

# A Template for Success: Baking QM into the Design of a Course Template & Faculty Development Programs

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# Discussion Outcomes

- Discuss the process of creating a templated framework for student-centered course design
- Discuss ways to incorporate QM standards in the design and delivery of faculty development workshops
- Identify opportunities to integrate QM in various stages of course development, design, and delivery

Padlet and Discussion Checkpoints

<https://padlet.com/khiding/BGSUatQMConnect>

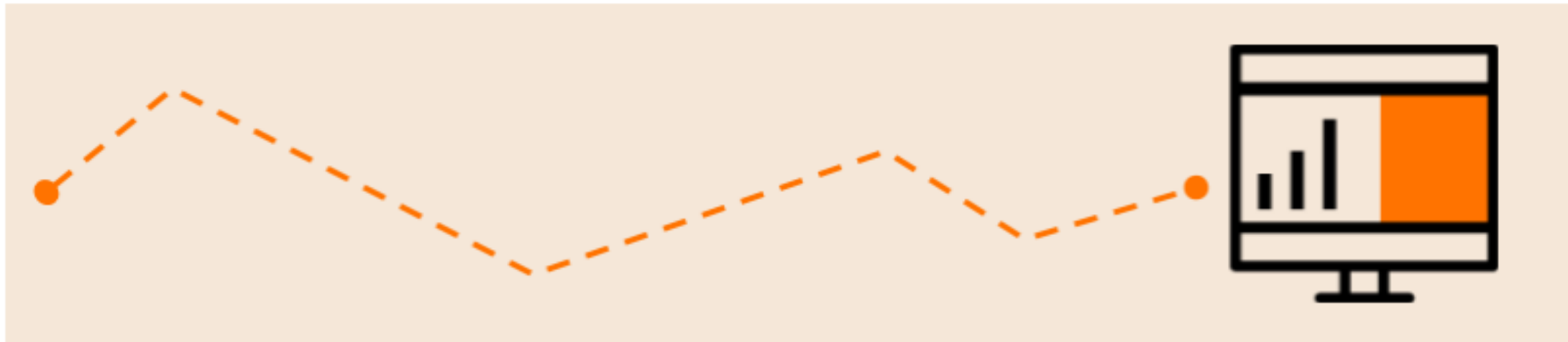
# Ingredients for a Student-Centered Course Template

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- *QM Online Learner Support Certification* influenced the design of a course template
- QM standards were incorporated into university-wide course template
- Key factors regarding the design and implementation of the university-wide template

# Let's Tour the BGSU Template

Type Your Course Title Here



## Welcome! Getting Started!

*Add a short introductory (welcome) message in this spot.*

*Include instructions that make clear how to get started and where to find various course components (QM 1.1). Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi. Nulla quis sem at nibh elementum imperdiet. Duis sagittis ipsum.*

[Insert getting started video here]



**Course Overview:** Learners are introduced to the purpose and structure of the course. This page provides you with a general class overview that includes Learning Objectives, Expectations, and Grading Scheme. For more detailed information about lessons and assignments, refer to the [Syllabus](#).

# Discussion Checkpoint

If your institution **does not** have a course template...

1. What are some of the barriers to adopting a QM-focused LMS template at your institution?

If your institution supports the use of a course template...

2. What are ways you have incorporated QM standards into the template and/or the design of your courses?

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# Ingredients for Faculty Development




- Integrate the Course Template and QM standards in the *design* of faculty development workshops
- Integrate QM standards in the *delivery* of faculty development workshops
- Provide examples and facilitate discussion regarding QM standards and how they can be used to enhance teaching and learning at BGSU **across modalities**

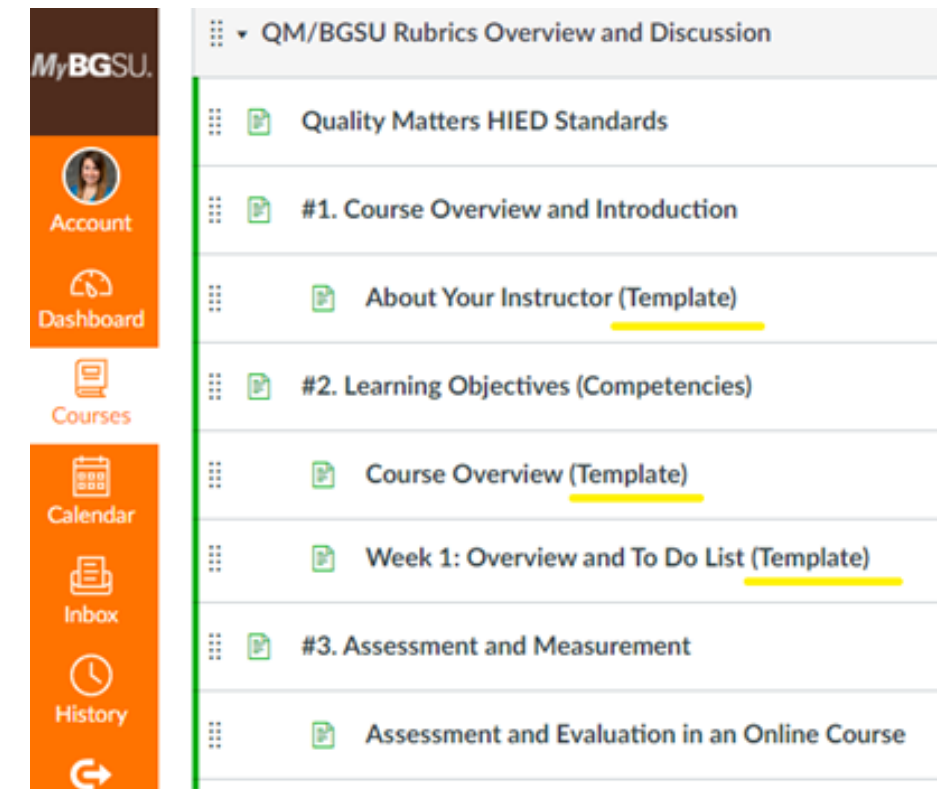
# Baking QM into Faculty Development Workshops



Assessing Course Design and Deli...  
Assessing Your Online Course



eCampus - Online Teacher Training...  
eCampus - Online Teacher Trai...



MyBGSU

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- History

QM/BGSU Rubrics Overview and Discussion


- Quality Matters HIED Standards
- #1. Course Overview and Introduction
  - About Your Instructor (Template)
- #2. Learning Objectives (Competencies)
  - Course Overview (Template)
  - Week 1: Overview and To Do List (Template)
- #3. Assessment and Measurement
  - Assessment and Evaluation in an Online Course



## Setting Up the Introduction Module

Courses should include a welcome/overview module to provide students with important information to start the course. Just as you would lay the groundwork and set expectations for an in-person course, that same information should be included in your Canvas course. A well designed welcome module includes the following:

- Key learning information such as goals, learning objectives and/or standards as well as course materials, supplemental textbooks, and reading lists.
- Class expectations such as participation rules, etiquette expectations, code of conduct; policies for grading, late work and make-up work; and technology requirements.
- Instructor contact information which may include biography, availability information, communication preferences, response time, and picture.
- Institutional resources, e.g. school's website, library information, student services, etc.
- Accommodation statement

 **BGSU Pro Tip:** Assign and participate in a welcome (or ice breaker) discussion (or activity). This is a great way to kick off the course in a collaborative way. It's also an excellent low-stakes interaction that helps new users get acquainted with using Canvas and builds their comfort level with the course.

**Quality Matters Standards: Course Overview and Introductions**

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
- 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
- 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
- 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.
- 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.8 The self-introduction by the instructor is professional and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

Select **Next** below to continue ↓

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# Discussion Checkpoint



3. What are some ways your institution promotes faculty engagement with Quality Matters?

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# Questions

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