

Soaring Together

Promoting Quality Education via Adjunct Networks of Support



QM Connect | Tucson, AZ

November 9, 2022

Racheal Brooks, Ph.D.

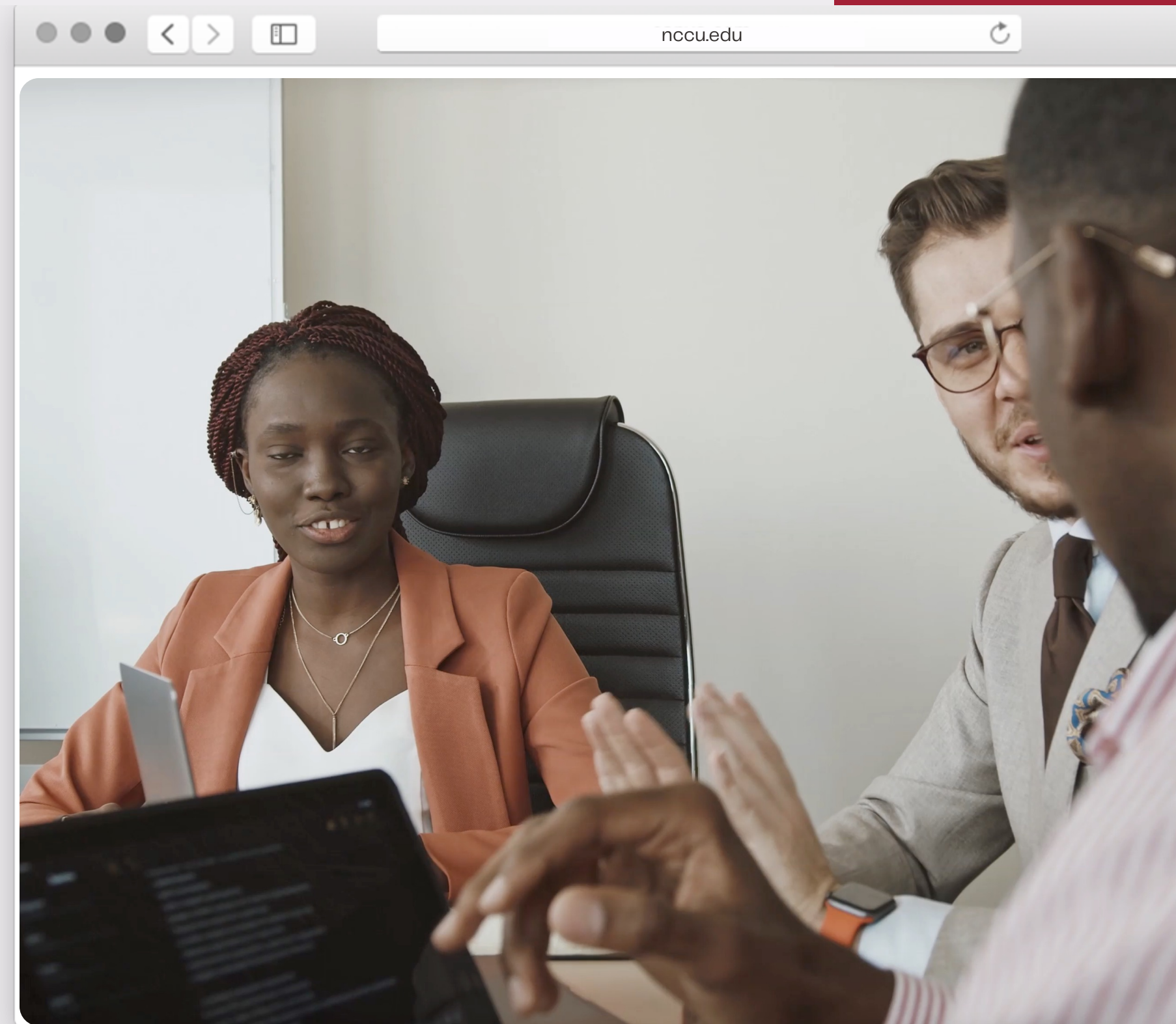
Director, Office of e-Learning

Larrisha McGill-Youngblood, Ph.D.

Director, Executive Master of Public Administration Track

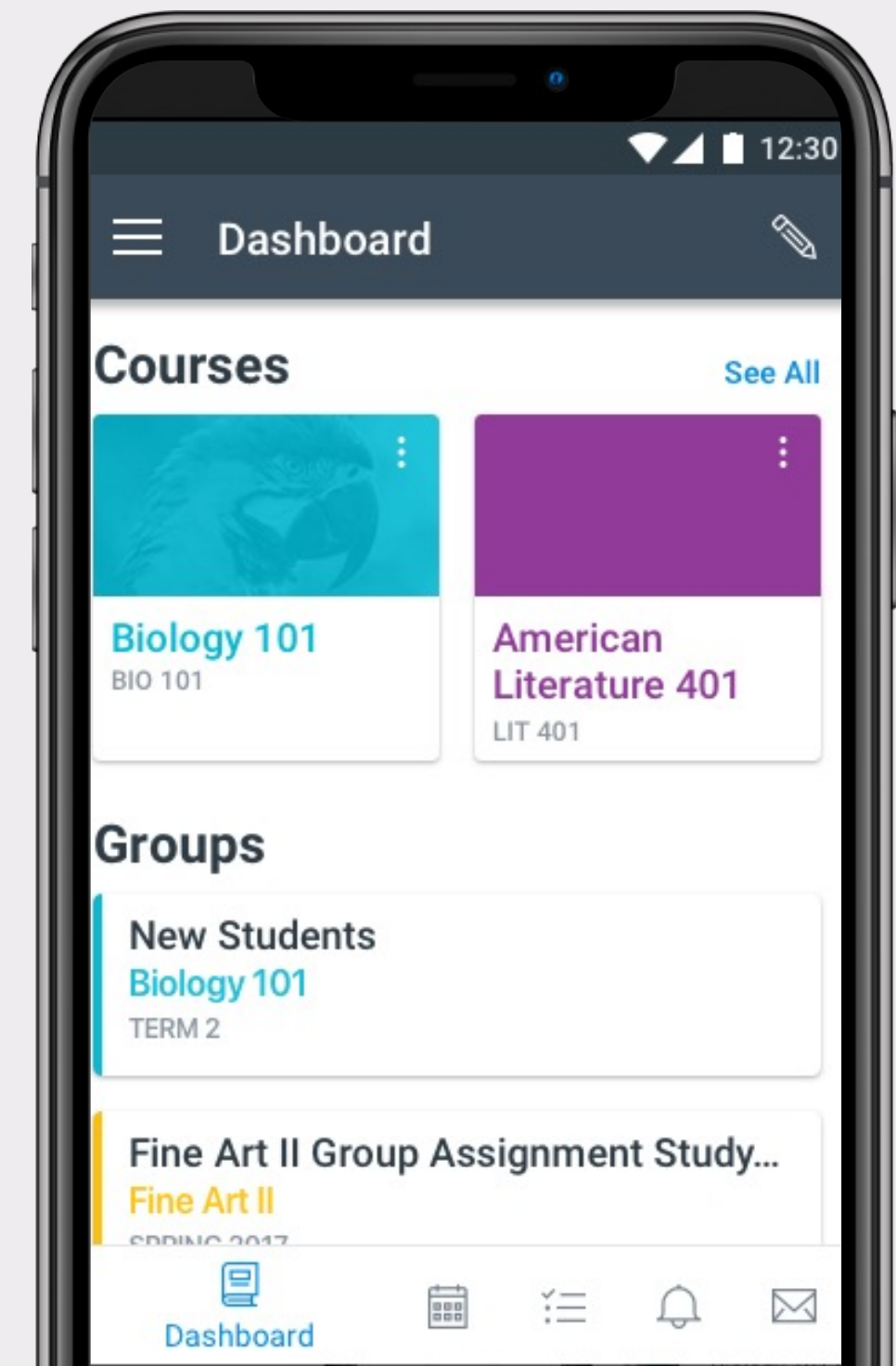
Rebekah Mixon, M.S.

Adjunct Professor, Environmental, Earth & Geospatial Sciences



Objectives

1. Analyze methods for developing adjunct networks of support.
2. Generate a digital best practice toolbox for assisting contingent faculty to deliver high-quality courses.
3. Self-assess current institutional practices and procedures that support or inhibit adjunct faculty success.



Course Development Training & Support

NCCU-Facilitated QM Workshops



Applying the Quality Matters Rubric

Introduces and applies the 8 QM General Standards expected of all online NCCU courses.



Improving Your Online Course

Explores the essential, research-based best practices faculty can incorporate to boost students' learning experiences in fully online courses.



Designing Your Online Course

This QM-based workshop faculty as they prepare to design online and/or blended courses.

Course Design and Delivery Certificate



- Sample Best Practice Template
- Course Information
 - Announcements: Start Here
 - Meet Your Instructor
 - Interactive Syllabus
- Course Content
 - Learning Modules
 - Discussions
 - My Grades
- Resources
 - Free Remote Tutoring
 - NCCU Resources
 - Tools
 - Blackboard Help

North Carolina Central University Best Practice Template

Institution Course

Announcements

Welcome to the NCCU Sample Best Practice Template!

Posted on: Monday, December 17, 2018 4:28:51 PM EST

Posted by: Racheal Brooks
Posted to: Sample Best Practice Template

This course shell template is based on the best practices found in the Quality Matters Higher Education 6th Edition Rubric (2018) and was developed to give you a head start to ensuring your course meets NCCU's standards for high-quality online courses.

This template is intended for use by all NCCU faculty. As such, please feel free to copy elements from this template and add them to your actual course shells. **However, please refrain from altering or modifying any of the content in this shell.**

Thank you,
NCCU Office of e-Learning

Module 1: Online Course Design Fundamentals

Start Lesson

Overview

Most of our discussions on how to promote learning and permeate student success, whether online or onsite, are monopolized by one theme: How can we teach better? Unfortunately, we rarely talk about course design as a means to enlivening teaching and learning. Effective teaching starts with an andragogically (adult learning) sound course design. A well-designed, robustly aligned, intuitively navigated, and easily accessed course engages students in meaningful learning, provides them with greater flexibility in pacing their learning, and promotes efficacious achievement of the intended learning outcomes. In this module, we will explore and apply effective course design practices to create meaningful online learning experiences. We will focus mainly on: Backward Design, Constructive Alignment, Modular Structure, Effective Course Shell, and Quality Matters.

Quality Assurance Ambassadors

College of Arts, Social Sciences, and Humanities

Criminal Justice
Language and Literature
Mass Communication
Music
Psychology
Public Administration
Social Work

College of Arts, Social Sciences, and Humanities

Criminal Justice
Language and Literature
Mass Communication
Music
Psychology
Public Administration
Social Work

School of Business

Hospitality and Tourism
Administration

School of Education

Counselor Education
Communication Disorders

School of Library and Information Sciences

Shepard Library

Assistant Director
Research and Instructional
Services



Division of Extended Studies

Dr. Kimberly Phifer-McGhee, Associate Vice Chancellor
Paulette Morrison-Danner, Director

Office of e-Learning

Office of Faculty Professional Development

Dr. Laurell Malone, Coordinator

Guided Course Development

Course Development Philosophy

- Backward Design as the approach
- Quality Matters HE Rubric Standards as quality benchmarks
 - Prototype-based development process:
 - Phase 1: Development of course-level and module-level objectives
 - Phase 2: Creation of aligned assessments, instructional materials, and learning activities
 - Phase 3: Synergic prototype module design and course mapping matrix
 - Phase 4: Team module development and creation of supplementary items

Division of Extended Studies New Online Course Development *Timeline*

1

May 1 - Sept 6

NEW APPLICATION WINDOW

Submit New Development Course Authorization form **between May 1 and September 6** for all courses to be delivered during the spring, summer, or fall terms of the subsequent calendar year (i.e. forms must be submitted by **September 6, 2019** for all new courses to be delivered Spring, Summer, or Fall 2020). Limit **one** new course development per faculty member per cycle.

2

1st Consultation
Week 1

KICKOFF MEETING

- Review the process for developing quality online courses
- Explain the Quality Matters Rubric.
- Discuss and sign the Memorandum of Understanding.
- Set a timeframe for development and benchmarks.
- Complete Course Profile
- Address any concerns or questions

3

2nd Consultation
Week 2

ANALYSIS PHASE

- Discuss the nature and purpose of the course.
- List the general instructional goals of the course.
- Pinpoint design and instructional strengths and weaknesses.
- Identify learners' general characteristics.
- Examine the learning context.
- Brainstorm potential design ideas, assessments, etc.
- Discuss online design and delivery best practices.

Guided Course Development

Course Development Philosophy

- Based on Winkelmes's (2013; 2016) Transparent Teaching & Learning Transparency
- Each learning asset has an instructional function and follows QM research-based best practices
- Reinforces NCCU's position that effective teaching begins with purposeful course design

4

3rd Consultation
Week 3

DESIGN PHASE

- Review and craft meaningful learning objectives.
- Discuss the concepts of alignments and modular structure.
- Determine the most suitable, evidence-based course design.
- Create a course blueprint.
- Select instructional technologies and multimedia.
- Develop and deploy a course shell in Blackboard.

5

Approximately
9 Weeks

DEVELOPMENT PHASE

- Create assessment instruments.
- Develop and/or curate instructional materials.
- Design learning activities.
- Incorporate instructional technologies.
- Apply module structure.
- Apply feedback from instructional designer.
- Schedule necessary consultations.

6

Approximately
4 Weeks

PRE-DELIVERY EVALUATION

- Review course design quality using QM Checklist.
- Test all course components and instructional tools.
- Identify design issues and learning gaps.
- Conduct necessary modifications.

Stipend Schedule

Completion by March 15
Stipend issued May 31

Completion by May 1
Stipend issued July 31

Completion by October 1
Stipend issued December 31

Units	Unit-level Learning Objectives (MLOs)	Relevant CLOs	Assessment Instruments	Instructional Activities & Materials
Unit 1 Week 1 Colonialization	By the end of this unit, you should be able to: 1. List the countries located in Sub-Saharan Africa, (as oppose to Africa as a whole); 2. Identify the major European powers that colonized Africa; 3. Explain the process by which colonialization occurred; 4. Discuss the impacts of various colonial legacies, such as the spread of Christianity, the persistence of weak states, etc.; 5. Define Pan-Africanism.	1 & 2	Discussion posts (ULO 2, 3, & 4) Exam 1 (ULO 2, 3, 4, & 5) Paper (ULO 1)	Read Moss Chapters 1 and 2 (ULOs 1, 2, 3, 4, & 5) Watch PowerPoint Lecture "Colonialization (ULO 1, 2, 3, 4, & 5)
Unit 2 Week 2 Weak States and Pan-Africanism	By the end of this module, you should be able to: 1. Compare the development of early European states (circa 19 th century) and African states (circa 1960); 2. Deconstruct Herbst's argument about why war can create positive political and economic side-effects, such as increasing state capacity and heightening national identity; 3. Analyze the different ways in which colonialism was detrimental to the political and economic development of Africa, according to Kwame Nkrumah; 4. Appraise Nkrumah's solution to the challenges facing Africa, (at least at the time of his writing).	2	Discussion posts (ULO 1, 2, & 4) Exam 1 (ULO 1, 2, 3) Paper (ULO 3)	Read Herbst's "War and the African State" (ULO 1 & 2) Read Kwame Nkrumah's Africa Must Unite (ULO 3 & 4)
Unit 3 Week 3 Big Man Era	By the end of this module, you should be able to: 1. Define personal rule and patronage politics; 2. Identify the major political leaders of Africa, post-colonialization; 3. Attribute specific legacies to specific leaders.	1 & 2	Discussion posts (ULO 1, 2, & 3) Exam 1 (ULO 1, 2, 3) Paper (ULO 1)	Read Moss Chapter 3 (ULO 1, 2, & 3) Watch PowerPoint Lecture "Big Man Era" (ULO 1, 2, & 3) Watch Somalia video clips (ULO 1 & 2)
Unit 4 Week 4 1990s and Onwards	By the end of this module, you should be able to: 1. Identify which countries became democracies in the 1990s and which remained authoritarian regimes; 2. Argue why the collapse of the Berlin Wall was one of the most significant effects on democratization in Africa, not just Eastern Europe. 3. Define hybrid regimes; 4. Explain which factors lead to successful democratization, such as opposition cohesion and civil society strength.	1, 2, 3, & 4	Discussion posts (ULO 2 and 3) Exam 1 (ULO 1, 2 & 4) Paper (ULO 1, 2, 3, & 4)	Read Moss Chapter 5 (ULO 1, 2, & 4) Read van de Walle (2002) (ULO 1, 2, 3, & 4) Read Brigevich (2019) (ULO 1, 2, 3, & 4) Watch PowerPoint Lecture "The Third Wave" (ULO 1, 2, 3, & 4)

Intentional Course Alignment

Ensuring Quality Program- Wide

Build Administrative Buy-In

- Engage senior leadership
- Collaboratively define program needs and expectations
- Identify key stakeholders and decision-making processes

Engage Program-Level Leaders

- Perform program-level SWOT analysis
- Define clear goals

Customize e-Learning Resources

- Modify resources to fit program needs
- Institute a targeted system of support

Implement Program e-Learning Plan

- Train faculty on proper use of resources
- Build faculty buy-in
- Assess and improve...and assess again!

Incentives for Adjuncts

EMPA Faculty required to enroll in Quality Matters – Improving Your Online Course (IYOC) and Applying the QM Rubric to continue teaching in the program.

Additional Incentives

- Additional opportunities to teach
- Transferable QM certifications
- Recognition from University leaders



Accountability Strategies

- Using the Course Design Checklist to ensure quality designed courses
- Review Student Rating Instruction Evaluation reports
- Checking in with adjunct per monthly or quarterly meetings to get feedback on resources they need
- Workshop trainings virtual and in-person (offer dinner for in-person training)



Accountability Strategies

- Invite adjuncts to faculty/staff departmental meetings
- Supporting adjuncts and providing them with what they need as noted in an email received from an adjunct instructor below:
 - “ would like to express my appreciation for the great job you are doing as the Director. You always respond to my questions, problems instantly”.....Dr. Khan





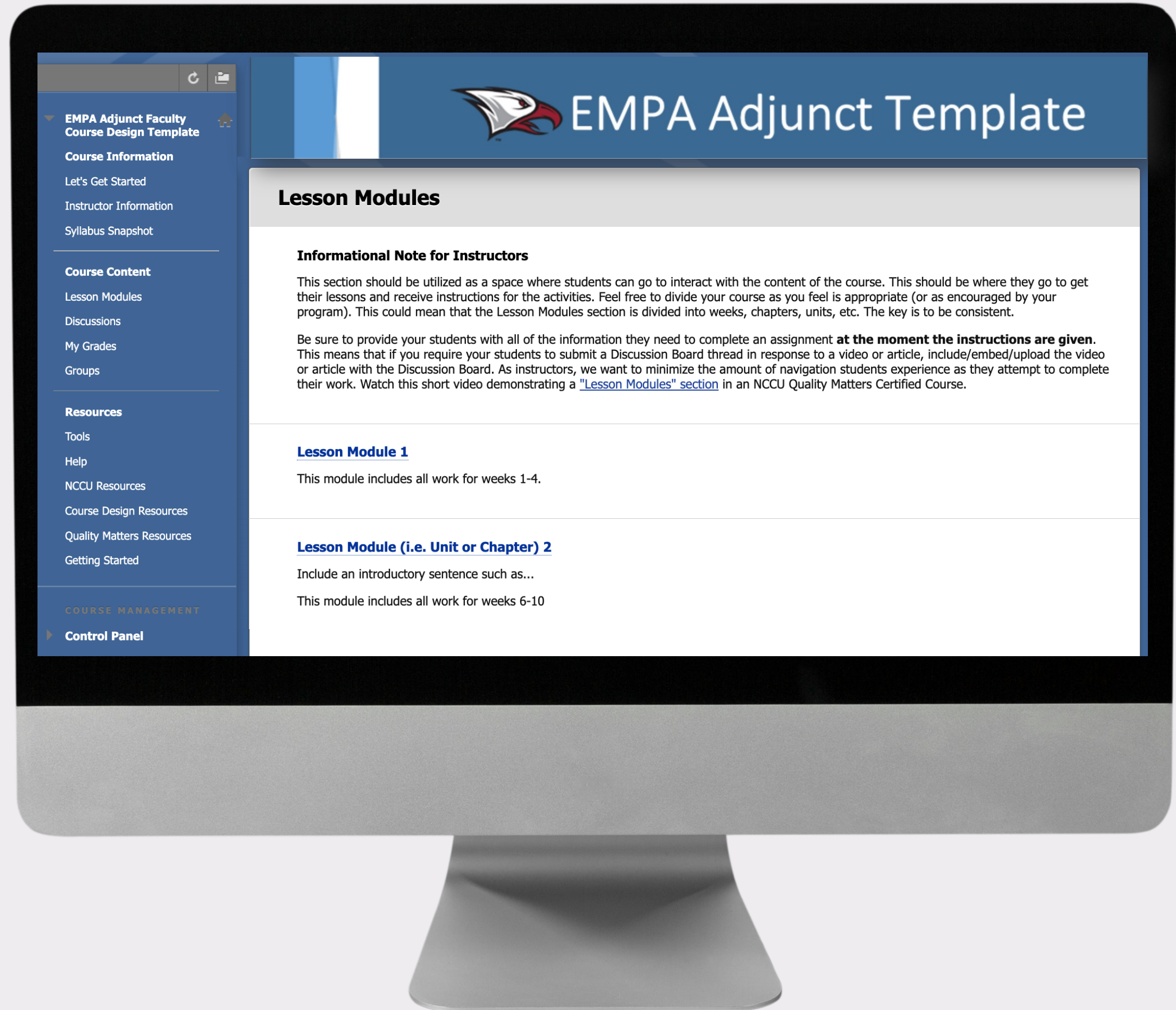
Quality Matters Professional Development and Trainings

- Applying the QM Rubric
 - Improving Your Online Course
 - "Appy" Hour
 - Blackboard
 - Blackboard Collaborate Ultra
 - Bb4Beginners
 - Grade Center
-

Customize e-Learning Resources

EMPA Adjunct Template (Blackboard)

Use of Instructional Continuity Resources



Where Do We Adjuncts Begin?

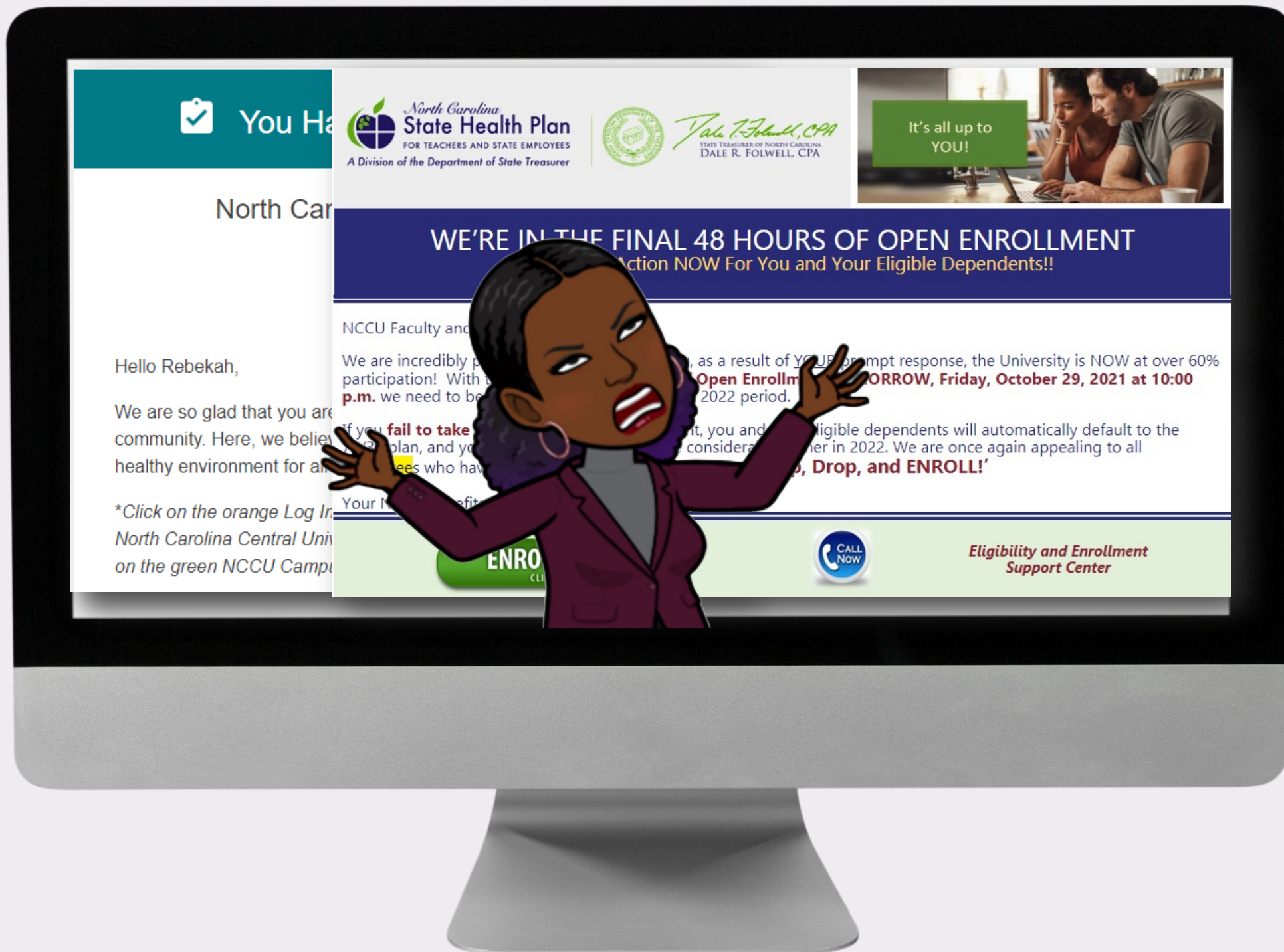


- Blackboard course shell devoid of content
 - *Where am I going to get content?*
- Navigating Blackboard as an instructor now and no longer student
 - *How do I put content in Blackboard?*
 - *How do I get to the point of having a Blackboard shell that speaks to me and all of my students?*

Adjunct Orientations Can Be Disorienting

- After (and even before) going through the hiring process there were:

- Floods of emails
- Time-sensitive sign-ups
- New hire orientations
- New faculty orientations
- Students already reaching out
 - *I want to get in your class!*
 - *I don't know how to help you* 😬



- 2021 Fall Intro to Sustainable Planet SEC.02
- Course Information
 - Announcements
 - Meet Your Instructor
 - Syllabus
- Course Content
 - Learning Modules
 - Discussions
 - My Grades
- Resources
 - Free Remote Tutoring
 - NCCU Resources
 - Tools
 - Blackboard Help
- Attendance
- Calendar



ENSC 1000

Introduction to Sustainable Planet

Institution Course

Announcements

Week 1 August 16 - August 22 Announcement

Posted on: Friday, August 20, 2021 11:57:28 AM EDT

Hello Class,

Please be sure to complete your [Syllabus Quiz](#) & [Pre-Course Quiz](#). Both the quizzes can be accessed through blackboard via clicking:

Learning Modules > Module 1 > Assess > Syllabus Quiz/Pre-Course Quiz.

You can also click the [blue links](#) above to access the quizzes directly.

ATTENTION

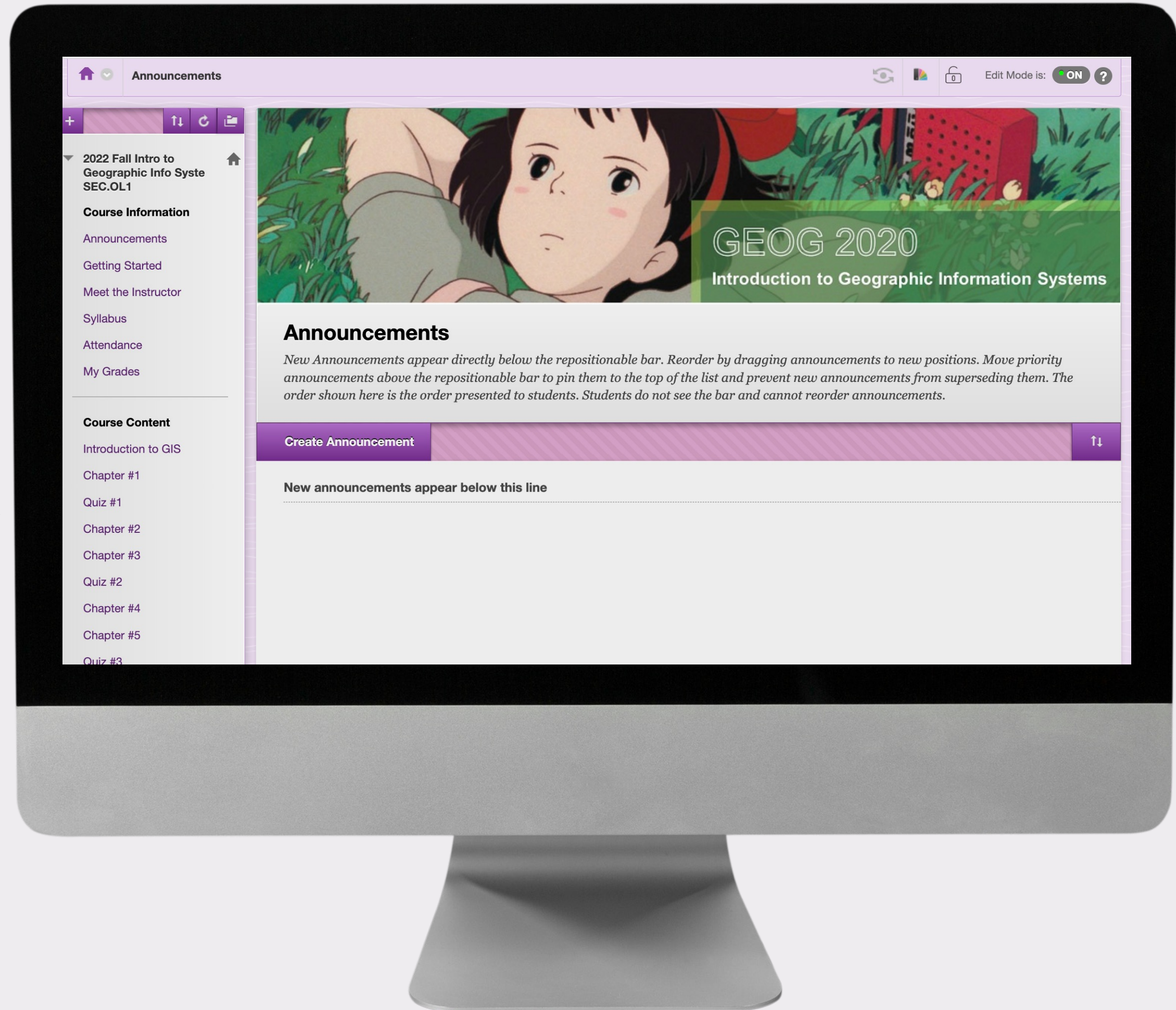
Syllabus Quiz - Due by Friday, 8/20/21 at 11:59 pm

Pre-Course Quiz - Due by Sunday, 8/22/21 at 11:59 pm

Posted by: Rebekah Mixon
Posted to: 2021 Fall Intro to Sustainable Planet SEC.02

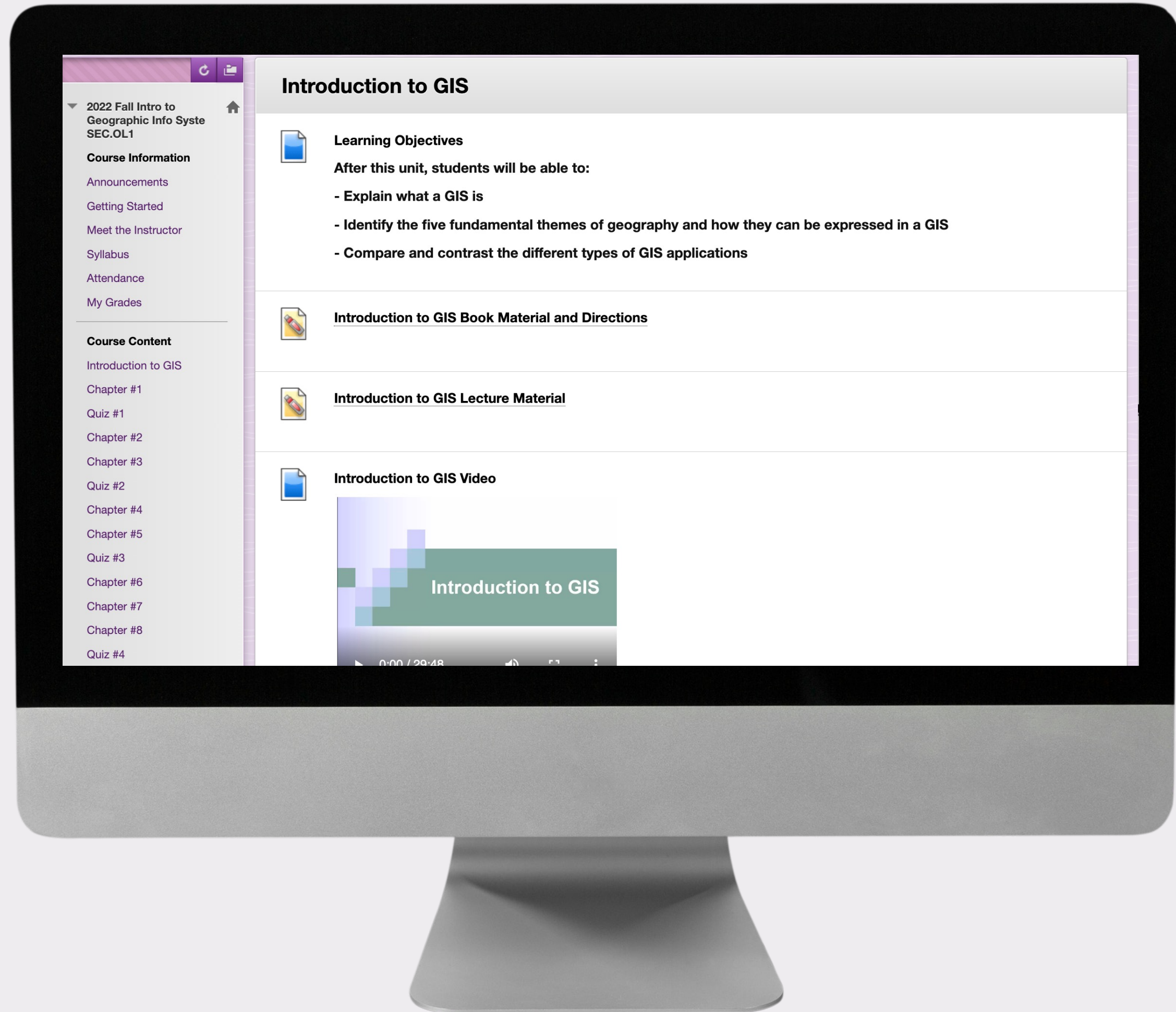
The Ole' Razzle Dazzle

- Putting personality in the shell
- Make it my own to help build confidence going into a new environment and role
- This was my own sprinkle of *fabulousness* and *awesomeness*



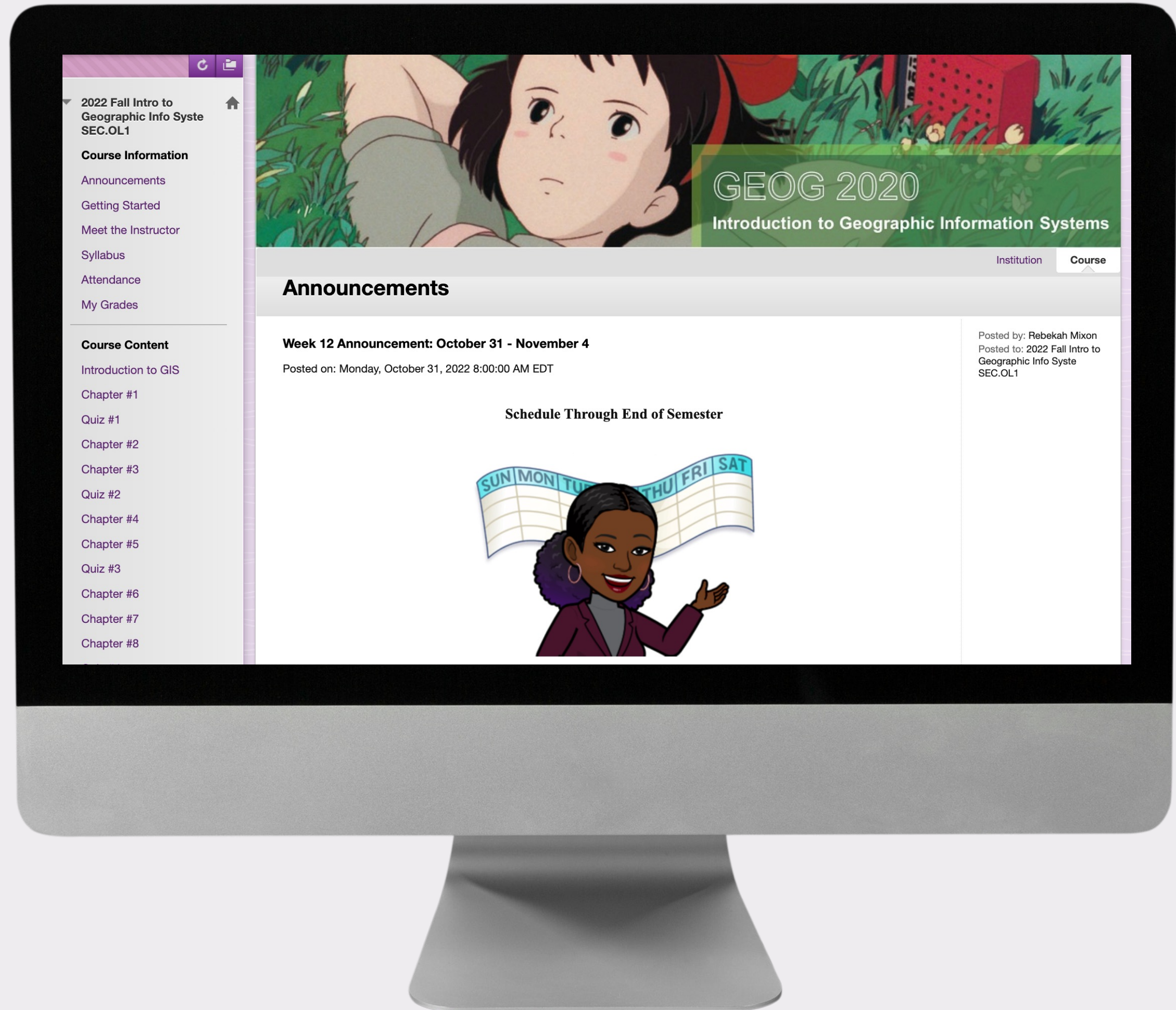
Course Material Accessibility

- I needed my students to be able to find their content
- My goal was to be able to easily explain where their content was located
- This assisted me as I demonstrated how to navigate the course



Communication with Students

- Laying it out plain and simple regarding the layout of the course
 - Weekly announcements included links to the various sections of the course
- Helps keep students (*and me*) organized and accountable for locating and completing tasks on time





Adapting and Moving On(-line)

- Adapting to Remote Learning
 - Student Accommodations
 - Transitioning to Online Instruction
 - Experience and Growth: Then vs Now
-

We Welcome Your Feedback!



Racheal Brooks, Ph.D.

Director, Office of e-Learning

rmbrooks@nccu.edu



Larrisha McGill-Youngblood, Ph.D.

Director, Executive Master of Public

Administration Track

lmcgilly@nccu.edu



Rebekah Mixon, M.S.

Adjunct Professor, Environmental,

Earth & Geospatial Sciences

rmixon2@nccu.edu