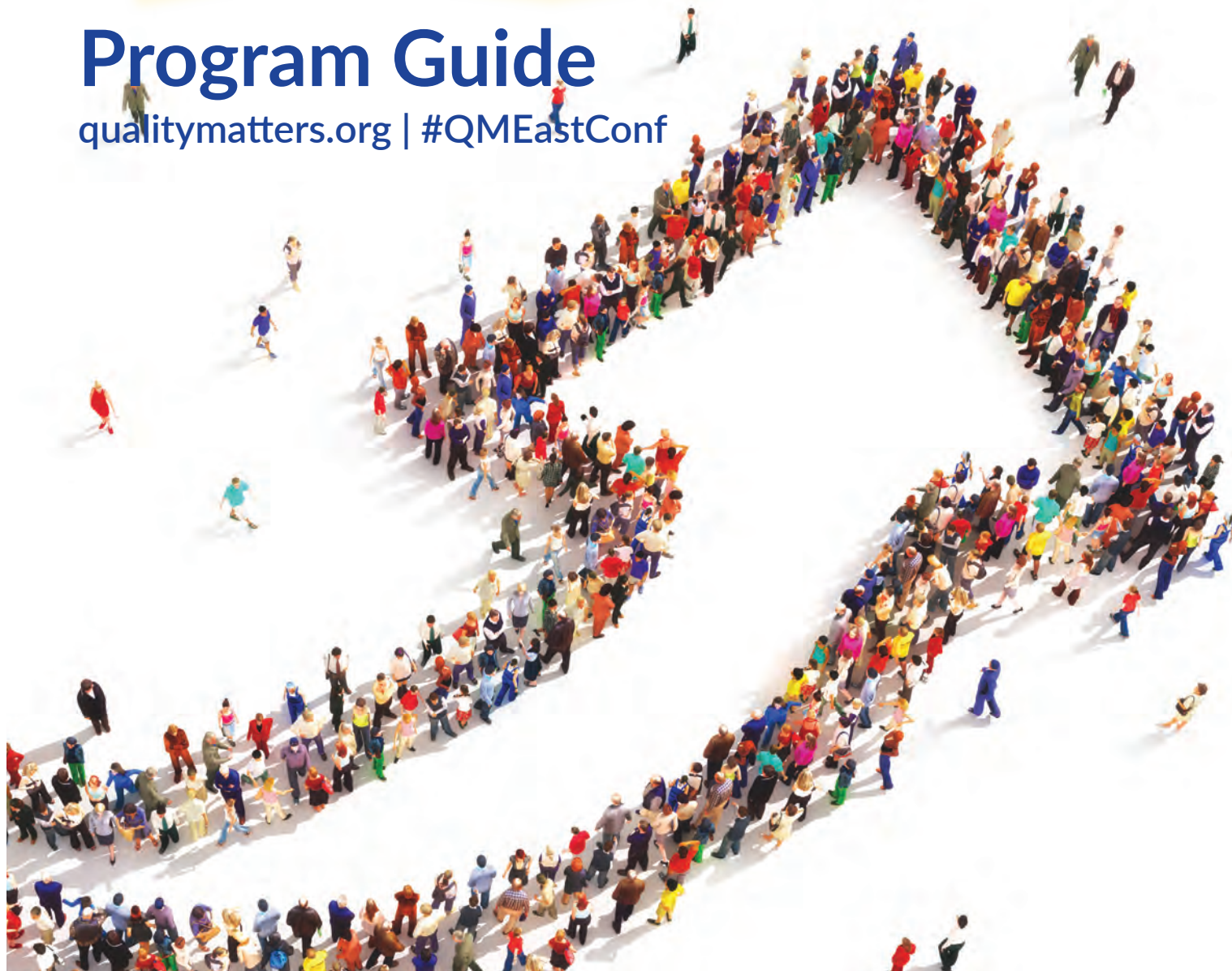




Program Guide

qualitymatters.org | [#QMEastConf](https://twitter.com/QMEastConf)



“Managing Quality at Scale”

March 22-23, 2018 | Towson University — Towson, Maryland

Sponsored by Towson University and the USM William E. Kirwan Center for Academic Innovation

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Tweet your own impressions of the conference using #QMEastConf

Conference evaluations will be emailed.

Find conference presentation slides and handouts at:
<http://bit.ly/2CluY7h>





Dear Colleagues,

We are delighted to welcome you to explore Managing Quality at Scale with us at the Quality Matters Regional Conference. The conference is hosted by Towson University, with support from the University System of Maryland, in the vibrant Baltimore/Washington metropolitan area. Thank you for joining us on the beautiful Towson campus.

This meeting brings us together to get actionable ideas and best practices to create, implement and manage a quality assurance program that fits the needs and goals of your organization.

You'll have opportunities to connect with colleagues that continue to meet the challenges and succeed in creating high-quality online courses and programs. Learn from the quality assurance plans and achievements of other organizations, and delve into related topics such as building buy-in, student success and accessibility. During the sessions, you will have an opportunity to collaborate to address diverse topics in education while exploring effective ways for improving course quality.

Online education is a dynamic field. We'll share best practices and achievements for you to be inspired and to provide you with opportunities to inspire others. Your pursuit of quality shapes the future and we encourage you to question, learn and take away ideas for improving quality at your organization. Together, we are continuously improving and fulfilling our online promise to students.

Sincerely,

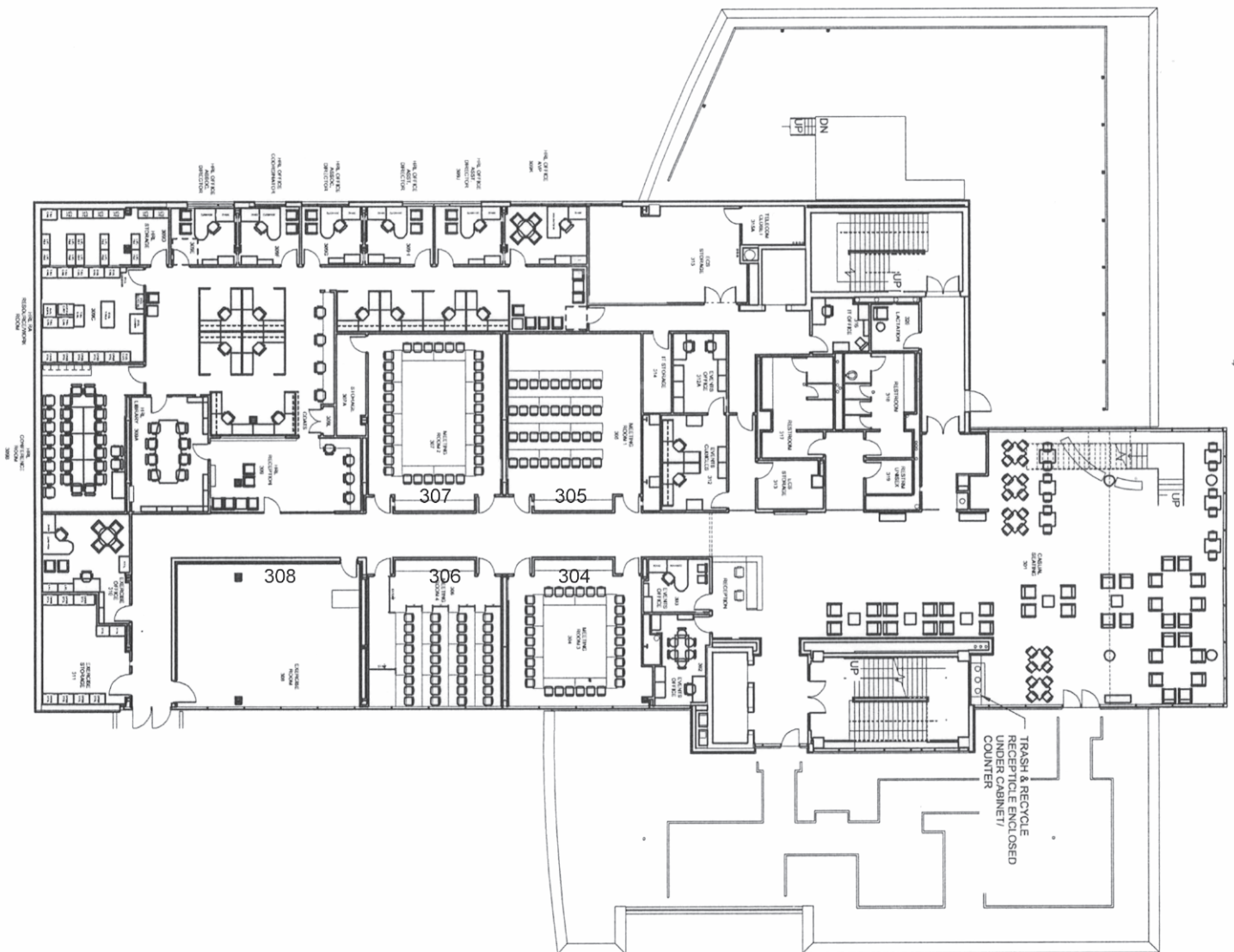
Deb Adair, Ph.D.
Executive Director
Quality Matters



March 22-23, 2018
Towson University | Towson, MD
Managing Quality at Scale

Towson University, Towson, MD

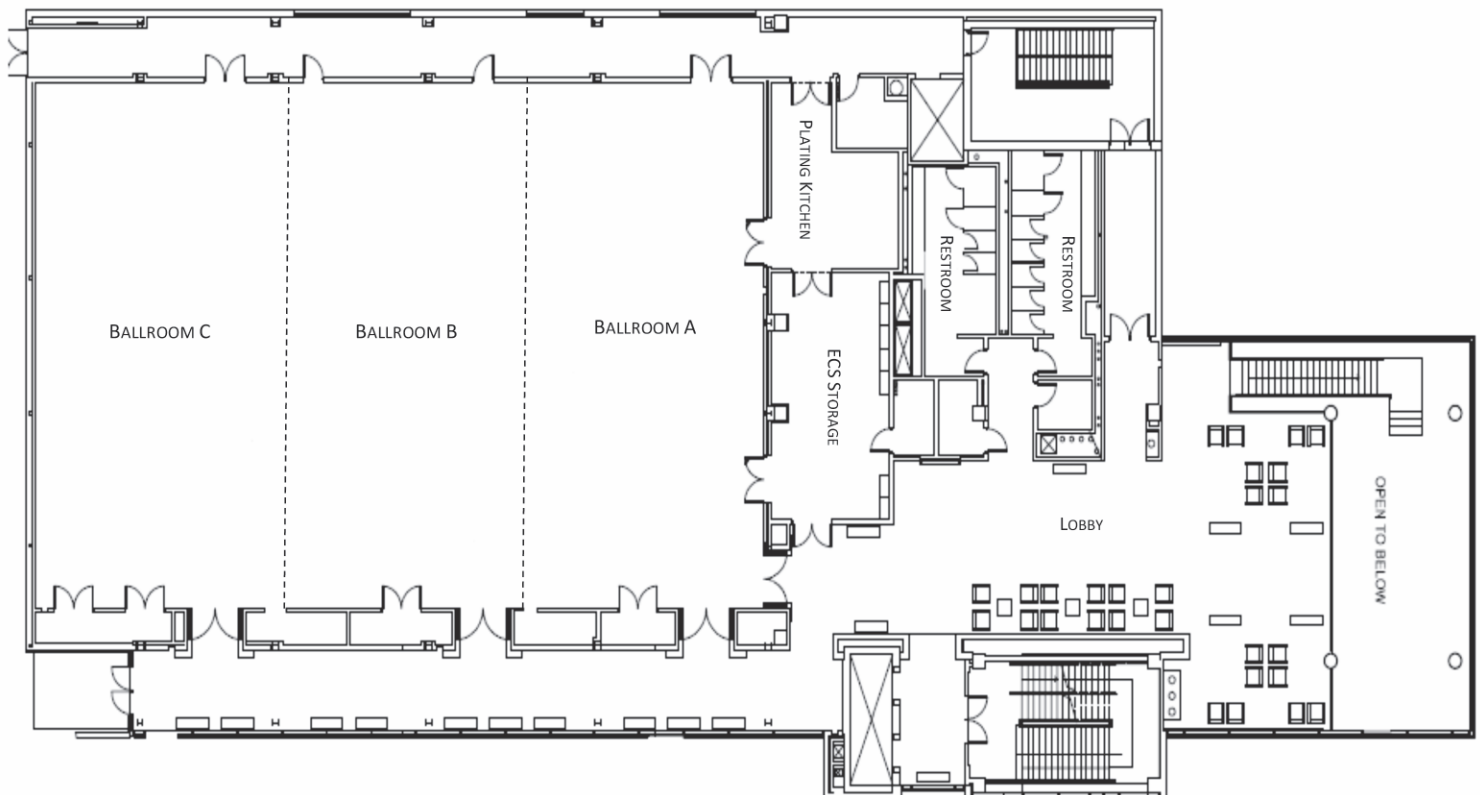
West Village Commons, 3rd Floor 424 Emerson Drive





Towson University

West Village Commons, 4th Floor 424 Emerson Drive





GENERAL INFORMATION

Badges

Upon registration, all conference attendees will receive name tags that should be worn to all general and concurrent sessions and meal functions.

Web Access

Wifi is available in the conference center. Click on TU Open Access to connect to wifi. No wifi passcode is required.

ADA Assistance

The facilities are fully ADA compliant. Please see the reception desks or contact QM staff if you need additional assistance during the conference.

Conference Information and Registration Table

The QM conference team is on hand to answer any questions about program tracks, workshops, session topics, and networking opportunities.



Program Committee Members

Mariann Hawken

University of Maryland Baltimore County

Jillian Jevack

Quality Matters

Melissa Jean Kaufman

Drexel University

Margaret McCormick

Towson University

Safaa Said

Salisbury University

Shannon Tucker

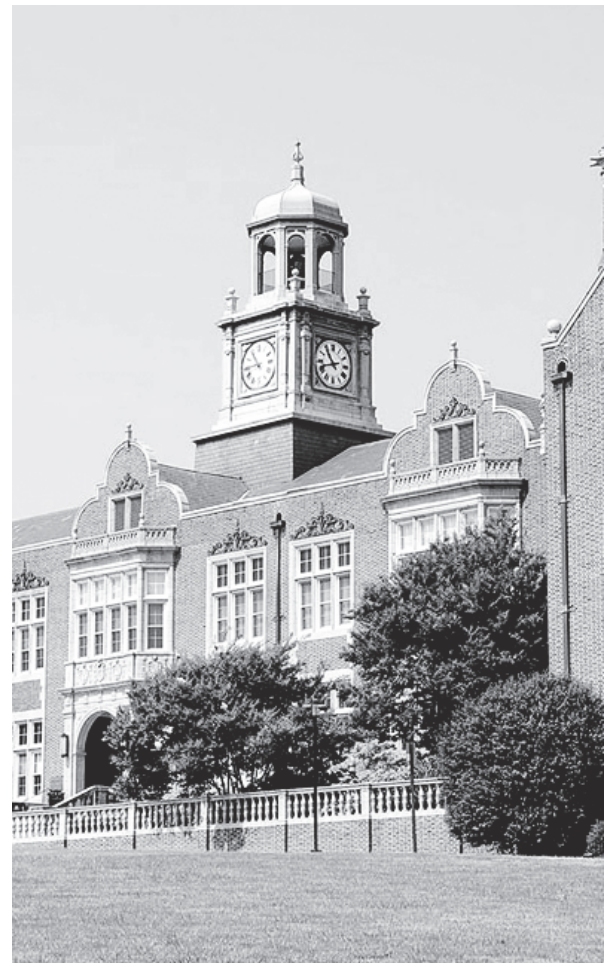
University of Maryland

Kaitlin Walsh

University of St. Joseph

Ashley Wilkins

Virginia Community College System





SCHEDULE AT A GLANCE

THURSDAY, MARCH 22

Pre-Conference Workshops

7:15 AM – 8:00 AM	Breakfast (for those taking two half-day workshops and the QMC Meeting)
8:00 AM – Noon	Morning Workshops
10:00 AM – 10:15 AM	Break
Noon – 1:00 PM	Lunch (for those taking two half-day workshops and the QMC Meeting - red tickets)
1:00 PM – 5:00 PM	Afternoon Workshops
3:00 PM – 3:15 PM	Break

FRIDAY, MARCH 23

QM East Coast Regional Conference Sessions Begin

8:00 AM – 8:45 AM	Breakfast
8:45 AM – 10:15 AM	Keynote
10:15 AM – 10:45 AM	Break
10:45 AM – 11:35 AM	Concurrent Sessions
11:45 AM – 12:10 PM	Concurrent Sessions
12:10 PM – 1:10 PM	Lunch
1:15 PM – 1:40 PM	Concurrent Sessions
1:50 PM – 2:40 PM	Concurrent Sessions
2:40 PM – 3:10 PM	Break
3:10 PM – 4:00 PM	Concurrent Sessions
4:10 PM – 5:00 PM	Concurrent Sessions

KEYNOTE PRESENTATION

FRIDAY, MARCH 23, 2018 – 8:45 AM - 10:15 AM



Cristi Ford



Paul Walsh

**Cristi Ford, Associate Vice Provost of Learning Innovations,
University of Maryland University College**

and

Paul Walsh, Program Director, University System of Maryland

Creating an online course is an art and the best faculty finely craft their courses for the greatest impact. With quality at the heart of that process, how does scale change design and delivery? Must engagement and innovation suffer in a course developed for several thousand learners or for a proto/template course used by multiple sections? Does scale stifle the creative process or ultimately impact student success?

Join the discussion as perspectives on scaling quality and approaches to program design, delivery, and pedagogy are shared.

PRE-CONFERENCE WORKSHOPS

Morning Half-Day Workshops Thursday, March 22
8:00 AM – NOON

ROOM	WORKSHOP AND FACILITATOR(S)
West Village 305	Copyright Compliance for Online Courses – Raquel Marti and Enrique Castellanos
West Village 304	Connecting Learning Objectives and Assessments (Standards 2 & 3) – Jillian Jevack
West Village 307	QM for Administrators: The Why, What, When, and How of QM Implementation – Brenda Boyd
West Village 306	Designing for Presence: QM and the Community of Inquiry Framework – Bethany Simunich
West Village 308	QMC Meeting – Melissa Poole

Afternoon Half-Day Workshops Thursday, March 22
1:00 PM - 5:00 PM

ROOM	WORKSHOP AND FACILITATOR(S)
West Village 307	Implementing QM and Working Toward Program Certification – Melissa Poole
West Village 305	Improving Your Online Course – Diana Zilberman
West Village 306	The ABCs of Quality Online Learning Research: Applied, Beneficial, Centered – Bethany Simunich
West Village 304	Using Instructional Materials and Technology to Promote Learner Engagement (Standards 4/5/6) – Jillian Jevack





Your Submission Will Have an Impact

Don't miss the opportunity to share your ideas and solutions to online learning challenges and help the QM Community open the Gateway to Quality.

Submit your 2018 QM Connect Conference proposal today.

It will make a difference.

Just ask 2017 QM Connect attendee, Melissa Kaufman from Drexel University:

“The conference was fantastic. There were tons of great sessions and I have a notebook full of ideas I want to try out.”

Follow these simple steps for an opportunity to showcase your ideas and work:

- Develop a proposal in one of eight conference concentrations
- Choose a presentation format
- Submit your proposal

We look forward to your submission!

For more information visit: www.qualitymatters.org/events/present
or contact events@qualitymatters.org with questions.

Join us at QM Connect

Oct. 30 - Nov. 2, 2018

St. Louis, Missouri



Quality Matters – Helping You Deliver On Your Online Promise



SCHEDULE AND PROGRAM

Managing Quality at Scale
Towson University, Towson, Maryland

Intended Audience Legend:

A: Administrators

F: Faculty

ID: Instructional Designers

N: New to QM

E: Experienced with QM



FRIDAY

Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
8:00 AM - 8:45 AM West Village Ballroom A&B	Breakfast
8:45 AM - 10:15 AM West Village Ballroom A&B	<p>Keynote: Perspectives on Scaling Quality in Online Learning: MOOCs and Microdegrees, "Traditional" Online Courses, and Personalized Learning</p> <p><i>Cristi Ford, Associate Vice Provost - Learning Innovations, University of Maryland University College</i> <i>Paul Walsh, Program Director, University System of Maryland</i></p> <p>Creating an online course is an art and the best faculty finely craft their courses for the greatest impact. With quality at the heart of that process, how does scale change design and delivery? Must engagement and innovation suffer in a course developed for several thousand learners or a proto/template course used by multiple sections? Does scale stifle the creative process or ultimately impact student success? Perspectives will be shared on scaling quality and approaches to program design, delivery, and pedagogy.</p>
10:15 AM - 10:45 AM	Break
10:45 AM - 11:35 AM West Village Ballroom C A, F, ID, N <i>Building Buy-In</i>	<p>Quality Matters Overview</p> <p><i>Brenda Boyd, Senior Academic Director: Program Services, Quality Matters</i></p> <p>New to QM? Need to know the big picture on quality assurance and how QM can help? Come to this session about Quality Matters where you'll hear about how you can get started on your quality assurance journey.</p>
10:45 AM - 11:35 AM West Village 304 A, F, ID, N, E <i>Addressing Accessibility, Usability, and Universal Design for Learners</i>	<p>Find a Path! Two Different Approaches to Scaling Course Accessibility Training</p> <p><i>Deborah Ezell, Director for Health and Physical Education, Harford Community College</i> <i>Megan Myers, Assistant Professor of History, Howard Community College</i></p> <p>Knowledge, attitudes, and practices, at both the institution and the course design level, must be addressed in order to create an online environment where students with disabilities have an equal opportunity to access course content. In other words, making stuff accessible is hard. They get it. This session will share two different approaches to accessibility training. Attendees will leave with ideas for their own institutions and an appreciation for how a little leadership can go a long way at helping others create accessible learning content.</p>



Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
10:45 AM - 11:35 AM West Village 305 A, F, ID, N, E <i>Building Buy-In</i>	Faculty Perspectives on the Gold Review as a QM-Based Faculty Professional Development Model <i>Jane Neapolitan, Assistant Provost; Bethany Willis-Hepp, Assistant Professor, Family Studies and Community Development; Linda Caplis, Clinical Assistant Professor, Interprofessional Health Studies; and Maureen Yarnevich, Professor of Mathematics, Towson University</i> <p>Towson University's Gold Review Process enables faculty-centered, collaborative peer-reviews of online courses using a customized version of the QM Rubric (with permission from QM). In this session, faculty from Family Studies, Health Professions, and Mathematics share their experiences for becoming Certified Peer Reviewers and serving as Team Reviewers for in-house reviews. Implications for scaling up the process and impacts on faculty development will be discussed.</p>
10:45 AM - 11:35 AM West Village 306 A, F, ID, N <i>Student Success</i>	Developing Online Discussion Forums to Promote Higher-Order Thinking <i>Dianna Sand, Instructor and Elizabeth Jones, Professor, Holy Family University</i> <p>Students often perceive online discussion forums as busy work. But, how do you structure discussion forums to assist students in thinking deeply about broad questions that influence practice while at the same time assuring alignment with learning outcomes? Participants attending this presentation will learn how to develop and use online discussion forum questions to promote higher-order thinking and align with learning outcomes throughout the semester.</p>
10:45 AM - 11:35 AM West Village 307 A, F, ID, N, E <i>Models for Quality at Scale</i>	How to Efficiently Review a Program <i>Breana Yaklin, Instructional Designer, Michigan State University</i> <p>A team of five instructional designers at Michigan State University worked in pairs to review 27 courses in the Social Work Program during the span of a year. Come learn about our process for scaling a large program. Walk away with strategies, templates, and first steps to conduct a similar review at your institution.</p>
11:45 AM - 12:10 PM West Village 305 A, F, ID, N, E <i>Collaborating: Faculty and Instructional Designers</i>	Tools for Infusing QM Standards into the Course Design Process <i>Kevin Engler, Instructional Designer, University of Maryland, Baltimore</i> <p>Between 2015 and 2017, UMB's Graduate School added 50 new online courses to its curriculum. This was accomplished with a very small support team (two IDs and a media specialist.) To meet our goal of having each course meet the essential QM Standards from the first delivery, the team created a system to build QM compliance into the course development process. By using a combination of templates and course design worksheets, we are able to coach our faculty through the basics of course alignment and learner engagement without lengthy faculty training workshops.</p>
11:45 AM - 12:10 PM West Village 306 F, ID, N, E <i>Student Success</i>	Promoting Competency-Based Learning in a Hybrid Research Methods Course <i>Leanne Havis, Professor of Criminal Justice, Neumann University</i> <p>This session will provide a discussion and evaluation of the redesign of an upper-level hybrid research methods course intended to enhance students' mastery of written communication and critical thinking skills. The hybrid format offers unique opportunities for providing feedback and continued practice, and the course redesign involved the use of online resources incorporating learning activities aimed at engaging students. Both direct and indirect evidence of student learning suggest that this interactive approach is effective at promoting competency-based learning.</p>

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM



schedule and program

Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
11:45 AM - 12:10 PM West Village Ballroom C A, F, ID, N, E <i>Addressing Accessibility, Usability, and Universal Design for Learners</i>	Accessibility Culture: Using Quality Matters to Support a Campus Culture of Accessibility <i>Aisha McGriff, Senior Instructional Designer, University of Tennessee at Chattanooga</i> Conducting Quality Matters course reviews provides an opportunity for our instructional designers to use Standard 8: Accessibility and Usability to encourage faculty to use accessibility best practices and as a means of solidifying the concept of accessibility being part of the fabric of campus rather than something that only occurs when required to do so. It also provides a means for working with faculty to teach them about accessibility and how to make their courses accessible.
11:45 AM - 12:10 PM West Village 304 F, ID, N, E <i>Building Buy-In</i>	Establishing Team Tools that Promote Evidence-Based Course Design <i>Jami Nininger, Assistant Dean Distance Education, Mount Carmel College of Nursing</i> In today's higher education landscape, faculty are met with competing priorities in the face of limited time. As such, the proposition of approaching online course design through structures determined to be beyond those traditionally used is often met with resistance. Building faculty buy-in for embracing evidence-based course design is essential for the promotion of quality in online education. This session describes one team's journey in creating design templates that engaged faculty in course design and ignited interest in overall course design and certification initiatives.
11:45 AM - 12:10 PM West Village 307 A, F, ID, N, E <i>Models for Quality at Scale</i>	From 30 to 300 or 30,000 - Scaling Up Does Not Bring Me Down <i>Paul Walsh, Program Director, University System of Maryland</i> <i>Jules Halick and Andy Cizek, Instructional Designers, University of Maryland University College</i> Sometimes it takes a village. In this interactive session, participants will start with developing the dream Course Team. Participants will then have to develop strategies to launch and reinforce quality assurance. Finally, participants will sample course data at-scale and identify potential points for investigation and course redesign.
12:10 PM - 1:10 PM West Village Ballroom A&B	Lunch
1:15 PM - 1:40 PM West Village Ballroom C A, F, ID, N, E <i>Models for Quality at Scale</i>	Scaling Up Training and Support: Running with the COLT Course <i>Becky Anthony, Online MSW Coordinator/Assistant Professor and Deborah Turner and Safaa Said, Instructional Designers, Salisbury University</i> Find out about Salisbury University's COLT course (Certificate for Online Learning and Teaching) and how the COLT course can be used as a module for training instructors to achieve quality in online programs at your institution.
1:15 PM - 1:40 PM West Village 305 A, F, ID, N, E <i>Models for Quality at Scale</i>	Crafting Online Course Standards while Maintaining Academic Freedom <i>Eric Belt, Assistant Director, eLearning, Howard Community College</i> How can institutions leverage technology to incorporate instructional design principles in every course with limited resources? One solution: templates. By now, templates are very commonplace but are often misunderstood. Course templates offer a unique, flexible, and sustainable way to ensure quality while keeping options open. Smaller institutions with limited staff can leverage an online course template to provide a baseline standard and teachable moment. Let's remove the anxiety of a blank course shell and take a deep dive into building templates in Canvas using Design Tools.

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM





Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
1:15 PM - 1:40 PM West Village 304 A, F, ID, N, E <i>Building Buy-In</i>	Compliance Contagion: Building Faculty BUY-IN with Internal Auditing <i>Jami Nininger, Assistant Dean Distance Education and Miriam Bowers-Abbott, Assistant Professor, Mount Carmel College of Nursing</i> Building buy-in from faculty during the course audit process is paramount for the successful improvement of an academic program. Traditional recommendations for successful audits include openness, with timely and relevant feedback, as well as clear expectations. An innovative, collaborative approach towards course auditing can incorporate these recommendations, and create an audit process that fosters success within an academic program. Using the acronym, BUY-IN, peer auditing practices can produce results that motivate and empower faculty to achieve QM Certification.
1:15 PM - 1:40 PM West Village 306 A, F, ID, N, E <i>Building Buy-In</i>	Who Owns My Course? A Discussion of the Factory and the Artisanal Model of Design <i>Diana Zilberman, Associate Dean, Baltimore City Community College</i> Ever since the concept of course design emerged as part of a course's creation, faculty's perceptions of design have ranged from adapting to extra work added to teaching, to feeling somewhat robbed of academic freedom, to experiencing frustration at lacking ownership of their classes. This session discusses ways in which faculty's buy-in can be obtained through honest discussion of what models of design they need to pursue in collaboration with instructional designers while taking ownership of the courses they teach.
1:50 PM - 2:40 PM West Village 306 A, F, ID, N, E <i>Building Buy-In</i>	NCCU Has an App for That! RE-Appling the Quality Matters Rubric Through Gamification <i>Racheal Brooks, Coordinator, Office of e-Learning and Sujayalakshmi Devarayasamudram, Assistant Professor, North Carolina Central University</i> <i>Kelly Helms, Instructional Designer, Talented, LLC</i> <i>Adam Schultz, Co-Founder and CEO, Verified Studios</i> Built as an extension of the APPQMR, North Carolina Central University developed "You be the Reviewer: Quality Matters at NCCU" in response to an institutional need for continuous review of the Rubric Standards. This revolutionary, new text-based mobile game reinforces participants' understanding of best practices presented during the APPQMR. Join us during this highly engaging session, which explores lessons learned in the development and implementation of our innovative mobile application, and extend the excitement sparked by the APPQMR throughout the course design process!
1:50 PM - 2:40 PM West Village 307 A, F, ID, N, E <i>Collaborating: Faculty and Instructional Designers</i>	Change the Game! Using Adobe Connect and Rubrics to Deliver Hybrid Quality in Your Online Course <i>Michael Brown, Adjunct Professor, Florida International University</i> "Changing the Game" means interacting with students in an imitation of a hybrid format to enhance learning. Using Adobe Connect sessions gives insight on common problems the professor has seen in past courses. Rubrics are used to teach the students how they can directly affect their grade by checking for all requirements using the same "tool" the professor uses to grade. My courses start with a welcome video and Adobe Connect sessions for credit. The Adobe Connect sessions feature talking points so that students get an interactive overview of the course purpose and structure.

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM



schedule and program

Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
1:50 PM - 2:40 PM West Village 304 A, F, ID, N, E <i>Collaborating: Faculty and Instructional Designers</i>	Dipping Our Toe into Multi-Media: A Faculty and Instructional Designer Collaboration Success Story <i>Melissa Kaufman, Director of Online Learning and Ray Lum, Associate Teaching Professor Emeritus, Dornsife School of Public Health, Drexel University</i> <i>Larissa Mogano, Senior Media and Video Technologies Specialist, Drexel University IT</i> Over the past year, a faculty member and instructional designer at the Dornsife School of Public Health, Drexel University, have been working together to incorporate more weekly multi-media into the faculty member's courses. We worked on faculty-produced videos while collaborating with a video production specialist and on student-produced videos using the multi-media tool Practice (ApprenNet). This session will discuss our collaborative process and the successes and challenges we faced.
1:50 PM - 2:40 PM West Village 305 A, F, ID, N, E <i>Models for Quality at Scale</i>	Designing Leaders for QA <i>Julie Porosky Hamlin, Director and Wendy Gilbert, Executive Director, MarylandOnline</i> <i>Douglass Gray, Director, MarylandOnline Leadership Institute</i> <i>Diana Zilberman, Associate Dean of Academic Resources, Baltimore City Community College</i> For leaders in online education, the word "design" has a new resonance. It reflects the prominent role of instructional design in the structuring of the student learning experience. It also signifies the responsibility of leaders to plan, implement, measure, and analyze. To prepare new leaders, MarylandOnline (MOL) launched a Leadership Institute (MOLLI). MOLLI's Director and planning council members will share lessons learned in MOLLI 2017 and plans for MOLLI 2018. Just as QA in online education happens by design, leader preparation also requires careful design and execution.
1:50 PM - 2:40 PM West Village Ballroom C A, F, ID, N, E <i>Addressing Accessibility, Usability, and Universal Design for Learners</i>	Optimal Online Course Design and Delivery: Integrating Quality Matters and Universal Design <i>David Robinson, Assistant Professor and Program Director, Towson University</i> This presentation will focus on the integration of two frameworks, Quality Matters (QM) and tenants of Universal Design for Learning (UDL), utilized in the development and implementation of online learning courses. Session attendees will share processes and resources for creating flexible classroom environments by incorporating the principles of UDL (representation, action and expression, and engagement) with QM Standards.
2:40 PM - 3:10 PM	Break
3:10 PM - 4:00 PM West Village 305 A, F, ID, N, E <i>Student Success</i>	Online Course Design, Quality Matters Training, and Student Outcomes <i>Racheal Brooks, Coordinator, Office of e-Learning; Gail Hollowell, Associate Professor, Biological and Biomedical Sciences; and Yolanda Anderson, Associate Vice Chancellor for Faculty Development/Resources, North Carolina Central University</i> A STEM faculty learning community was created at North Carolina Central University to assess online science course offerings and instruction. Faculty completed the APPQMR course coupled with services from the Division of Extended Studies and implemented changes in their subsequent online courses. This presentation describes the impact of that training and application of Rubric Standards on the design and student outcomes for an Introductory Biology course over four terms, as published in the QM-focused 2017 edition of the American Journal of Distance Education.

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM



Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
3:10 PM - 4:00 PM West Village 307 F, ID, N, E <i>Student Success</i>	Give Students a Case, at Their Own Pace: Using Adaptive Release Settings in Authentic Case Studies <i>Erin Hagar, Instructional Designer, University of Maryland, Baltimore</i> <p>Case studies encourage students to be active learners and critical thinkers. But in an online course, how can faculty ensure that students are ready to tackle a case, or move forward from one stage of a case to another? Expensive corporate training software can do this, but you don't need to spend money or time learning new technologies. Using the adaptive release settings in many LMSs, faculty can ensure learners have the support they need to work through a case, receiving appropriate feedback along the way.</p>
3:10 PM - 4:00 PM West Village 304 A, F, ID, N, E <i>Models for Quality at Scale</i>	The Scope of Quality Assurance in Online Learning: A Reality Check on CHLOE Findings <i>Richard Garrett, Chief Research Officer, Eduventures</i> <i>Jane Neapolitan, Assistant Provost and David Robinson, Assistant Professor and Program Director, Towson University</i> <i>Jami Nininger, Assistant Dean Distance Education, Mount Carmel College of Nursing</i> <i>Kevin Engler, Academic Support Coordinator, University of Maryland</i> <p>Quality Matters' and Eduventures' 2017 and 2018 Reports on the Changing Landscape of Online Education (CHLOE) tell us much about the adoption and application of quality assurance standards in online learning. This panel discussion will review CHLOE findings on implementing QA at scale, resistance to external evaluation, and other challenges to expanding QA. Representatives of institutions implementing QM will comment on whether these findings reflect their experience, past and present, and their future plans. Audience members will be invited to share their perspectives as well.</p>
3:10 PM - 4:00 PM West Village Ballroom C A, F, ID, N, E <i>Addressing Accessibility, Usability, and Universal Design for Learners</i>	"The Most Important Day" Exploring Accessibility in Online Courses <i>Raj Mohan, Instructional Designer, Johns Hopkins University</i> <p>In this presentation, you will experience an online course from a learner's perspective. You will navigate through two courses and will be able to identify the features of an accessible course. Finally, you will participate in an activity that will reinforce the need for accessible courses.</p>
3:10 PM - 4:00 PM West Village 306 A, ID, N, E <i>Collaborating: Faculty and Instructional Designers</i>	The Challenge to Rewire Instructors' Brains <i>Julin Sharp, Director of Digital Education, Marist College</i> <p>How do we engage faculty in training and QM? We know when online instructors do not receive proper training to transition from applying traditional best practices to applying online best practices that promote and encourage engagement, socially, cognitively, and with the instructor, students may disengage. As leaders, we must continue to develop and define transition plans and best practices as technology changes. We must also encouraging a working relationship between instructional designers and faculty. What does this look like?</p>

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM



schedule and program

Friday, March 23

TIME/ROOM INTENDED AUDIENCE CONCENTRATION	TITLE/PRESENTER(S)/DESCRIPTION
4:10 PM - 5:00 PM West Village Ballroom C A, F, ID, N, E <i>Models for Quality at Scale</i>	The ID-Faculty Partnership: A Participatory Approach to Addressing Curricular Metrics of Quality at the "Macro" Level Using UDL <i>Kerry Causey, Clinical Assistant Professor and Akio Correll, Senior Instructional Designer, University of Denver, Graduate School of Social Work</i> Managing quality at scale compels a combination of "micro" (classroom) and "macro" (curricular) level efforts, that are grounded in institutional values, professional standards, and UDL principles. Social work concepts can inform instructional design practice, facilitating movement beyond traditional behaviorist orientations. This interactive presentation addresses the site-based, participatory approach used to identify organizational design objectives, using UDL principles, and includes a modeling activity of our "macro meetings."
4:10 PM - 5:00 PM West Village 305 F, ID, N <i>Collaborating: Faculty and Instructional Designers</i>	Going Viral with QM @ UMB <i>Joanne Pinna, Senior Instructional Technologist, University of Maryland</i> How a Small Idea Can Go Viral: Learn to organize information by applying the QM framework to a course template in Blackboard.
4:10 PM - 5:00 PM West Village 306 A, F, ID, N, E <i>Building Buy-In</i>	Beyond the Buzz: Recent Research on Hot Topics in Online Learning and Quality Assurance <i>Kay Shattuck, Director of Research, Quality Matters</i> The amount of information that is published as research on online learning and quality assurance accumulates faster than anyone can keep up with it and, importantly, can apply research literacy to what is being published online. In this session, attendees will get a summary of recent research findings on some of today's hot topics related to online learning and quality assurance that will let them see beyond the buzz to what has been found via research - and what has not - in order to put their own online learning and quality assurance agendas and efforts into practice.
4:10 PM - 5:00 PM West Village 307 A, F, ID, N, E <i>Models for Quality at Scale</i>	Cultivating a Sustainable Quality Assurance Program <i>Dionne Thorne, Director, Instructional Design and Online Learning; Stephen Kabrhel, Assistant Dean of Online Learning; and Sarah Barnhardt, Associate Professor/Online Learning Coordinator, Community College of Baltimore County</i> Quality Matters certification ensures high standards for online courses. However, what if the institution is unable to financially afford certification for all online courses? This panel will share the story of how one college created an internal review process based on QM.

A: Administrators **F:** Faculty **ID:** Instructional Designers **N:** New to QM **E:** Experienced with QM



Show Your QM Pride

Celebrate your quality assurance achievements with men's and women's apparel and QM gear.

- Water Bottles, Blankets & Caps
- T-Shirts, Polos & Pullovers
- Mugs & Stickers
- Notepads, Pens, & More!



qualitymatters.org/qa-resources/order-materials

Help the QM Community Achieve Excellence

Have QM-Certified courses? Create a short video about best practices you used to meet QM Specific Standards for course design.



Here's how it works:

- Choose a Specific Review Standard for a focus
- Explain the best practices employed
- Create the video with captions
- Upload to YouTube and use the form to submit for sharing

See videos, get guidelines and access submission form at ida.qualitymatters.org/showcase-of-best-practice

Decide Which Gateway You'll Open

Save the Date for QM Connect 2018: Gateway to Quality

A great opportunity to share your ideas, connect with your peers and help others solve their online challenges. Concentrations include:

- Measuring the Impact of Quality Assurance
- Launching QM and Achieving Sustainability
- Quality Assurance: Theory to Practice
- Leading Quality Assurance
- Engagement Strategies
- Fresh Ideas: Accessibility
- Fresh Ideas: Technology
- Fresh Ideas: Alternative Design Models

Plus curated sessions from QM



Submit your presentation proposal by June 15
Early Registration opens May 15

Get the details at qualitymatters.org/events



You Are Invited—Save the Date!

We are happy to announce
Quality Matters' QM Connect Conference
"Gateway to Quality"
St. Louis, Missouri
October 30 - November 2, 2018

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Quality Matters – Helping You Deliver On Your Online Promise

Quality Matters Mission Statement:

Promote and improve the quality of online education and student learning nationally and internationally through:

- Development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures
- Recognition of expertise in online education quality assurance and evaluation
- Fostering a culture of continuous improvement by integrating QM Standards and processes into organizational plans to improve the quality of online education
- Providing professional development in the use of Rubrics, tools, and practices to improve the quality of online education
- Peer review and certification of quality in online education



Helping You Deliver On Your Online Promise

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