Blackboard + Quality Matters =

Mid-Atlantic QM Regional Conference
March 23-24, 2015
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Dean of Distance Learning & Professional Development
What we’ll cover today

Quality Matters
  • Course Design

Blackboard Learn
  • What is new
  • Course template

Images: https://online.fiu.edu/faculty/qualitymatters; https://blackboard.american.edu/
Quality Matters

Initiated in 2003 through FIPSE grant

Quality Assurance through

• Faculty Development

• Course Design
Quality Matters Is

• A set of standards (Rubric) for the design of online and blended courses

• A peer review process (faculty to faculty) for reviewing and improving online and hybrid courses

• A faculty support tool used by instructional development staff

• A professional development opportunity
What factors affect course quality?

QM Reviews Course Design Only
Quality Matters Standards

• 8 Key Standards
  • 43 specific review standards
  • 21 essential standards

• Alignment
  • Critical course elements must work together to ensure that students achieve the desired learning outcomes \(^1\)

Quality Matters Standards

Standard 1 — **Course Overview & Introduction**

- The overall design of the course is made clear to the learner at the beginning of the course.
- Can I, as a student, locate information I need to succeed in this course?
- Do I have the necessary skills to succeed in this course?
- What will I learn in this course that will help me advance personally or professionally?

Standard 2 — **Learning Objectives** (Competencies)

- Learning objectives are measurable and are clearly stated.
- Can I, as a student, locate information I need to succeed in this course?
Quality Matters Standards

Standard 3 – **Assessment & Measurement**

• Assessment strategies are designed to evaluate learner progress by reference to stated learning objectives & to be integral to the learning process

• As a student, on what will I be graded?

Standard 4 – **Instructional Materials**

• Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes

• As a student, will the content help me learn what I need to succeed?
Quality Matters Standards

Standard 5 Course Activities & Learner Interaction

• Forms of interaction incorporated in the course motivate learners and promote learning

Standard 6 Course Technology

• Course navigation and technology support learner engagement and ensure access to course components

• As the instructor, did I include opportunities in the course for learner to learner, learner to content, and learner to teacher communications or collaborations?

• As the instructor, do the technologies used in the course support the learning objectives?

• Is navigation logical, consistent and efficient?
Quality Matters Standards

- **Standard 7 Learner Support**
  - The course facilitates learner access to support services essential to learner success.

- **Standard 8 Accessibility & Usability**
  - The course demonstrates a commitment to accessibility for all course takers

- As a student, from this course, can I locate how to get academic or technical support?

- As an instructor, have I used the principles of universal design and included alternatives to auditory and visual content?
Blackboard

Course Design

- How can we get our students to understand what we want them to do in our course?
- Simple, clear, and correct instructions
- Same basic outline (course template)

http://www.blackboard.com/Platforms/Learn/Products/Blackboard-Learn/Teaching-and-Learning.aspx
QCC Adaptation Checklist

Congratulations for completing the Quality Matters Build Your Online Course (BYOC) workshop and the Pre-assessment rubric training. Please be sure you have signed your JIT so you can be paid the $1750.00 stipend for completing these trainings. Your pre-assessment course data will be created and made available to you in the next 2 weeks. Course mentors will contact you when your course meets the criteria.

The criteria listed below are based on the Quality Matters Rubric. Quality Matters (QM) is a non-profit, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its proven approach and continuous improvement in online education and student learning. (http://www.qualitymatters.org)

Once you have completed your course and are ready for approval, please contact the Office of Distance Education and Online Learning. We will follow up with you on the status of your course once it has been reviewed.

Please contact the Office of Distance Education with any questions.

Thank you

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1. The overall design of the course is made clear to the student at the beginning of the course. The course introduction sets the tone for the course, helps students know what to expect, and provides guidance to ensure they get off on a good start.
   - a) Instructions highlight the purpose and structure of the course.
   - b) Learning objectives are measurable and clearly stated.

2. Course learning objectives are measurable and clearly stated.
   - a) All learning objectives are framed clearly and written from the student’s perspective.
   - b) The types of assessment methods used measure the stated learning objectives and are consistent with course activities and resources.

3. Assessment strategies are designed to evaluate student progress by referencing stated learning objectives to measure the effectiveness of student learning, and to be integrated into the learning process. Assessment is implemented in a manner that not only allows the instructor to understand the student’s mastery of the content, but also ensures students to measure their own learning throughout the course.
   - a) The learning objectives are aligned with the course activities and resources.
QCC Adaptation Checklist

http://www.qcc.mass.edu/qcconline/handouts/adapt_checklist.pdf
Course Template

• Course Materials
• Course Communication
• Support and Help
Course Template

- Announcements
- Start Here & Syllabus
- Content /Learning Modules
- Discussions
- Email
- Student Grades
- Support & Help
Blackboard Goals
Aligning Content to Goals
### Aligning Content to Goals

#### Watch: Getting Oriented with Blackboard Learn

**Enabled: Statistics Tracking**

**Getting Oriented with Blackboard Learn**
- Duration: 01:39
- User: blackboard
- Added: 7/24/13
- YouTube URL: [Watch Video](https://www.youtube.com/watch?v=VQ-eA92Tb)

If you have a problem viewing the video, right-click and open in a new window.

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<th>Active Goals</th>
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<td>GWCD_09.5</td>
<td>GWCD_09.5: The course technologies are current</td>
<td>Course Design</td>
<td>Quality Matters: Runic (11-13)</td>
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<td>GWCD_08.4</td>
<td>GWCD_08.4: The course design accommodates the use of assistive technologies</td>
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<td>GWCD_08.2</td>
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<td>GWCD_01.4</td>
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Course Reports

Course Coverage Report

Goals Comparison

Quality Matters Rubric (11-13)

Content Alignment Breakdown

Other Course Items

Course Coverage Report

Quality Matters Rubric (11-13)

GMOD_01: Students are introduced to the purpose and structure of the course.

GMOD_02: Students are introduced to the purpose and structure of the course.
Map report by the Program
Sample Mapping report

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Questions? More Info?

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Please enjoy the rest of the conference!!