Backward Design, Forward Motion:
How a Professional Development Program
Is Making Course Reviews Easy

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Snapshot:
2013-14 Online Programs & Courses

Academic degrees and certificates: 20

Undergraduate degree-completion programs: 2
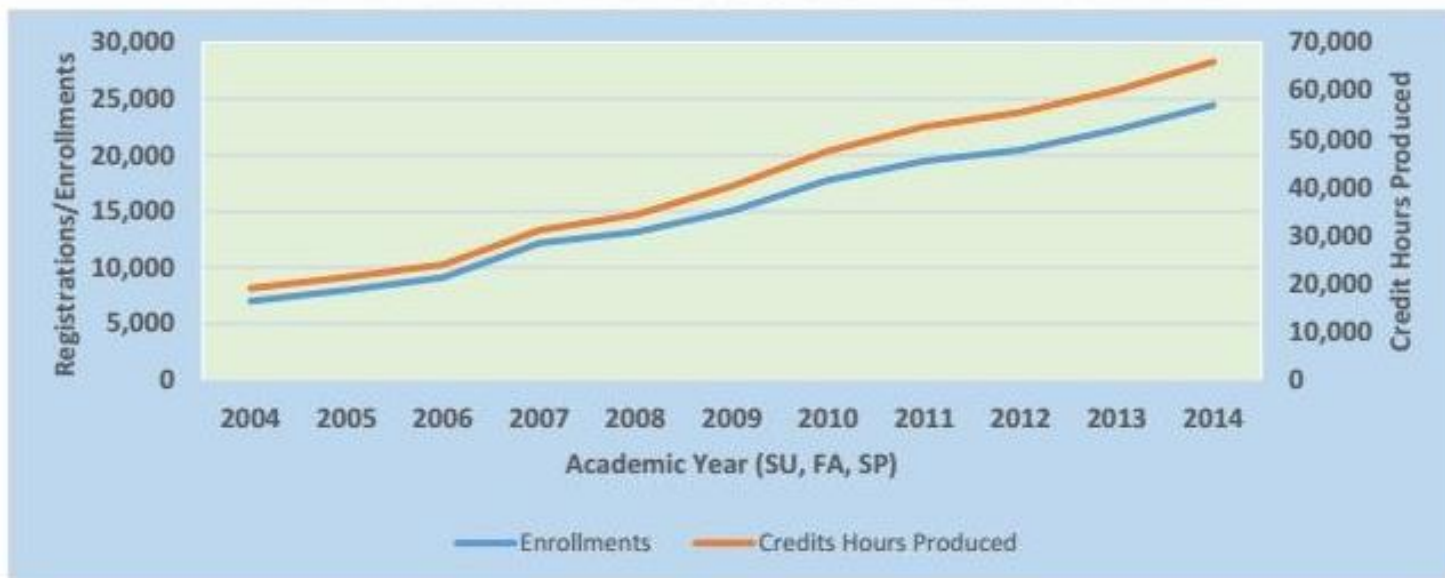
Graduate certificates: 8

Graduate degrees: 10

Depts with at least 1 online course: 36 (67%)

Unique course titles: 300

ecampus.boisestate.edu/center/snapshot/

Snapshot

10-Year Growth in Class Enrollment Sections and Credit Hours

ecampus.boisestate.edu/center/snapshot/

eCampus Quality Instruction Program

Launched in 2007 as joint effort by Academic Technologies and Distance Education depts.

- Online Teacher Training: 8-wk course
- Course Development Phase: 8-wk period with consultations
- "QM Lite" by consultant
- QM Review after teaching

eCampus Quality Instruction Program

Revamped in 2013 to be offered solely by eCampus Center (formerly Distance Ed)

- eCampus Course Design & Development Seminar: 12-wk course with ID consultations, hands-on dev
- Course Development Phase: 8-wk period with consultations, hands-on dev
- "QM Progress Check" with ID consultant
- eCampus Teaching Online Seminar: 6-wk course
- QM Review after teaching

eQIP Today

Snapshot: SU07-SP14 eQIP

Faculty participants in eQIP overall: 230

Faculty in course development process: 192

Faculty in eCampus Teaching Online Seminar: 57

Faculty trained in APPQMR: 71

Courses developed and peer reviewed: 143

eCD2S: Focus on QM Throughout

2. A high-quality online course conforms to established quality benchmarks.

While there are many ways in which the eCampus Center promotes best practice in online course design, we emphasize the best practices and standards that are included in the Quality Matters™ program. Quality Matters (QM) is a nationally recognized program that helps faculty design and develop high quality online courses. QM offers a number of tools that you may use to develop, maintain, and review your online course. Chief among these tools is the Quality Matters Rubric--a set of 43 specific standards used to evaluate the design of online courses. These standards are related to the following topics:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Please select the link below to download and read a PDF copy of the Quality Matters Rubric Standards. Take 5-10 minutes to read through the various standards and consider how you might apply the standards to your course design. If you have questions about any particular standard, please contact your instructional design consultant.

Quality Matters™ Rubric Standards (Fifth Edition, 2014)

Many accrediting bodies have endorsed the use of these Quality Matters standards as a way to demonstrate an institution's (or program's) commitment to quality assurance in its online courses. The eCampus Center actively promotes the use of the Quality Matters program in this seminar, and you will learn more about this program as you participate in various learning activities throughout the next few weeks. In this seminar, we will help you meet all of the Quality Matters standards in the design of your course. In addition, once your course has been taught for a semester, you will have the opportunity to participate in a peer-review process. During a Quality Matters peer review, three trained Boise State faculty reviewers will check the design of your online course to determine if it meets all of the Quality Matters standards. The peer reviewers will also provide helpful recommendations that may be used to further improve the course.

eCD2S: Focus on QM Throughout

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

8.4 The course design facilitates readability.

8.5 Course multimedia facilitate ease of use.

Take a moment now to think about how these standards may be applied to the design of your learning activities. You may want to ask yourself questions like:

- What kind of information will you provide to students in the learning activity directions?
- How will students interact with you, the instructor, to receive feedback on assignments?
- How will students interact with each other to provide feedback and support active learning?
- How can you incorporate tools and technologies that will allow persons with disabilities to actively participate in the learning activities?

eCD2S: Focus on QM Throughout

Understanding the Quality Matters Rubric in Depth

Estimated time: 30 minutes

The Quality Matters Rubric consists of 43 standards for the design of high-quality online courses. We have already introduced some standards that are directly associated with topics in the seminar; now we invite you to spend some time reviewing all of the standards and consider how to implement them completely into your course.

The Quality Matters program is a national benchmark for gauging the quality of online course design. Many accrediting bodies have endorsed the use of the Quality Matters standards as demonstrating an institution's commitment to the design of quality online courses. By meeting the 43 research-based standards, faculty can be confident that their online courses will meet a standard of quality that is recognized by faculty at many universities throughout the United States of America. That is why we have tried to guide you towards meeting these standards as you have designed your course/module objectives, course assessments, and learning activities. We have also provided a number of practical explanations of the Quality Matters standards in each module to ensure your course has a good chance of meeting all of these standards. These standards will continue to be important as you develop the instructional materials, tools, and media in your course.

To help assist faculty in meeting these online course design standards, the eCampus Center facilitates a peer review process in which three trained faculty reviewers from Boise State evaluate the design of an online course to see if it meets all of the Quality Matters Standards. The full review will occur after you have taught the course for a semester, you have made any revisions to the

eCD2S: LMS Template

Announcements

Welcome to the Course

Posted on: Monday, July 14, 2014 2:50:56 PM MDT

Welcome to COURSE 000: Course Title. In this course, we will _____.

To begin this course, please follow the directions below:

1. Select the **Modules** link from the main menu to access all of the modules in this course. Then select the **Getting Started** module and complete all of the learning activities. This module contains all of the information you need to get off to a good start, so I encourage you to complete it in the next few days.
2. If you have any questions that are not answered in the Getting Started module, select the **Discussions** link from the main menu. Then select the link to the **Course Questions and Suggestion** forum. Please post your questions there, and I will respond to them so that the entire class can see the answers and learn from your questions. If you have any personal questions that you don't want to share with the class, feel free to send me an email. (Select the **Faculty Information** link for my contact information.)
3. After you have finished the Getting Started module, you will be ready to begin work on **Module 01**. I encourage you to get started on Module 01 as soon as you can. You can plan on spending between 7.5 and 9.0 hours working on Module 01, and some of the learning activities may require you to complete work at different times throughout the week, so you will have a much more successful learning experience if you get started early.

eCD2S: QM Progress Check

11.02 Design Task: Quality Matters Progress Check (60 min)

Activity Directions

Estimated time: 60 minutes

Due date: preferably by Tuesday

This activity is designed to help you double-check that your course meets all 21 of the "Essential" Quality Matters standards. If you're missing a couple standards, this activity will help you identify them so that you can meet them before your course is taught.

Step 01. A Google document of your Quality Matters Progress Check has been shared with you and can be accessed via the Course Resources folder.

Step 02. Complete the progress check together with your consultant. If you have not already set up a meeting for this activity, you should do so as soon as possible. This activity will also help you meet the following learning objectives.

eTOS: Review of QM

Estimated time to complete activity: 30 min.

Directions

Review and reflect on the following attached resources, while considering the questions listed below each topic. At the end of this activity, you will write notes of what you learned, highlighting any new insights, ideas, and/or questions you may have and jotting your responses to the bulleted questions listed below. You will use the answers to the questions for your journal entry at the end of this activity.

A) Quality Matters Rubric

TASK:
Learn more about the Quality Matters rubric:

1. Read about the Quality Matters Rubric for Higher Education.

CONSIDER the following questions:

- What aspects of course design does this rubric emphasize?
- What standards surprised or confused you?

eTOS: Review of QM

2) Next, compose an introduction about yourself for the "faculty / staff profile" page in your course site. As you write this, consider the information in chapters 6 and 13: how will you communicate your presence and availability to students without (a) giving up your own life; but (b) still recognizing a need for increased instructor presence in the online classroom so that students don't feel isolated?

> **NOTE:** Review the **Faculty Information** course menu link in this seminar for ideas on what to include in your faculty profile. In addition to addressing **Quality Matters Standard 1.7,** by adding in some personal information/anecdotes within your faculty profile it provides an opportunity to be more personable with your students and convey your teaching presence online.

eQIP Faculty Associates

Dr. Jen Black   *Dr. Patrick Lowenthal*   *Dr. Kim Carter-Cram*

- Provide input on eCampus Center strategy, some scholarly research
- Co-teach Teaching Online Seminar
- Serve as consultants during QM reviews

Reaping Results

"The courses are now much more consistent and of a significantly higher quality than before implementation of eCD2S ...
"Some of this is likely due to the template, some to the better design of the online program for faculty developers, and some of it is due to better design help coming from eCampus [Center]."

~ Kim Carter-Cram

Reaping Results

"It used to be that reviews would unearth some major issues, like weak learning objectives or confusing navigation through course sites.
I would often work with faculty on turning their old MS Word docs into quizzes within Blackboard, or at least PDFs. ...

Reaping Results

"But now I find myself having the leisure to talk with faculty about more nuanced aspects of their courses, like more effective discussion board prompts and clearer communication about turnaround time on grading. …

Reaping Results

"I think that many of the problems that used to come up in the QM reviews are now addressed and resolved during the design process, which means that students get a better experience and faculty start out their online classes from a better baseline and can improve from there."

~ Jen Black

Questions?

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THANK YOU!