Quality Matters to NMU's Online Teaching Fellows

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September 25, 2017

What's Needed to Increase Online Offerings: A Short List

- A plan for identifying market needs for online programs

- Instructional technology infrastructure (e.g., Learning Management System)

- Support services for online students

- Faculty prepared to design and teach online courses

Learning Objectives

After this session, you will be able to:

- Outline a cohort-based model that prepares faculty to design, teach, and review online courses.

- Describe how integrating QM throughout a faculty development program links design to review.

- Apply lessons from the Online Teaching Fellows to participant's online teaching initiatives

Who is Here Today?

- Faculty?

- Faculty developers?

- Administrators?

- Folks from institutions who have a QM-centered faculty-development program?

- Folks from institutions who are in the process of developing one or are thinking about it?

Online Teaching at NMU:
A Very Brief History

- **2001- 2014:** The "organic" years.

- **2012:** Subscribed to Quality Matters

- **2015:** Minimum preparation requirements for distance teaching instituted

- **2016:** New Division of Extended Learning created with charge of increasing online program offerings

Northern State Teachers College campus as it appeared in the 1930s.

NMU Online Teaching Fellows Initiative

To develop faculty expertise in the design, development, and delivery of online courses in order to build and enhance online programs.

Programs

Program 1

- Foundational
- Estimated 60 hours
- Work towards designing and developing courses that meet QM standards
- $1200 stipend

Program 2

- Produces online leaders
- Estimated 100 hours
- Complete courses that meet QM standards
- $1800 stipend

10-14 weeks each (scheduling has varied depending on time of year)

Cohorts of up to 15

Cohort Selection

- Open to faculty in all departments

- Department head approval

- Preference given to applicants who will develop courses that are:

  - Part of a planned fully online program

  - General Education courses

- Applications review and approval

Discuss

How do the cohort selection priorities of our program compare with yours.

Or

If you were starting a new problem, what criteria would you use for selecting participants?
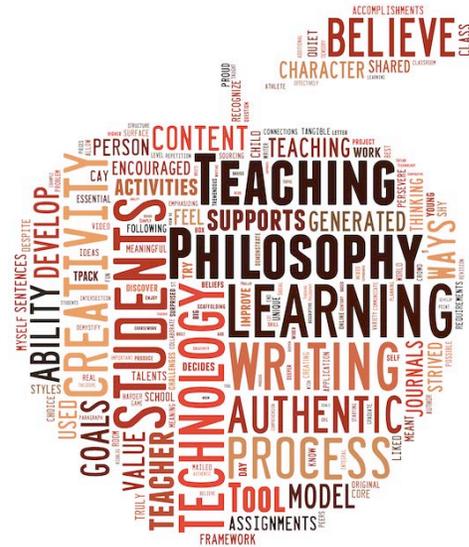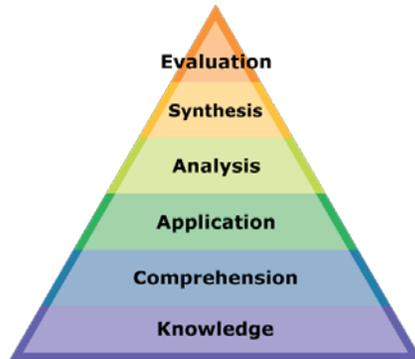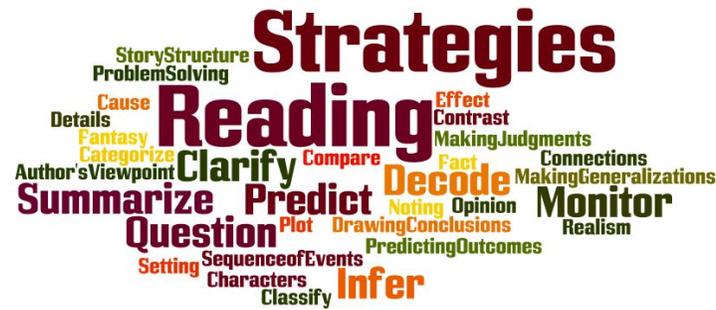
Program 1 Outcomes and Deliverables

Each successful Program 1 participant:

- Completes the Applying the Quality Matters Rubric training, enabling him/her to help share QM principles and practices

- Develops a statement of strategy/philosophy for online teaching based on research within his or her discipline

- Creates a partial course outline

- Builds at least one full content module in our LMS

- Is prepared to design and build a full online course

Program 1 Components

	Synch	Asynch	Est Time
Program Introduction	X		2 hrs
Module 1: Applying the Quality Matters Rubric	X		8 hrs
Module 2: Principles of Online Course Design	X (3)	X (3)	6 hrs
Module 3: Course Development: Tools, Techniques, and Strategies		X	15 hrs
Module 4: Introduction to Evaluation of Online Teaching		X	3 hrs
Participants design and develop online course deliverables	X (4)	X (18)	22 hrs

How did it go from faculty point of view?

Program 2 Outcomes and Deliverables

Each successful Program 2 participant:

• Designs and produces a complete, Quality Matters-reviewed (internally), online course.

• Participates as both a reviewer and a reviewee in a full internal Quality Matters review.

• Gains expertise in selecting and implementing instructional technology for online delivery.

• Shares their course design and development experience with their departmental peers.

Program 2 Components

	Synch	Asynch	Est Time
Welcome and Setup Activities	X (2)	X (2)	4 hrs
Part I: Designing and Developing Online Courses	X(12)	X (30)	42 hrs
Part II: Reviewing Online Courses and Online Teaching	X (12)	X (22)	34 hrs
Wrap-Up	X (8)	X (12)	20 hrs

Highlights from faculty point of view?

Quality Matters:
Course Peer Review Process

Institutions   Faculty Course Developers

National Standards & Research Literature
Rubric
Faculty Reviewers
Training

Course

Peer Course Review

Course Meets Quality Expectations

Feedback

Course Revision

Instructional Designers

Fellows Internal QM Review Process

Each participant:

- Has course reviewed
- Reviews two courses
  - 1 as Chair
  - 1 as Team Member
- Each review has CTL adviser
  - Answers questions about applying rubric
  - Breaks ties when needed

Course Owner

Chair (Review Lead)

Review Team Member

CTL Review Advisor

Discuss

What parts of NMU's program might work at your school and/or are similar to what you're already doing.

How differences in your institution's needs and environments might lead to different decisions when planning a program.

Program Level Challenges and Lessons

Faculty Developer

- Varying commitment levels and aptitudes of participants

- Balancing time commitment with other responsibilities

- Getting participants to make brownies (write true helpful recommendations)

- Time between programs for some participants

Faculty Participant

- Balancing time commitment with other responsibilities

- Understanding content of peer courses

- Incorporating "learning" content and strategies

- Getting "buy-in" from other faculty in department

Broader Challenges and Lessons

- Participants and facilitators/ administrators goals not always aligned
- Scalability
- Leveraging Fellows expertise after they complete programs

Discuss

Please share any ideas you have for addressing our challenges

and

Talk about other potential challenges you foresee in implementing a program like this.

Questions?

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http://www.nmu.edu/ctl/onlinefellows

Resources

- [Quality Matters](#)
- [Chickering's Seven Principles for Good Practice](#)
- [Penn State University Peer Review Guide for Online Teaching](#)
- Tobin, Mandernach, and Taylor's 2015 book, *Evaluating Online Teaching: Implementing Best Practices*