Away We Go!

CHARTING A PATH TOWARD QUALITY ASSURANCE VIA ONLINE FACULTY DEVELOPMENT

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ABOUT THE PATHWAY

UT Online created the **Pathway to Master Online Instructor Certificate Program** (Pathway) to help faculty and teaching assistants at The University of Toledo learn the fundamentals of course development and delivery, as well as current trends in the field of online learning. The Pathway Program includes **five (5) unique courses** that address online teaching, online course design, and ADA compliance, as well as Quality Matters processes and standards.

The primary goal of the Pathway is to ensure the quality of UT's fully online programs and courses so that students will achieve desired learning objectives, and have a satisfactory online learning experience.

Upon completion of the Pathway, Certified Master Online Instructors are able to:

1. Design effective online courses by incorporating QM standards and Best Practices of online learning with technology.
2. Deliver well-structured online courses with technology.
3. Apply QM Rubric Standards and the QM process to review online courses and provide helpful recommendations.
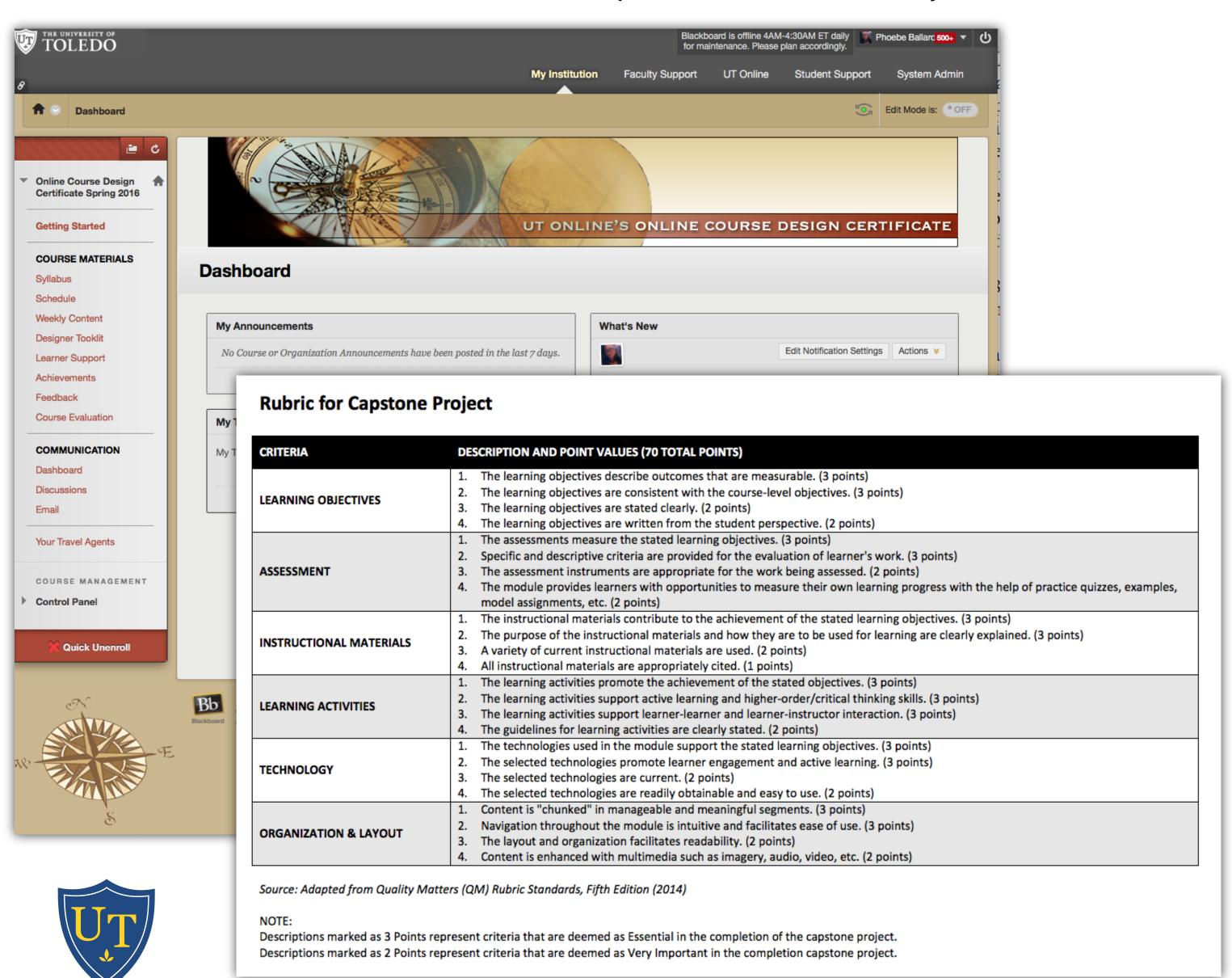4. Mentor novice online instructors in online course design and delivery.

Pathway Certificate Course	Completed	Times Offered	Term Launched
Online Teaching Certificate	148	8	Fall 2013
Online Course Design Certificate	12	2	Summer 2015
ADA Compliance and Online Courses	12	2	Summer 2015
Applying the Quality Matters Rubric	164	16	Fall 2011
Peer Reviewer Course	25	NA	Fall 2011

ABOUT THE COURSE

The **Online Course Design Certificate** is an 8-week online course that prepares faculty and teaching assistants to effectively design learning objectives, instructional materials, learning activities, and authentic assessment for online delivery. Using Backward Design principles and Quality Matters Rubric Standards as a course development framework, participants gain insights about online pedagogy and Best Practices through discussion, sharing, peer mentoring, self-reflection, and a wide range of authentic tasks. At the end of course, a capstone project – **an online instructional unit based on Quality Matters (QM) Essential and Very Important Rubric Standards** – enables participants to demonstrate what they have learned in an applied setting, while building a foundation for additional course development.
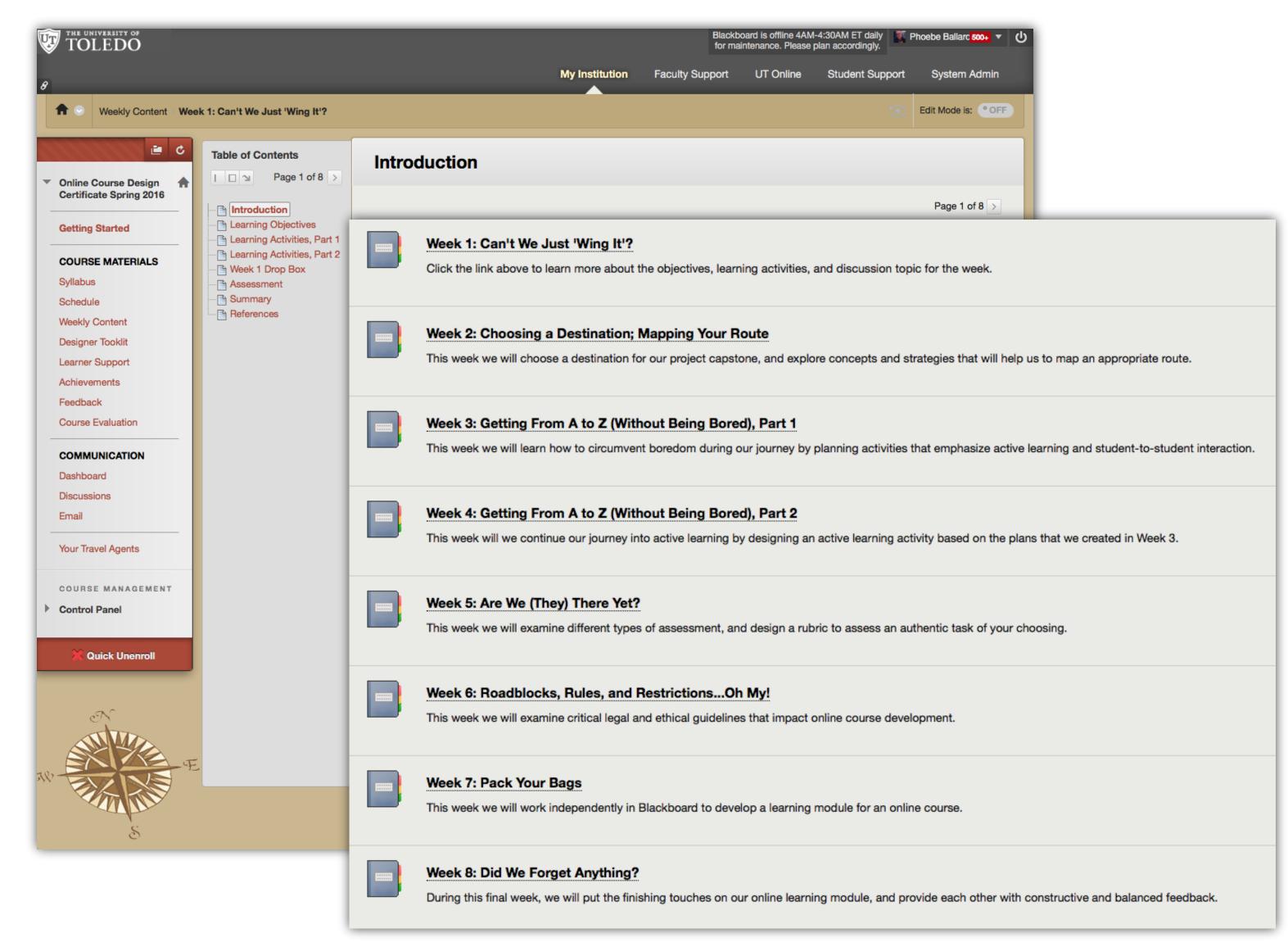
Upon completing the course, learners are be able to:

1. Describe the course development process.
2. Write measurable learning objectives.
3. Apply the concept of alignment in online module design.
4. Describe a range of strategies that can be used to assess student performance.
5. Select appropriate instructional strategies and technologies for learning activities and assessment.
6. Discuss legal and ethical issues that impact online course development.
7. Create an online instructional unit that promotes the stated objectives.
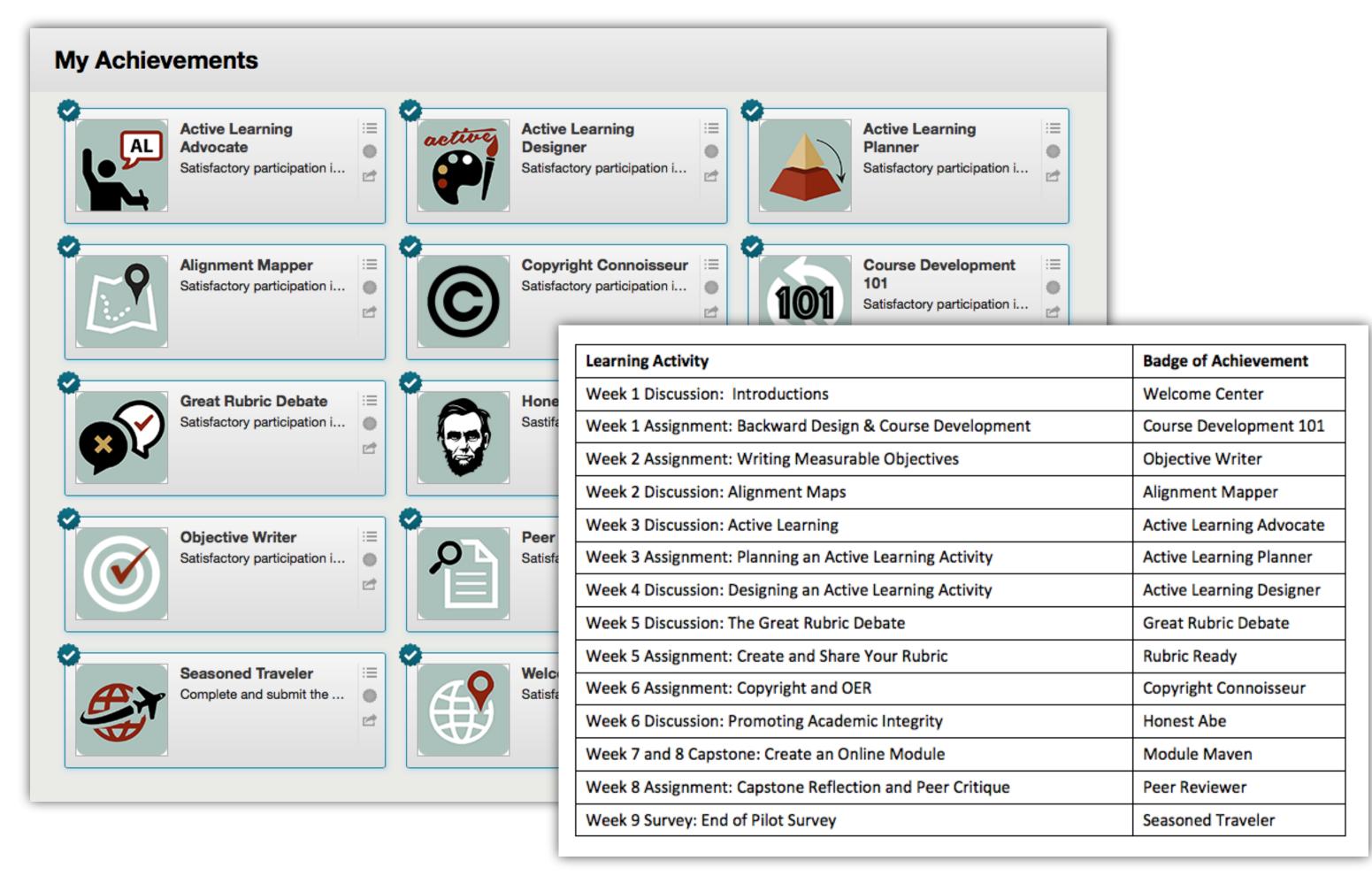

COURSE STRUCTURE & MODULES

Using "travel" as a metaphor, the course is chunked into **eight (8) learning modules** that guide participants through critical steps of the course development process. Based on Gagne's *Nine Events of Instruction*, each module begins with an introduction, followed by measurable learning objectives, learning activities, and a checklist of how learning can be achieved. At the end of each module, optional resources and references are provided as extensions.

LEARNING ACTIVITIES & ASSESSMENT

Most weeks, faculty **participants engage in a whole class discussion activity and an independent, authentic activity related to course development**. The discussion activities allow participants to negotiate meaning and mentor others through discourse with the facilitators and their faculty peers. Independent activities allow participants to receive constructive feedback from the course facilitators as they work toward mastery.

In designing the course, it was critical to make sure that faculty did not feel like traditional students. To achieve that goal, the course facilitators recognize **competencies** based on achievements. In order for faculty to successfully complete the course, **participants must earn a Badge of Achievement for each of the 14 learning activities**.

Learning Activity	Badge of Achievement
Week 1 Discussion: Introductions	Welcome Center
Week 1 Assignment: Backward Design & Course Development	Course Development 101
Week 2 Assignment: Writing Measurable Objectives	Objective Writer
Week 2 Discussion: Alignment Maps	Alignment Mapper
Week 3 Discussion: Active Learning	Active Learning Advocate
Week 3 Assignment: Planning an Active Learning Activity	Active Learning Planner
Week 4 Discussion: Designing an Active Learning Activity	Active Learning Designer
Week 5 Discussion: The Great Rubric Debate	Great Rubric Debate
Week 5 Assignment: Create and Share Your Rubric	Rubric Ready
Week 6 Assignment: Copyright and OER	Copyright Connoisseur
Week 6 Discussion: Promoting Academic Integrity	Honest Abe
Week 7 and 8 Capstone: Create an Online Module	Module Maven
Week 8 Assignment: Capstone Reflection and Peer Critique	Peer Reviewer
Week 9 Survey: End of Pilot Survey	Seasoned Traveler

FACULTY PERCEPTIONS

"I benefited from all of the [Pathway] courses in different ways, but the Online Course Design Certificate course was probably the most beneficial. **My biggest takeaway was that when an online class is set up with a logical design and incorporates sound educational practices, it results in higher quality learning outcomes for students.**"

"The Course Design class helped me to learn to set up an organized Learning Module effectively from objectives to assessments. In many ways, this was the class that really made an impact on my approaches to online teaching. Soon after I completed the Design class, I was able to put much of what I had learned into practice in my next fully online class. **I don't get those emails any more about "where to find" something; my expectations are stated more clearly and are more consistent, which is important in online teaching.**"

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Learn more at **bit.ly/pathway-program**