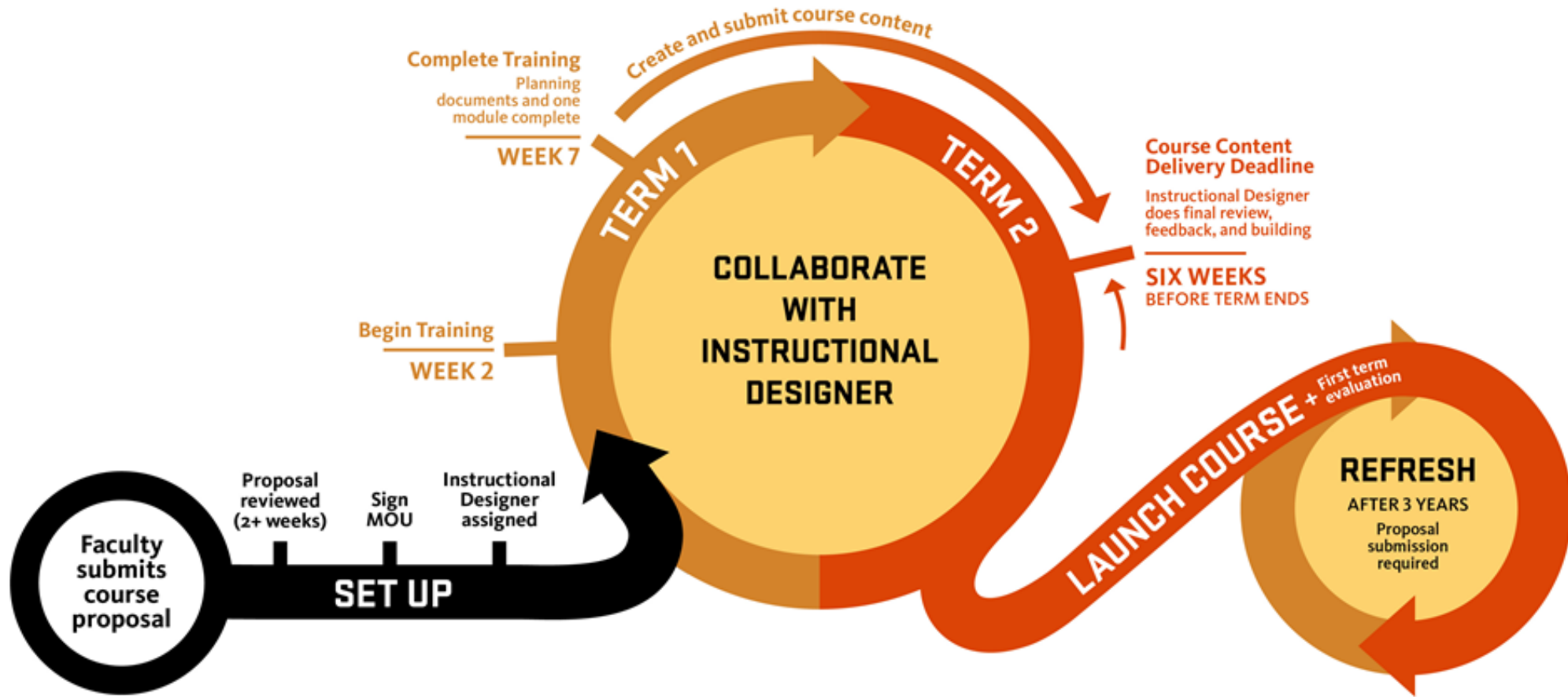- Faculty development for all skill levels

ECAMPUS ESSENTIALS

- Expectations

- Guideposts

- Quality control check

https://beav.es/5pn

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Oregon State University

Ecampus Essentials

Partnering with faculty to develop high quality online and hybrid learning experiences for Ecampus students is our goal. This document provides information about the research-based standards used to design online and hybrid courses. All new and redeveloped courses are expected to meet essential standards and are strongly encouraged to meet exemplary standards. Ecampus instructional designers support and partner with faculty to ensure standards are met.

Course Introduction and Navigation

A clear introduction to the course and logical, student-centered navigation help students find what they need, reducing frustration. These elements help students avoid missing important instructions or assignments.

Essential

Course is structured into intuitive sections (weeks, units, etc.) with all materials for each section housed with that section (as opposed to lengthy menus or a mass collection of files without a discernible organization). Course is organized with student-centered navigation, and it is clear to students how to get started in the course.

All OSU-required syllabus information is present, including instructor's name, OSU email address, contact information, grading policies, and learning outcomes. If applicable, outcomes and special curricular instructions for Bacc Core, WIC, and DPD are included in syllabus. Course descriptions match the OSU catalog verbatim, and learning outcomes online and hybrid sections are the same as for the same course in other modalities.

required syllabus information, the syllabus for the online or hybrid necessary for online students, including how to access tions for the course, how to contact the instructor, response time for questions and assignment tions within 24 hours within five days. If I

COURSE DEVELOPMENT PROCESS

Memorandums of Understanding (MOU)

- Funding criteria
  "Design standards outlined in the document Ecampus Essentials have been met"

- Invitation to participate in QM
  "informal or official QM course reviews"

Getting Started

operationalizing the process

PROCESS TOWARD COMPLETION

Training

Course Details

Progress

Course Development Process

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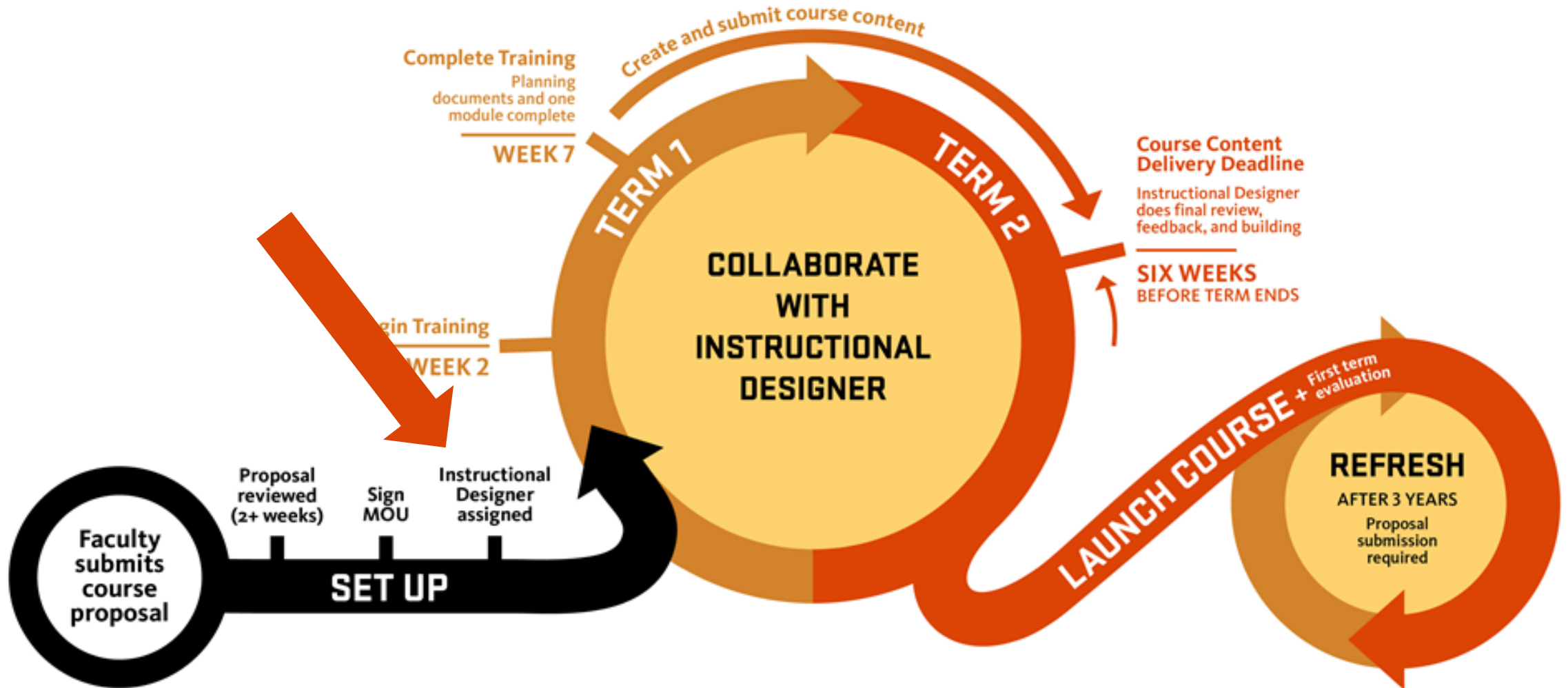
Subject: ▮▮▮▮▮▮▮Development – Fall 2022 Getting Started

Greetings ▮▮▮▮,

Ecampus is looking forward to working with you on the **online** development of ▮▮▮▮ slated for completion **Fall 2022**. The terms of development will be Spring 2022 and Summer 2022. Reflected in the MOU agreement, all course materials need to be submitted to your instructional designer no later than August 5th, 2022. If this timeline does not match your understanding or availability, please notify us at your earliest convenience.

Your Instructional Designer

Courses are developed in advance and in close collaboration between you and the instructional designer, who will be **Christine Scott** for this project (copied here). She will be your main point of contact and will reach out to meet with you and begin the project.

Training
You will be enrolled in the asynchronous, fully-online workshop described in your MOU, which is **DOC, Developing an Online Course**. Spring 2022 workshops begin **April 4th.** Look for an email with instructions on how to access and begin the workshop **1-2 business days** before the workshop start date. We're happy to answer any questions about the workshop in the meantime.

Action Items
- Gather any initial ideas regarding your development work and a syllabus, if available. The Ecampus Course Syllabus Template will provide a good framework for your initial meeting with your instructional designer.
- Check the Schedule of Classes to see if your course is listed. If your course is there, no action is needed. If your course is not listed, please contact your department scheduler to get it added at least one term prior to course launch. The CRN request is important, as it puts the course on the schedule and generates a Canvas shell in which the course can be built.

We look forward to collaborating with you to create a high-quality, engaging course!

All the best,
Cyndie McCarley and Laurie Kirkner
Assistant Directors of Instructional Design | Ecampus
CC: Karen Watte, Katherine McAlvage, Christine Scott

Right email:
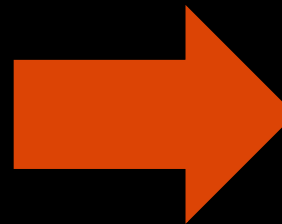
▮▮▮▮▮▮▮▮▮▮▮tat...   Friday, September 16, 2022 at 4:27 PM

To: ○ Furman, Kali;   Cc: ○ Watte, Karen T;   ○ McAlvage, Katherine E;   +2 more ⌄

I am reaching out regarding the development of ▮▮▮▮▮▮▮ name is ▮▮▮▮▮ ▮▮▮▮ and I am the instructional designer who will be collaborating with you on this project.

Schedule Planning Meeting

To begin, we will need to schedule a meeting. Please send some dates and times which work best for you. Meeting within the next two weeks would be ideal.

During the meeting we will plan on discussing the following:
- Ecampus Essentials (minimum quality standards)
- course development timeline
- roles and responsibilities of project stakeholders
- workflow for sharing, feedback, and refining course content
- policies and processes
- multimedia, lecture, and/or video projects

Meeting Preparation Tasks

In preparation for the meeting, please complete the following:
- Share a current or existing course syllabus with the official learning outcomes
  - *Note*: If you do not have the course learning outcomes, I recommend connecting with the academic department *before* our planning meeting.
- Draft a list of any video, media, or narrated PowerPoint lectures you may like to create for the course. Here are some samples of what Ecampus can do!
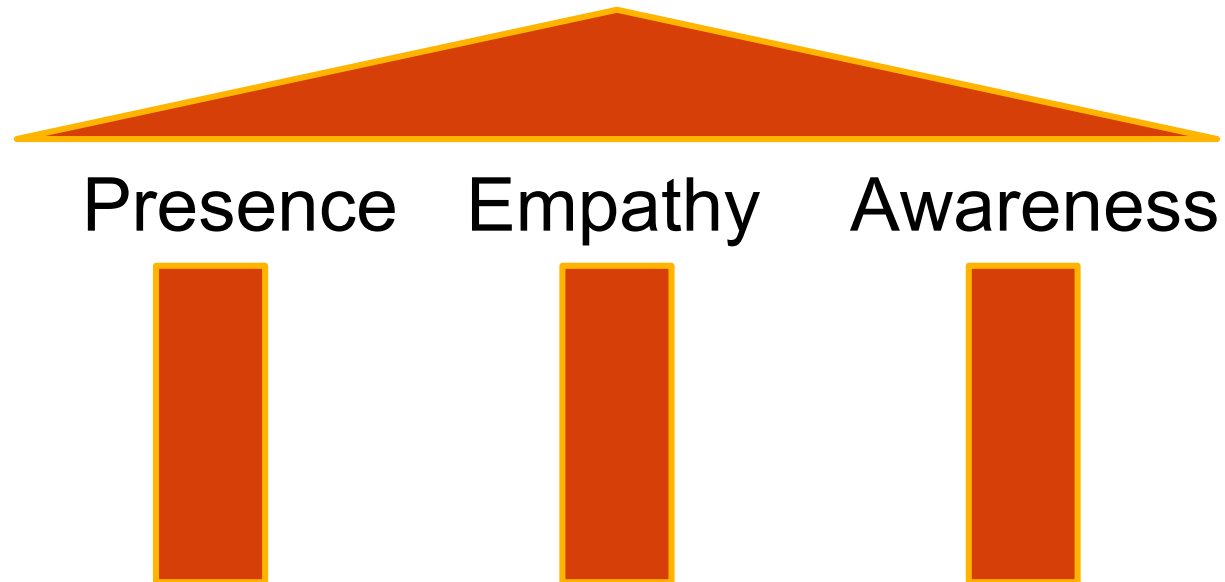
Development Resources

I have created a development site where I will build the course and a project management folder for us to collaborate in. I have added you to the Canvas site, so an invitation should populate on your Canvas dashboard soon.

I am looking forward to connecting soon. If you have any questions in the meantime, please do not hesitate to reach out!

Kind regards,

HUMANIZING THE QM RUBRIC FOR FACULTY & STUDENTS

Humanized learning increases the relevance of content and improves students' motivation to log-in week-after-week. When students relate to an online instructor as something more than a subject matter expert and begin to conceive of themselves as part of a larger community, they are more likely to be motivated, be satisfied with their learning, and succeed in achieving the course objectives (Michelle Pacansky-Brock, 2022).

Presence   Empathy   Awareness

HUMANIZING THE QM RUBRIC FOR FACULTY & STUDENTS

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- Choice
- Control
- Construct Meaning

- Challenge
- Collaboration
- Consequences

QM Rubric in Course Development Process

Intake Meeting

Initial Content Review

Build Review
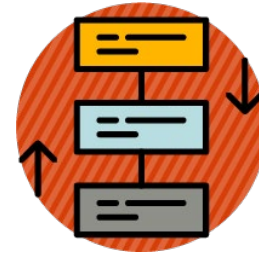
Check-in(s)

Final Review

Post Delivery Review

HUMANIZING THE RUBRIC: CLEAR AND MEASURABLE OUTCOMES AND OBJECTIVES (SRS 2.1, 2.2, 2.3, 2.4, 2.5)

Essential Questions create a dialogue around MLOs

CLOs & MLOs part of course navigation
Speak directly to students

Multiple levels of alignment guide design and provide students control and autonomy

OVERVIEW

Introduction

This week we will explore our beliefs about access and equity in mathematics and the impacts of our beliefs on the ways in which we teach and learn mathematics.

As part of preparing to plan and lead effective math lessons, we will take a detailed inventory of the unique learners in our classrooms, look at the importance of establishing clear learning goals, and begin our study of best practices in math pedagogy.

We will also have our first class meeting.

Essential Questions
What does it mean to be an effective teacher of mathematics?
How do I ensure access and equity in mathematics for every student in my classroom?
How do my beliefs impact teaching and learning in my math classroom?

Weekly Learning Outcomes

After successful completion of this week, you will be able to:

1. Discuss productive and unproductive beliefs about access and equity in mathematics. (CLO 2, 3)
2. Describe the learning context of your classroom, including the unique needs and exceptionalities, for each of your students. (CLO 3, 5, 7)
3. Identify teacher and student moves associated with the Math Teaching Practices. (CLO 2 - 7)
4. Create a general formal lesson plan to use in math teaching this year. (CLO 3, 4)
5. Explore the qualities needed to learn and grow as a teacher and learner of mathematics. (CLO 1-8)

See related Course Learning Outcomes

Task List

In order to achieve these learning outcomes, please make sure to complete the following:

Online	WLO	Due Date
Read, watch, & listen: Week 1 - Learning Materials. (approx. 2 hours)	1-3, 5	Thursday of Week 1
○ Independent Work (30 min)	1,3,5	Thursday of Week 1
○ Group Discussion (30 min)		Sunday of Week 1
Complete Week 1 - Quiz: Content & Pedagogy. (1 hour)	1,3,5	Sunday of Week 1
Complete Week 1 - Video Case Study: The Case of Kelly Polosky and	1,3,5	Sunday of Week 1

HUMANIZING THE RUBRIC: CLEAR AND MEASURABLE OUTCOMES AND OBJECTIV (SRS 2.1, 2.2, 2.3, 2.4, 2.5)

Goals and outcomes integrated into assignments

MLOs are put into context through weekly videos

Week 1 | Math Task: Triangle Problem A↓

Purpose

The purpose of this assignment is to engage you in the math task featured in this week's case study, while also providing an opportunity to deepen your own mathematical content knowledge.

Math Learning Goal
- We will identify and generalize the relationship between area, length and width of a triangle to generate a formula.
- We will use models to explain and justify our thinking.

Common Core State Standards for Mathematics
- MP2. We will reason abstractly and quantitatively.
- MP3. We will construct viable arguments and critique the reasoning of others.

CCSS.MATH.CONTENT.6.G.A.1 ⬈
Find the area of right triangles...by composing into rectangles...; apply these techniques in the context of solving real-world and mathematical problems.

Individual Task

For this assignment, each of you has been assigned to a small group discussion. You will first need to submit your own response before you will be able to see your colleagues' responses.

1. Go to NCTM: The Case of Kelly Polosky and the Triangle Task ⬈.

- Below the video you will see a list of materials. (Try not to watch the video before you begin the task. Try the math first!)
- Click on The Triangle Task. (direct link ⬈)

2. Do the Math: Follow the instructions that accompany the task. You are welcome to complete your work in any way that makes the most sense to you: paper and pencil, google doc or slide, etc.

We highly recommend that you take this opportunity to complete the task before looking at any other resources. This will give you the opportunity to experience this task as a student would and provide you greater insight into the Video Case Analysis in the next activity.

Initial Post

To your group's discussion, post a well-crafted mathematical argument that includes words, symbols, and/or a diagram.

> Mathematical argument posts due by Thursday of Week 1 by 11:59 PM PST.

Response Post

Take a look at your colleague's responses and consider the following:

Have they presented their mathematical argument in a way that makes sense to you?

HUMANIZING THE RUBRIC: ASSESSMENTS & GRADING (SRS 3.1, 3.2, 3.3, 3.4, 3.5)

CASE STUDY

Scaffolded Project (MGMT 453)

	Collaborative Tasks	**Individual Tasks**
W1	Group Contract	Read Case & Answer Guidance Questions Study HR Concepts
W2	Opening Case Discussion	HR Practice Activities (text) MC Quiz (terminology/concepts)
W3	Assessment & Evaluation	HRM Blog Post - Case Assessment & Evaluation
W4	Feedback (Assessment & Evaluation)	Evaluate recommendations - Prepare Argument MC Quiz
W5	Revisions & Recommendations Discussion	Presentation Preparation (HRM Simulation)
W7	Presentation (HRM Simulation)	
W8		Collaboration Evaluation & Reflection Feedback on other Presentations

HUMANIZING THE RUBRIC: ASSESSMENTS & GRADING
(SRS 3.1, 3.2, 3.3, 3.4, 3.5)

Rubrics

- Flexible and inclusive (student input)
- Focus on clarity and use of field-specific language
- Comment fields for feedback and revision

Criteria 5 – A list of 10 interview questions you plan to ask your interviewee	Performance level: requirements: All 10 questions **Point value – 3**	Performance level: requirements: less than 10 questions **Point value – 1.5**	Performance level: requirements – Missing entirely **Point value - 0**	**Maximum points available for category 5 – 3**
Criteria 6 – Overall writing style	Performance level: requirements **Point value - 2**	Performance level: requirements – multiple grammatical errors **Point value - 1**	Performance level: requirements – many errors, unreadable **Point value - 0**	**Maximum points available for category 6 - 1**

Before

After

Overall writing: vocabulary for this discipline is used and spelled correctly	10 to >0.0 pts Scale	0 pts No Marks	10 pts

Grading

- Clear and supportive language (not punitive)
- Specifications grading
- Ungrading strategies

HUMANIZING THE RUBRIC: COMMUNICATION & FEEDBACK (SRS 1.8, 1.9, 3.3, 3.5, 5.3, 6.1)

- Instructor & course introduction video(s)
- Communication policies
- Support for time management
- Peer introduction forums
- Feedback
  - Multiple sources
  - Frequent & meaningful
  - Part of design & delivery (RSI)
  - Opportunities to integrate feedback
- Dialogue journals
- Announcements - predictable, substantive

Think & Reflect

- What data is being collected about courses at your institution? Or, if you aren't collecting any data, what data would you like to collect?

- How are you using this data? Or, how would you use this data?

COURSE DEVELOPMENT PROCESS
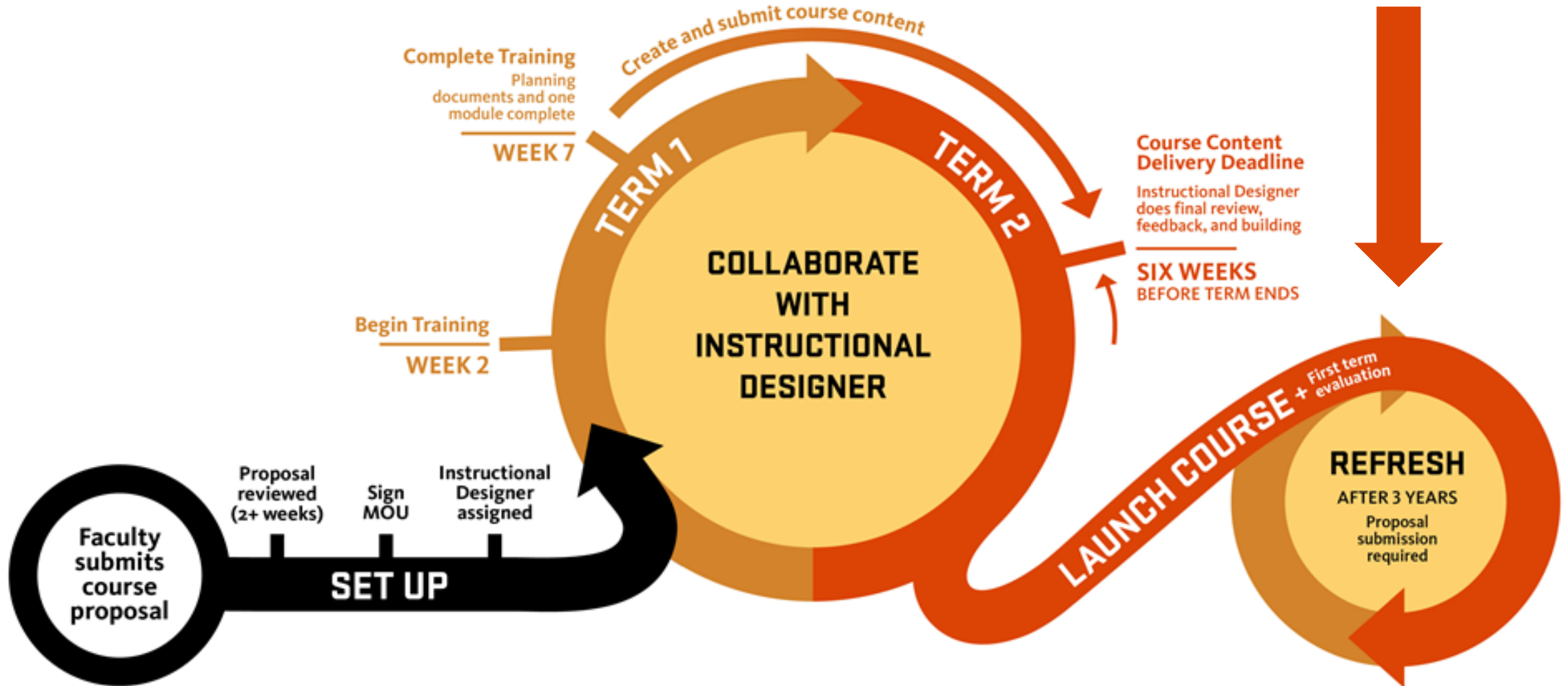
DATA COLLECTION

Google Forms & Sheets

Salesforce

DATA REVIEW

Learning Outcomes & Alignment

1%

99%

■ Met ■ Not Met ■ N/A

Ecampus Essentials 2022

EE status

■ Not met
■ Met

Cumulative percentage

100
75
50
25
0

EE1 EE2 EE3 EE4 EE5 EE6 EE7 EE8 EE9

Category

Ecampus Essentials

N/A
1%

Not Met
13%

Met
86%
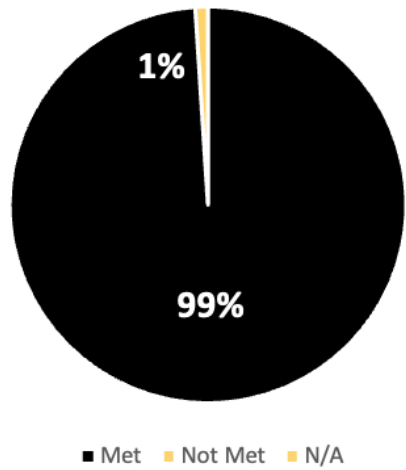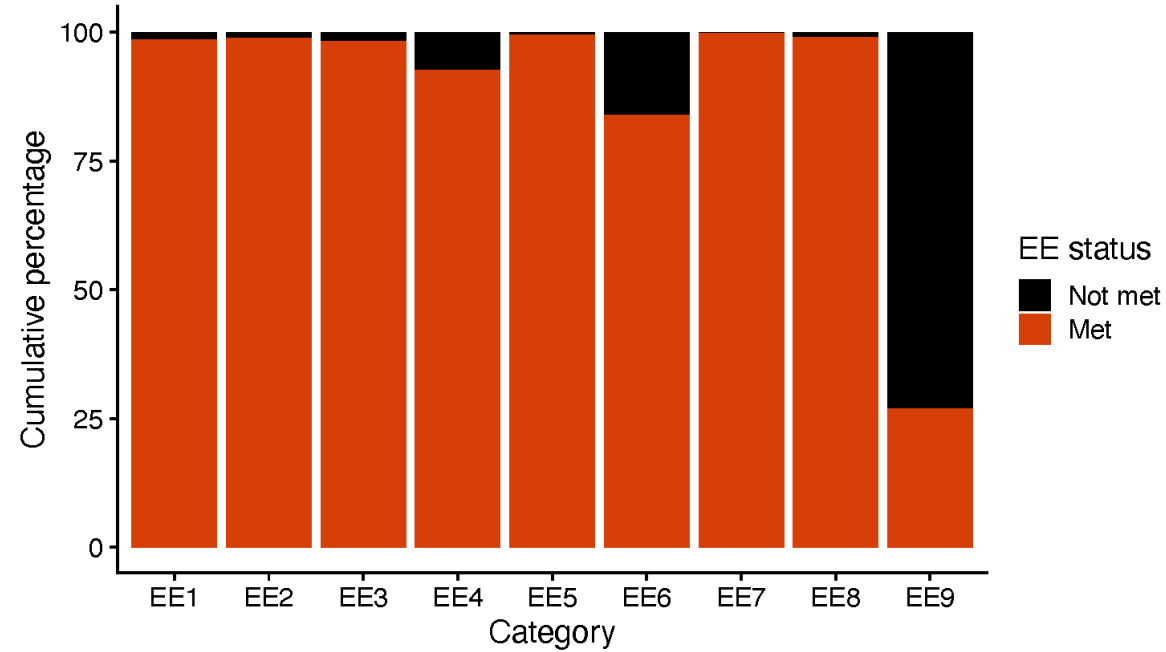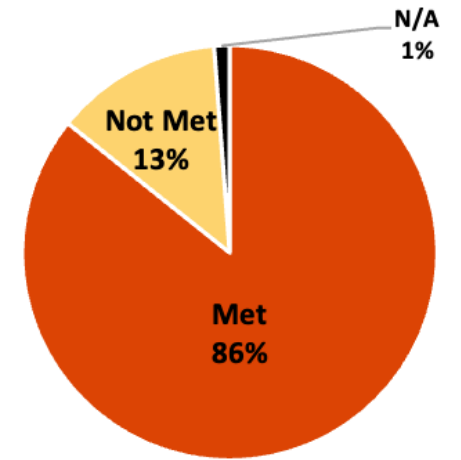
DATA APPLICATION

- Informs Course Re/developments

- Helps Identify Potential QM Courses for Certification

- Contributes to Program Reviews

- Guides our Professional Development
  - External professional development
  - Internal professional development

Activity

Q & A