

Quality Matters

QUALITY ASSURANCE IN INSTRUCTIONAL DESIGN



Presenter



David Robinson, Ed.D.,
Assistant Professor

Graduate Program Director
School Library Media Program



Session Objectives

- Identify roles and perspectives in the Quality Matters (QM) process (post a timeline of roles in the process).
- Identify potential barriers and benefits to applying the QM process in higher education settings.
- Apply a Webquest template of select QM standards in relation to institutional needs.

QM Background



Circa 2005 - Online teaching to Principals in China

Circa 2010 -2013 – University sponsor grants to design and deliver courses in summer session. First exposure to QM in the redesign of two courses. Process guided by Audrey Cutler, TU Instructional Designer Extraordinaire

Circa 2015 – Co-authored report with suggested guideline for online learning for Towson University

Currently – QM Peer Previewer, TU Gold Reviewer

Session Agenda

Part I. (0-5 minutes) A media clip will be displayed providing an overview of the Quality Matter Process.

Part II. (6-15 minutes) Using Think-Pair-Share, participants will briefly discuss any successes or challenges to online course design in their home institutions. Forming groupings of four, the challenges to online instruction will be collated and listed on chart paper and posted around the room.

Part III. (16- 30 minutes) While in teams/groups of four, participants will examine a template of the select QM standards via a Webquest. QM standards criteria to be shared includes: elements needed in course introduction; alignment of goals, objectives, content, and media; evaluative and assessment criteria; and multiple modes of learning and assessment.

Collectively, each team will utilize the Webquest to rate, via a Likert scale, the degree of pedagogy and technical knowledge required to successfully implement each QM standard in online course design, while concurrently noting any new challenges presented by the QM process.

Part IV. (30-40) Upon completion of the Webquest activity, teams will add any potential challenges to online design to the charts created in Part II above.

Part V. (40-50) Charts will be reviewed and challenges via QM Quality Assurance will be discussed. This closing discussion will present possible support mechanisms that would support the successful application of the QM process in online course design.

Quick Group Assessment (EPR)

- Teaching undergraduates, graduates or both
- Typical class size
- Design own courses



I. Quality Matters Introduction



https://www.youtube.com/watch?v=yQm_WbRxOGU

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, 2017a).
- ❑ 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, 2017b).

QM Resources

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

II. Brainstorming Challenges to Online Course Design

A. Using Think-Pair-Share, will briefly discuss with a partner any successes or challenges to online course design in your home institutions.

B. Form groupings of four, write down the challenges to online instruction on chart paper, and post around the room.

Think

III. QM Standards Analysis

Part III. (16- 30 minutes) While in teams/groups of four, participants will in examine a template of the select QM standards via a WebQuest.

QM standards criteria to be shared includes: elements needed in course introduction; alignment of goals, objectives, content, and media; evaluative and assessment criteria; and multiple modes of learning and assessment.

Collectively, each team will utilize the WebQuest to rate, via a Likert probability scale, the degree of pedagogy and technical knowledge required to successfully implement each QM standard in online course design, while concurrently noting any new challenges presented by the QM process.

Part IV. Additional Challenges?

Upon completion of the WebQuest activity, teams will add any potential challenges to online design to the charts created in Part II above.



Part V. Closing: Successes in Online Learning

This closing discussion will present possible support mechanisms that would support the successful application of the QM process in online course design.

CHALLENGE ACCEPTED



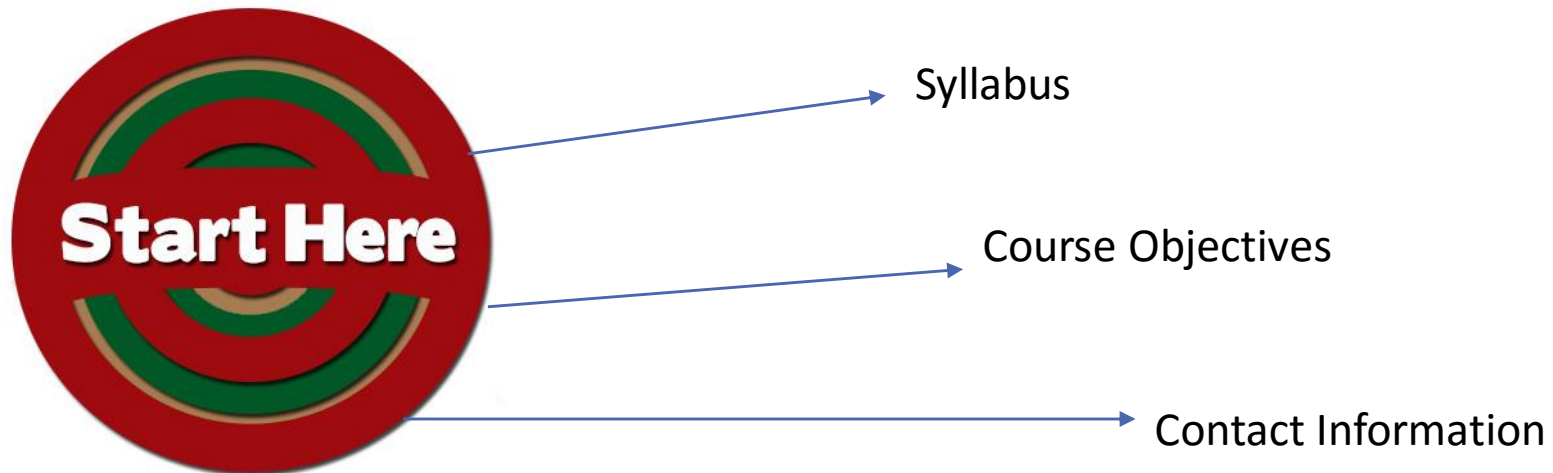
QM: Select Course Content and Delivery Methods

Supplemental Content

The following slides present content outlining the application of the QM process.

Context and Background

- 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).

The screenshot shows a web browser window displaying a Blackboard LMS course page. The browser's address bar shows the URL <https://blackboard.towson.edu/webx>. The page header includes the Towson University logo and navigation links: Home, Courses, Community, LearnOnline Collection, System Status, and Help. The user is logged in as David Robinson. The course title is 'FOUNDATIONS IN ISTC (ISTC541040)-SU15'. The main content area is titled 'Modules' and contains a list of four modules:

- Module 1**: Introduction, Orientation to Online Learning, and Community Building. Enter this folder for the module 1 directions and assessments.
- Module 2**: Research Paper
- Module 3**: Professional Standards and Wiki Digital Portfolio Creation
- Module 4**: (partially visible)

A left-hand navigation menu is visible, listing various course components such as Announcements, Dashboard, Information, Content, Discussions, Tools, Modules, Assignments, Syllabus, Wikis, Preassessment Data, TPACK & LOTI, and Course Eval Link.

Context and Background

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

Disability Support Services



Disability Support Services (DSS) supports the mission of Towson University by providing

DISABILITY SUPPORT SERVICES

[Getting Started with DSS](#)

[Current DSS Students](#)

[Temporary Conditions](#)

[Faculty](#)

[Testing Services Center](#)

[Forms](#)

[Staff](#)

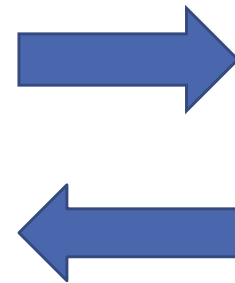
Learning Objectives

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

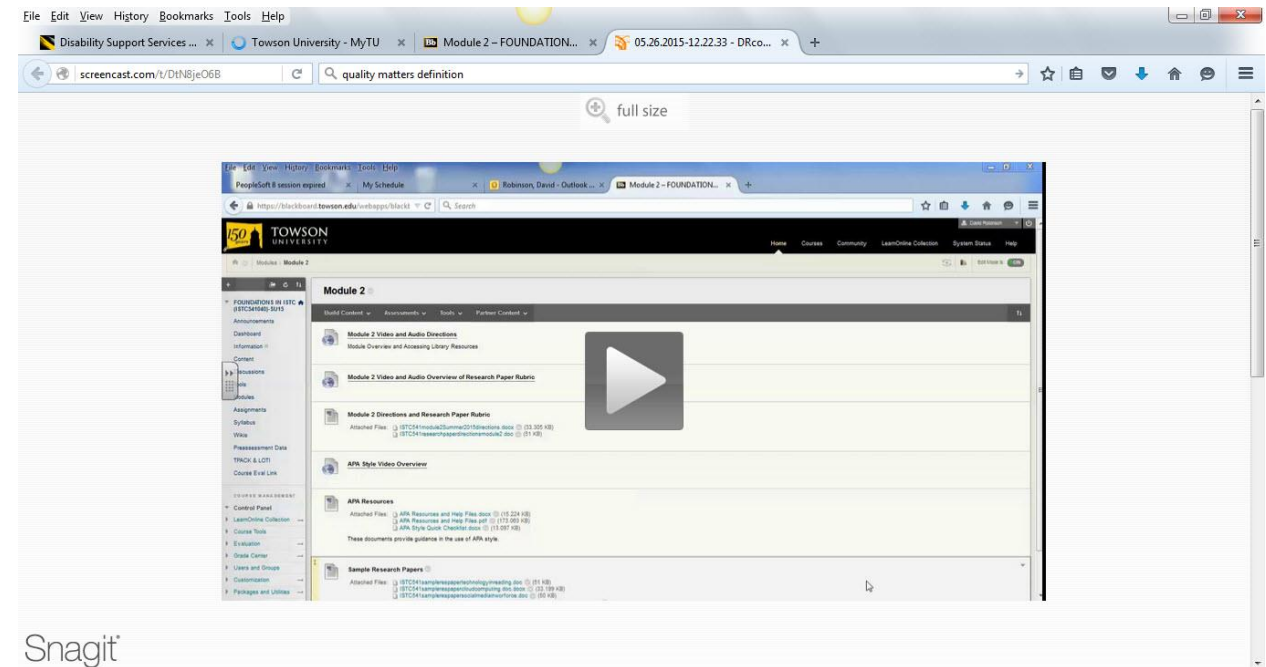
Assessments: Topic Selection Statement and Research Paper

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:

Course Related Objectives	Standards		
Discuss and apply theories, philosophies, and	AASL 1.1, 1.2, 1.3,	InTASC 1-9	ISTE-NETS*T III D,

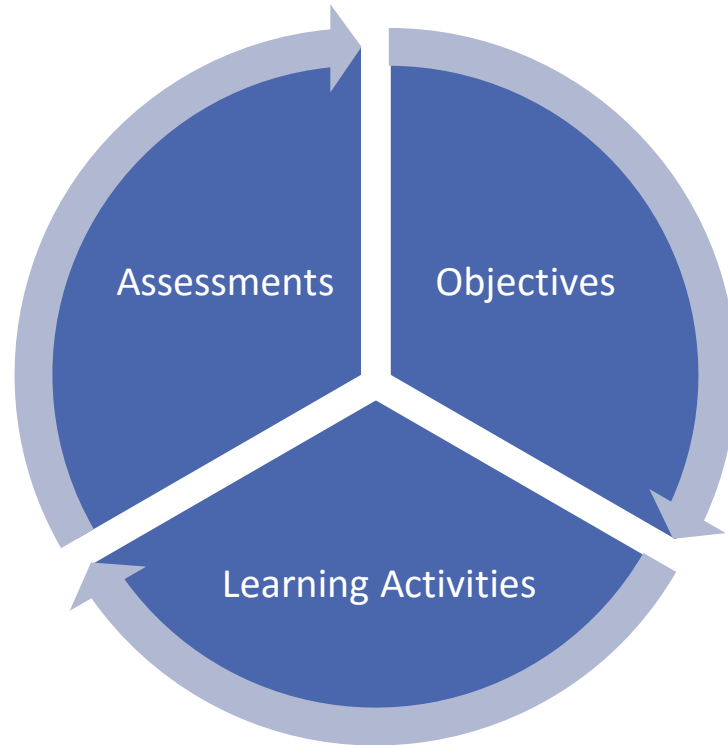
Print



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 including Assignments and Expectations

Assessments are sequenced, varied, and appropriate to the student work (QM 3.4)

Multiple opportunities are provided to measure student learning (QM 3.5)

Assessments	Points	Due Dates (no later than):
Module 1 Personal Introductions Wiki and Class Survey	6	May 30
Research Paper Thesis Statement	5	June 6
Module 3 Wiki, Prezi or PowerPoint	15	June 13

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)

Bill Schulte presents Concepts of UDL, ATIA 2012



Bill Schulte, from Collier County, presenting the concepts of Universal Design for Learning: Through a few hands on activities, Bill shows us how both educators and the products educators use must change to meet the needs of students in today's world. Features Bill Schulte and Jon Mundorf.

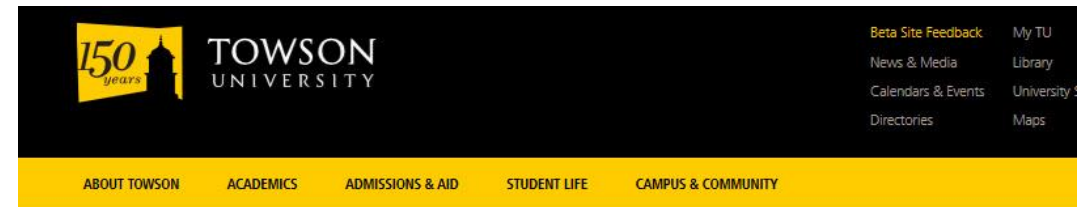
Approx 29 minutes | Uploaded 5/23/2012

http://www.kurzweiledu.com/experience-kurzweil/video-library/video-bill-schulte_udl.html

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)



HOME / ABOUT / ACCESSIBILITY

Accessibility

ADA/504 Compliance

Towson University is an equal opportunity, affirmative action institution. The university does not discriminate on the basis of race, color, religion, age, national origin, sex, disability, veteran status, sexual orientation or gender identity in its programs and activities.

The university complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the university.

Under Section 504 and the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more major life activities

ACCESSIBILITY

Physical Accessibility

Emergency Preparedness for Individuals with Disabilities

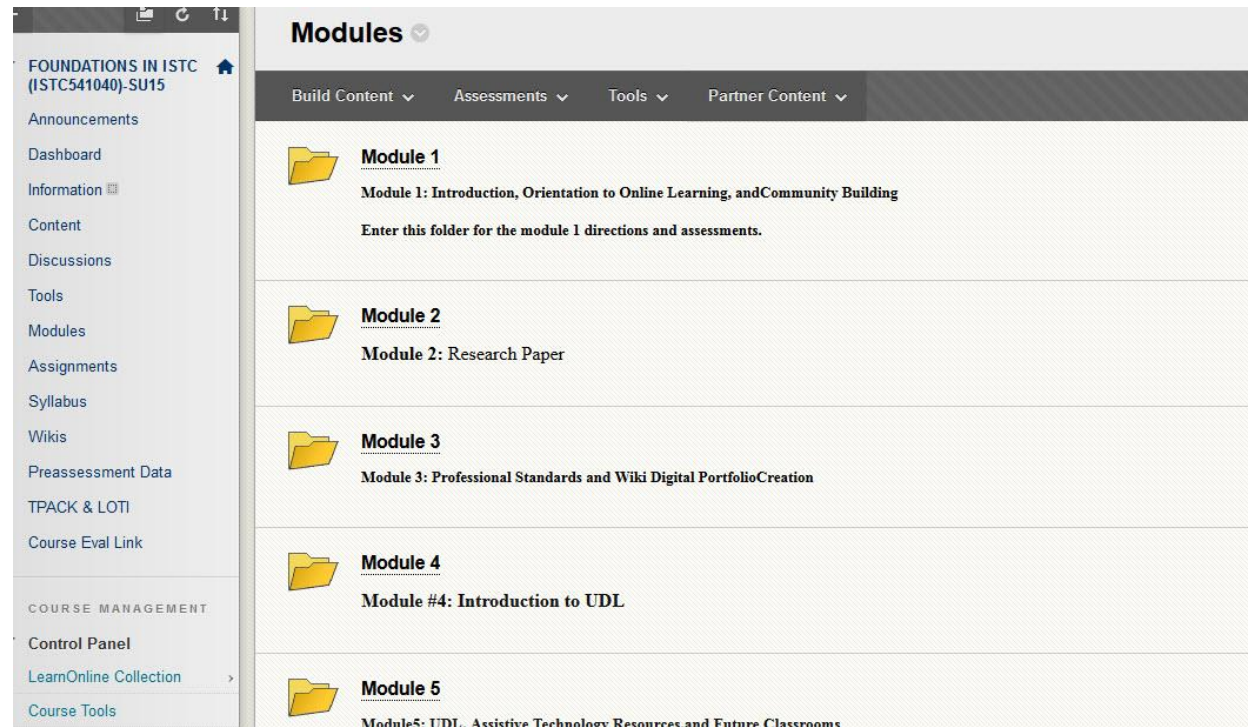
Accommodation Requests

Technology & Information Accessibility

Assistive Technology

Course Technology and Delivery Systems

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



The screenshot displays a course management interface. On the left is a navigation sidebar for the course 'FOUNDATIONS IN ISTC (ISTC541040)-SU15', listing various tools and resources. The main content area is titled 'Modules' and features a sub-navigation bar with options like 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. Below this, five modules are listed, each with a folder icon and a title:

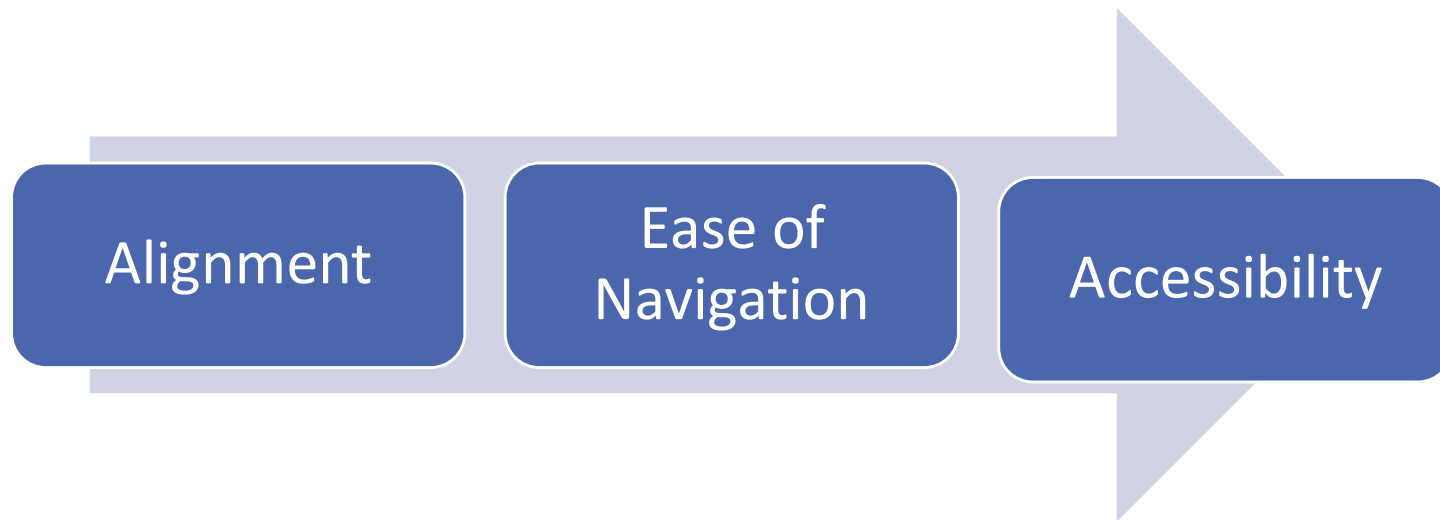
- Module 1**: Introduction, Orientation to Online Learning, and Community Building. Enter this folder for the module 1 directions and assessments.
- Module 2**: Research Paper
- Module 3**: Professional Standards and Wiki Digital Portfolio Creation
- Module #4**: Introduction to UDL
- Module 5**: UDL, Assistive Technology Resources, and Future Classrooms

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)



Course Navigation and Technology

The course tools promote active student learning by optimizing individual choice (QM 5.2, UDL 7.1) and autonomy



The screenshot displays a vertical list of course modules. Each module is represented by a yellow folder icon, a bold title, and a subtitle. The first module is 'Module 9A' with the subtitle 'Module 9A: Interactive Whiteboard Software Production'. The second is 'Module 9B' with the subtitle 'Module 9B: Spreadsheets'. The third is 'Module 9C Resource Exploration and Screencast Recording', which includes a small dropdown arrow icon to its right. A vertical yellow bar with a double-headed arrow is visible on the left side of the third module's entry.

-  **Module 9A**
Module 9A: Interactive Whiteboard Software Production
-  **Module 9B**
Module 9B: Spreadsheets
-  **Module 9C Resource Exploration and Screencast Recording** 

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!

[Link to Sample Module Print Directions](#)

Module format:

Module 1: Video Directions

Accessing the Blackboard Course Site and Overview (3:22)

<http://screencast.com/t/AQyLbVUNJS0D>

Syllabus and Course Overview (10:11)

<http://screencast.com/t/4p5SljRSUH>

Module 1 Video Directions (7:49)

<http://screencast.com/t/WG9RglDvfS>

Keys to Success in an Online Course (Video Overview) (7:35)

<http://screencast.com/t/VrGgS2QXrCr8>

Module 1 Directions

Attached Files:  [ISTC541module1Summer2015directions.docx](#)  (31.593 KB)

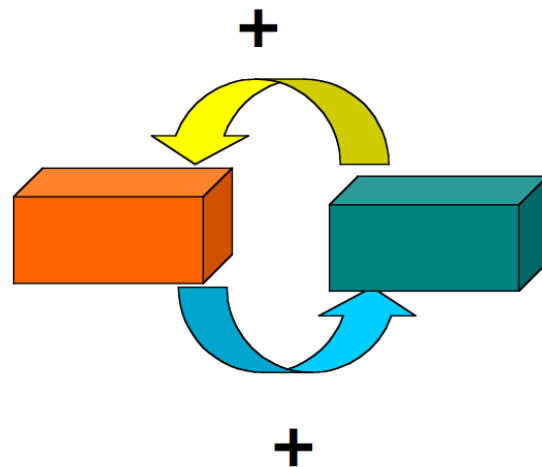
Printed directions for module 1.

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)

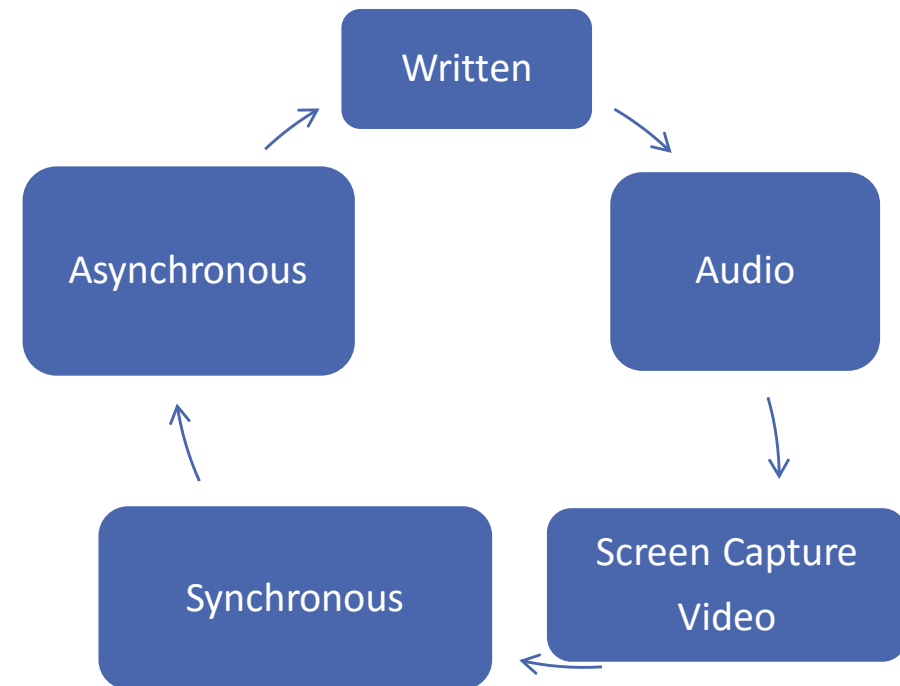
Active learning is promoted by fostering collaboration (UDL 8.3) between students and with faculty



Learner Interaction (among students and with faculty)

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

Detailed Feedback

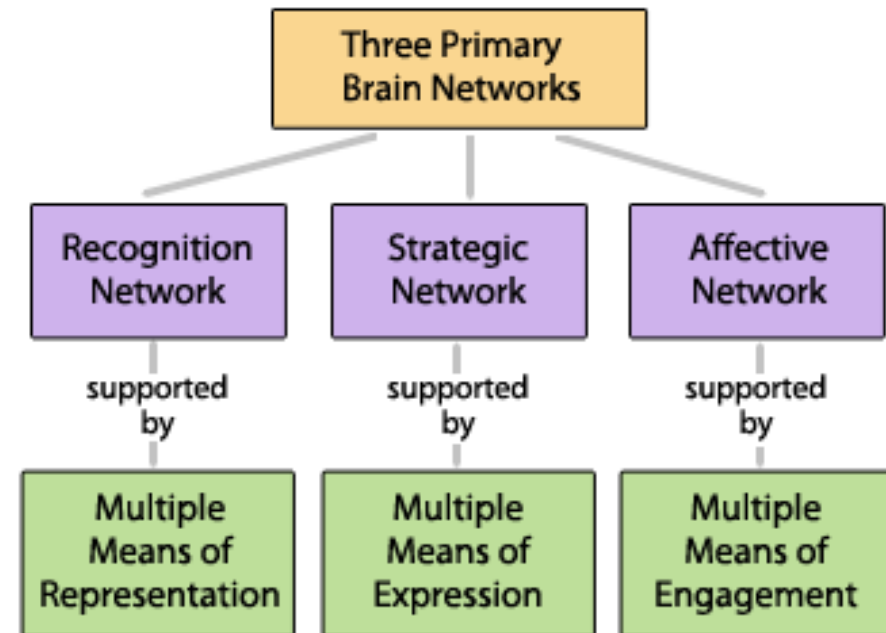


Learning Support and Accessibility

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/>

HOME / ABOUT / ACCESSIBILITY / TECHNOLOGY & INFORMATION ACCESSIBILITY

Technology & Information Accessibility

Towson University Public Website Accessibility

Towson University is developing both objective accessibility standards for its public website and a better perspective on the applied needs of audiences who use technology adaptations when interacting with website content.

TU's home page and website page templates are built to [Section 508](#) web accessibility standards. The Office of Technology Services (OTS) uses [PowerMapper](#) site accessibility reporting software to identify and help repair section 508 issues on the university's 18,000+ content pages.

Top-level and business-critical legacy videos on our public website are either closed captioned or include a link to a transcript. Campus video production departments are closed captioning or transcribing all new top-level video projects. View [Towson University's Captioning Guidelines \(PDF\)](#).

A concurrent project is underway to review PDF files published to Towson's public website for accessibility issues.

Towson University provides training to assist TU public website contributors in understanding accessibility standards and how to achieve them when posting content. TU website contributors have started a large audit project to update any existing Section 508 issues on our

ACCESSIBILITY

Physical Accessibility

Emergency Preparedness for
Individuals with Disabilities

Accommodation Requests

Technology & Information
Accessibility

Assistive Technology

Consultation, Training & Resources

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

Perception

Language, expressions, and symbols

Comprehension

Learners vary in their facility with different forms of representation – both linguistic and non-linguistic. Vocabulary that may sharpen 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 be puzzling to others. 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 comprehension across all learners.

[Top of Page](#)

Checkpoint 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.

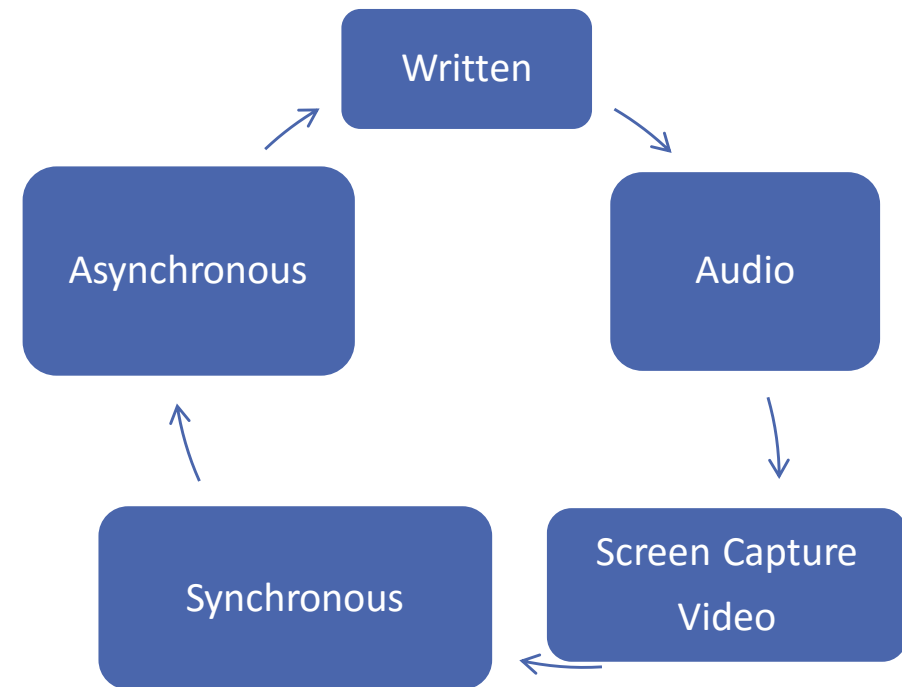
Tell Me More!

- 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 footnotes 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)

<http://www.udlcenter.org/aboutudl/udlguidelines/principle1>

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

Guidelines from the Quality Matters Rubric. (2009). *Distance Education Report*, 13(19), 5-7.

National Center on Universal Design for Learning. (2011). *UDL guidelines version 2.0: Research evidence*. Retrieved from <http://www.udlcenter.org/research/researchevidence>

Newby, J., Eagleson, L., & Pfander, J. (2014). Quality Matters: New roles for librarians using standards for online course design. *Journal of Library & Information Services in Distance Learning*, 8(1/2), 32-44. doi:10.1080/1533290X.2014.916245

Quality Matters Program. (2017a). About us: Quality Matters. Retrieved from <https://www.qualitymatters.org/about>

Quality Matters Program. (2017b). Higher Ed program – Rubric, standard 3.3. Retrieved from <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>

Robinson, D. E., & Wizer, D. R. (2016). Universal Design for Learning and the Quality Matters Guidelines for the Design and Implementation of Online Learning Events. *International Journal of Technology in Teaching and Learning*, 12(1), 118-134. Retrieved from <http://sictet.org/index.php/journal/ijttl>.

Shattuck, K., Whitney, A.Z., & Adair, D. (2014). Continuous improvement of the QM Rubric and review processes: Scholarship of Integration and Application. *Internet Learning*. 3, 1-11. Retrieved from <http://digitalcommons.apus.edu/cgi/viewcontent.cgi?article=1030&context=internetlearning>

Varonis, E. M. (2014). Most courses are not born digital: An overview of the Quality Matters peer review process for online course design. *Campus -- Wide Information Systems*, 1(4), 217-229. doi:10.1108/CWIS-09-2013-0053