

Quality Assurance: A Webbed Approach



SPARTANS

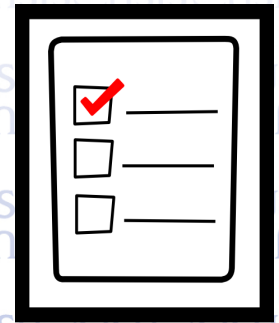
SAN JOSÉ STATE UNIVERSITY

Presented by Jennifer Redd, PhD

October 31, 2016



- Construct a webbed approach to a quality assurance program on campuses based upon the strategies discussed.
- Develop a draft of points of contact/starting points for a successful Quality Matters implementation.
- Recognize important components involved in a successful Quality Matters campus adoption.



Gather Campus Support

- Inform others across campus
- Other stakeholders

Develop a Plan

- Review relevant research
- Quality Matters Rubric



Constructivism

- Active building of knowledge upon information presented
- Flexibility and Scaffolding (Perkins, 1992)

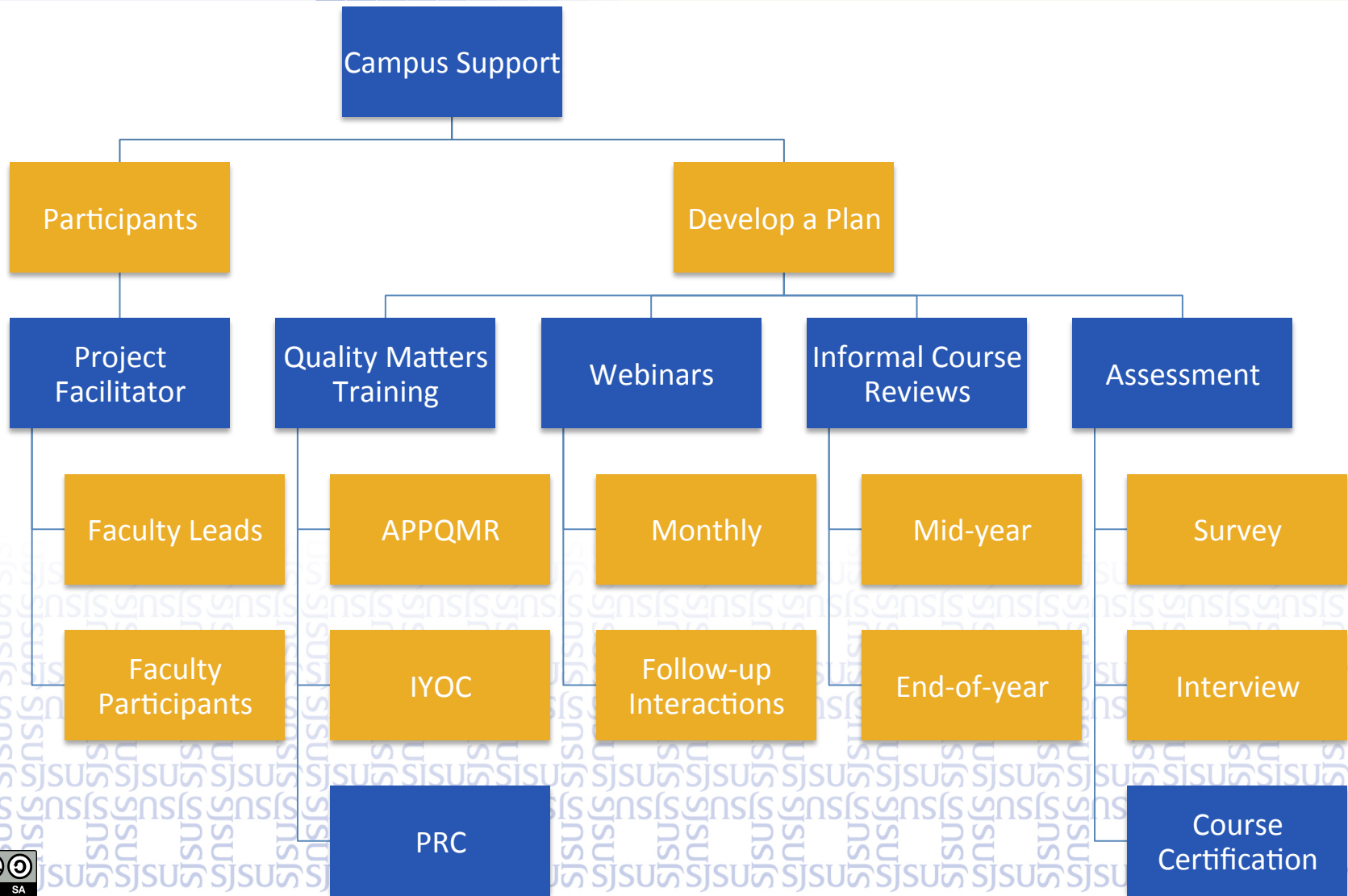
High-Impact Educational Practices

- Teaching and learning practices shown to be beneficial for college students from many backgrounds (Kuh, 2008)

Professional Development

- Ongoing professional development is more effective than one-time workshops
- Co-development process for continuing learning (Center for Technology in Learning, SRI International, 2009)
- Compelling in content and convenient
- Allows time for reflection
- Involves setting goals (Dede, 2009)
- Change is gradual
- Regular feedback on student progress
- Continued follow-up (Guskey, 2002)

Webbed Approach



eCampus Office of Quality Assurance

The mission of eCampus Office of Quality Assurance (EOQA) is to facilitate integrative learning, implement innovative technologies, foster inclusive excellence, and enhance collaboration.

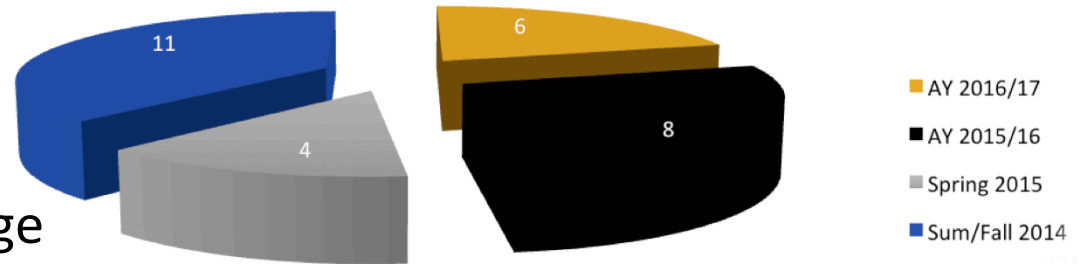


Participant Profile

Across colleges and departments:

biology, business, child and adolescent development, communication studies, communicative disorders, history, justice studies, library science, linguistics and language development, nursing, occupational therapy, political science, psychology, sociology, special education, and technology

EOQA Faculty Program Participants



Program Components

- Quality Matters Trainings
 - Peer Reviewers/Faculty Mentors
 - Peer Course Reviews
 - Webinars
 - Optional: Course Certification
- Additional Resource
 - Canvas Course Template

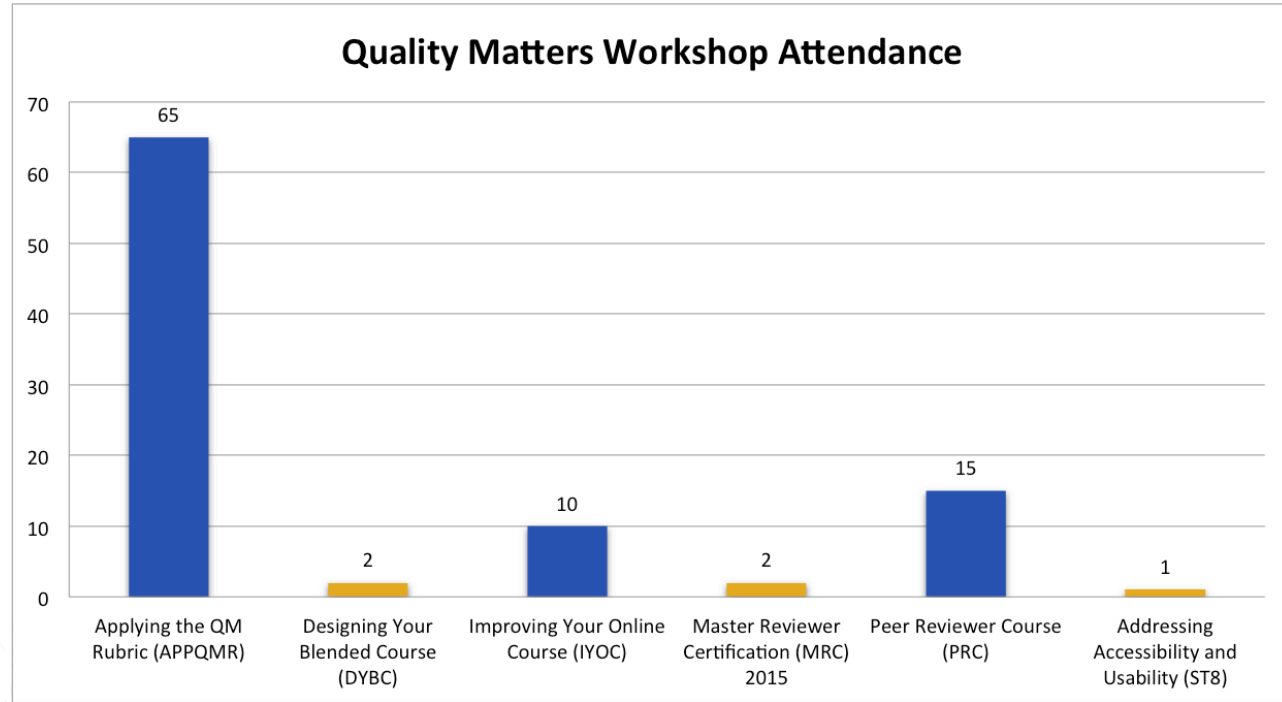


SJSU Canvas Template

Canvas template for hybrid/online courses

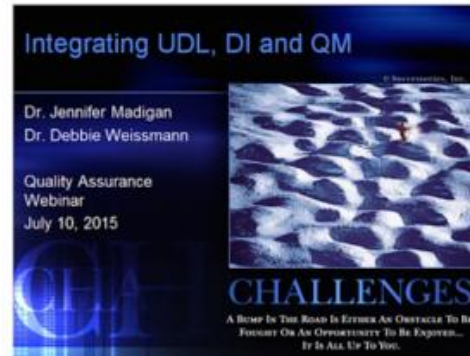
By: Yingjie Liu

- Enroll faculty in workshops
- Session options
- Email check-in during workshop
- Follow-up discussion



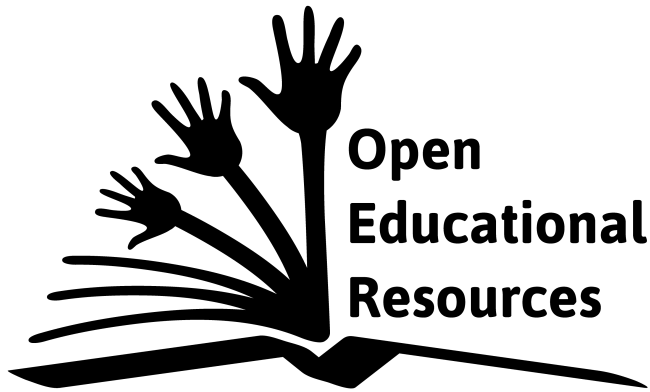
Webinar Topics

- Universal Design for Learning
- Differentiated Instruction
- Accessibility
- Lecture Capture
- Copyright
- Student/Instructor Interactions



Copyright Basics and University Library Resources

Emily K. Chan
Neil Ordinario
San Jose State University Library



- Affordable Learning Solutions/
Open Education Resources
- Accessible Materials
- Canvas Commons
- Cross-campus Collaborations



Develop a plan

Provide ongoing support

Reflect and assess

References

- Center for Technology in Learning, SRI International. (2009, July). Systemic vs. one-time teacher professional development: what does research say? Research Note 15. Retrieved from http://ti-researchlibrary.com/Lists/TI%20Education%20Technology%20%20Research%20Library/Attachments/192/CL9847%20Research_Note_15%20PD.pdf
- Dede, C. (2009). The changing landscape of teacher learning. Retrieved from <http://www.edweek.org/tsb/articles/2009/10/01/01dede.h03.html>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8, 381–391.
- Kuh, G. D. (2008). High-impact educational practices: A brief overview. Retrieved from <https://www.aacu.org/leap/hips>
- Perkins, D. (1992) Technology meets constructivism: Do they make a marriage. In T. Duffy & D. Jonassen, *Constructivism and the technology of instruction: A conversation.*(pp.45-56). New Jersey: Lawrence Erlbaum Associates, Publishers.

Questions?

SAN JOSÉ STATE UNIVERSITY *powering* SILICON VALLEY

