

# UConn's QM Recipe

## *A Pinch Here and Dollop There*

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# Objectives

1. Identify your institution's QM recipe (tools, procedures, and strategies) to help faculty develop courses meeting Quality Matters standards.
2. Compare and contrast UConn's QM recipe with your institution's.
3. Discuss how you might enhance your institution's QM recipe.

# What's Your QM Recipe? (obj #1)



- How (if at all) did your institution adopt Quality Matters?
- What procedures does your institution have in place to promote Quality Matters' standards?
- What tools and strategies does your institution use to help faculty meet Quality Matters' standards?

# Background



A horizontal timeline with four circular markers. The first marker is at the far left, the second is to the right of the first, the third is to the right of the second, and the fourth is at the far right. Text is placed above and below the line corresponding to each marker.

**2008**

UConn's Center for Continuing Studies' purchased QM membership

**2015**

UConn QM Recipe

**2006**

UConn requested permission to use QM materials  
*(not a member)*

**2010**

UConn purchased institutional QM membership

# UConn's QM Recipe (obj #2)

**For best results, mix all ingredients.**

2 cups	<i>Exploring Online Learning Course</i>
16 oz	<i>Quality Matters Workbook, 5th edition (hardcopy)</i>
1 cup	Kick-off Course Development Meeting
5 cups	Faculty Consultation with an eCampus Instructional Designer
3 dollops	Course Design Plan Template (Alignment of Standards 2-6)
2 dollops	Syllabus Template (Alignment of Standards 1, 7, 8)
1 dollop	Learning Management System (LMS) Course Template
1 cup	Informal Quality Matters Review
1 pinch	Wrap-up Meeting (post implementation) and Support

# Exploring Online Learning

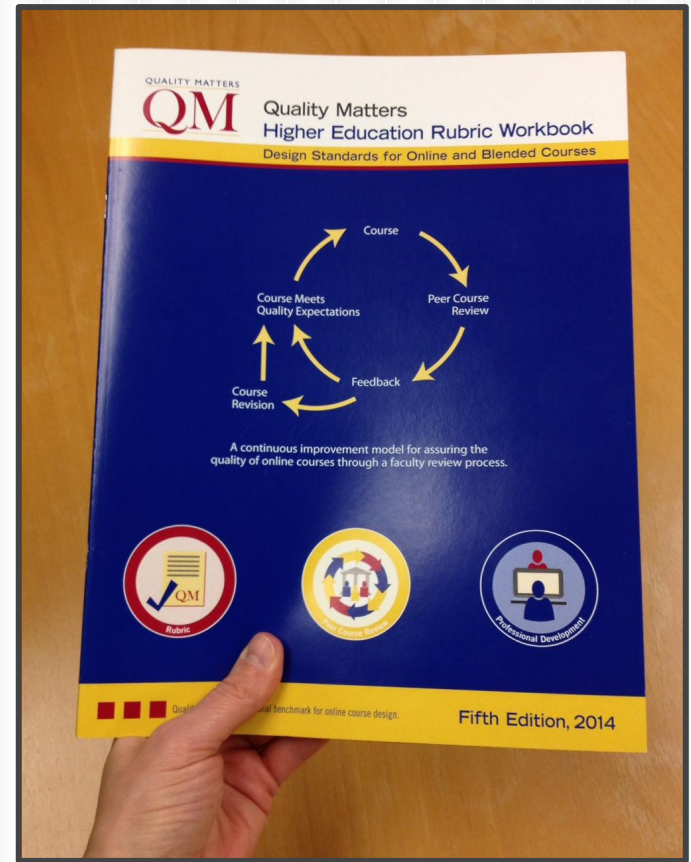
The screenshot shows the course page for 'Exploring Online Learning' in March 2015. The page is divided into several sections:

- Header:** 'March 2015' and 'Exploring Online Learning: An Introduction to Teaching Online' with a photo of a woman at a laptop.
- Navigation:** A sidebar on the left lists 'GETTING STARTED' (Home, Course Orientation, Syllabus, Course Schedule, Announcements), 'CONTENT & ACTIVITIES' (Learning Modules, Discussion Board, Quizzes, Journals, Assignments, Email (UConn), My Grades), and 'RESOURCES' (Help).
- UConn Logo:** 'UConn Center for Excellence in Teaching and Learning'.
- Welcome!:** A paragraph stating: 'Throughout this course we will be modeling best practices in online teaching. When your students first enter your used. With that in mind, begin by completing the **Course Orientation**, located on the main course menu on the'.
- Quick Links:** A box containing 'Home', 'Course Orientation' (with an orange arrow pointing to it), 'Syllabus', and 'Course Schedule'.

- Two week online course for UConn faculty (*adapted from Brown University's Facilitating Learning Online*)
- Facilitated by eCampus instructional designers
- Objectives:
  - Use LMS tools from the student perspective.
  - Discuss best practices in online teaching with peers.
  - Write course-level objectives.
  - Apply QM standards to a sample online course.

# Quality Matters Workbook

- Given to all faculty working with eCampus
- Required textbook for *Exploring Online Learning* course



# Kick-off Course Development Meeting



- Review contract.
- Set expectations, including meeting 3-point QM standards.
- Introduce and pair with instructional designer.
- Begin course design process.



# Faculty Consultation with ....Instructional Designer....



- Meet 3-9 months prior to course delivery.
- Map out course objectives and aligning assessments.
- Map out module objectives with aligning learning activities and instructional materials.
- Assist with development in LMS and selected technologies.

# UConn Templates

(related to QM)

1. Course Design Plan ([Sample](#))
2. Syllabus ([Sample](#))
3. LMS (Orientation, Menu & Module)

<b>UConn</b> UNIVERSITY OF CONNECTICUT	COURSE NUMBER Course Title Program/Department (if applies)
<b>Syllabus - Semester Year</b>	
Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.	
<b>Program Information</b>	
Only include this section if applicable. It is intended for information such as program information, restrictions (only open to students in XXX program), etc.	
<b>Course and Instructor Information</b>	
<b>Course Title:</b> Course Title <b>Credits:</b> # <b>Format:</b> (online, blended) <b>Prerequisites:</b> Course Prerequisites <b>Professor:</b> Instructor Name	
<b>Email:</b> Email address (indicate preferred method of contact i.e. HuskyCT messages, email, etc) <b>Telephone:</b> Office phone # (if available) <b>Other:</b> (if applicable) <b>Office Hours/Availability:</b> Include response time to questions	
<b>Course Materials</b>	
Required course materials should be obtained before the first day of class.	
Texts are available through a local or online bookstore. The <a href="#">UConn Co-op</a> carries many materials that can be shipped via its online <a href="#">Textbooks To Go</a> service. For more information, see Textbooks and Materials on our <a href="#">Enrolled Students</a> page.	
<b>Required Materials:</b> Item 1. Item 2.	
<b>Optional Materials:</b> Item 1. Item 2.	

# Informal QM Review

***Before implementation***, instructional designer and faculty use QM scoring rubric to ensure Essential Standards are met.

1. Review QM course worksheet. (page 34-36)
2. Complete scoring sheet, both instructional designer and faculty. (page 32)
3. Plan course improvements, if needed. (page 33)

# Wrap-Up Meeting & Support



Dustwin, Online Computer Survey. Retrieved from <https://openclipart.org/detail/195847/Online%20Computer%20Survey>

1. Review student survey data.
  - a. eCampus [initial & summative surveys](#)
  - b. UConn [Student Evaluation of Teaching](#)
2. Review [Facilitation Activity Record](#) (FAC from Community of Academic Technology Staff).
3. Note QM standards not met from previous informal review.
4. Create a revision action plan.

# Refining the UConn Recipe (obj #3)

**Purpose:** To adapt to the cultural and institutional needs

## **Developments:**

1. [Self-Guided Online Course Design and Development](#) (DIY Model)
2. eCampus Faculty Development Action Plan (Competencies)
3. Lunchtime Workshops (Face-to-Face)
  - Adding Instructional Design to your Toolbox
  - Preparing for Liftoff: Implementing Your Online Course
  - What does an Online Course Look Like?
4. Blended/Flipped Course Design and Support (University Initiative)
5. eCampus Knowledge Base ([Applying Quality Matters Article](#))

# Recipe Swap

**Instructions:** Write down 2 or 3 ideas and share.

**How would you refine/enhance your institution's QM recipe?**

