| **Speaker** | **Lines and scene directions** |
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| Junior Faculty  Consultant  Junior Faculty  Consultant  Junior Faculty    Consultant  Junior Faculty    Consultant    Junior Faculty  Consultant  Junior Faculty  Consultant  Junior Faculty  Consultant  Junior Faculty  Consultant  Consultant     Junior Faculty  Consultant  Junior Faculty    Consultant    Junior Faculty  Consultant  Junior Faculty  Consultant  Consultant  Junior Faculty  Consultant  Junior Faculty  Consultant    Junior Faculty  Consultant  Junior Faculty | ***Scene****: In the teaching center or distance education office. Sitting in a chair, the consultant stands to greet a walk-in client.* ***Props****: Folder with printout of QM rubric.*  Hi [*Consultant name*]!  Oh hey, [*Junior faculty name*]. *(They shake hands)* How is your semester going? Haven't seen you much since orientation -- are you in your third year now?  Yes, and I've finally got some time to make big changes. I keep hearing all of this drive for online courses, and I'm interested in taking my class online. I wanted to know if you could help me.  Of course I can! That's our job here at the teaching center. It’s really great when junior faculty are willing to try new things that will help their students.  *Speaking quickly, with excitement* OK, awesome. So can you come to my class next week and start recording my lectures? Then I can post them up. All of my quizzes are already typed up in WORD, so I can email them to the students and they'll send me back their answers. And then I'll --  Whoa whoa, slow down! Why don't we have a seat? *(Pulls out a chair, they both sit)* I know you're really excited to teach online -- but have you ever done it before? How much do you use online tools in your current classes?  Well, I use Blackboard email and I post things to the Files area. I took an online class back in undergrad for an art general education credit. We read some documents and designed webpages that our teacher graded. I could easily post written lectures, but if I could record my IN CLASS lectures I bet those videos would be even better! Much more engaging.  Well [*Junior faculty name*], you’re absolutely right that videos are more engaging that plain text – any time that you add additional alternatives to text-based content, you support your students by giving them flexibility and options.  But online courses have come a long way since the class you took. Let me ask you – did you meet any of your classmates in your other online course?  Well no, it was online.  But I mean… did you know who they were? Or could it have been an independent study since you never interacted with them?  Oh, I get what you’re saying. No, now that I think about it, I never interacted with anyone else.  And from research into how people learn, we know that interaction and group activities can lead to higher levels of learning.  I had never even thought about that…  When we want to go online we really have to think critically. We’re so used to face-to-face that we don’t realize how the different mode of delivery changes things for our courses. But the university has a tool to help you. Have you heard of Quality Matters?  No….  Quality Matters is an international organization that is committed to quality online education. It started as a grant program with a few universities in the state of Maryland, and now it’s grown. (*Grabs a copy of the rubric out of a folder nearby, hands it over)* It uses research-based standards to create a detailed rubric of best practices in online course design. Since Indiana University is a member of Quality Matters, we have access to this rubric and can use it to help guide our course design process.  *(Looks at paper, puzzled).* So, how do I use this?  I think one of the easiest ways to get started is to take it one general standard at a time. Think about your current courses and how you might apply these elements there.  *(reading aloud)* Learners are asked to introduce themselves… (*pauses)* yeah I do that in my classes. (*pauses again)* Ok, wait. What are all these numbers over here?  Those are point values. Quality Matters is a peer review tool AND a design tool. ~~In addition to QM being a design tool, this can also be used for peer review. The point values are a way to see if a course meets quality expectations.~~ The best way to think about the point values is as relative values of importance. What items on this list are MOST important to student success? If they have a 3, they are the MOST important – they are essential, and without them students might not persist in an online course. If they have a 2 or a 1 they are still important, but not AS important as the stuff with a 3.  Whoa. *[looks a bit confused]* There’s like a ton of 3’s right here? Learning objectives?  The research into higher education shows the essential importance of strong, clear, measurable learning outcomes. This rubric simply reflects that scholarship. Ever heard of Bloom’s Taxonomy?  Uh… no.  (*Consultant’s eyes widen*)  That’s OK. Some doctoral programs have a heavy focus on some of these items that apply to the classroom. Others spend a lot more time on research. I know when I first started teaching I didn’t know a thing about it, either.  I lived in a lab. I was a TA a few times but they just wanted us to grade quizzes. My adviser was old-school, but he was prolific in major journals and got me a great start on my research program.  So you’re comfortable in your research program?  Absolutely.  Then this is a good starting point and a great time to start expanding your teaching abilities. So, learning objectives. Learning objectives are the foundation of everything we do in our classes. It’s how the student knows what we want them to be able to accomplish by the end of the course. Let’s look at 3.1 here on the sheet – Assessments measure the stated learning outcomes – how can we know if our assessments are measuring the outcomes if the objectives themselves are not measurable?  Huh.  Why don’t we set up an appointment to go over your syllabus. And I’ll let you keep this sheet – I think it will give you good things to think about.  Thanks. I’ll email you. |

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