

# One Stone Two Birds: A QM Model for Course Development and Faculty In-House Training

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## Description:

This presentation showcases our attempt at Stevenson University to use Quality Matter rubric as a guide, a cloud-based Course Management System (CMS) as a structured supplementary channel, and emerging technologies as a model for the process of online course development. We hope this approach would help our instructors embrace both QM Rubric and emerging technologies, and build the collegial and collaborative relationship between faculties and instructional designers to improve the quality of our online courses.

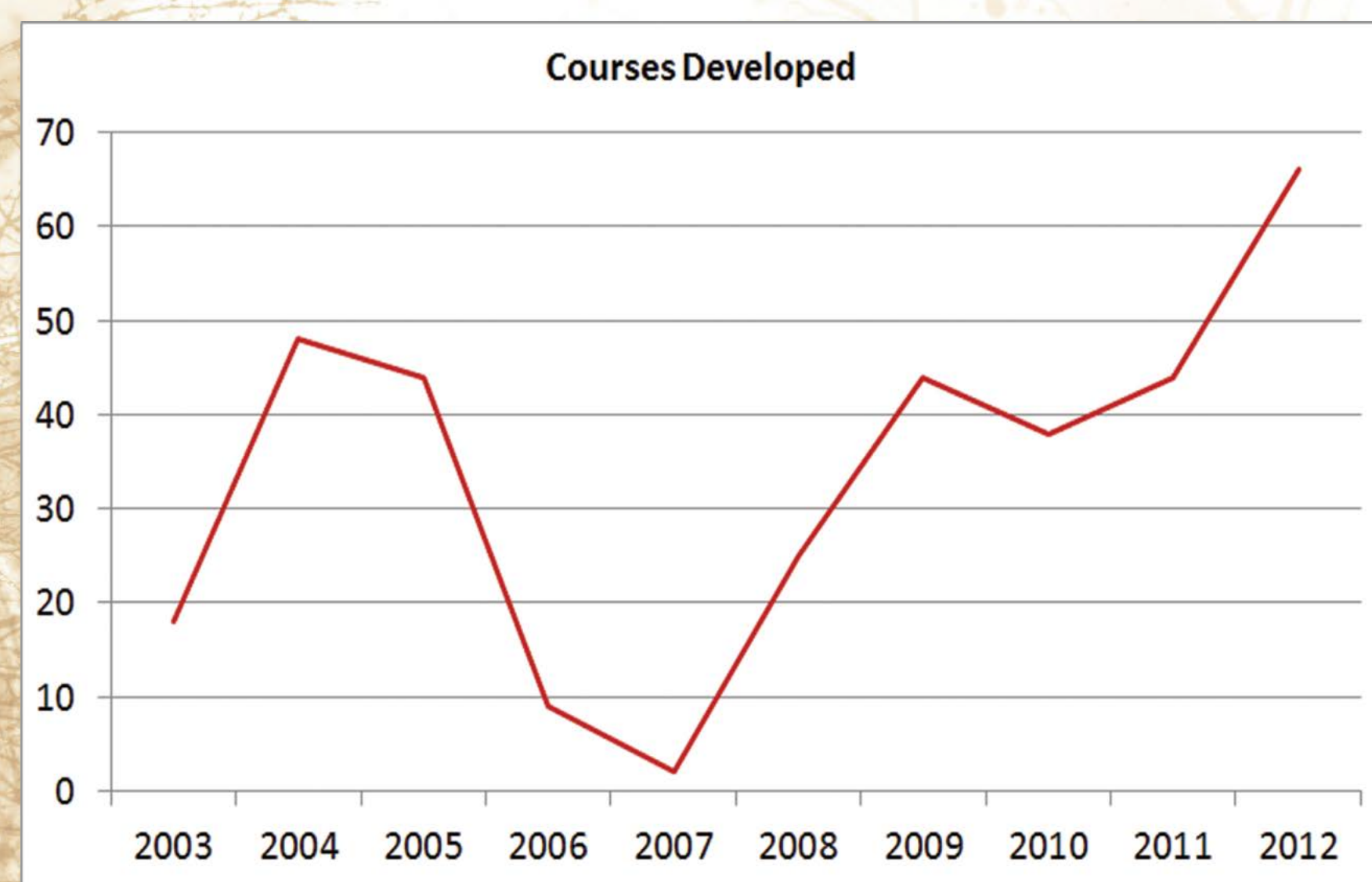
## Stevenson University:

Institution: A private, independent, coeducational, liberal arts college that is located in the Baltimore metropolitan area, Maryland;

- Enrollment: 4200+ (Year 2012);
- Programs: Its School of Graduate and Professional Studies offers 300+ courses through its 8 adult undergraduate and 7 graduate programs:

Graduate Programs	Undergraduate Pro-
Business Tech Management	Business Administration
Cyber Forensics	Business Communica-
Forensic Science	Business Information Sys
Forensic Studies	Computer Info Systems
Graduate Nursing	Criminal Justice
Healthcare Manage-	Interdisciplinary Studies
BS/MS options	Paralegal Studies
	RN to BS option

- Faculty: 470 (120 + 350 part time)
- Staff: 560 (300 + 260 part time)
- Online Progress



## In-House Trainings:

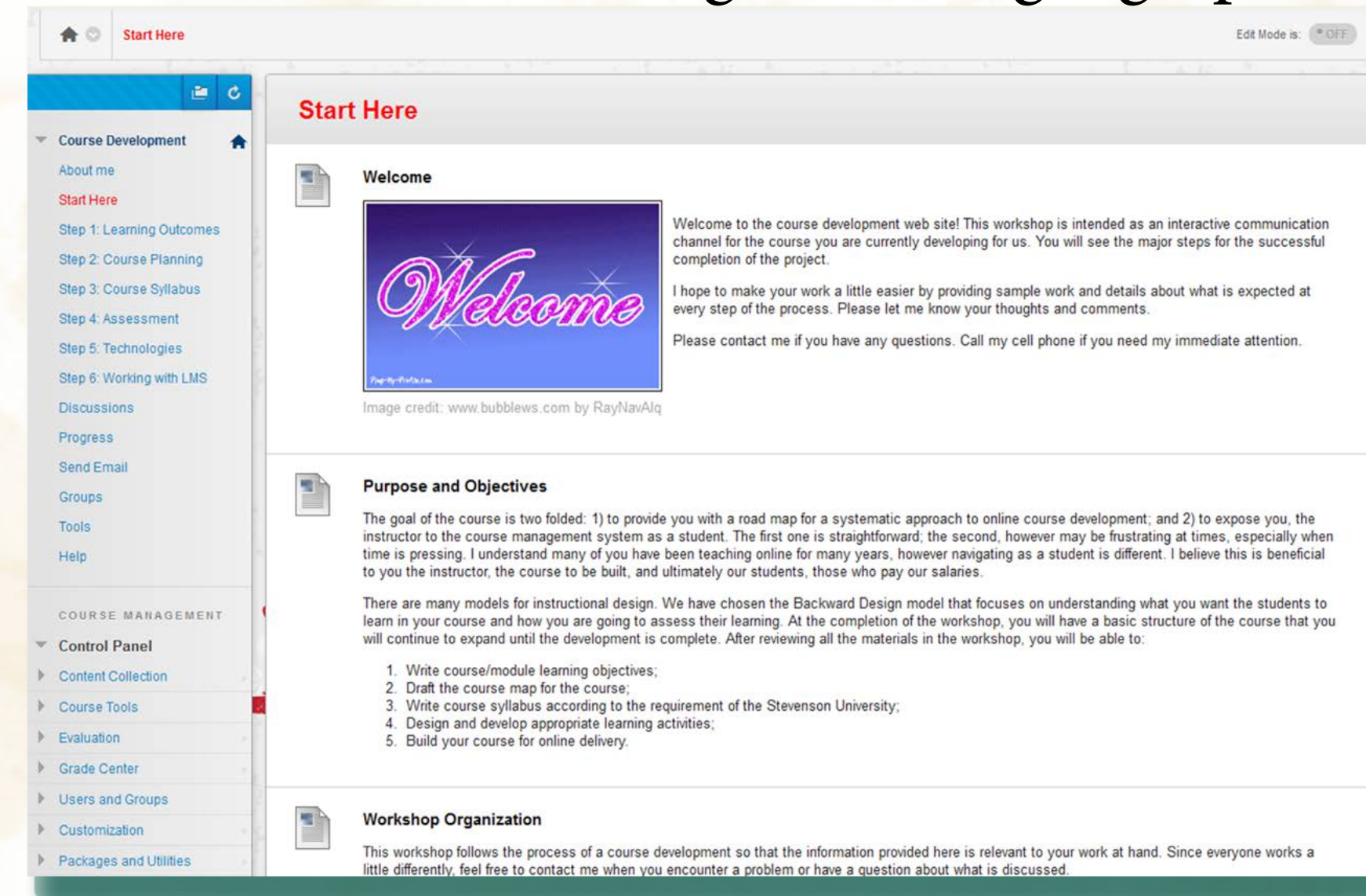
- Face-to-face: Quality Matters Training, Blackboard,

VoiceThread, SoftChalk, Web 2.0, Office

- Online: Online teaching strategies (Mandatory)
- Handout: QM Rubric, CMS building blocks, technology updates
- Individual: Onsite, video conference

## Problems:

Quality Matters provides a set of standards for evaluating the design of online and hybrid courses, and more and more institutions are using QM rubric for their course development and review. However, the traditional in-house training of the faculty remains an issue. While face-to-face sessions are ideal in terms of rich and personal interaction, such trainings often lose their appeal to many of today's busy online instructors due to scheduling conflict, geographic loca-



tion difference, or other life and social obligations they have. Online trainings are more and more frequently used to provide anytime-anywhere learning opportunities, but they are less attractive to some unless such training is mandated top-down by the administrations. Providing QM rubric handouts to instructors is another easy and cost effective alternative, but it lacks the in-depth dialog and discussion between instructional designers and their instructors.

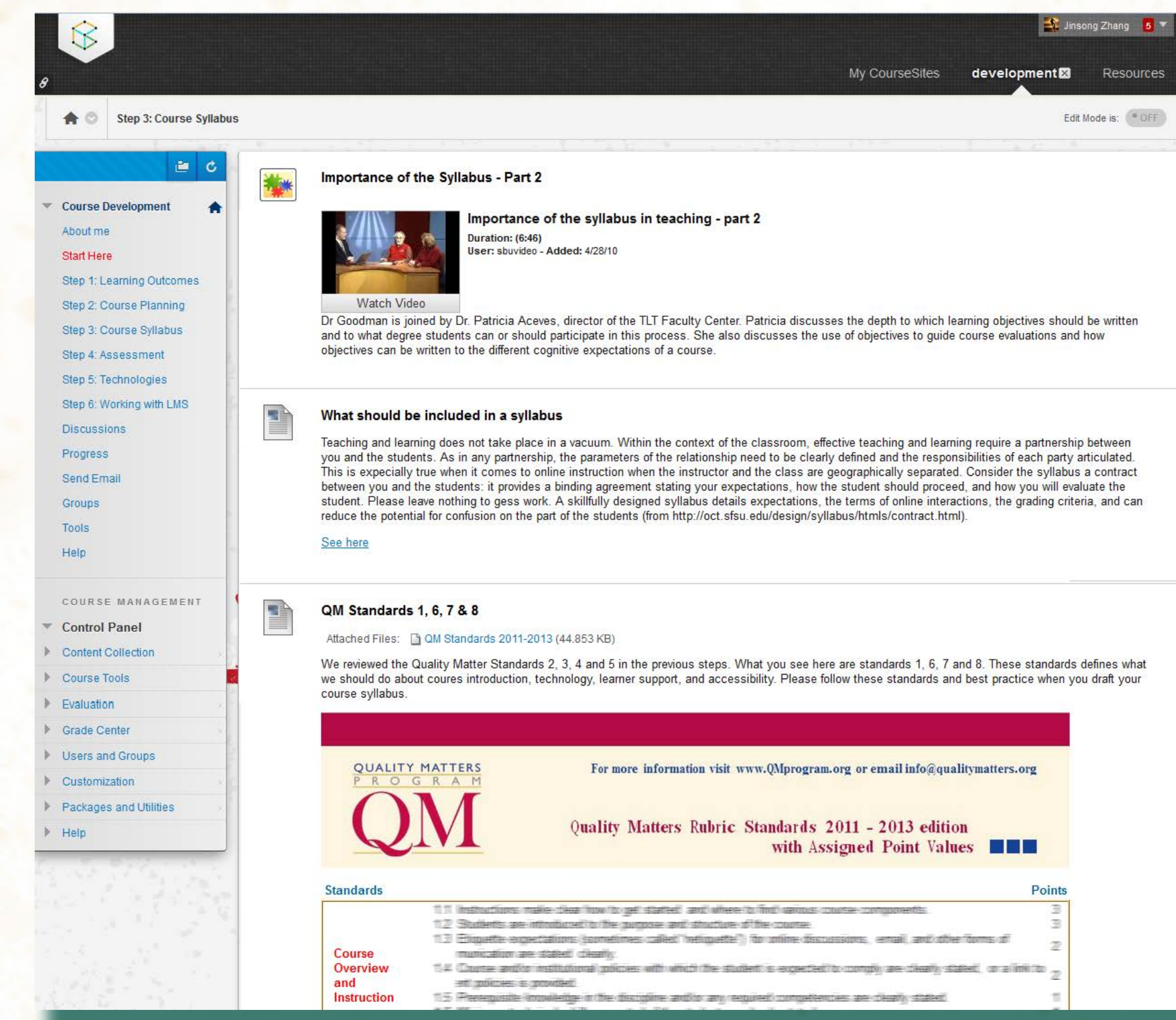
## Integrated Approach:

Although we've been providing training sessions and other professional development opportunities for the faculty, the QM Rubric generally stays with the instructional design group. A question we keep asking ourselves is how to promote QM Rubric so that our instructors can embrace these standards. We attempted to combine course development with faculty training through the use of web technology and Quality Mat-

ter rubric, to immerse instructors in QM standards, and to blend best practice with emerging technologies in the course development process. We hope this integrated approach would enable our instructional designers to demonstrate, explain and interact with our instructors while they're developing a course for online delivery.

## Thoughts & Considerations:

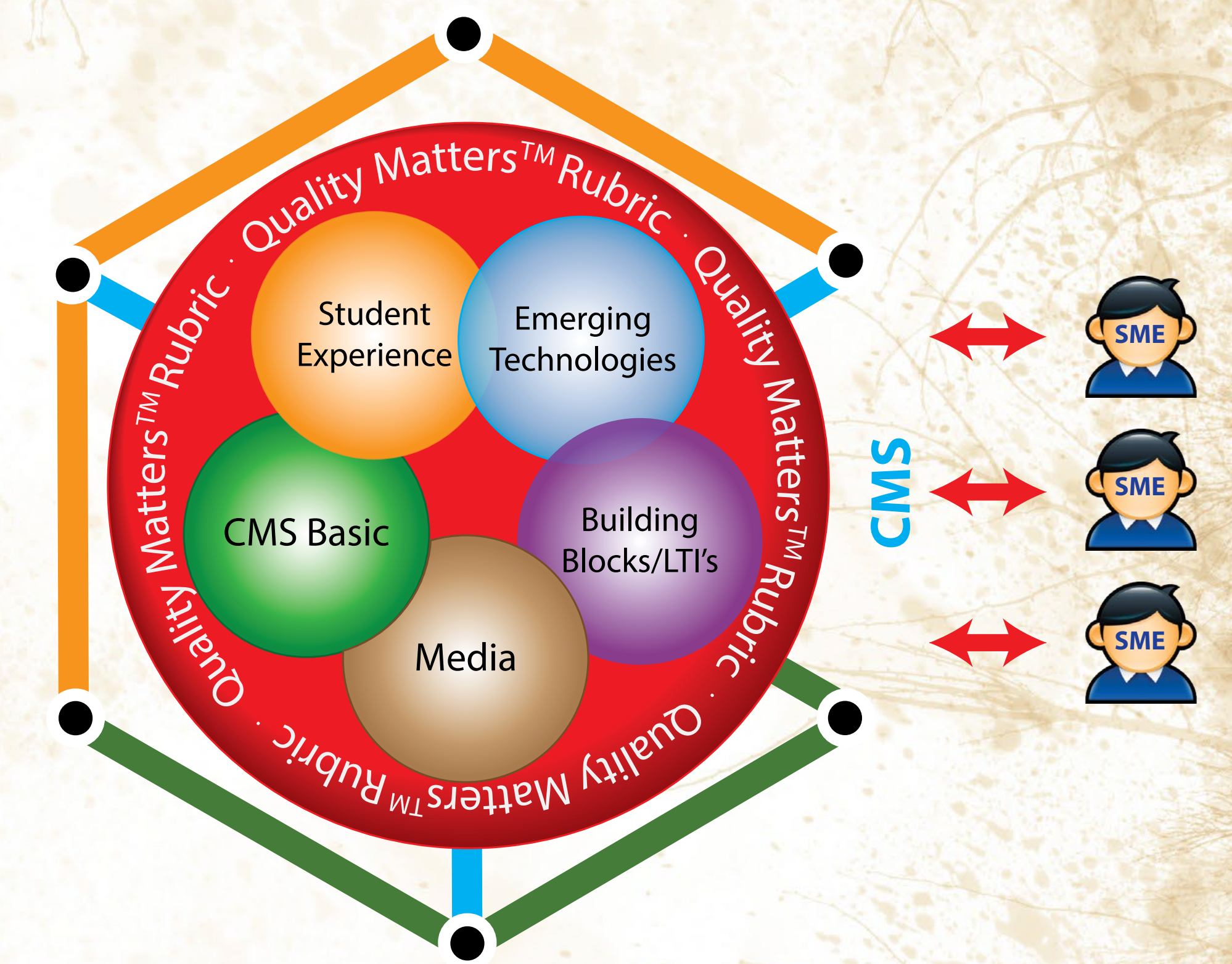
1. Hands-on and Interactions: We divide the course building process into different stages and attach with them the corresponding QM general standards. We ask our course developers to use the rubric as the guide in the entire development process.
2. Structured Course-Building Process: The use of a CMS in a course development provides a platform for project management and a compulsory structured-process for course development. The course site serves as a one-stop resource center for materials and deliverables.
3. Time Efficiency: The focus for an SME/instructor is getting a course developed, and it is time efficient for him or her to study and apply a specific QM standard to the work at hand.



4. Experiencing as an Online Student: Offering an online supplementary channel to a course developer is an indispensable experience to get an instructor related to the online modality. Since many of our instructors have never taken a course online themselves, we want them to put themselves in the shoes

of an online student and experience first-hand at the other end of the Internet.

5. Alternative for Professional Development: This approach serves as an alternative method to help fill the holes in our professional development when other formats fail to reach our instructors.



6. Continuous Improvement from the Start: The underlying principles of QM rubric focus on continuous improvement, student learning, collegial process, and collaborative identification. With the help of the CMS, we hope to create more interaction and exchange of ideas between an instructor and an instructional designer.

7. Exposing an Instructor to the Latest Technologies: CourseSites provides not only tools common to all CMS's, but also pioneering building blocks and LTI's it has to offer. Although we use our own Blackboard, working in such an environment exposes an instructor to the latest technologies in the area.

8. Open Access: Since CourseSites is free and cloud-based, anyone can register with a LinkedIn, Facebook, Twitter, Hotmail, Gmail, or Yahoo account. It resolves potential logistic issues revolving accessing an institutional web service prior to a formal contract with the university.

