Optimal Online Course Design and Delivery:

Integrating Quality Matters and Universal Design
Presenter

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Session Objectives

Participants will:

- apply resources to facilitate the scaling of the Quality Matters and Universal Design for Learning

- apply processes for incorporating QM and UDL in the design and implementation of online courses

- evaluate, adapt and apply QM and UDL-based course design templates in relation to the design or revision of online courses.
Quality Matters

- The Quality Matters (QM) process is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.

- Quality Matters (QM) has been considered to be the national standard for the design, implementation and improvement of online and hybrid courses (Guidelines, 2009). QM is used for the certification of the design of online and blended courses; more than 23,000 faculty and instructional design staff have been trained on the QM process (QM Program, 2015a).

- The QM rubric is to be used with courses that are fully online or hybrid and blended courses with significant online components (Quality Matters Program, 2015b).
UDL Principles

The National Center on Universal Design for Learning (2013) defines UDL as providing a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone not a single one size fits all solution, but rather flexible approaches that can be customized and adjusted for individual needs.
UDL Elements

• **Recognition networks** - methods of presentation with examples and alternatives.

• **Strategic networks** - methods of expression, feedback, and apprenticeship.

• **Affective networks** - options for engagement which provide choice, support and challenges.
QM meets UDL for Online Instruction

Optimizing Design of Online and Blended Courses
QM and UDL Resources and Templates

Presentation Resources Available Via:

https://wp.towson.edu/librarymediadiversity/universal-design-for-learning-udl/

- UDL and QM Checklist
- Alternative Assessment Template
- Screen Capture and Audio Feedback Resources
- Online Course Module Planning Template
- Research Article
Questions and Discussion Prompts

- Discuss an issue/obstacle you have encountered in online learning. How might QM and UDL be applied to resolve that issue?

- Share a success story related to online learning. Relate it to QM and UDL.

- Share an instructional situation in which you have or could provide multiple modes of assessment.

- Share an instructional situation in which you have or could provide multiple modes of feedback.
Activities

- Complete the [UDL/QM Course and Delivery Methods checklist](#) in relation to a course you are teaching. If applicable, discuss how your course could be amended to meet any criteria not currently embedded in the course/course design.

- Complete the [UDL: Flexing Classroom Assessment to Align with Student Strengths](#) form. Discuss how you would amend a current assignment to provide multiple modes for students to share their competencies.
UDL and QM: Course Content and Delivery Methods
Instructions provide a clear start and identify course components (QM 1.1).
Context and Background

Introduce the purpose and structure of the course (QM 1.2).
Context and Background

Course and/or institutional policies are presented (QM 1.4).
Learning Objectives

Course learning objectives are measurable (QM 2.1)
Learning Objectives

Learning objectives and related outcomes are consistent with course objectives (QM 2.2)
Learning Objectives

- Learning objectives are stated clearly and written from the student’s perspective (QM 2.3)

E.g. The students will utilize research data bases and authoritative resources to develop a thesis statement related to current issues in the fields of educational technology and instructional design.
Learning Objectives

Instructions are presented in a wide array of formats with samples outcomes (UDL 1, 2.5)

Welcome to ISTC 541 – Foundations of Instructional Technology

Module 2: Research Paper

Pedagogical Approach: Guided and Independent Research

Assessments: Topic Selection Statement and Research Paper

Summary: The purpose of this module is to introduce a research paper. You will develop the research paper to demonstrate an understanding of the current issues and trends in instructional technology. Within this assignment, you are to identify and discuss current trends and issues related to the topic, potential future directions and conclude with your synthesis of how schools, teaching, instructional design and learning are impacted. You are asked to use scholarly resources found online and at the university library to support your definitions and conclusions.

Objectives:

<table>
<thead>
<tr>
<th>Course Related Objectives</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss and apply theories, philosophies, and</td>
<td>AASL 1.1, 1.2, 1.3, inTASC 1-9, ISTE-NETS*T III D,</td>
</tr>
</tbody>
</table>

Print  

Audio/Video
Assessments including Assignments and Expectations

Assessments measure learning objectives and are consistent with course activities (QM 3.1)
Assessments including Assignments and Expectations

Course grading policy is stated clearly (QM 3.2)

-Grading Policies this is a partial sample policy:

Assignments will be due on the posted due dates. The intention is to make you aware of the major assignments from the start of the course so that you know the long-term expectations. On time delivery of assignments is expected and rewarded. If you will need an extension, it is essential to make a request prior to the due date. A high degree of professionalism is expected of all students.
Assessments are sequenced, varied, and appropriate to the student work (QM 3.4)
Multiple opportunities are provided to measure student learning (QM 3.5)

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Due Dates (no later than):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Personal Introductions Wiki and Class Survey</td>
<td>6</td>
<td>May 30</td>
</tr>
<tr>
<td>Research Paper Thesis Statement</td>
<td>5</td>
<td>June 6</td>
</tr>
<tr>
<td>Module 3 Wiki, Prezi or PowerPoint</td>
<td>15</td>
<td>June 13</td>
</tr>
</tbody>
</table>
Instructional Materials and Resources

Clearly stated purpose for instructional materials that are related to learning activities (QM 4.1, 4.2)

Course resources are appropriately cited and current (QM 4.3, 4.4)

Instructional materials present a variety of formats and perspectives on the course content (QM 4.5, UDL 1, 2.5, 3.3)

Course Technology and Delivery Systems

Course instructions articulate or link to the institution’s accessibility policies and services (QM 7.2)

Course instructions include how student support services help learners succeed (QM 7.4)
Course Technology and Delivery Systems

Course delivery is presented in online modules (standardized units).
Course Navigation and Technology

All course tools and media are aligned with the course learning objectives (QM 6.1)

Navigation via the online tools and media is logical, consistent and efficient (QM 6.3)

Course technologies are readily accessible and are current (QM 6.4)
The course tools promote active student learning by optimizing individual choice (QM 5.2, UDL 7.1) and autonomy.
Course Navigation and Technology

Course design and implementation should minimize threats and distractions to learning (UDL 7.3)

Course design is focused on minimizing distractions and facilitates readability by utilizing multiple media (UDL 2.5)

Consistent and motivational while minimally distracting!

Module format:

Module 1: Video Directions
Accessing the Blackboard Course Site and Overview (3:22)
http://screenr.com/1rAV3y3VSX6
Syllabus and Course Overview (10:11)
http://screenr.com/w4pS62f7K5U
Module 1 Video Directions (7:49)
http://screenr.com/4WGFafiD55F
Keys to Success in an Online Course (Video Overview) (7:35)
http://screenr.com/WtKoGp5Q3xGrB

Module 1 Directions
Attached Files: "STC541module1 Summer2015 directions.docx" (31.59 KB)
Printed directions for module 1:

Link to Sample Module Print Directions
Learner Interaction
(among students and with faculty)

The requirements for student participation and interaction is clearly stated (QM5.4)

Plan for classroom response time and feedback on assignments is clearly stated (QM5.3)

Positive Feedback
(A Virtuous circle)
Learner Interaction
(among students and with faculty)

Learning activities advance the achievement and heighten the salience of the course learning objectives (QM5.1, UDL 8.1)
Learner Interaction (among students and with faculty)

Active learning is promoted by optimizing relevance, value and authenticity (UDL 7.2) of the learning activities.
Learner Interaction (among students and with faculty)

Active learning is promoted by fostering collaboration (UDL 8.3) between students and with faculty.
Learner Interaction (among students and with faculty)

Active learning is promoted by communication and increasing mastery-oriented feedback (UDL 8.4)
Learning Support and Accessibility

Course design, navigation and implementation exemplify accessibility for all learners (QM8)

The essence of UDL
Learning Support and Accessibility

Accessible technologies are utilized and guidance is provided on obtaining accommodations (QM 8.1)

The course accommodates and optimizes the use of assistive tools, technologies, and alternative means of access. (QM 8.3, UDL 4.2).

Click on this link for sample:

https://www.towson.edu/about/accessibility/technology/
Learning Support and Accessibility

Alternatives are provided for the perception of auditory and visual content (QM 8.3, UDL 1.2, 1.3)

Presentation of information should be customized to best meet the learning needs of diverse course populations (UDL 1.1)

E.g.: closed caption video

Click on link to play video:

https://www.youtube.com/watch?v=bDvKnY0g6e4
Learning Support and Accessibility

Consideration is given to the clarification of vocabulary, symbols, notation and syntax unique to respective course content (UDL 2.1, 2.2, 2.3)

Guideline 2: Provide options for language, mathematical expressions, and symbols

Learners vary in their facility with different forms of representation – both linguistic and non-linguistic. Vocabulary that may sharply and clarify concepts for one learner may be opaque and foreign to another. An equals sign (=) might help some learners understand that the two sides of the equation need to be balanced, but might cause confusion to a student who does not understand what it means. A graph that illustrates the relationship between two variables may be informative to one learner and inaccessible to another. A picture or image that carries meaning for some learners may carry very different meaning for learners from differing cultural or familial backgrounds. As a result, inequalities arise when information is presented to all learners through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners.

Check 2.1: Clarify vocabulary and symbols

The semantic elements through which information is presented – the words, symbols, numbers, and icons – are differentially accessible to learners with varying backgrounds, languages, and lexical knowledge. To ensure accessibility for all, key vocabulary, labels, icons, and symbols should be linked to, or associated with, alternate representations of their meaning (e.g., an embedded glossary or definition, a graphic equivalent, a chart or map). Idioms, archaic expressions, culturally exclusive phrases, and slang should be translated.

Tell Me More:

- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge
- Provide graphic symbols with alternative text descriptions
- Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
- Embed support for vocabulary and symbols within the text (e.g., hyperlinks or annotations to definitions, explanations, illustrations, previous coverage, translations)
- Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)
Learning Support and Accessibility

Course design varies the methods of responses and navigation as a mode for providing options for physical participation (UDL 4.1)
References


References


