Quality Matters

What is it and why does it matter?

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Office of Instructional & Research Technology

Credit: www.gamespresso.com

About Me

- M.S., Computer Science (NJIT)
- Instructional Designer
- Currently teaching both F2F and Online Courses
- Designed 5 fully online courses since January 2015
- Participated in Quality Matters (QM) internal course review
- Implemented QM Recommendations with faculty
- Certified Quality Matters Peer Reviewer

- I enjoy playing video games. Looking forward to Fallout 4!

History

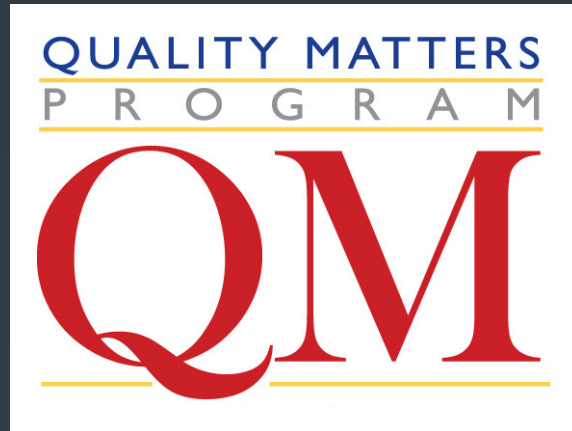Advancing Excellence in e-Learning
MarylandOnline.org
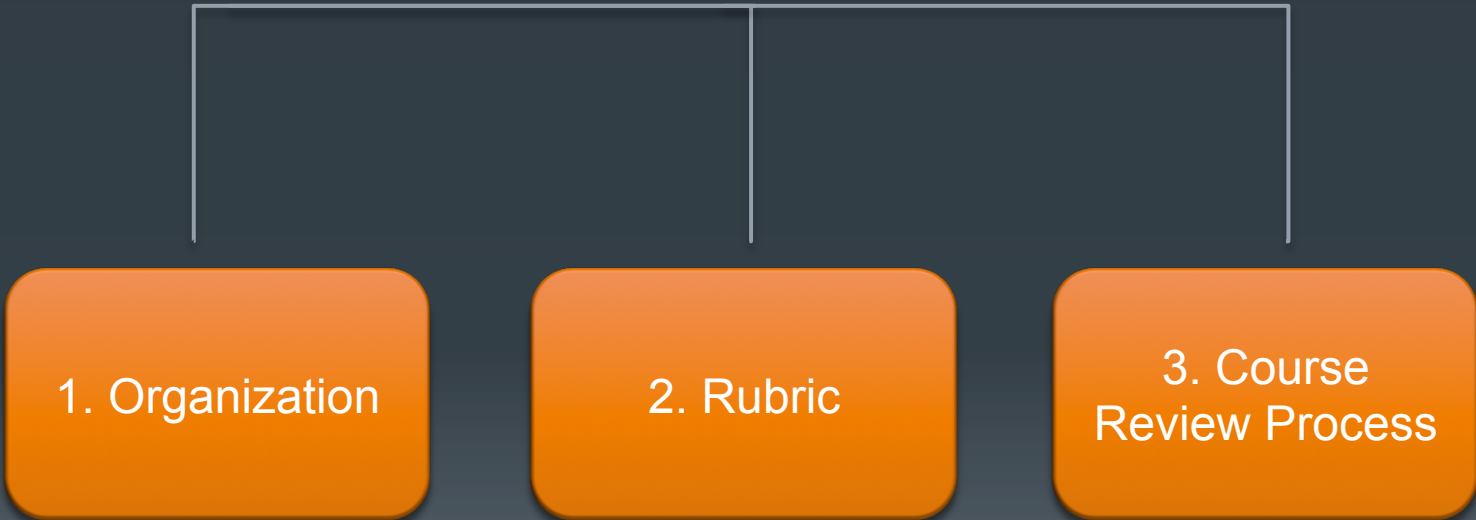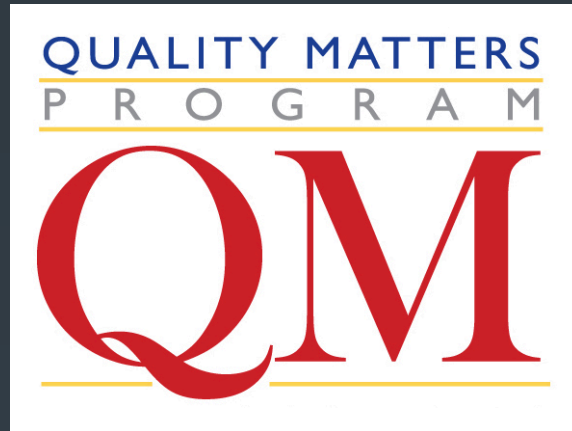
- 1999: MarylandOnline (MOL) consortium established as a voluntary, non-profit association of colleges & universities in Maryland
  - Quality Matters Project

- Awarded $509,177 from September 2003 – August 2006

- 2003: MOL submitted proposal to US Dept of Education's Fund for the Improvement of Postsecondary Education
  - Quality Matters: Inter-Institutional Quality Assurance in Online Learning
  - **Rubric** for the design of online courses
  - Faculty-centered, **peer review process** for certifying quality of online courses
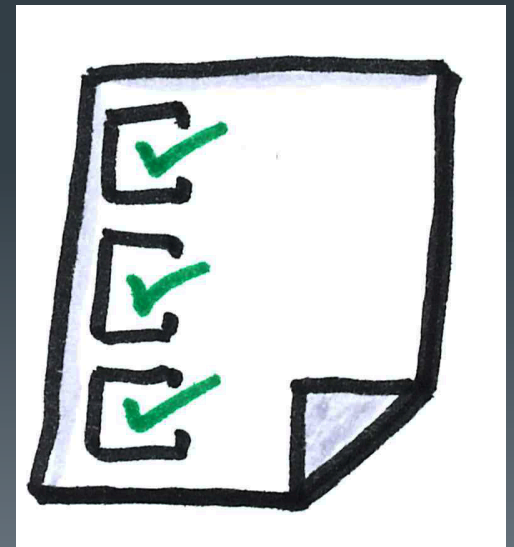
QUALITY MATTERS
QM

- Quality Matters organization was born
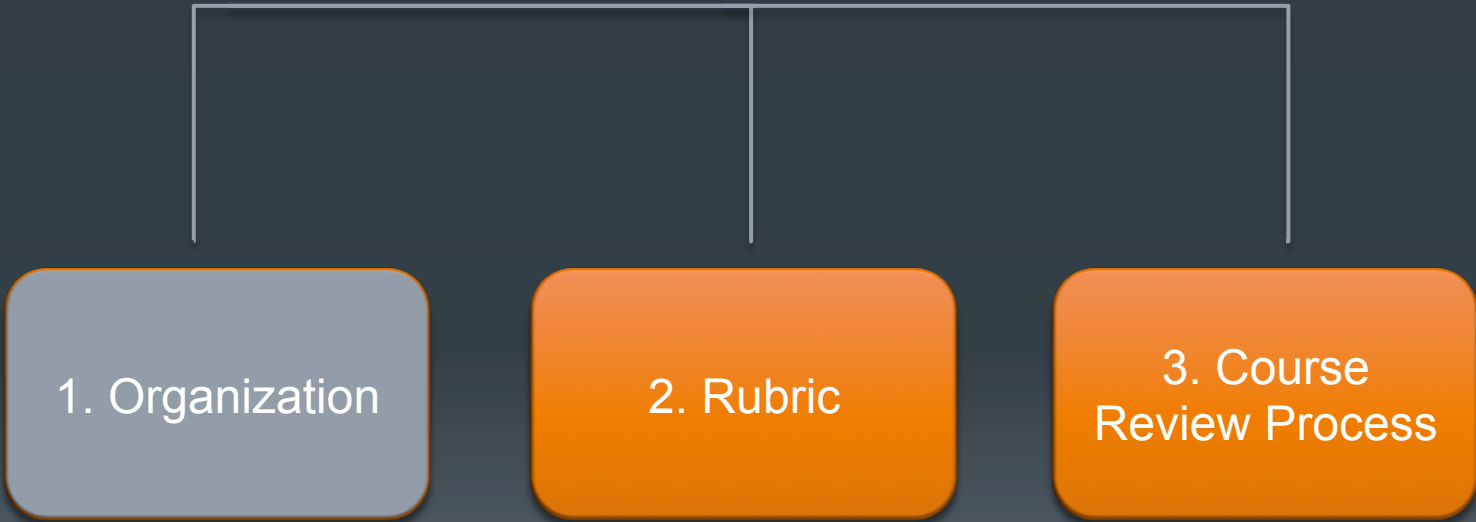
Rubric for Online Courses

- Ensures we are giving students what they need to succeed
- Students better able to meet expectations, resulting in better quality work
- Developed by faculty
- Standards are based on research, not opinion

Credit: www.flickr.com

Rubric for Online Courses

Eight General Areas ("Standards")

1. Course Overview and Introduction

Rubric for Online Courses

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1. Course Overview and Introduction
2. Learning Objectives

Rubric for Online Courses

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6. Course Technology

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5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support

Rubric for Online Courses

Eight General Areas ("Standards")

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Rubric for Online Courses

43 Specific Standards within the 8 General Standards

General Standard	Specific Standards
1. Course Overview and Introduction	9 Specific Standards
2. Learning Objectives	5 Specific Standards
3. Assessment and Measurement	5 Specific Standards
4. Instructional Materials	6 Specific Standards
5. Course Activities and Learner Interaction	4 Specific Standards
6. Course Technology	5 Specific Standards
7. Learner Support	4 Specific Standards
8. Accessibility and Usability	5 Specific Standards

Rubric for Online Courses

- Focused on Course Design, not Instructor Delivery

Course Design

Instructor Delivery
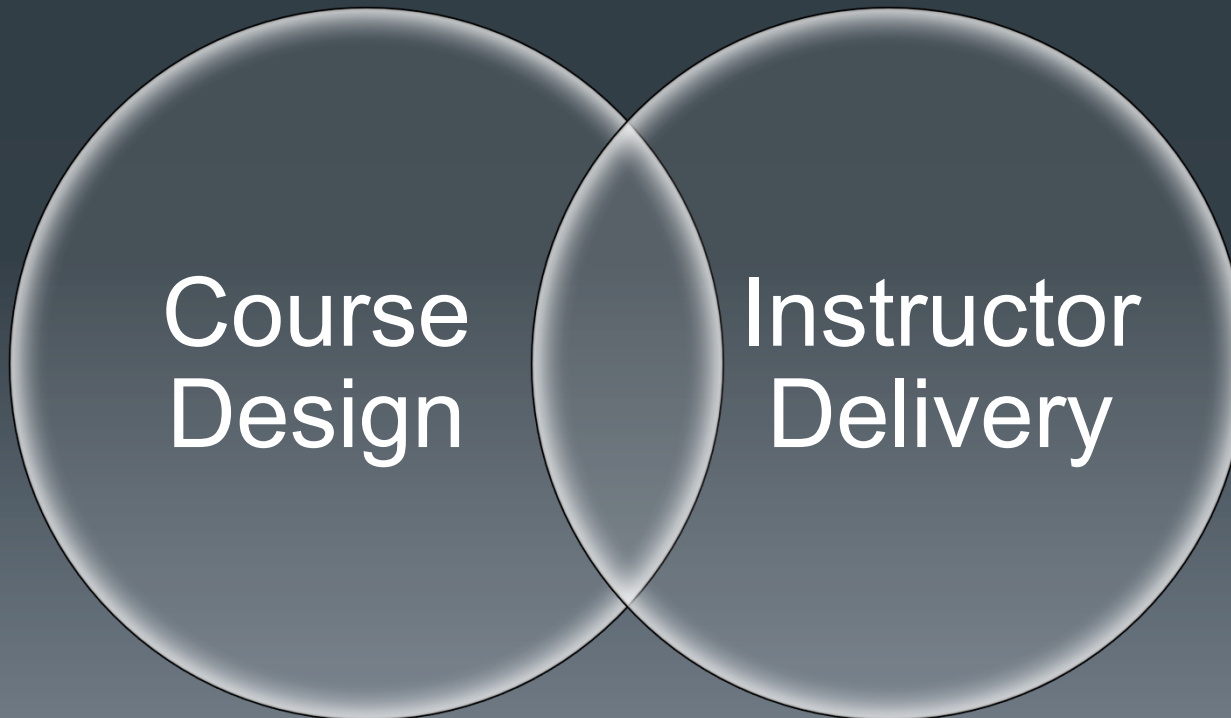
Rubric for Online Courses

- Late Policy

Course Design

Is the Late policy clearly written?

Instructor Delivery

What is the content of the late policy? When should you enforce it?

Rubric for Online Courses

- Discussion Forums

<u>Course Design</u>

Do students know where to find the discussion forums within the Learning Management System?

<u>Instructor Delivery</u>

How do you respond to students in the discussion forums?

Rubric for Online Courses

- Lecture Videos

Course Design

Are your videos captioned?

Instructor Delivery

Are your videos engaging?

In what ways are you implementing the Quality Matters Rubric already?

Academic Integrity (Standard 1.4)

The consequences of scholastic dishonesty are very serious.

Rutgers' academic integrity policy is at
http://academicintegrity.rutgers.edu/.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Accessibility (Standard 8.2)

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the Documentation Guidelines section of the Office for Disability Services website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration Form on the Office for Disability Services website.

Go to the Student section of the Office of Disability Services website for more information.

Grading Policy (Standard 3.2)

Assignment	Percentage
Homework	35
Quizzes	25
Final Team Project	25
In-Class Assignments	10
Class Participation	5
Total	**100**

Grade	Numerical Range
A	90 - 100
B+	85 - 89
B	80 - 84
C+	75 - 79
C	70 - 74
D	65 - 69
F	Below 65

How else can I improve my course using the QM Rubric?

Alignment

- The basic idea behind alignment is ensuring that everything in your course supports the course objectives
- Students are completing activities that help them meet the stated course objectives

- Example of non-alignment: Programming course where students complete a hand-written art project as their final project

Short exercise

- Think about one of your course objectives and ask yourself, "How am I evaluating this? How will I know students have met this objective?"

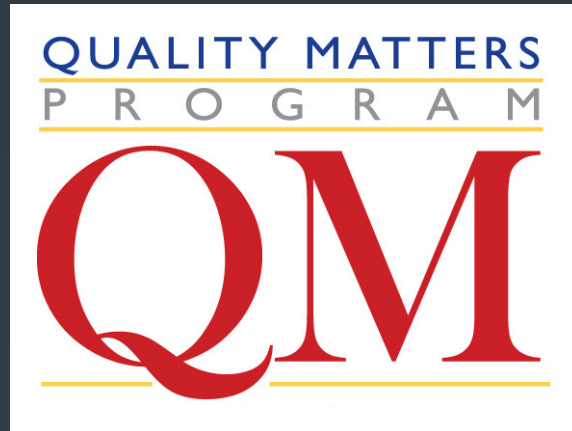- Is there an assessment linked to the objective?

Example

- Objective: By the end of this module, students should be able to demonstrate the proper usage of for loops, while loops, and do-while loops, and categorize scenarios when one should be used over the others.

- Assessments:
  - Homework will provide the students with scenarios and ask them to select & code the best loop for the problem
  - Final Project requires students to code one of each loop in their programs
  - Quiz will provide students with scenarios and ask them to select (but not code) the best loop for the problem

Bottom-Up

- Are all of your assessments supporting the course objectives?
- Are all of your learning materials supporting the objectives?
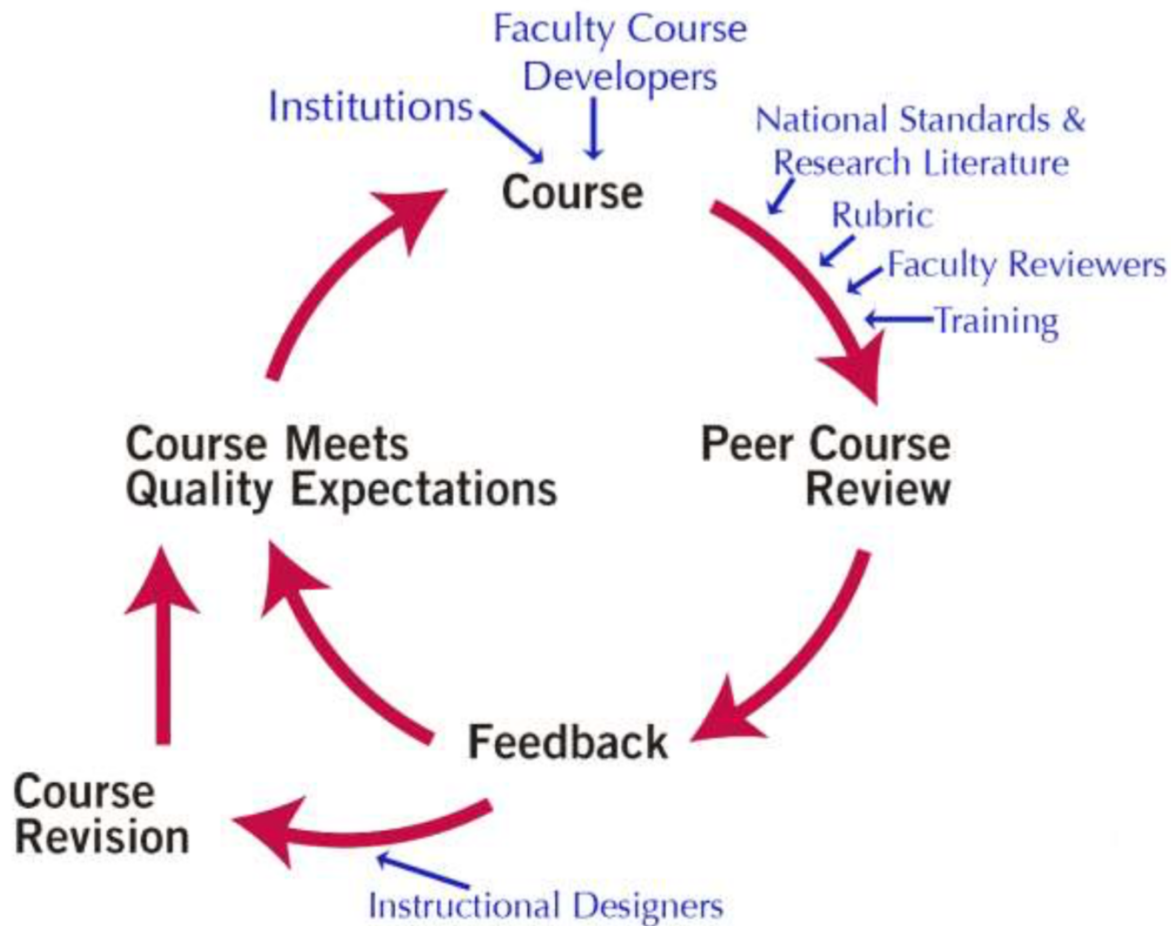- Are all of your tools supporting the objectives?
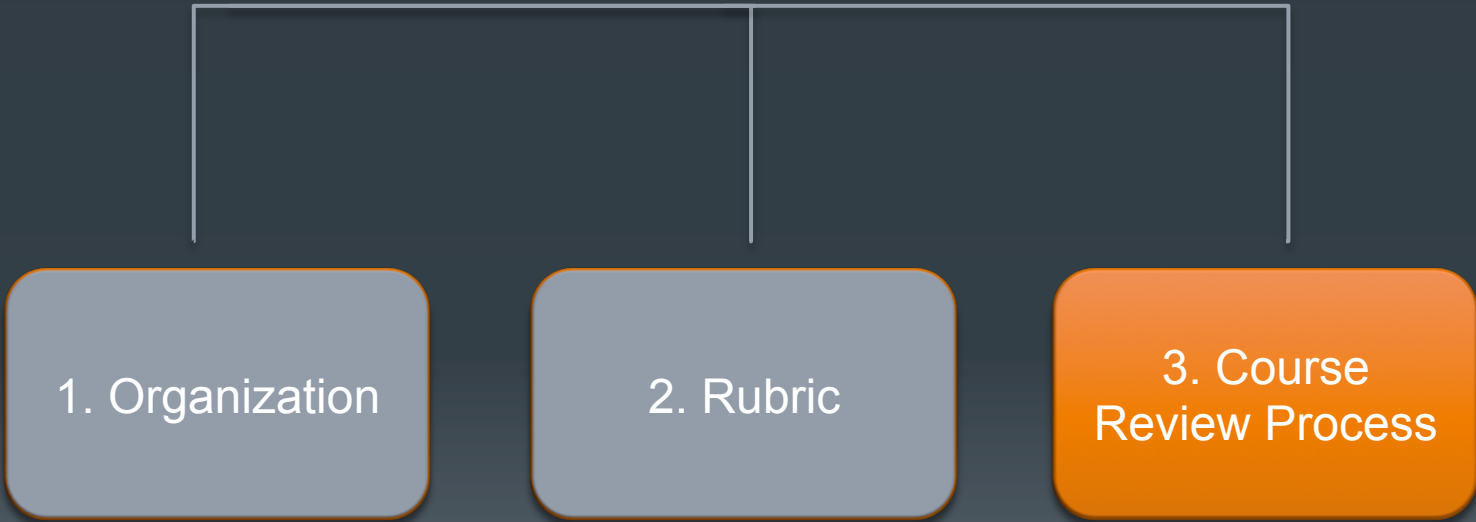
The QM Peer Review Process

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What to Expect from Course Reviews

- **Consistency and Rigor**

- **Professionalism and Commitment**

- **Useful and Constructive Feedback**

- **Positive Outcomes for Faculty**

- **61% of QM-managed course reviews meet standards upon initial review (*but all can meet after amendment*)**

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QM Peer Review Process

- Meant to be helpful
- You will receive valuable feedback no matter what the outcome of the Course Review
- Completely Optional
  - If you feel proud of what you've done, you can put your course up to be certified as a QM course
  - Recommend working with an Instructional Designer first

OIRT Course Design Process

- Based on the Quality Matters Rubric
- 14 weeks (1 semester prior to Course Launch)

OIRT can help you:

- Write your objectives so they are measurable and easy for students to understand
- Create assessments that align with those objectives
- Organize your course materials and create activities
- Write Lesson Plans
- Customize your Syllabus using our template
- Plan your lecture recordings
- Add subtitles / captions for your video lectures
- Build your course using our Course Template (in Sakai)

Demo: OIRT Course Template

Questions, Resources & Contact Info

- Additional Resources:
  - oirt.rutgers.edu
  - qualitymatters.org/rubric
  - 1-on-1 appointments: http://bit.ly/1MZXuQc

- Contact Information:
  - Email: Ismael.Lara@rutgers.edu
  - Phone: 848-445-8498

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