

TWO SIDES OF THE QM EQUATION: PERSPECTIVES FROM A COURSE REPRESENTATIVE & COURSE REVIEWER

Cindy Ambrose

Sharon McMahon

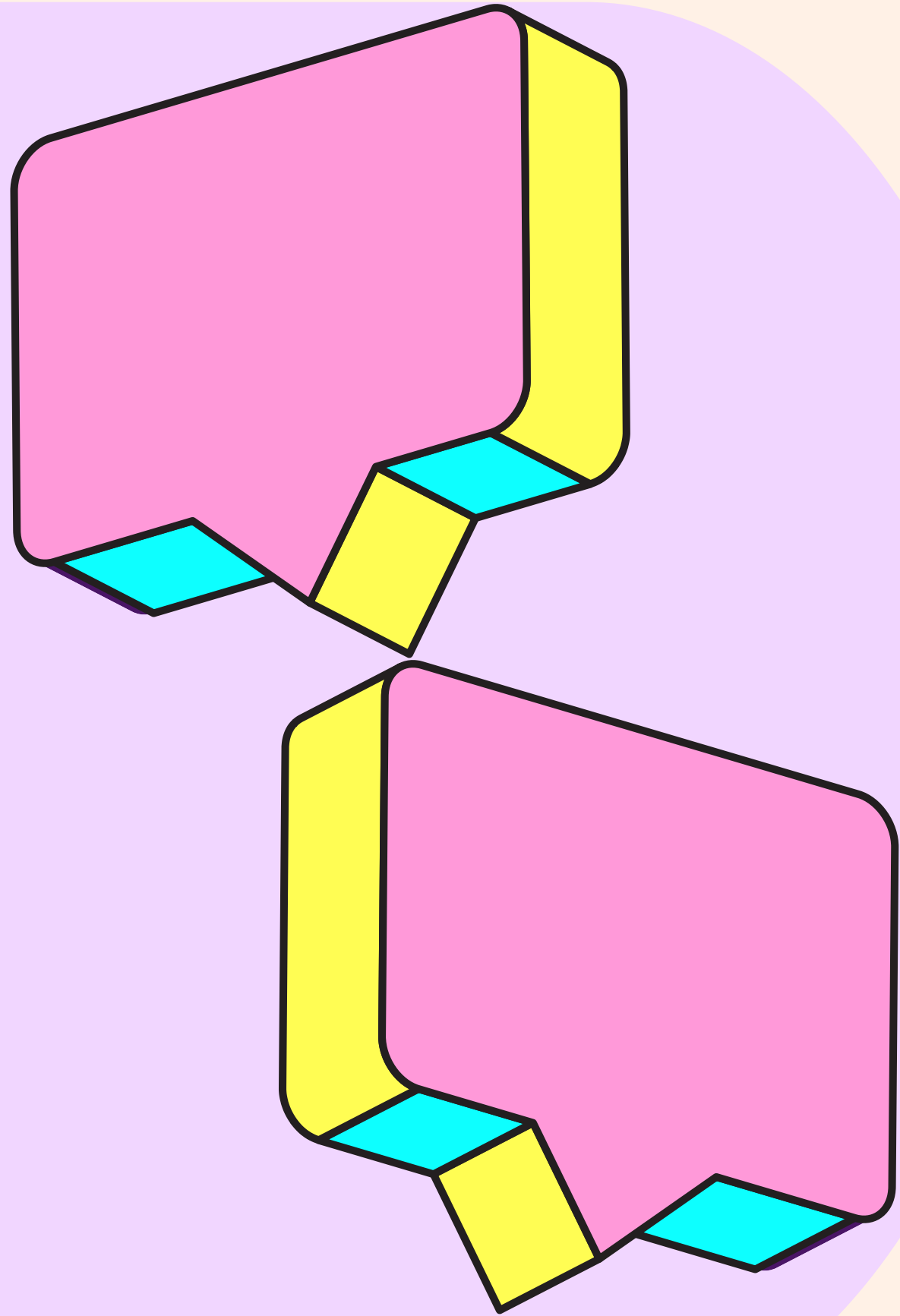
Jenna Wells



Low Country
VIRTUAL



BERKELEY COUNTY
VIRTUAL LEARNING PROGRAMS



**IN THE CHAT
PLEASE TELL US
YOUR CURRENT
ROLE AND
WHERE YOU ARE
FROM.**

THE LOW COUNTRY EDUCATION CONSORTIUM (LCEC) IS COMPRISED OF EIGHT SOUTH CAROLINA PARTNER SCHOOL DISTRICTS.

WHO WE ARE



CYNTHIA AMBROSE
EXECUTIVE DIRECTOR

Lowcountry Education Consortium
Lowcountry Virtual
South Carolina



SHARON MCMAHON
**VIRTUAL ONLINE
FACILITATOR**

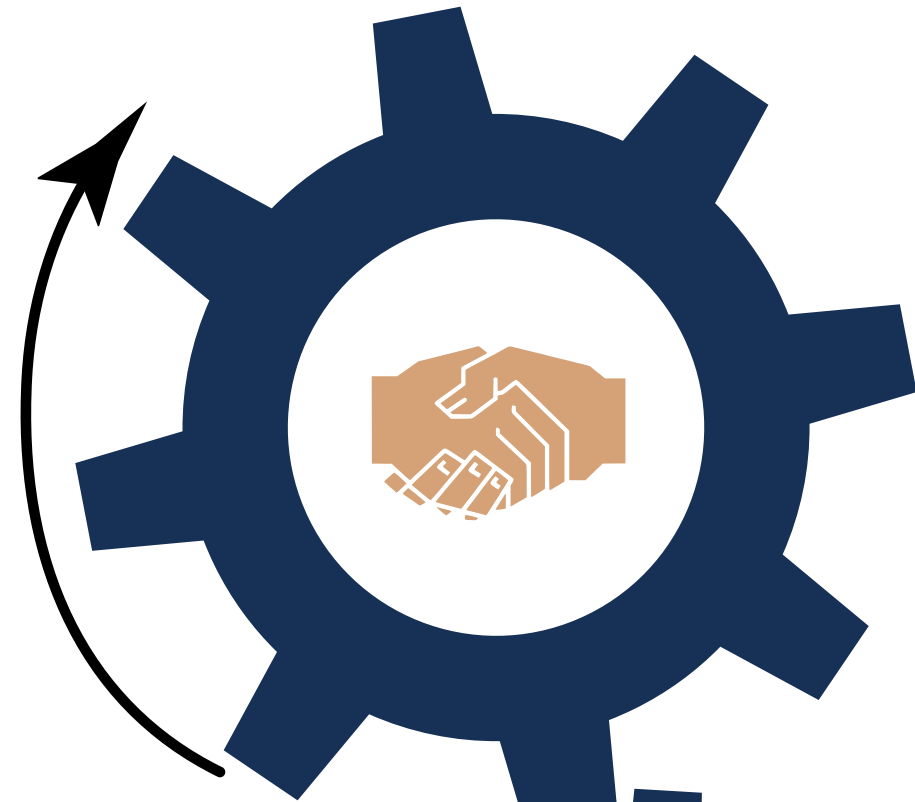
Beaufort Count School District
South Carolina



JENNA WELLS
**COORDINATOR OF
VIRTUAL LEARNING**

Berkeley County School District
South Carolina

TWO SIDES OF THE QM EQUATION



PART 1

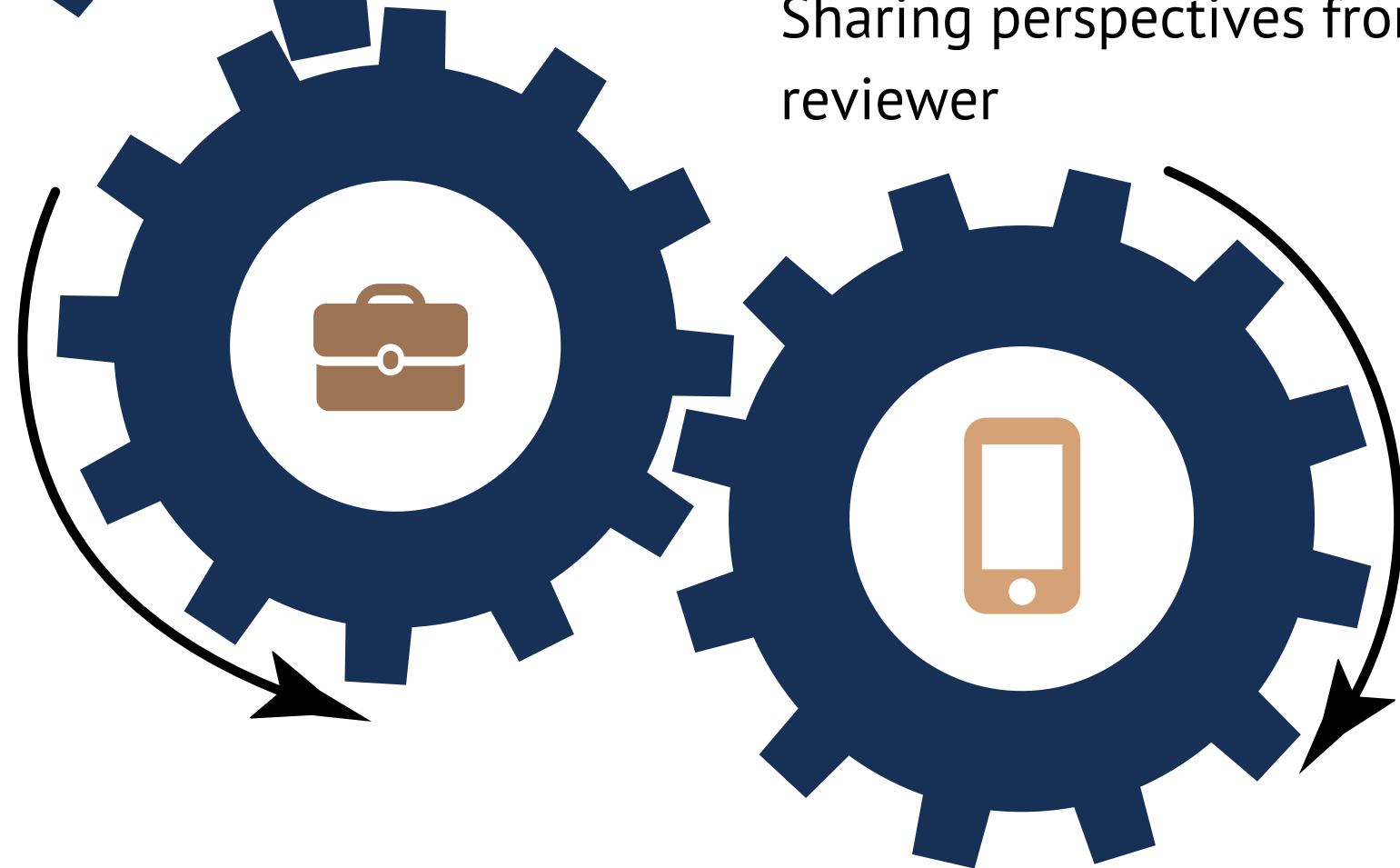
The Course Representative:

Preparing a course for review to meet the QM standards

PART 2

The Course Reviewer:

Sharing perspectives from a course reviewer



PART 3

Getting Started:

The value of QM certification and the paths of Professional Development



PART I OF THE EQUATION – THE COURSE REPRESENTATIVE

1. Explore and share insights on strategies to develop online courses to facilitate student success.
2. Discuss and share strategies for the role of course reviewer.
3. Explore the value of QM certification and identify the paths of professional development leading to certification.



DROP IN THE CHAT

**WHAT ARE SOME MAJOR
LOOK-FOR WHEN REVIEWING
AN ONLINE COURSE?**

**HOW DO YOU KNOW IT'S
READY FOR STUDENTS AND IS
DESIGNED TO HELP THEM
SUCCEED?**

START WITH A SELF-REVIEW

IF YOU ARE A QM SUBSCRIBER, THE SELF-REVIEW TOOL IS VERY HELPFUL

THE SELF-REVIEW TOOL

Allows subscribers to apply the QM course review rubric to their own courses before undergoing a paid formal review. It helps to easily show areas for improvement.

GS 1 ✓

GS 2 ✓

GS 3 ✓

GS 4 ✓

GS 5 ✓

GS 6 ✓

GS 7 ✓

GS 8 ✓

GS 9

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

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

Standard 1.1 T ✓

Standard 1.2 C ✓

Standard 1.3 T ✓

Standard 1.4 T ✓

Standard 1.5 T ✓

Standard 1.6 T ✓

Standard 1.7 C ✓

Standard 1.8 C ✓

STANDARD 1.1 T - (3 Points)

Instructions make clear to learners how to get started and where to find essential course components.

Met

Not Met

Annotation:

Instructions provide a general course overview, present an outline of topics and activities, guide the learner to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course. These instructions must be easy for students to find and are preferably located on the course homepage or otherwise prominently displayed using a "Read Me First" or "Start Here" button or icon linking learners to start-up information.

Instructors may choose to incorporate some of this information in the course syllabus. In this case, the

Evidence:

Suggestions for Improvement:

START HERE TO BEGIN PLANNING FOR QM COURSE REVIEW!

01

COURSE CLARITY

The course should have an outline that is easily followed and clear to the learner.

02

MAPPING YOUR COURSE

Creating a course map and aligned objectives for the course.

03

ACCESSIBILITY

Overview of course operability and understandability for all learners.

04

LEARNER SUPPORTS

Directing the learner to where they can find additional support or access services.



ACTIVITY DIRECTIONS

1. Find something to draw on.
2. Draw a house.
3. You have 60 seconds to complete your drawing.



GREAT WORK! LET'S REVIEW YOUR DRAWINGS!

Give yourself 1 point if you drew a roof on your house

Give yourself 2 points if you drew a door on your house

Give yourself 1 point for every window you drew on your house

Give yourself 3 points if you drew a landscape for your house
(grass, sun, trees, flowers, etc)

Give yourself 5 points if you drew a person for your house



COURSE CLARITY

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



DO NOT OVERCOMPLICATE



USE SIMPLE LANGUAGE



BE DIRECT, DETAILED & EXPLICIT



CUT THE CONFUSION



Standard 1.1T: Instructions provide a general course overview, present an outline of topics and activities, guide the learner to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course. These instructions must be easy for students to find and are preferably located on the course homepage or otherwise prominently displayed using a “Read Me First” or “Start Here” button or icon linking learners to start-up information.



<https://bcsdschools.instructure.com>

WELCOME TO YOUR VIRTUAL COURSE!

START

- Start in **MODULES** to progress through the course
- Link your Google drive in your Canvas **ACCOUNT** under settings.
- Check your internet stability and contact your school if you need internet support
- Follow your pacing guide and contact your teacher regularly
- Visit the student Help Desk in Classlink for support with technology.

BCVLP
Berkeley County Virtual Learning Programs

BERKELEY COUNTY SCHOOL DISTRICT

BCVLP English IV CP

30270VCW

Course Objectives

Upon the successful completion of this course, students will be able to:

- Explain the origins of sociology, the sociological perspective, and how sociology relates to the other social sciences
- Explain the research methodologies used in sociology.
- Explain the major theoretical perspectives in sociology.
- Explain the development and importance of culture.
- Evaluate how cultures evolve over time.
- Analyze social structure and interaction within society
- Explain the process of socialization.
- Analyze the function of social institutions as agents of social control across differing societies and times.
- Analyze deviance in society.
- Analyze the impact of social control on deviance in society.
- Analyze forms of social inequality.
- Analyze social change processes in society, including demographic changes and changes in settlement patterns.

STANDARD 2.1 C

Course-level learning objectives or competencies are measurable and describe what learners will be able to demonstrate as a result of successfully completing the course.

[Course Map Sample: English 4](#)

[Course Map Sample: Forensic Science](#)

EXPLAINING THE DESIGN WITH A MAP

**START BIG AND THEN MOVE
SMALL–
BEGIN WITH COURSE OBJECTIVES,
THEN UNIT OBJECTIVES, THEN
LESSON OBJECTIVES**

COURSE ALIGNMENT DESCRIPTION

The course alignment has to be clear and present from the beginning. Everything that students are asked to read, do, and reflect on, must align back to a standards-based learning goal in a student-friendly language.

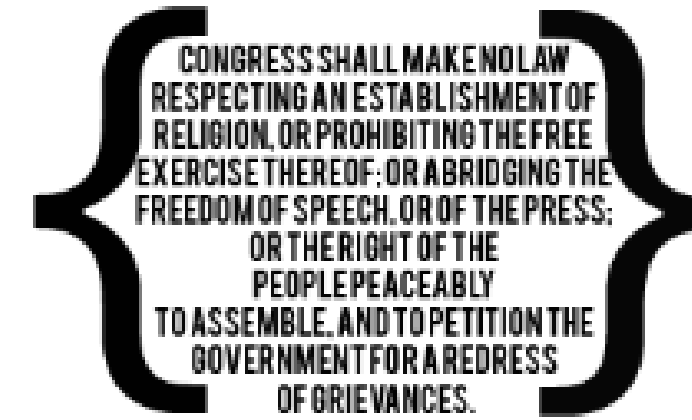
Introduction to Journalism Ethics

Standard 2.2 C:

The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives.

Standard 2.3 c:

The learning objectives or competencies are aligned with state standards and/or other accepted content standards.



The [First Amendment](#) (Amendment I) to the United States Constitution prohibits the making of any law infringing on the [freedom of the press](#); however, it doesn't say that journalists need to be responsible with based on their own code of ethics. This module will explore the ethics of journalism and some of the ethical dilemmas that journalist might be faced with.

SC State Standards

- E1.RI.11.2 - Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- E1.RI.10.1 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- MA.R.IH.4.2 - Explore the language, tone, and point of view used in media texts to influence meaning and interpretation of messages.
- MA.C.AM.5.1 - Examine the relationship between media arts, history, cultures, and the world.
- MA.C.AM.7.1 - Analyze various ways to use digital citizenship to collaborate with the world in an appropriate and positive way

Essential Questions

1. **What are ethics?**
2. **How do ethics apply to journalism?**
3. **Why is it important to consider ethics when producing a newspaper?**

Learning Objectives:

- **I can identify some common ethical problems journalists face.**
- **I can explain what constitutes an "ethical dilemma".**
- **I can explain major ethical decision-making approaches.**
- **I can apply ethical decision-making approaches to ethical dilemmas.**

Learn Journalism Ethics Options

Definition ↔ 🔗

the principles of right and wrong that guide an individual in making decisions

Choose matching term

1 Slander

2 False Light

Quizlet View this study set Choose a Study Mode ▼

Learning Objectives:

- Identify some common ethical problems journalists face



This is a graded discussion: 15 points possible

Journalism Code of Ethics Discussion (graded)

You have read the [Code of Ethics](#) from the Society of Professional Journalists (1909).

From this code of ethics:

- What were you 3 biggest takeaways? (2 points each, 6 total points)
- What does it seem like journalists value most? (2 points)
- Why do you believe a code of ethic needed to be created for journalists? (2 points)

An acceptable post should fully answer the prompt, contain a minimum of 3 complete sentences, and be free of grammatical or spelling errors. For full credit, you are expected to respond to at least one classmates' post with a response that begins with "I believe," "I learned," or to see and respond to your classmates' post once you submit your initial post. (5 points)

Learning Objectives:

- Identify some common ethical problems journalists face
- Explain major ethical decision-making approaches

STANDARD 3.4 C:

Multiple strategies are included based on the specified learning objectives or competencies and learner need.

Journalism Ethics Assessment (graded)

Following the completion of all learning activities and tasks in Module 1: Introduction to Journalism Ethics, students will be able to:

- Identify some common ethical problems journalists face
- Explain what constitutes an "ethical dilemma"
- Explain major ethical decision-making approaches; and
- Apply ethical decision-making approaches to ethical dilemmas.



Standard 3.1 C:

The types of assessments in the course measure the stated learning objectives or competencies are consistent with learning activities and resources, and their relationship with learning objectives or competencies is clearly stated.

ACCESSIBILITY

ACCESSIBILITY AND USABILITY

Presentation of the course and its content is accessible to all learners, including those with impairments, accommodations, or disabilities.

The course is usable by the intended audience, given the available resources.



COURSE NAVIGATION AND SETUP

Is there a deliberate control and direction for the learner to move through the course?



INTUITIVE AND USER-FRIENDLY

Is there an underlying logic or schema directing the course flow so users can predict what to do next?



Unit 1: Sociological Foundations (estimated 4 days)

Prerequisites: BCVLP Student Orientation, Student Canvas Orientation

Complete All Items + ⋮

Unit 2: Research Methodologies (estimated 6 days)

Prerequisites: Unit 1: Sociological Foundations (estimated 4 days)

Complete All Items + ⋮

Unit 3: Culture (estimated 10 days)

Prerequisites: Unit 2: Research Methodologies (estimated 6 days)

Complete All Items + ⋮

Unit 4: Social Structure (estimated 10 days)

Prerequisites: Unit 3: Culture (estimated 10 days)

Complete All Items + ⋮

Unit 5: Socialization and Society (estimated 13 days)

Prerequisites: Unit 4: Social Structure (estimated 10 days)

Complete All Items + ⋮

Mid-Term Project

Prerequisites: Unit 5: Socialization and Society (estimated 13 days) + ⋮

Unit 6: Deviance and Social Control (estimated 10 days)

Prerequisites: Unit 5: Socialization and Society (estimated 13 days)

Complete All Items + ⋮

STANDARD 8.1 T

Course navigation is logical, consistent, efficient, and intuitive. Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Confirm that the course's navigation strategies facilitate ease of movement through the course and course activities.



Accessibility Checker

No accessibility issues were detected.



STANDARD 8.3 C

The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. Text and images used in the course are accessible to all learners. The international Web Content Accessibility Guidelines (WCAG) provide additional guidance for achieving accessibility.

Accessibility Checker

Issue 1/3 ?

Tables should include a caption describing the contents of the table.

Add a caption

Prev

Next

Apply

Accessibility Checker

Issue 2/3 ?

Tables should include at least one header.

Set table header

Prev

Next

Apply

Text larger than 18pt (or bold 14pt) should display a minimum contrast ratio of 3:1.

Change text color

rgb(230, 126, 35)



Prev

Next

Apply

Text smaller than 18pt (or bold 14pt) should display a minimum contrast ratio of 4.5:1.

Change text color

rgb(224, 62, 45)



Prev

Next

Apply

Images should include an alt attribute describing the image content.

Add alt text for the image

Decorative image

Prev

Next

Apply

Issue 7/12 ?

Heading levels should not be skipped.

Action to take:

Prev

Next

Apply

Accessibility

BCVLP is committed to making this online course accessible to students with disabilities and is continually working to increase its accessibility and usability.

BCVLP strives to conform to Web Content Accessibility Guidelines 2.0, Level AA. These recommendations outline how to make website content accessible to a wider range of people with disabilities.

We are on a regular basis seeking opportunities to bring all areas of the site up to the same level of overall web accessibility using the embedded accessibility checker in our learning management systems.

If for any reason you cannot access any of the instructional materials provided in our courses, please email Jenna Wells, Coordinator of Virtual Learning at wellsjenna@bcstdschools.net and we will work to quickly resolve the problem as best as possible.

LEARNER SUPPORTS

WHERE CAN STUDENTS GET HELP WHEN NEEDED?

Learners must be able to access just-in-time support when they need it. Learner supports increase retention and assist in increased achievement. It also addresses resources provided for instructors in order to promote effective facilitation.

3 TYPES OF SUPPORT: ACCESSIBILITY SUPPORT, TECHNICAL SUPPORT, AND ACADEMIC SUPPORT.



STANDARD 7.1 T

The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

STANDARD 7.2 T

Course instructions articulate or link to academic support services and resources that can help learners succeed in the course.



Instructor
Amy Lott

Contact Information

Email: lotta@bcstdschools.net
Phone Number: (843) 732-8415

Teacher Office Hours:

M/W/F: 9:00 am- 10:00 am

T/TH: 3:00 pm- 4:00 pm

Expect work to be graded within 48 hours. Phone messages, text messages, and emails will be returned within 48 hours or during next office hours.

[Google Meet Link](#)

Course Links

[Help Forum](#)
[Learning Modules](#)

☰	▼	HELP FORUM AND RESOURCES
☰	🗨️	SOCIOLOGY COURSE HELP FORUM
☰	📄	WHERE TO GET HELP

SOCIOLOGY COURSE HELP FORUM

All Sections

Need help? Have a question? This is the right place! Type your question into the discussion forum, and I will get an alert to prompt a response. Students can respond with helpful suggestions related to the course as well!

WHERE TO GET HELP

Academic support services are available for students.

[Use the HELP FORUM to ask any questions related to the course and making progress.](#)

For tech support:

- [BCSD Tech Help Video](#)
- Access the Help Desk through Classlink
- Contact your home school library for support

For coursework help:

- Mrs. Lott's [Google Meet link](#)
- Mrs. Lott's email: lotta@bcstdschools.net

For general course success help:

- Contact your counselor
- Ask your lab manager for assistance
- Contact Jenna Wells wellsjenna@bcstdschools.net

- ☰ ▾ Teacher Resources- Do not publish

- ☰ 🔗 Faciliator's Guide

- ☰ 🔗 Suggested 9 Weeks Pacing Guide

- ☰ 🔗 Pacing Guide

- ☰ 📄 Canvas Course Feedback Form - Teacher's Only

- ☰ 📄 Econ Teacher Folder

- ☰ 🔗 RLZ Economics 2016 NA DC SS TCCv1.2

- ☰ 🔗 Open Educational Search

STANDARD 7.3 T
The course articulates or links to resources to support effective course facilitation.

Teacher Guide (Do not publish)

[Google Drive](#) 🔗

[Course Outline](#) 🔗

***** If using Blooket it is recommended to have students sign up for an account using Google prior to starting the course.

- ☰ ▾ Important Course Information

- ☰ Instructor Resources

- ☰ 📄 Sociology Google Drive Folder (Instructor: do not publish)

- ☰ 🔗 Course Outline: Units and Topics (Instructor: do not publish)

- ☰ 🔗 GA Virtual School (Instructor: do not publish)

- ☰ 🔗 Permission to Use: GA Virtual (Instructor: do not publish)



PART II OF THE EQUATION – THE COURSE REVIEWER

1. Explore and share insights on strategies to develop online courses to facilitate student success.
2. Discuss and share strategies for the role of course reviewer.
3. Explore the value of QM certification and identify the paths of professional development leading to certification.



PERSPECTIVES FROM A COURSE REVIEWER

Finding Your Groove

Chat Opportunity - Are you a reviewer, considering becoming a reviewer, or just gathering information?

START HERE TO BEGIN PLANNING FOR QM COURSE REVIEW!

01

COURSE CLARITY

The course should have an outline that is easily followed and clear to the learner.

02

MAPPING YOUR COURSE

Creating a course map and aligned objectives for the course.

03

ACCESSIBILITY

Overview of course operability and understandability for all learners.

04

LEARNER SUPPORTS

Directing the learner to where they can find additional support or access services.



PERSPECTIVES FROM A COURSE REVIEWER

Course Reviewer Role

- Utilizing the Reviewer Resource Center in the QM Portal
- Utilize the Discussion Boards in the QM Reviewer Resource Center to collaborate with Others.
- [Things to Remember When Conducting a Course Review Tip Sheet](#)



Course Designer Role

- Becoming a course reviewer is the BEST professional development!
- Think about consistency & ease of navigation for the learner. (QM Standard 1.1 T, 1.2 C, 8.1 T & NSQ Courses E1)
- Think about how you will demonstrate that the learning objectives or competencies are aligned with state standards and/or other accepted content standards.

PERSPECTIVES FROM A COURSE REVIEWER

01

Navigation & Course Clarity



STANDARD HIGHLIGHT

National Standards for Quality Online Courses
Standard E

Standard E: Accessibility & Usability

Indicator E1: Online course navigation is logical, consistent, and efficient from the learner's point of view.

[Monthly SIP Publications](#)

NSQ- Quality Online Courses Standard E

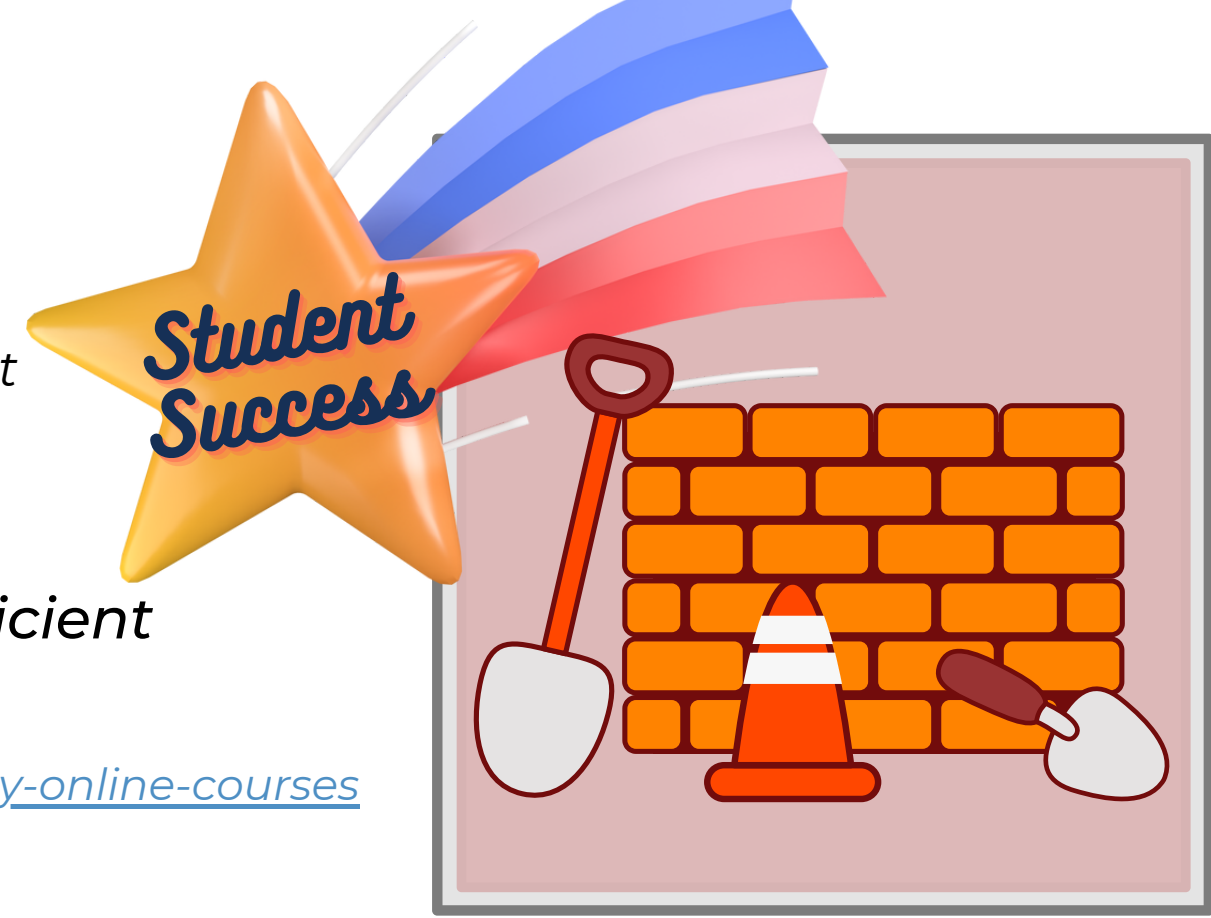
The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components.

E1 -Online course navigation is logical, consistent, and efficient from the learner's point of view.

<https://www.nsqol.org/the-standards/quality-online-courses>

QM STANDARD 8.1 T -
Course navigation is logical, consistent, efficient, and intuitive

Quality Matters K-12 Rubric



CONSISTENCY IS
KEY

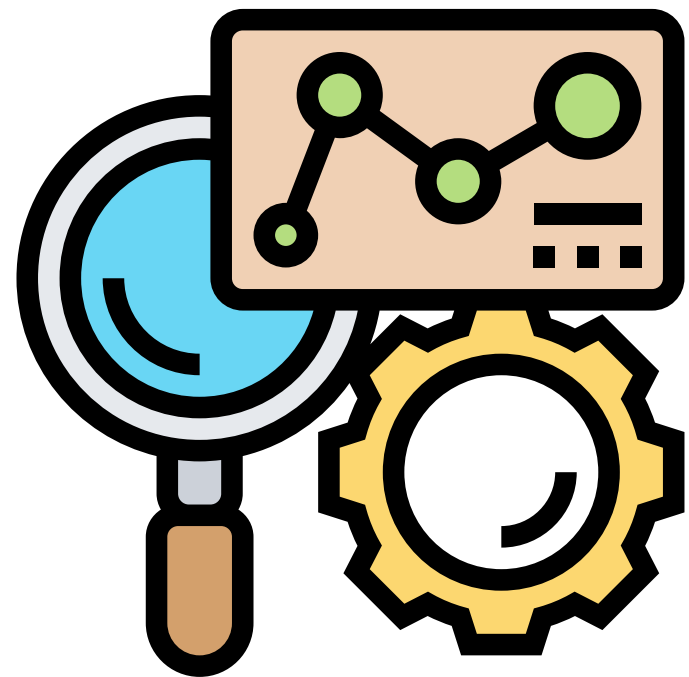


	Navigation	Layout
Labeling	Design Elements	Table/ Data Organization
Headings	Table of Contents	Homepage Return Links

PERSPECTIVES FROM A COURSE REVIEWER

02

Evidence of Complete Standards Alignment



Correlation Document



Course Map



Numbering System

PERSPECTIVES FROM A COURSE REVIEWER

03

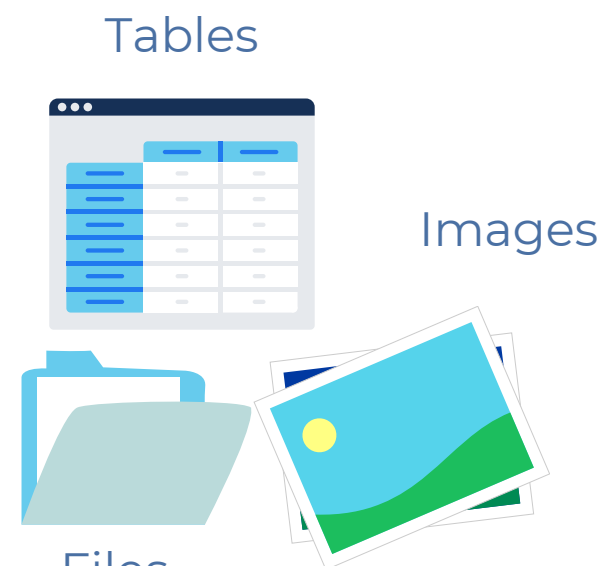
Accessibility



NAVIGATION



READABILITY



ACCESSIBILITY
IN TEXT & IMAGES



MULTIMEDIA
ACCESSIBILITY



MULTIMEDIA
EASE OF USE

VENDOR



VENDOR ACCESSIBILITY
STATEMENTS

PERSPECTIVES FROM A COURSE REVIEWER

04

Student Support



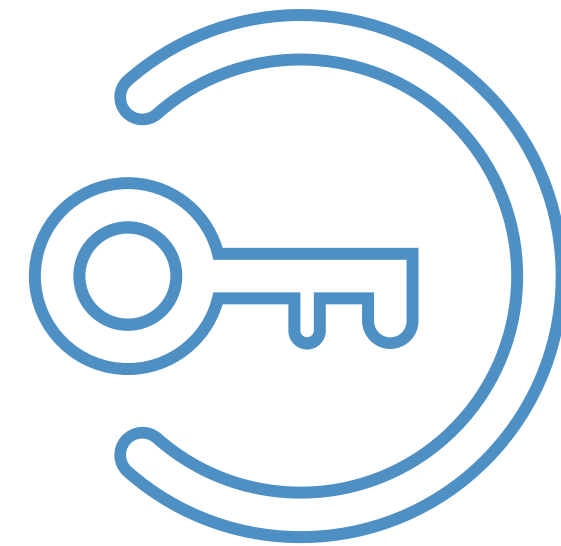
TECHNICAL SUPPORT



ACADEMIC SUPPORT



RESOURCES

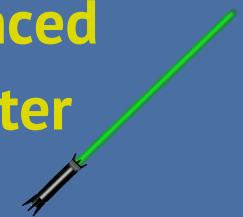


ACCESSIBILITY
IN
POLICIES & SERVICES

PART III OF THE EQUATION: GETTING STARTED

1. Explore and share insights on strategies to develop online courses to facilitate student success.
2. Discuss and share strategies for the role of course reviewer.
3. Explore the value of QM certification and identify the paths of professional development leading to certification.

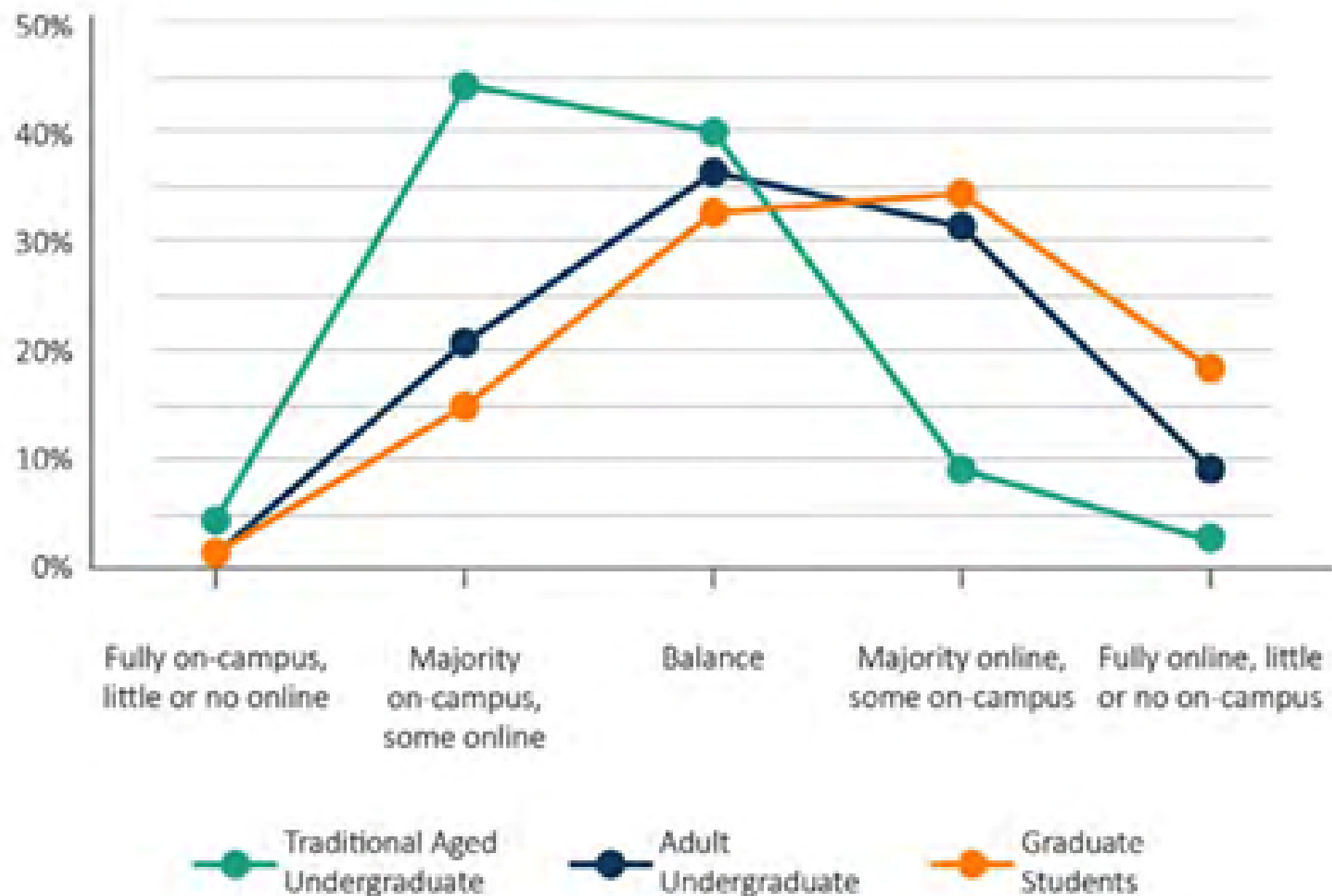
In the chat, rate where you are on your QM journey from 1-5:
1- Just Getting Started
3- Experienced
5- QM Master



WHY IS QM TRAINING VALUABLE?

MOST OF OUR STUDENTS WILL EXPERIENCE SOME FORM OF BLENDED OR ONLINE LEARNING.

Figure 3. COOs' Projection of Student Distribution by Delivery Mode in 2025
(Sample = 269 Traditional-Aged UG, 264 Adult UG, 175 Graduate)



WHO WOULD BENEFIT FROM BEING QM TRAINED?

JUST ABOUT EVERYONE!

Those involved in choosing curriculum, online programming, online teachers, and/or course writers and reviewers.

<https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-6-report-2021>

HOW DO YOU GET STARTED AND WHAT PATHS CAN YOU TAKE WITH QM?



TEACHING ONLINE CERTIFICATE

A set of [seven workshops](#) aligned to QM's [Online Instructor Skill Set](#). Appropriate for current and potential online instructors in Higher Ed and K-12. A [Digital Credential](#) is awarded for each workshop and for completing all seven.



WORKSHOPS

Looking to improve the quality of your online course design? Need help transitioning to online instruction? Interested in learning how QM Rubrics apply to course design and improvement? Get started with [QM Workshops!](#)



COURSES FOR QM ROLES

Become certified to hold QM Roles for course reviews and QM workshop facilitation by completing [rigorous certification courses](#). QM expertise enhances resumes and helps everyone deliver on the promise of online learning.



VIRTUAL WORKSHOPS

Offered as packages or individually, these synchronous interactive sessions provide hands-on takeaways and resources you can use in your courses right away. Appropriate for higher ed and K-12, these workshops are offered through [public](#) and [dedicated sessions](#).



QM SUCCESS STORIES

FREE for current QM Members, these [one-hour webinars](#) are offered monthly to provide a forum for learning how member institutions implement and build on the QM quality assurance model. [Recordings](#) — presented by QM Members for QM Members — can also be accessed in MyQM.



DEDICATED SESSIONS


See the [options](#) for having QM come to your location to facilitate QM workshops or for setting up dedicated online sessions for faculty and staff. Sharing the continuous improvement process among colleagues is a great way to build a culture of quality assurance.



Google Site - Asynchronous Resources



Access Session Resources Here



Scan me

4

A blue-bordered rounded rectangle containing a circular QR code. The QR code is composed of blue dots and has three blue square markers. Below the QR code, the text "Scan me" is written in a bold, blue, sans-serif font. A blue curved arrow points from the text "Scan me" towards the QR code. At the bottom right corner of the rectangle, the number "4" is visible.

A top-down view of a desk with a silver keyboard, a white mouse, a pair of white AirPods, a brown spiral notebook with a pencil, and a small green succulent in a white pot. A blue silhouette of a person is overlaid on the right side of the image.

QUESTIONS?

THANK YOU!

If you are a subscriber, visit myqam.com and check out the available resources