Self and peer Review for Course Quality: The Building Blocks for a Quality Online Program

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# 1. Objectives

After this session, you will be able to:

* Describe features of the new UF + QM Rubric.
* List opportunities for recognition through the peer review process.
* Apply the new UF + QM Standards to elements of an online course.

# 2. SUS Strategic Plan for Online Education 2025

Quality Tactic 1.1.3:

*Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification process for all universities offering online education.*

Full strategic plan: http://www.flbog.edu/board/office/online/\_doc/strategic\_planning\_online\_ed/2015\_11\_05%20FINAL\_StrategicPlan.pdf

# 3. Florida Quality Matters Fundamentals Course Review

* Institutional Internal Quality Matters Review Process
* Quality/High Quality
* Designation appears in the FLVC (Florida Virtual Campus) catalog

# 4. Quality Matters

* Research
* Rubric
* Peer Review
* Focused on Course Design
* Qualitymatters.org

# 5. New UF Items

* Instructor Team Presence
* Community and Relationships
* Feedback

# 6. Quality

21 essential QM + 9 essential UF

= 90/149 points

# 7. High Quality

21 Essential QM & overall QM points 84/99 + 9 Essential UF & overall UF points 41/50

= 125 points

# 8. Florida Awards Program

* President’s Award (1 per SUS institution)
* Florida Quality Award (up to 5 annually)
* Chancellor’s Quality Award (no more than 1 annually)

# 9. Course Review

* Opt-in
* Instructor-led
* Continuous
* Helpful
* Faculty-driven
* Flexible

# 10. Instructor’s Self Review

* Provide URLs to course examples.
* The most recent student evaluations for the course.
* Export Ally accessibility report.
* Course “map” illustrates alignment:
	+ Course Goals
	+ Learning Objectives
	+ Assessments
	+ Content
	+ Activities

# 11. Example #1

|  |  |  |
| --- | --- | --- |
| 2 | Learning Objectives (Competencies) | QM Points |
| QM 2.2 | The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. | 3 |

# 12. What is “measurable?”

* Observable
* Specific
* Student-centered
* Typically uses an action verb

# 13. What is measurable? (Which of these is Measurable?)

* The student will know how to describe learning objectives and use them within an educational setting.
* The student will write measurable learning objectives.

# 14. What is “consistent?”

* QM 2.2 Module or unit level learning objectives align with course level objectives or goals.
* Goal: Create a preliminary plan for your course development.
* Objective: Create an online discussion in Canvas

# 15. Goal: Create a preliminary plan for your course development.

1. Describe how learning objectives provide a framework for a great course.
2. Organize course topics/objectives to create a course map.
3. Edit a photo using Photoshop.

# 16. The 85% Rule

# 17. Flexibility

* Not every standard is required
	+ 3 point “essential standards = Required
	+ 2 point “very important standards”
	+ 1 point “important standards”
* Points are “all or nothing”

The instructor can always provide an explanation as to why an item does not apply. Supporting evidence to answer to an audit will be needed.

# 18. Flexibility

* High Quality = 125 points
	+ 84/99 QM Points
	+ 41/50 UF Points
* Individual items present at 85% = “met”

# 19. Example #2

|  |  |  |
| --- | --- | --- |
| 3 | Assessment and Measurement | QM Points |
| QM 3.3 | Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. | 3 |

# 20. Faculty Institute Activities (Does this course meet the 85% rule for QM 3.3?)

* Course Information worksheet (no criteria)
* Planning worksheet (rubric)
* Course map (rubric)
* UF + QM notes worksheet (no criteria)
* Record an introduction video (rubric)
* Teaching checklist (rubric)

# 21. Teaching

* Instructor Team Presence
* Community and Relationships
* Feedback

# 22. Example #3

|  |  |  |
| --- | --- | --- |
| 10 | Community and Relationships | UF Points |
| UF 10.1 | Course includes regular and substantive interaction between the instructor team and students. | 3 |

“. . . Regular and substantive interaction?”

# 23. Office of the Inspector General

* Interactions that are included in the course outline:
	+ Required student contact with an instructor or other SME (can be synchronous or asynchronous).
	+ Participation in an online discussion board moderated by an instructor.

# 24. Russ Poulin WCET

* Interaction must be initiated by the instructor.
* Interaction must be “regular” and probably somewhat frequent.
* Interaction must be “substantive” – of an academic nature.
* Interaction must be with an instructor that meets accrediting agency standards.

Russ Poulin of WCET\* has published this interpretation of what OIG seems to be looking for in his post, “Interpreting what is Required for ‘Regular and Substantive Interaction’” (WCETFrontiers.org). He cautions against relying too heavily upon his interpretation.

\*WICHE Cooperative for Educational Technologies, a division of Western Interstate Commission for Higher Education

# 25. Example #3

|  |  |  |
| --- | --- | --- |
| 10 | Community and Relationships | UF Points |
| UF 10.1 | Course includes regular and substantive interaction between the instructor team and students. | 3 |

# 26. Regular and Substantive Interaction (Which does NOT meet the standard?)

* Listed in the syllabus: individual feedback for a biweekly assignment
* Listed in the syllabus: biweekly synchronous webinar with the instructor or TA
* Students are invited to contact the instructor or TA with questions.

# 27. Course Review Process

* Opt-in
* Instructor-led through self-review
* Continuous
* Helpful
* Faculty-driven
* Flexible

# 28. Questions?

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