

Our Sneaky QM Implementation Moving Past Posting Their Syllabus Online

**Maria Fernandez & Jeff Suarez-Grant, Instructional Designers
California State University, Los Angeles**



CALIFORNIA STATE UNIVERSITY LOS ANGELES



- 27,000 Students
- 500 Faculty Members
- Urban Campus,
East of Downtown Los
Angeles

FACULTY DEVELOPMENT CENTER



Director and Assoc. Director
LMS Specialist
Two Student Assistants
Two Instructional Designers
Office Manager

**The Center also handles Ed Tech
as well as our LMS, Moodle.**

Very few online courses.

Less than 1%

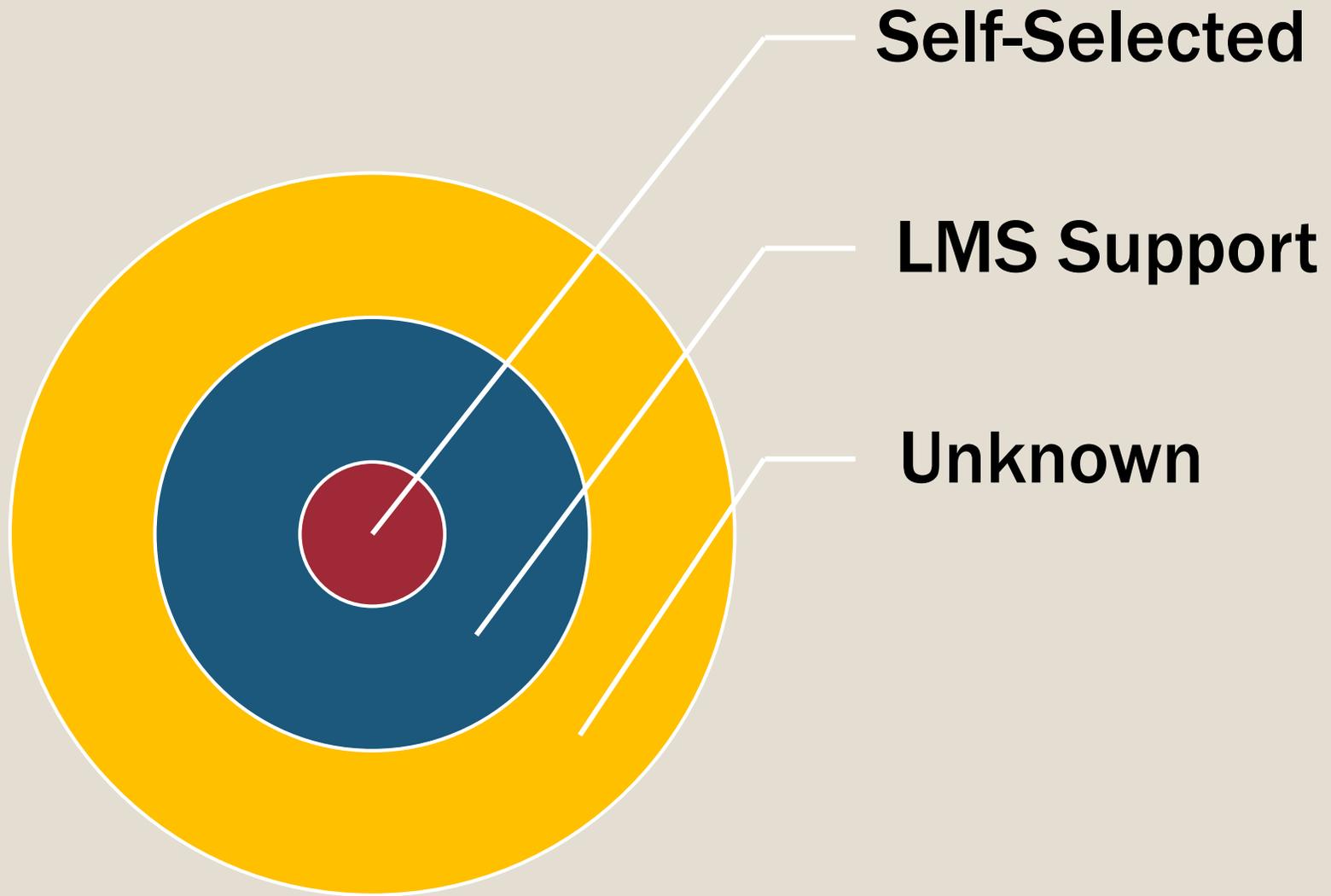
Some flying under the radar.

**How do we jumpstart an online
quality assurance initiative with
so few online courses?**

With **little, if any **institutional support** for quality assurance in
online course
design/development.**

When faculty are not beating a path to our door to get help designing/developing online courses.

**Who do we serve and where are
the opportunities for quality
assurance?**



LMS Support

Our most **frequent customers.**

**Want assistance but not with
online course design.**

This is a promising group for QA.

Train faculty to employ QA best practices even **before they've thought to teach online.**

Infuse QA best practices in
any and all **support**, training, and
development provided to faculty.

Want to teach online?



Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org

Standards	Points	
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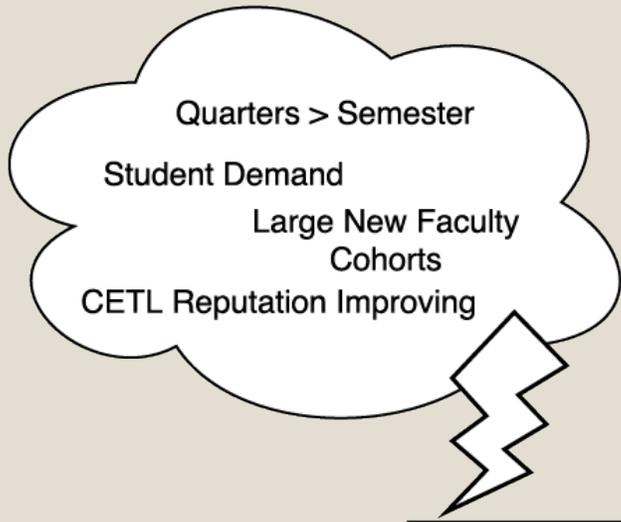
Do all of this.



It's overwhelming and can create conflict.

QUALITY MATTERS		Standards from the QM Higher Education Rubric, Fifth Edition
QM		For more information or access to the full QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org
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Standards from the QM Higher Education Rubric, Fifth Edition 6/15



Tech Tool Specific Consult

Drop In (Lab)

Support Calls

New Faculty Orientation

QA Best Practices
Overview/Introduction
Course Navigation
Readability
Course Technology
Learner Support
Accessibility

Workshops

CETL Course Design Institutes

QA Best Practices
Measurable Objectives
Alignment
Activities
Interactions
Assessments

2-Week Online Courses
Teaching Online
Designing Your Online Course
Designing Your Blended Course
Applying the QM Rubric

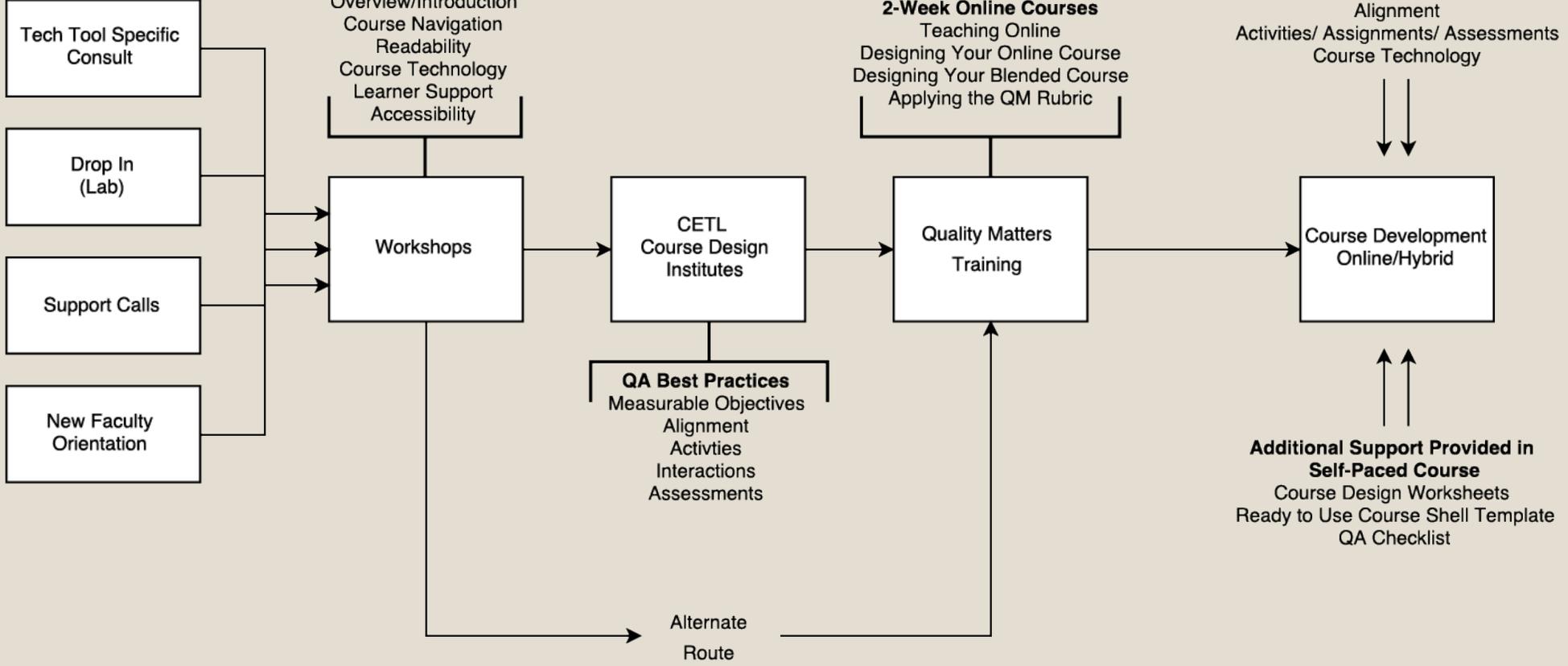
Quality Matters Training

Instructional Designer Consultations
Course Objectives
Alignment
Activities/ Assignments/ Assessments
Course Technology

Course Development Online/Hybrid

Additional Support Provided in Self-Paced Course
Course Design Worksheets
Ready to Use Course Shell Template
QA Checklist

Alternate Route





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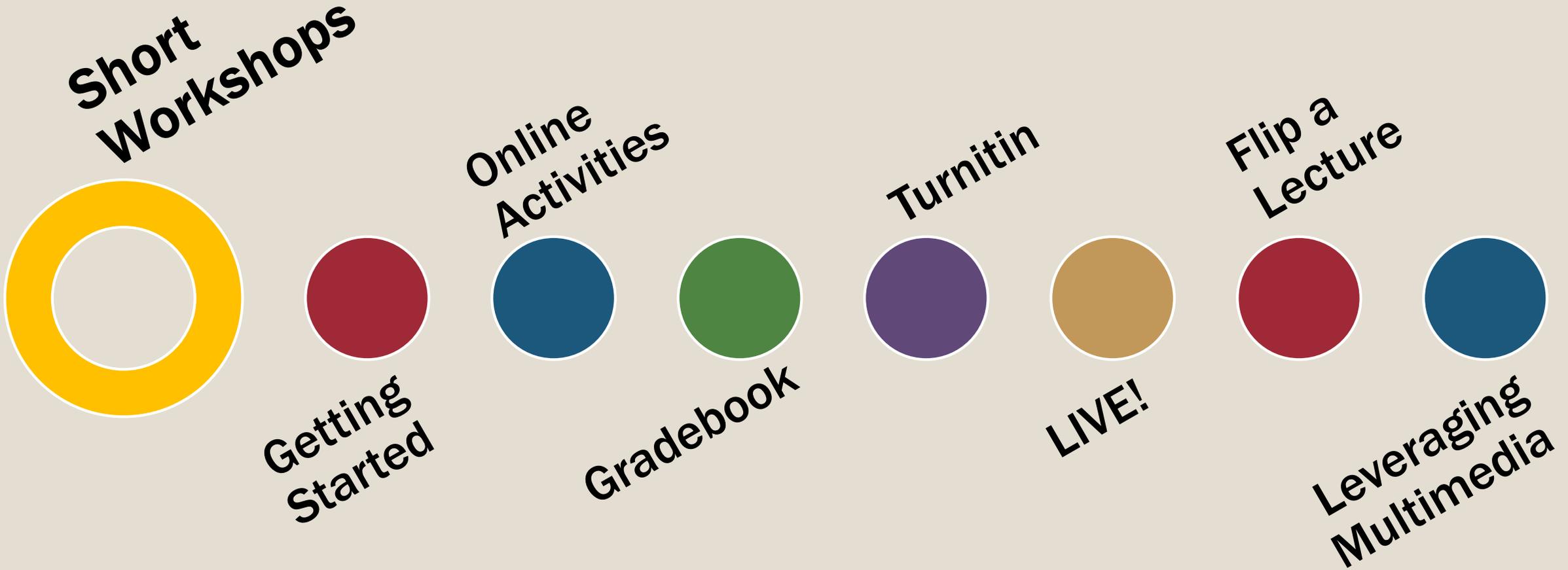
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Date Completed



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California State University, Los Angeles

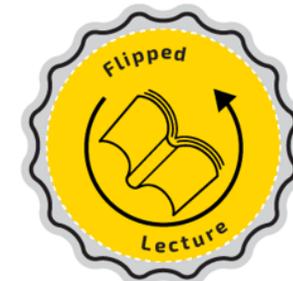
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Date Completed



Date Completed



Date Completed

Name

Getting Started with Moodle infuses QM Standards

Course Overview & Introduction

Course Activities & Learner Interactions

Getting Started with Moodle in 10 Steps

If you are thinking of using Moodle to supplement your course, make sure you follow these 10 steps to help make the experience great for your students.

1. Edit your Profile— Instructor information should include biographical information and a photo so that students know your background, experience and interest in the course topic. QM STD 1.6



Add a File

2. Upload your syllabus — Remember to include required textbooks, netiquette expectations, required prerequisites, technical competencies required for the course and/or all assignment due dates. QM STD 1.2–1.7, 7.1–7.4

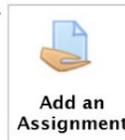


3. Add introductory information to the first topic/week— Remember to include your contact information, availability, a welcome message (or video), and a brief course description. QM STD 1.1, 1.8

4. Edit your topic/weekly headings — Consider editing the headings for each topic/week so that students know where to go and what is being covered throughout the term. QM STD 8.4



5. Add assignments to your course — Add all assignments, exams, projects, etc.—including any off-line assignments—so that students immediately know what is expected of them in the course. QM STD 5.1–5.4



Add an Assignment

6. Add the Calendar Block — Consider adding the Calendar Block so students can visually see when assignments are due throughout the term.

7. Add an extra forum just for students — Add a Standard Forum for students to post general questions, concerns, etc. throughout the quarter. With luck, students may even answer other student's inquiries.



Add a Forum

8. Add a Introduction forum as the first assignment — Make the first assignment a forum where students introduce themselves and share their learning goals for the course. QM STD 1.8, 1.9 5.2, 6.2

9. Make your course visible — Don't forget to make your course visible to students so they can view all your content.



News forum

10. Send a welcome message — Use the News Forum to send a welcome message prior to the first day of classes. QM STD 1.2, 1.8

ONLINE ACTIVITIES - MOODLE

Moodle Activities and how they can be used to meet Standards:

- Glossary – 5.2 (**Course Activities and Learner Interaction**)
- Wiki – 6.2 (**Course Technology**)
- Assignment – 5.2 (**Course Activities and Learner Interaction**)
- Rubrics – 3.5 (**Assessment and Measurement**)
- Choice – 6.2 (**Course Technology**)
- Feedback – 3.5 (**Assessment and Measurement**)



Home > Courses > Miscellaneous > Activities > Choice Activity

Turn editing on

Helpful Course Resources

Link to CETL: Educational Technology Support
Access to Quality Matters Professional Development courses



Welcome to Moodle Online Activities

& Assignments

- News forum
Course Q & A Discussion
Welcome!
Meet your Instructor
Course Syllabus
Meet and Greet
Workshop PPT Presentation PDF document
Attendance

Navigation

- Home
My home
Site pages
My profile
Current course
Activities
Participants
General
Choice Activity
Moodle Activity Preference
Workshop Poll 1
Pick your group/topic
demo
test quiz
Glossary
Wiki Activity
Assignment
Feedback Activity
How to Guides
Resources
My courses
Browse NBC Learn

Latest News

Add a new topic...
(No news has been posted yet)

Calendar

October 2015 calendar grid showing dates from Sun to Sat.

EVENTS KEY

- Hide global events
Hide course events
Hide group events
Hide user events

Choice Activity

Glossary

Your progress

Activity 1 - participate in the Choice question

- Moodle Activity Preference

Recent Activity

Activity since Monday, October 5, 2015, 9:30 AM
Full report of recent activity...
No recent activity

People

Participants

OVERVIEW

Give them a brief description of what this assignment entails. Specify if this is an in-class assignment or are they uploading the assignment to Moodle.

OBJECTIVES

Reference the Learning Objectives this assignment addresses.

Meets QM STD: 5.1, 5.4

TIME FRAME

When the assignment is due and/or how long it will take for them to complete this assignment.

INSTRUCTIONS

Here you can itemize the steps they need to take in order to complete the assignment:

1. What they need to do first
2. Continue to detail the steps that are involved numbering each one.
3. Last step you can specify some helpful steps on submitting in Moodle. (e.g. click **Add Submission** to upload your assignment to Moodle, Then click **Save changes** to submit)

COMPLETION

Give the requirements they need to fulfill in order to successfully complete this assignment. You may also use the Moodle Rubric to successful grade and help give students a specified grading criteria.

**Live! With your Students Online.
Best Practices using Adobe
Connect**

Course: CETL LIVE with Yo x

https://moodle-2015-2016.calstatela.edu/course/view.php?id=12360§ion=2

Moodle 2015-2016 Jeffrey Suarez-Grant

Cal State LA moodle 2015-2016

Home Courses Miscellaneous LIVE Adobe Connect Turn editing on

Navigation

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - LIVE
 - Participants
 - General
 - Getting Started
 - Adobe Connect**
 - Adobe Connect - Participant Quick Start Guide
 - Course Meeting Room
 - LIVE! Course Chat Room
 - Practice
 - How to Guides in PDF Format
 - Resources
- My courses
 - Browse NBC Learn

Administration

- Course administration
 - Turn editing on
 - Edit settings
 - Users
 - Filters
 - Reports
 - Grades



Welcome to LIVE! with your

Students Online

- News forum
- Course Q & A Discussion
- Course Meeting Room

◀ Getting Started Practice ▶

Adobe Connect

Activity 1: Go to our Meeting Room

- Adobe Connect - Participant Quick Start Guide
- Course Meeting Room

Activity 2: Go to our Course Chat Room Area

- LIVE! Course Chat Room

◀ Getting Started Jump to Practice ▶

Latest News

Add a new topic...

(No news has been posted yet)

Recent Activity

Activity since Monday, October 5, 2015, 9:31 AM

Full report of recent activity...

No recent activity

People

Participants

Activities

- Chats
- Forums
- Resources

Upcoming Events

- Constitution Day Today, 12:00 PM » 2:00 PM
- Golden Eagle Fest Today, 12:00 PM » 2:00 PM
- NSS Fall Get-2-Gether

Adobe Connect Participant Quick Start Guide

Attend your Adobe Connect Meeting

Your professor will send you the meeting room URL. Copy and paste into Firefox or use the link the instructor has provided in your Moodle Course. After navigating to the URL you will be prompted to enter the room as a guest.

1. Enter your full **Name**.
2. Click **Enter Room**.



Tip: Make sure you are not using WIFI. Connect directly to the internet jack in the wall or your internet service router. Make sure you choose the fastest speed DSL/Cable when prompted.

Adjusting Audio

1. To adjust your audio settings, go to the **Meeting** Menu and select **Audio Setup Wizard**.
2. Follow the steps to optimize your audio settings.



Tip: Run the wizard and test your sound before the meeting. Recommendation is to use a headset with microphone.

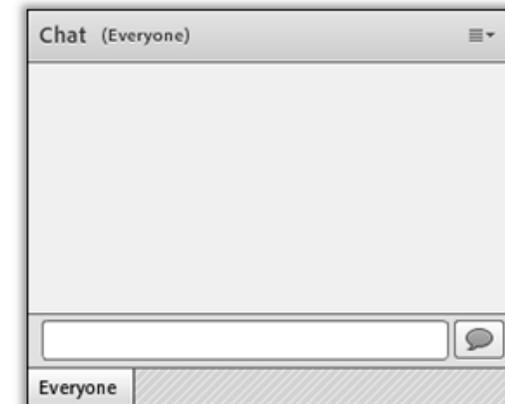
Change your status

- Within a meeting, you can also change your status to provide feedback to the presenter and other attendees.
- To change your status, click the arrow on the **Status Options** dropdown list on the **Application Bar** and select your desired status option.
- If you select an option above the line such as **Agree** or **Step Away**, your status remains until you choose **Clear Status**. If you choose an option below the line such as **Speed Up** or **Applause**, your status automatically clears itself after a number of seconds.
- When you set your status, an icon appears next to your name in the **Attendees** pod.



Chat

To send a message to everyone, simply type your message in the chat pod and hit enter or click the send icon.



**Meets QM Standards Course
Technology as well as Course
Activities & Learner Interaction**

Flip a Lecture & Leveraging Multimedia

Emphasizes QM Standards
Instructional Materials &
Course Technology

Video Styles: Lecture Capt x

https://moodle-2015-2016.calstatela.edu/mod/book/view.php?id=61468

Moodle 2015-2016 Jeffrey Suarez-Grant

Cal State LA moodle 2015-2016

Home ▶ My courses ▶ Miscellaneous ▶ Course Design - PaGE & CETL ▶ 5: Providing Instruction and Presenting Content ▶ Video Styles: Lecture Capture

Table Of Contents

- 1 Narrated Powerpoint
- 2 Software Demonstration
- 3 Whiteboard

Navigation

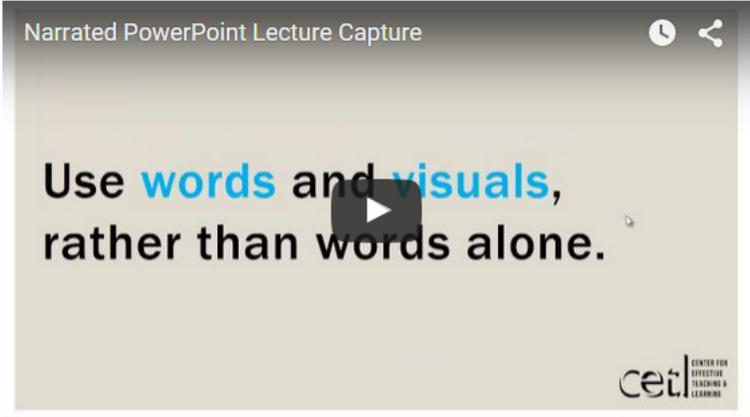
- Home
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 - Course Design - PaGE & CETL
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 - 4: Module Development
 - 5: Providing Instruction and Presenting Content
 - Providing Instruction and Presenting Content Online
 - Video Styles: Lecture Capture**
 - Guides and Resources: Lecture Capture
 - Michigan State - Showcase - Resources
 - 6: Activities/Assignments Design Options
 - 7: Leveraging Multimedia in your

Video Styles: Lecture Capture

1 Narrated Powerpoint

Overview

Of all the video styles, a narrated Powerpoint is the simplest to create. By leveraging a slideshow you already have, simply record voice over narration using Camtasia. An added benefit is the ability to record your mouse on screen when pointing something out. Think of it as your laser pointer within the lecture capture.



Narrated PowerPoint Lecture Capture

Use words and visuals, rather than words alone.

cetl CENTER FOR EFFECTIVE TEACHING & LEARNING

NOTE: Navigate to the pages by clicking on the arrows on the top and bottom right of the screen  or click on the **Table of Contents** on the top left of the screen.



Multimedia Resources

Leveraging some multimedia open educational resources you can embed in your course or use to supplement your course content.



YouTube — is a video-sharing website housing videos from educational, commercial partnerships as well as individuals. www.youtube.com; *Lectures; Current Events*



NBC Learn — NBC Learn is a collection of over 14,000 standards-aligned resources designed for use in the classroom. NBC Learn is only licensed to schools and universities. New feature in Moodle you can embed within any Moodle Activity/Resource higher.ed.nbclearn.com/portal/site/HigherEd; *Historic News; Current Events; Educational News Stories*



Khan Academy — a nonprofit organization that contains micro lectures video tutorials on multiple academic subjects. Mostly used for Math and Science topics www.khanacademy.org; *Demonstrations; Math Science; Finance; Tutorials*



Slideshare — To share knowledge online. It has become the world's largest community for sharing presentations and other professional content. www.slideshare.net; *Presentations; All Subjects; Info Graphics*



PhET — is a suite of research-based interactive computer simulations for teaching and learning physics, chemistry, math, and other sciences <https://phet.colorado.edu>; *Simulations; Math; Science; Physics*



Cal State LA University Library — link to the library streaming video and audio collections website. web.calstatela.edu/library/mmc/onweb.htm . Link for help on research skills for students <http://web.calstatela.edu/library/guides/researchguides.htm>; *Research Skills; Plagiarism; Stream Documentaries*



Merlot — CSU Center for Distributed Learning developed this repository to provide free access to peer reviewed digital learning materials. Some of the materials available are open journal articles, open textbooks, online course modules, simulations, practice quizzes, case studies, animations, and more. www.merlot.org; *Open journal articles; Current Events; Open textbooks; Case Studies, Simulations*



National Center for Case Study Teaching in Science—collection of case studies in all areas of science for use in education that are based on contemporary and often contentious, science problems that students encounter in the news, the use of cases in the classroom makes science relevant. <http://sciencecases.lib.buffalo.edu/csl/>; *Problem Based Learning Scenarios; Case Studies; Science*



Lynda — is an online training library that includes thousands of video tutorials on a wide range of computing, business and technology topics. These online courses are taught by industry experts and are available 24x7 for convenient, self-paced learning. Cal State L.A. students, faculty and staff can access lynda.com courses by visiting lynda.calstatela.edu and logging in with their myCSULA Identity account. *Tutorials; Software; Business Skills*



TED & TED Ed — nonprofit organization committed to sharing short educational talks via YouTube. They also have created collaborations among educators to create a library of lessons. www.ted.com; *Motivational Talks; Politics; Technology; Business; Science*



HippoCampus — is a free, core academic web site that delivers rich multimedia content—videos, animations, and simulations. On general education subjects including STEM. Teachers and college professors, and their students, can use free of charge. www.hippocampus.org/; *Simulations; Math; Science*



Open Education Resources — are teaching and learning materials that you may freely use and reuse, without charge. That means they have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights. OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared. www.oercommons.org; *Open Textbook; Course Modules*



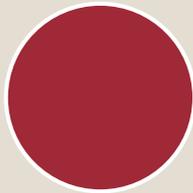
Creative Commons — a nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools. It can also be used as a search tool for locating CC multimedia. search.creativecommons.org; *Search open multimedia resources; Open stock photos*

For Moodle assistance, visit the CETL lab in FA 138 or email mymoodle@calstatela.edu

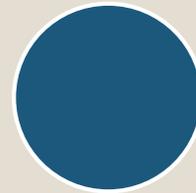
Course Design Institutes



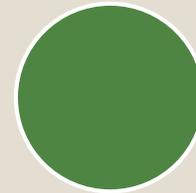
Online, Flipped,
Blended Institute



Course Redesign
Institute



Active Learning
Institute



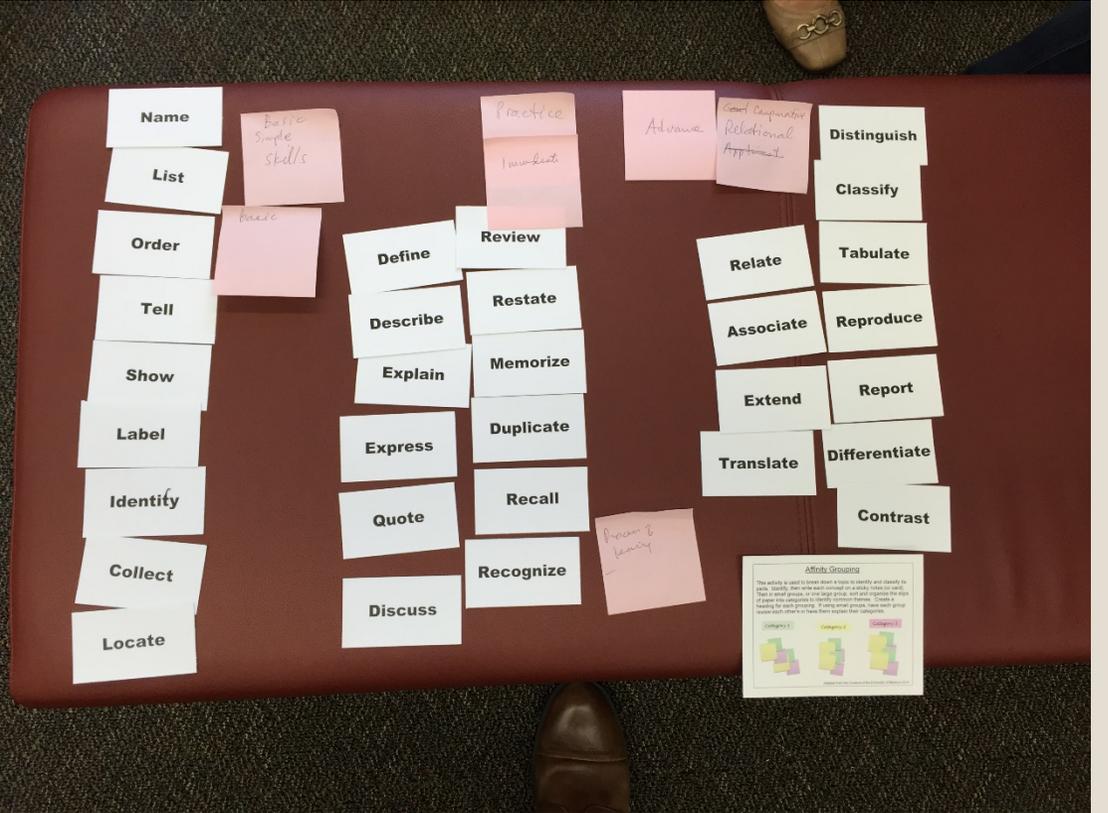
Workshops

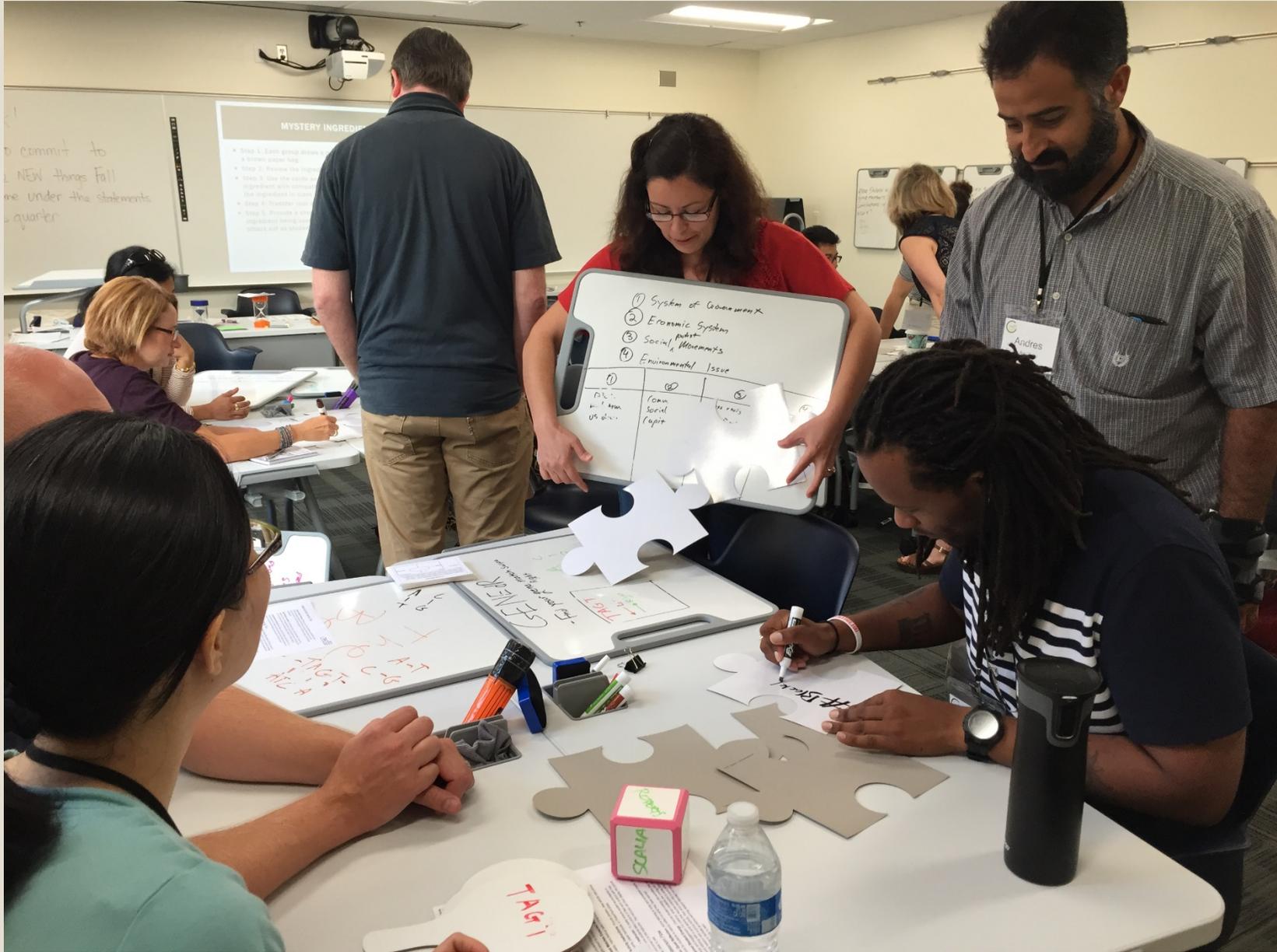
Course Design
Institutes

Quality Matters
Workshops

Course Development

**More intense multi-day training
that features more prominently
QA after buy-in is established.**

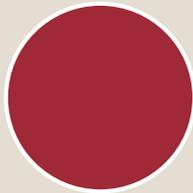




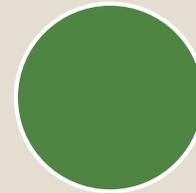
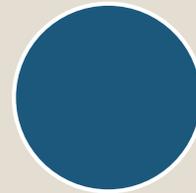
Quality Matters Workshops



Teaching Online



Designing
Blended/Online



Applying the
QM Rubric

Workshops

Course Design
Institutes

Quality Matters
Workshops

Course Development

In 2014-2015, 61 QM grants to 41 faculty, staff, administrators.

The most valuable thing I learned in this workshops is:

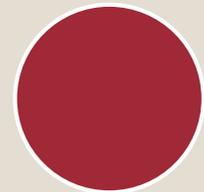
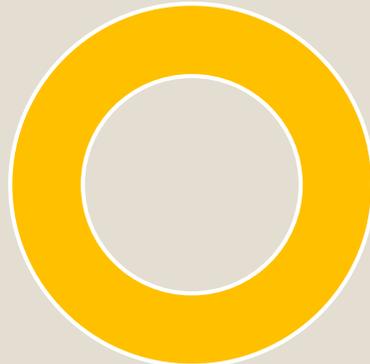
“The most significant things I learned in the workshop was why and how all components of a course must be aligned.”

“Alignment of assessments with student learning outcomes and objectives.”

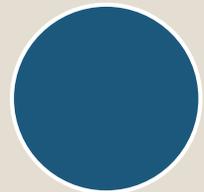
“The value of detailed instructions. Online instructions for each activity with step by step instructions on how to proceed are needed in the online format. We cannot assume that all students will intuitively know where to start or the order of activities listed.”

“I will revise my syllabus slightly to be more explicit about certain goals and redesign a form to be more aligned with the grading rubric. I am still considering ways in which I can make greater use of Moodle.”

Online Course Development



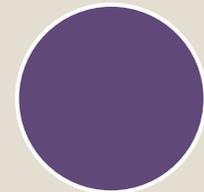
Syllabus



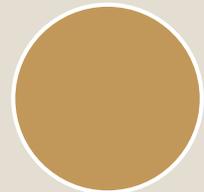
Checklist



Worksheets



Course Template



How to Build an Online Course



Additional Support During Online Course Development



 Course Announcement & Updates

 Muddiest Point Forum

 Welcome Message from ID's!

1: Introduction

PaGE & CETL Course Design Orientation

 Meet the Instructional Designers

 Communication in this Course Shell

 How do I get started?

 How to get Moodle Help

2: Course Map/Outline & Syllabus

 Course Objectives/Outcomes: Alignment and Design

3: Teaching Online Tips

Policies for eLearning

 Preparing to Teach Online

4: Module Development

Learning Activities and Assessment Development

 Weekly Activities and Assignments: Planning for Course Construction

5: Providing Instruction and Presenting Content

Educational tools to help you design content/lectures for online delivery

 [Providing Instruction and Presenting Content Online](#)

Lecture Capture with Camtasia

 [Video Styles: Lecture Capture](#)

 [Guides and Resources: Lecture Capture](#)

Add'l Online Resources

 [Michigan State - Showcase - Resources](#)

6: Activities/Assignments Design Options

Designing Moodle online activities/assignments

 [Designing Learning Activities in Moodle](#)

7: Leveraging Multimedia in your Course

Embedding already created instructional multimedia resources in your online course

 [Leveraging Multimedia Open Educational Resources](#) PDF document

 [Embedding Multimedia in Moodle](#)

 [Copyright, Accessibility and Additional Resources](#)

8: Establishing a Presence Online

Ways to establish teacher and student presence online

 [Establishing Teacher Presence Online](#)

Syllabus Template

California State University, Los Angeles
School/Department/Division
Course Number, Title, Section, Quarter, and Year

COURSE INFORMATION

INSTRUCTOR INFORMATION

Instructor: (Your name)

Office Location: (Building and room number)

Telephone: (area code) (telephone number)

Email: (Your email address)

Office Hours: (Days and time, if fully online specify virtual meeting room)

Class Days/Time: (Days and time)

Classroom: (Building and room number, if fully online delete this line)

Prerequisites: (If none, delete this line)

GE Category: (If none, delete this line)

Course Fees: (If none, delete this line)

COURSE DESCRIPTION

[Insert course description from the catalog and/or departmental description here.]

COURSE OBJECTIVES/OUTCOMES

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

CO1 (insert course objective 1)

CO2 (insert course objective 2, etc.)

REQUIRED COURSE MATERIALS

TEXTBOOK

[Insert the complete textbook citation here. Include ISBN and where students can buy the text.]

Title:

Author:

Edition:

ISBN:

OTHER READINGS

[Insert the list of any additional readings here.]

OTHER EQUIPMENT / MATERIAL REQUIREMENTS (OPTIONAL)

[Include as necessary e.g., if students need any specific software or hardware to do homework, etc. specify the details here.]

COURSE POLICIES

[Insert your expectations for participation, attendance, arrival times, behavior, safety, cell phone use, etc. here.]

COURSE STRUCTURE

This course is conducted entirely online/hybrid, express here whether it is a hybrid or fully online course. You will participate in the course using CSULA learning management system called MOODLE (<https://moodle.calstatela.edu>)

COMPUTER REQUIREMENTS

[Identify any computer hardware/software requirements students will need in order to succeed in your course e.g. microphone, web camera, headphones, download plug-ins needed to run software simulations from publisher, etc.]

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Check the <http://www.calstatela.edu/its/helpdesk/studentresources>. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

ASSIGNMENTS AND GRADING POLICY

[Insert your enumerations and brief descriptions for the course assignments here, and indicate how each assignment is aligning with the learning objectives/outcomes. Include information about due dates and assignment weights. Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included.]

GRADING CRITERIA

POINTS POSSIBLE

[Change the following according to your course grading criteria. This is a helpful example and table is created for your convenience to clearly illustrate the grading scale.]

Syllabus Checklist



Syllabus Checklist to meet Quality Matters (QM) standards

will be meeting 17 out of 21 of the essential QM standards

Features	Guidelines /Explanation
Syllabus	
<input type="checkbox"/> Course Information & Prerequisites	Information about prerequisite knowledge and or competencies. Discipline knowledge prerequisites specify other courses that enable the student to meet the requirements. QM STD 1.6
<input type="checkbox"/> Course Description	Course description from the catalog and/or departmental description. Also specify prerequisites/ prior knowledge the learner needs to have in order to meet the requirements for the course. QM STD 2.1
<input type="checkbox"/> Course Objectives/Outcomes	Both these standards address the alignment of measurable course and module/unit learning objectives or competencies. First clearly state the course and module/unit learning objectives or competencies in the syllabus and at the module level. They should be written from the learner's perspective and secondly make sure they describe what the learner will be mastering by the end of the course/learning module/unit. QM STD 2.1, 2.3
<input type="checkbox"/> Instructor Interactions	State your plan on the classroom response time and feedback on assignments. Frequent feedback is known to increase the learners' sense of engagement in a course. If learners are aware upfront when to expect instructor feedback, they will manage their time efficiently. QM STD 5.3
<input type="checkbox"/> Student Interaction & Responsibilities	Clearly state your expectations of the learner's interaction in your course. Create a statement of your course participation requirements. Include the evaluation process, frequency, length, timeliness, etc. In the course syllabus course information you can include this statement. Throughout the course in the activities (individual tasks) you can include more details for that specific task, use rubrics to detail how their interactions are being evaluated. QM STD 5.4
<input type="checkbox"/> Structure to this course	In this section provide the learner with a clear understanding of the course purpose, how learning process is structured and carried out. Suggested items to include in this section are; the delivery modalities (online/blended/on ground),

Syllabus Checklist

Features	Guidelines /Explanation
Required Information Specific to the Course	
<input type="checkbox"/> Instructor contact information	Instructor name, Office Location, Telephone, Email Address, Office hours, Class days/time or specify online/hybrid, Classroom or specify online, Prerequisites, GE Category, Courses Fees
<input type="checkbox"/> Course Description	Course description from the catalog and/or departmental description
<input type="checkbox"/> Course Goals and Student Learning Objectives	State the course goals and objectives. Objectives must be measurable, specific, and time related
<input type="checkbox"/> Course Content Learning Outcomes	Explain learning sequence for each unit. Each sequence includes an overview and learning goals.
<input type="checkbox"/> Required Texts/Readings	Textbook: Specify where students buy text and information needed to locate text: Title, Author, Edition, ISBN or a link to where students can purchase the textbook or access it.
<input type="checkbox"/> Other equipment/material requirements	Specify details of any specific software or hardware students need for assignments/homework.
<input type="checkbox"/> Classroom Protocol	Expectations for participation, attendance,
<input type="checkbox"/> Dropping and Adding	Students responsibility to understand the policies and procedures about add/drop, academic renew, etc. Make them aware of deadlines through campus link: https://eet.calstatela.edu/Registrar.htm
<input type="checkbox"/> Assignments and Grading Policy	Itemize the course assignments with brief descriptions, alignment with LO, due dates and grading (determination of grade with weights). Include statement late assignments, missed work or if there is extra credit.
<input type="checkbox"/> University Policy/Statements	Include the following: Student Handbook: http://www.calstatela.edu/classschedule/ <ul style="list-style-type: none"> • Academic Dishonesty Statement • Standard of Conduct • Americans with Disabilities Act (ADA) http://web.calstatela.edu/univ/osd/atlc.php
<input type="checkbox"/> Printer-friendly course schedule	Include due dates for all assignments, identify the assignments that are completed online or face-to-face, topics, and readings.

**Work alongside ID to align their
Course Level Objectives to their
lesson level objectives...**

Objective/Outcome Alignment Worksheet

Complete this worksheet by identifying the lesson objectives for each course objective.

1. Course Objective/Outcome:

Lesson Objectives/Outcomes

List what students must be able to do or demonstrate knowledge of before they are able to meet this course learning objective.

LO 1.1:

LO 1.2:

LO 1.3:

LO 1.4:

LO 1.5:

2. Course Objective/Outcome:

Lesson Objectives/Outcomes

LO 2.1:

LO 2.2:

LO 2.3:

LO 2.4:

LO 2.5:

3. Course Objective/Outcome:

Lesson Objectives/Outcomes

LO 3.1:

LO 3.2:

LO 3.3:

LO 3.4:

LO 3.5:

4. Course Objective/Outcome:

Lesson Objectives/Outcomes

LO 4.1:

LO 4.2:

LO 4.3:

LO 4.4:

LO 4.5:

Work with ID to design their course blueprint by aligning each week lesson level objective with assessments, activities, content and assignments....

Week:

Weekly Overview & Wrap Up

Provide students a broad overview of this module. Explain how it connects with the previous week and subsequent weeks.

Overview:

Connection to Previous Week:

Connection to Upcoming Week:

Wrap Up:

Objectives

List the lesson objectives addressed this week.

LO:

LO:

LO:

Instructional Materials

List the instructional materials used this week.

Textbook:

Online Materials:

Instructor Created Materials:

Activities and Learner Interactions

List the activities the learners will complete and the types of interactions (Learner—Learner, Learner—Content, Learner—Instructor).

Activity/Interaction 1:

Aligns with LO:

Activity/Interaction 2:

Aligns with LO:

Activity/Interaction 3:

Aligns with LO:

Activity/Interaction 4:

Aligns with LO:

Activity/Interaction 5:

Aligns with LO:

*Alignment Check: Do these activities require students to **demonstrate/practice** the skills listed in the lesson objectives?*

Scaffolding Check: Do these activities build upon one another, increasing learner confidence and autonomy?

Assessment and Measurement

*List the ways in which you will measure learner progress toward meeting the lesson objectives. **NOTE:** Some of the activities listed above will likely measure learner progress. Be sure to list them below for increased clarity.*

Assessment 1:

Aligns with LO:

Assessment 2:

Aligns with LO:

*Alignment Check: Do these assessments **measure** the skills listed in the lesson objectives?*

Moodle/Technology

List the Moodle features and technology tools that you and the students will use.

Moodle Feature:

Technology Tool:

Provide a **course template that follows QM standards to those interested faculty.**

Course: CETL 3 week Cour x
https://moodle-2015-2016.calstatela.edu/course/view.php?id=25665

Moodle 2015-2016 Jeffrey Suarez-Grant

Cal State LA moodle 2015-2016

Home ▶ My courses ▶ Miscellaneous ▶ CETL 3 week Course Template

Turn editing on

Helpful Student Resources

Support Services:

- Technical Support Resources
- Student Support Resources
- Academic Support Resource
- Moodle Mentor website

Navigation

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - CETL 3 week Course Template
 - Participants
 - General
 - Welcome to [COURSE NAME]
 - Getting Started
 - [Topic Name for Week 1]
 - [Topic Name for Week 2]
 - [Topic Name for Week 3]
 - Topic 6
 - Topic 7
 - Topic 8
 - Topic 9
 - Topic 10
 - My courses
 - Browse NBC Learn

- Announcements--Check Regularly for Course News
- Muddiest Point or FAQ Forum
- Syllabus Checklist: For Faculty use only (Delete or Hide Link)

Welcome to [COURSE NAME]

COURSE NAME

[Instructor Note: you can delete or edit **placeholder text** enclosed within **[brackets]** for your course welcome statement. A quality online course best practice (QM & QOLT Standard) is to include a brief course introduction statement to students as well as indicate how to get started in your course. See example below]

Welcome to the [COURSE NAME] Course! Throughout the course, visit the Announcements area (link located below) regularly to keep up with course news.

Begin in the section called Getting Started located below. Once you have reviewed the materials in this area, please begin working on **[Topic 1]** (located below this summary).

On the top left hand side of the course there is a menu called **'Helpful Student Resources'**, which contains helpful academic and technical resources.

Please use the **Muddiest Point Forum** for general questions related to the course materials and content. I will be checking this forum [indicate the frequency throughout the week you will be checking this forum] to answer your questions.

Note: Pop-ups must be enabled in your browser in order to access the linked course materials. The preferred browsers for this course include Firefox and Safari.

Calendar

October 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

EVENTS KEY

- Hide global events
- Hide course events
- Hide group events
- Hide user events

Upcoming Events

- Journal of International & Interdisciplinary Business Research (JIIBR) Symposium 2015
Yesterday, 12:00 AM
» Saturday, October 10, 12:00 AM
- Week 2
Today, 12:00 AM
» 1:00 AM
- STARS: Men of Color Success Network Mixer
Today, 12:00 PM
- Eco-Opinion Board
Today, 1:30 PM
» 3:00 PM
- Goldwater Scholarship Info Session
Today, 3:15 PM

Course: CETL 3 week Cour x

https://moodle-2015-2016.calstatela.edu/course/view.php?id=25665§ion=3

Moodle 2015-2016 Jeffrey Suarez-Grant

Home ▶ My courses ▶ Miscellaneous ▶ CETL 3 week Course Template ▶ [Topic Name for Week 1]

Turn editing on

Helpful Student Resources

Support Services:

- Technical Support Resources
- Student Support Resources
- Academic Support Resource
- Moodle Mentor website

Navigation

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - CETL 3 week Course Template
 - Participants
 - General
 - Welcome to [COURSE NAME]
 - Getting Started
 - [Topic Name for Week 1]**
 - [Topic for Week 1: Overview]
 - Chapter 1: PPT Lecture [place holder delete]
 - Chapter 1: Lecture Video
 - [Assignment 1]
 - [Forum 1]
 - [Quiz 1]
 - [Topic for Week 1: Wrap-Up]
 - [Topic Name for Week 2]
 - [Topic Name for Week 3]
 - Topic 6

- Announcements--Check Regularly for Course News
- Muddiest Point or FAQ Forum
- Syllabus Checklist: For Faculty use only (Delete or Hide Link)

Calendar

October 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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- Eco-Opinion Board
Today, 1:30 PM
» 3:00 PM
- Goldwater Scholarship Info Session
Today, 3:15 PM
» 4:15 PM

◀ Getting Started [Topic Name for Week 2] ▶

[Topic Name for Week 1]

Complete Items in the Following Order

These are example templates: [please delete templates you are not using as well as this label]

Note: if you see the following [words in brackets] you can reword and delete brackets. They are just helpful recommendations.

- [Topic for Week 1: Overview]

Lectures/PPT/Videos

- Chapter 1: PPT Lecture [place holder delete] Powerpoint presentation
- Chapter 1: Lecture Video

Activities/Assignments

- [Assignment 1]
- [Forum 1]

Quizzes/Exams

- [Quiz 1]

[Topic for Week 1: Wrap-Up]

File Edit View History Bookmarks Tools Help

FALL 2015 SW 411-01: Soci... x +

https://moodle-2015-2016.calstatela.edu/mod/page/view.php?id=186720

Cal State LA 2014-2015... Cal State L.A. Telepho... Quarter Classroom Soc... Course and category ... Assignment California State Univer... Providing Instruction a... Eventbrite - Log in to y...

Moodle 2015-2016 Maria Fernandez

Cal State LA moodle 2015-2016

Home > My courses > Fall 2015 > FALL 2015 SW 411-01 > Week 2: October 1 > Social Policy Infographics

Navigation

- Home
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- Current course
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 - Participants
 - Course Information
 - Week 1: September 24
 - Week 2: October 1
 - Social Policy Infographics**
 - Using MS Word
 - Advocacy and the Web
 - Responses to Choice (as of 17:08)
 - References in Word
 - Headings in Word
 - Week 3: October 8
 - Week 4: October 15
 - Week 5: October 22
 - Week 6: October 29
 - Week 7: November 5
 - Week 8: November 12
 - Week 9: November 19
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Social Policy Infographics

Infographics Explained

Complex information presented in visual and simple terms, the Infographic. For example, in the article [How to Automate Your Finances and Save Money, Explained in One Graphic](#), the author succinctly explains how to save money.

Wikipedia Defines Infographics

Information graphics or infographics are graphic visual representations of information, data, or knowledge intended to present information quickly and clearly. For mass communication, the design of infographics has few assumptions about the readers' knowledge base.

Public Policy Infographics

The PowerPoint assignment for this class is to develop an infographic on a specific public policy. Below is an example of one:



The infographic features a dark header with the title "5 WAYS PUBLIC POLICY HAS SHAPED THE JUSTICE SYSTEM" and a sub-section for "Sex Offender Management". The sub-section includes an example of "Megan's Law" from New Jersey, 1995, and four icons representing: Sex offender registration, Community notification, Lifetime supervision, and Longer incarceration time.

Example:
Megan's Law
New Jersey, 1995
A 7-year-old was raped and murdered by a man who lived on her block — and who had been convicted of child molestation 2 times already.
Community notification legislation that began in New Jersey was signed into a national law in May 1996.

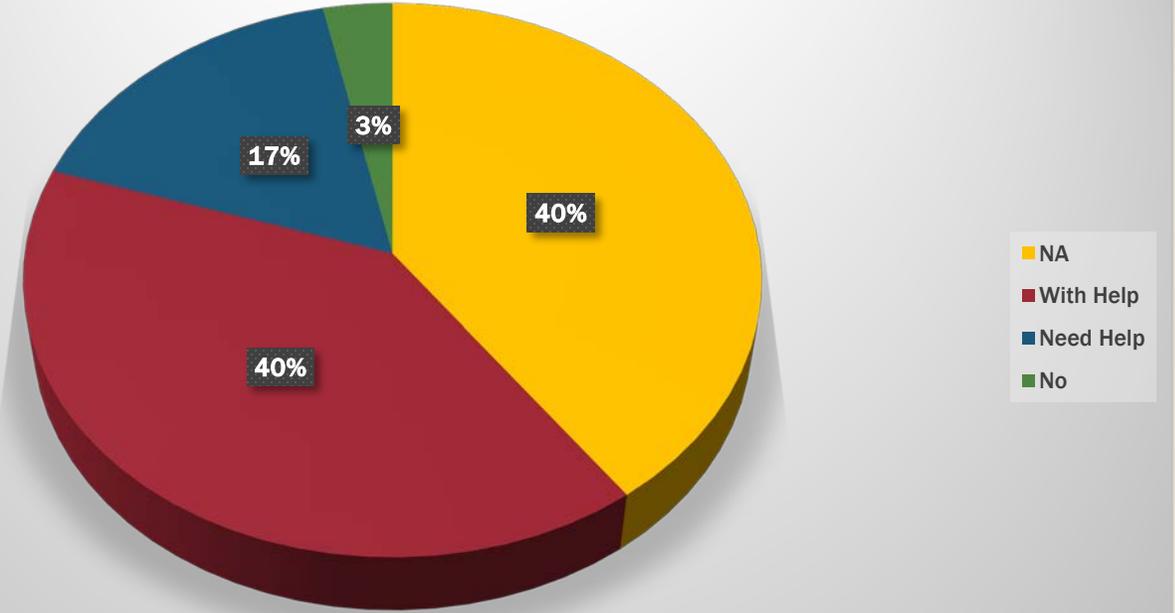
Sex offender registration
Community notification
Lifetime supervision
Longer incarceration time

Last modified: Wednesday, September 30, 2015, 6:48 PM

Plummer, J. (2015). Social Policy Infographics [Moodle Page]. Retrieved from California State University, L.A. Moodle site.



Choice Responses



Using MS Word

[View 29 responses](#)

Please review the Word Document called [DeKalb County Profile Complete](#) posted to Week 1: September 24. If I were to ask you today to reproduce the document's layout, how would you respond?

- I do not know how to reproduce the document I can reproduce the document, but with some help or direction
- I can reproduce the document without help

Save my choice

Plummer, J. (2015). Using MS Word [Moodle Choice]. Retrieved from California State University, L.A. Moodle site.

File Edit View History Bookmarks Tools Help

Assignment x +

https://moodle-2015-2016.calstatela.edu/mod/assign/view.php?id=198237

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Moodle 2015-2016 Maria Fernandez

Home my courses Fall 2015 FALL 2015 SW 411-01 Week 2: October 1 References in Word

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References in Word

Instructions

For this assignment, your task is to enter the references from the document named [Reference List](#) into the Manage Sources (this feature is on the References ribbon). There are a total of 12 references. Please enter all of them. However, you are selecting three authors for the in text citations. You are responding to question on food deserts, which is below.

Question on Food Deserts

There have been various articles exploring the health outcomes of residents who live in food deserts. *In your opinion, should we, as social workers, advocate for the elimination of food deserts.* Please respond in 100 words or less. Remember that the goal is for you to work with the in text citation features of MS Word.

Required in text citations

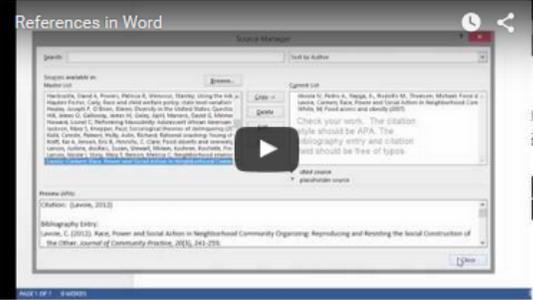
The three in text citations should be from three different authors. You agree to have three different styles of in text citations:

- (Author Last Name, Year).
- Author Last Name (Year)
- (Author Last Name, Year, page number)

In order to edit the citation, you have to click on the citation and then select edit citation.

Once you have answered the question, and inserted the citations, create a new page and insert the references/bibliography page.

Tutorial Video to Assist You



References in Word

Manage Sources

Search

Search

References available in Manage Sources

Search

Check your work. The citation style should be APA. The bibliography entry and citation should be three of these types.

Bibliography Entry:

(Janak, C. (2012). Race, Poverty and Social Action in Neighborhood Community Organizing: Reproducing and Resisting the Social Construction of the Other. Journal of Community Psychology, 40(5), 343-378.

Plummer, J. (2015). References in Word [Moodle Assignment]. Retrieved from California State University, L.A. Moodle site.

APPLYING IT TO MY INSTITUTION

- With regard to QA, where are the conflicts? Who gets upset when they are forced or strongly encouraged to utilize QA best practices?
- Can you bypass this conflict by introducing or infusing QA somewhere less obvious?
- Among the variety of faculty you work with, who is most susceptible to being convinced of QA's importance? Is there a critical period of time or window when they are most easily convinced?

APPLYING IT TO MY INSTITUTION

- What bridges must be built between other departments (IT and Ed Tech) in order to infuse QA into support services you do not directly provide?