

# **GRAPPLING WITH THE GRENDEL**

**How the QM Rubric Improves an Online and Traditional  
Early British Literature Course**

**Alderson Broaddus University**

# GRAPPLING WITH THE GRENDEL

## Alderson Broaddus University

- Private, faith based university in north central West Virginia
- 1100 students, up from 650 in 2012
- Over 60% are students athletes
- From 42 states and 11 foreign countries
  - Change in demographics required change in delivery.



# GRAPPLING WITH CHANGE

## Recent but rapid increase in Online Learning

- 2013-2014: 9 online courses
- 2016-2017:
  - 2 Fully online degree programs
  - Summer – 40 online course sections
  - 89% of all summer course offerings



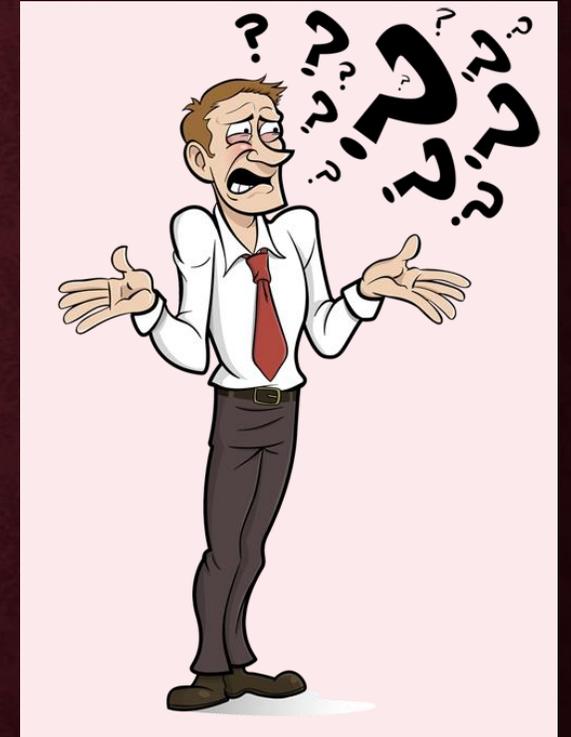
# GRAPPLING WITH UNCERTAINTY

**Argument: I don't have the technical skill to teach online**

- **High-tech, flashy is not necessary**
- **Use of short engaging videos (QM 6.2)**
- **Pre-created content is OK.**
  - **Easy and familiar (QM 6.3)**

**Argument: "Literature can't be taught online."**

- **Solution: Engaging videos, connection to pop culture (QM 4.4)**



# **GRAPPLING WITH TRADITION**

**Traditional trajectory of course creation.**

**“Reverse Engineering”**

# **GRAPPLING WITH THE IDEA**

- **After discussion, it was decided to originally create the course in an online format.**
- **The QM rubric was consulted and used as a roadmap to build the course, from the ground up.**
- **Faculty/ Designer meetings and cooperation are key to success.**
  - **Should occur before course design begins to share QM knowledge.**

# **GRAPPLING WITH THE DESIGN**

- **Based on success of online section, a seated section of Brit Lit followed.**
- **While not officially a blended course, use of the LMS was used in class to offer seated students resources from the online section. (Video's)**
  - **Expectation that faculty utilize the LMS to enhance seated courses.**
- **Short but effective instructor created videos used (Good Ring Giver)**
- **Some of the most liked (watched) resources were not instructor created**

# GRAPPLING WITH THE DESIGN



# **GRAPPLING WITH THE TECHNOLOGY**

- **Video size and quality was knowingly paired down**
  - **Rural internet access issues**
  - **International connections**
  - **Access while traveling, mobile connections, hotel/motel wifi, etc.**
- **Re-watchability**
  - **Students across disciplines have reported, enjoyment and effectiveness of videos**
  - **Hit the highlights and move along**
    - **Fan the flames, don't fill the bucket!**

# **GRABBLING WITH THE REVIEW**

- **All schools have unique challenges**
  - **Small schools are no exception**
  - **Internal institutional review can be difficult with limited time and manpower**
- **In response: knowledgable faculty**
  - **QM rubric citations from the syllabus in the course itself**
  - **Design “mapping” speeds up review process, aids in course improvement and recreation**

# GRAPPLING WITH THE REVIEW

Early British Literature  
English 370-99

- News forum
- Professor Contact Information
- Ask Your Instructor
- Writing Lab
- Avoiding Plagiarism
- How To Score Well on Discussions

**Acceptance of Academic Integrity Policies**

[Click here](#) to view and accept the Alderson Broaddus academic integrity policies.



- Acceptance of Academic Integrity Policy
- Are You Online Ready?
- News forum
- Syllabus

Start here to find: - technology requirements - first assignments - course information Meets QM rubric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 3.2, 4.6, 5.3, 7.4,

General ABU Online Course Information

Academic Integrity, Online Readiness, Course Updates

Direct QM Standard Citation



# **GRAPPLING WITH COURSE PLANNING**

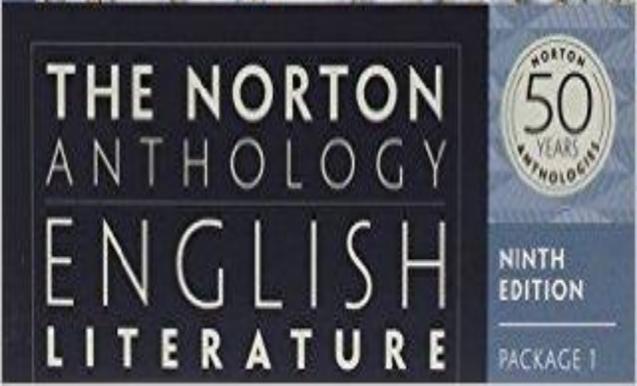
**Why not make this a traditional seated summer course?**

- Students leave for the summer**
- Student athlete population includes students from overseas**
- The liberal arts study requirement**
- Fear of literature**
- Material benefits**



# GRAPPLING WITH CONTENT

- **What is British Literature I (Early British Literature)?**
- **So, why British Literature I?**
  1. **Interest**
  2. **Popular Culture Connection**
  3. **Material benefits**
- **Recommendations:**
  1. **Accept that changes will have to be made**
  2. **Emphasize transparency / clear goals**
  3. **Comfort levels**



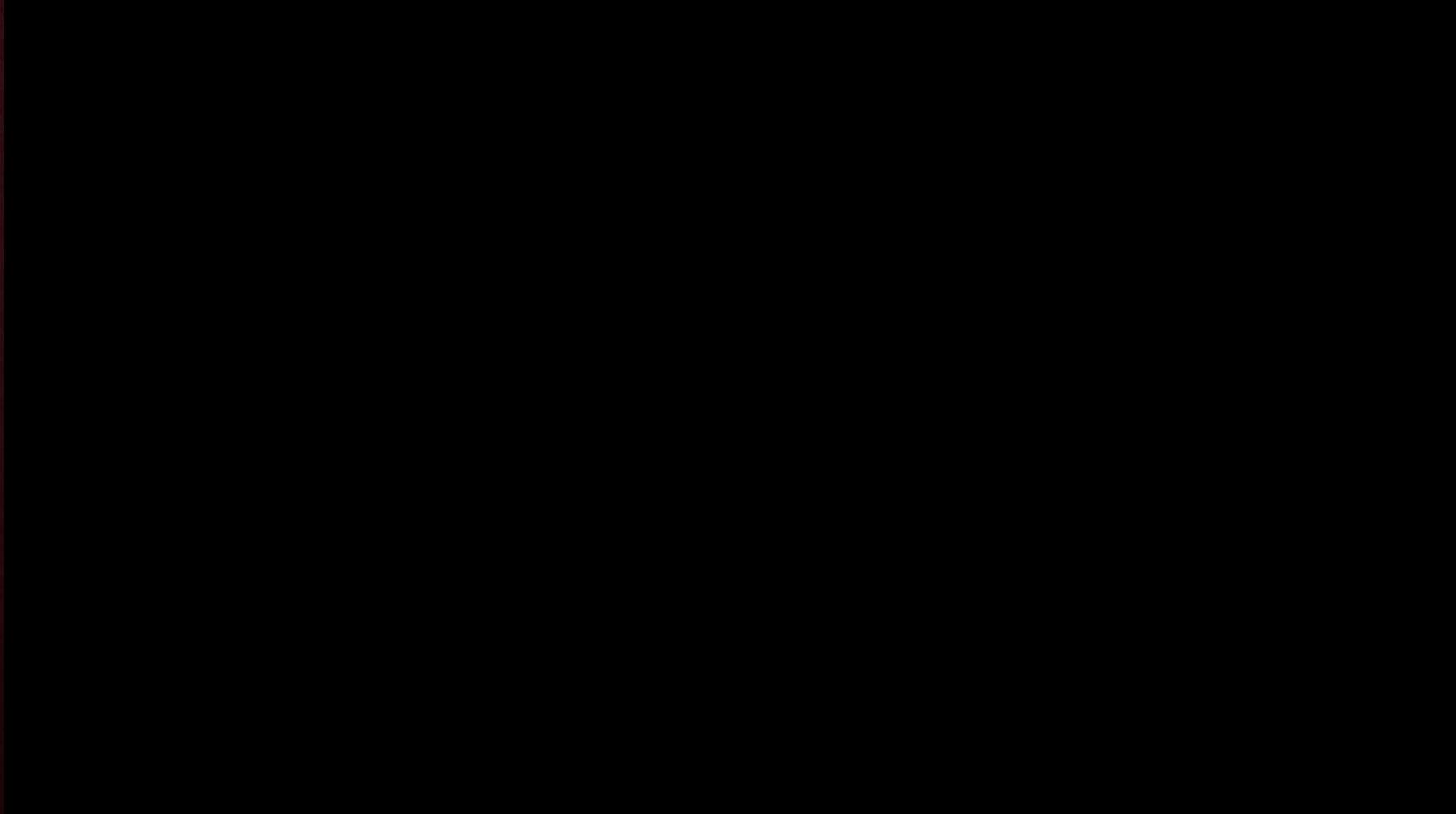
# GRAPPLING WITH ENGAGEMENT

## Videos (QM 6.4)

- Length
- Purpose
- Format
- Supplements (QM 4.4-4.6, 8.3)



# **GRAPPLING WITH THE HISTORICAL CONTEXT**



# GRAPPLING WITH ENGAGEMENT



- **Pre-created content**
- **Peer Evaluation**
- **Discussion boards**

# MORE REVERSE ENGINEERING

- Why use the Quality Matters labels in a traditional setting?
- What carries over?
- Effects on the syllabus
- Supplements

| Date/<br>Objectives   | Class work   | Homework   | Supplements for<br>Presentations  |
|---|--|--|---|
| <b>Week One</b>   | <b>Introducti<br/>ons</b>  |  |   |
| <b>Th 1-12</b><br><br>QM: 1.1, 1.2,<br>1.4, 1.5, 1.6,<br>1.9, 2.1-2.5,<br>3.2, 3.3<br><br>Objectives:<br>history and<br>culture of the<br>Middle Ages;<br>Genre: epic | Introductio<br>ns<br>Syllabus<br>The Middle<br>Ages<br>(lecture<br>outline)<br>The Canon | The Middle Ages in 3 ½ minutes<br>video ( <a href="#">moodle</a> ), conventions of<br>epic poetry video ( <a href="#">moodle</a> ),<br>Handy Handout for Reading<br><i>Beowulf</i><br><i>Beowulf</i> to line 1650 (pg. 77) | Recommendation:<br>Begin a reading<br>notebook or word<br>file to take notes on<br>your readings. This<br>will help you with<br>your responses! |
| <b>Week Two</b>   | Unit One:<br>Kings,<br>Christ, and<br>Kennings   |  |   |
|   |  | Finish <i>Beowulf</i>  | "We're all Britons!"  |

# GRAPPLING WITH THE FUTURE

- **Early British Literature has become a “model course” for other programs on campus, both seated and online.**
  - **Master’s in Education: Teacher Leader (100% online – Late Summer 2017)**
  - **Updates to RN-BSN**
  - **New courses across the university**
    - **British Literature II**
    - **Sports Literature**
    - **Natural sciences**
- **Sphere of Influence versus linear approach to course design and education.**



# GRAPPLING WITH QUESTIONS?

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