



# Quality in Crisis and Improvisation

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▶ “Please Note: The QM Regional Conferences will be delivered fully online due to the evolving nature of COVID-19 ...”



# Quality?



# Quality=

## Continuity

- ▶ Instructional Continuity
- ▶ Class Continuity
- ▶ Academic Continuity
- ▶ Teaching Continuity
- ▶ Learning continuity



## Connection

- ▶ Communication
- ▶ Compassion
- ▶ Empathy
- ▶ Adaptation
- ▶ Flexibility



# What is most important?

All instructors host live classes at the same time as their regular classes... (Academy of Art U, SF)

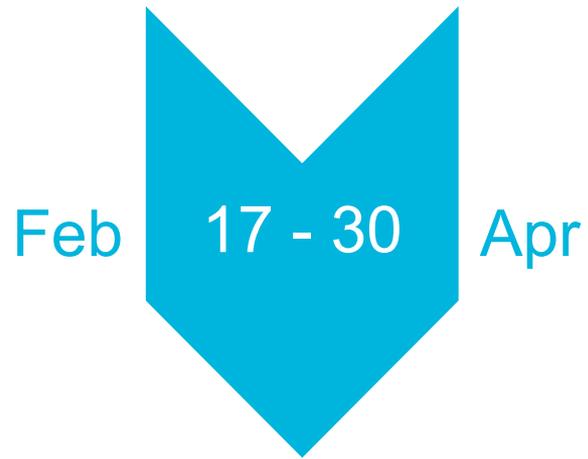
When at all possible, opt for an asynchronous class... Use Open Educational Resources wherever possible... (American U)

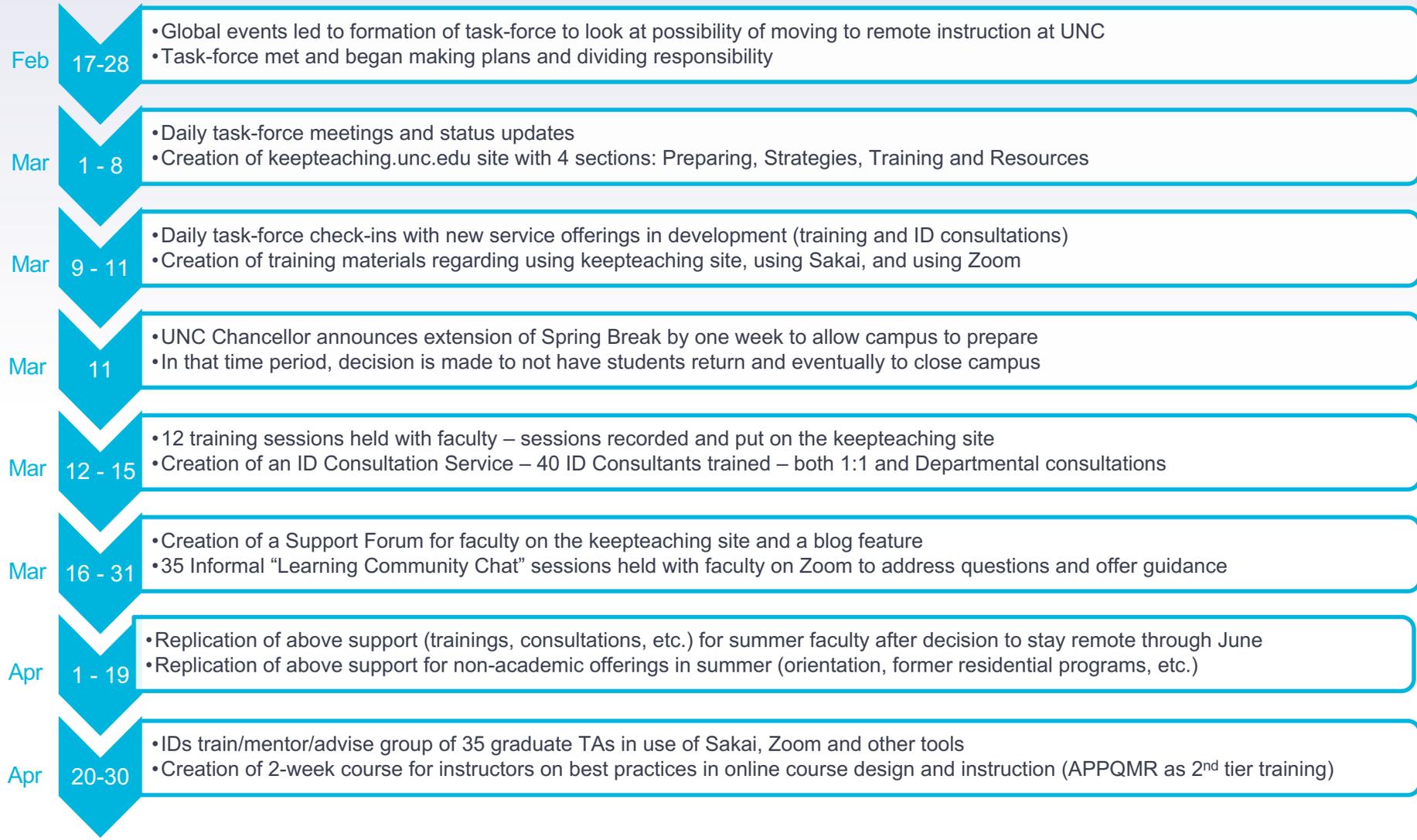
...calm your students' fears and let them know that you are committed to their continued success. Share how you intend to support them... (ACUE)

These challenging and difficult times require understanding, empathy [...] but they do not require that we settle for anything less than a top-notch education. (Gallaudet)

Tip # 1: Communicate, Communicate, Communicate (CSU-Sacramento)

# ► Timeline of Events





Feb 17-28

- Global events led to formation of task-force to look at possibility of moving to remote instruction at UNC
- Task-force met and began making plans and dividing responsibility

Mar 1 - 8

- Daily task-force meetings and status updates
- Creation of [keep Teaching.unc.edu](http://keep Teaching.unc.edu) site with 4 sections: Preparing, Strategies, Training and Resources

Mar 9 - 11

- Daily task-force ch...
- Creation of training...

- Emergency Situation
- Quality Not a Priority
- Remote Teaching/Learning

Mar 11

- UNC Chancelor an...
- In that time period,

Mar 12 - 15

- 12 training sessions held with faculty – sessions recorded and put on the [keep Teaching.unc.edu](http://keep Teaching.unc.edu) site
- Creation of an ID Consultation Service – 40 ID Consultants trained – both 1:1 and Departmental consultations

Mar 16 - 31

- Creation of a Support Forum for faculty on the [keep Teaching.unc.edu](http://keep Teaching.unc.edu) site and a blog feature
- 35 Informal “Learning Community Chat” sessions held with faculty on Zoom to address questions and offer guidance

Apr 1 - 19

- Replication
- Replication

- Quality Improvements Introduced

... through June  
(...)

Apr

- Incorporation of QM and Online Instructor Training

# QM Standards

Which SRs stood out?

Which SRs have been set aside?

What have we learned?

Do you see any of them differently?

**HE**

## Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

### General Standards

### Specific Review Standards

### Points

#### Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components. 3
- 1.2 Learners are introduced to the purpose and structure of the course. 3
- 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. 2
- 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. 2
- 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. 2
- 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated. 1
- 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
- 1.8 The self-introduction by the instructor is professional and is available online. 1
- 1.9 Learners are asked to introduce themselves to the class. 1

# QM Standards

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## Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
- 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

## Assessment and Measurement

- 3.1 The assessments measure the achievement of the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly at the beginning of the course.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
- 3.4 The assessments used are sequenced, varied, and suited to the level of the course.
- 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

# QM Standards

## Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
- 4.4 The instructional materials represent up-to-date theory and practice in the discipline.
- 4.5 A variety of instructional materials is used in the course.

## Learning Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor's plan for interacting with learners during the course is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

## Course Technology

- 6.1 The tools used in the course support the learning objectives or competencies.
- 6.2 Course tools promote learner engagement and active learning.
- 6.3 A variety of technology is used in the course.
- 6.4 The course provides learners with information on protecting their data and privacy.

# QM Standards



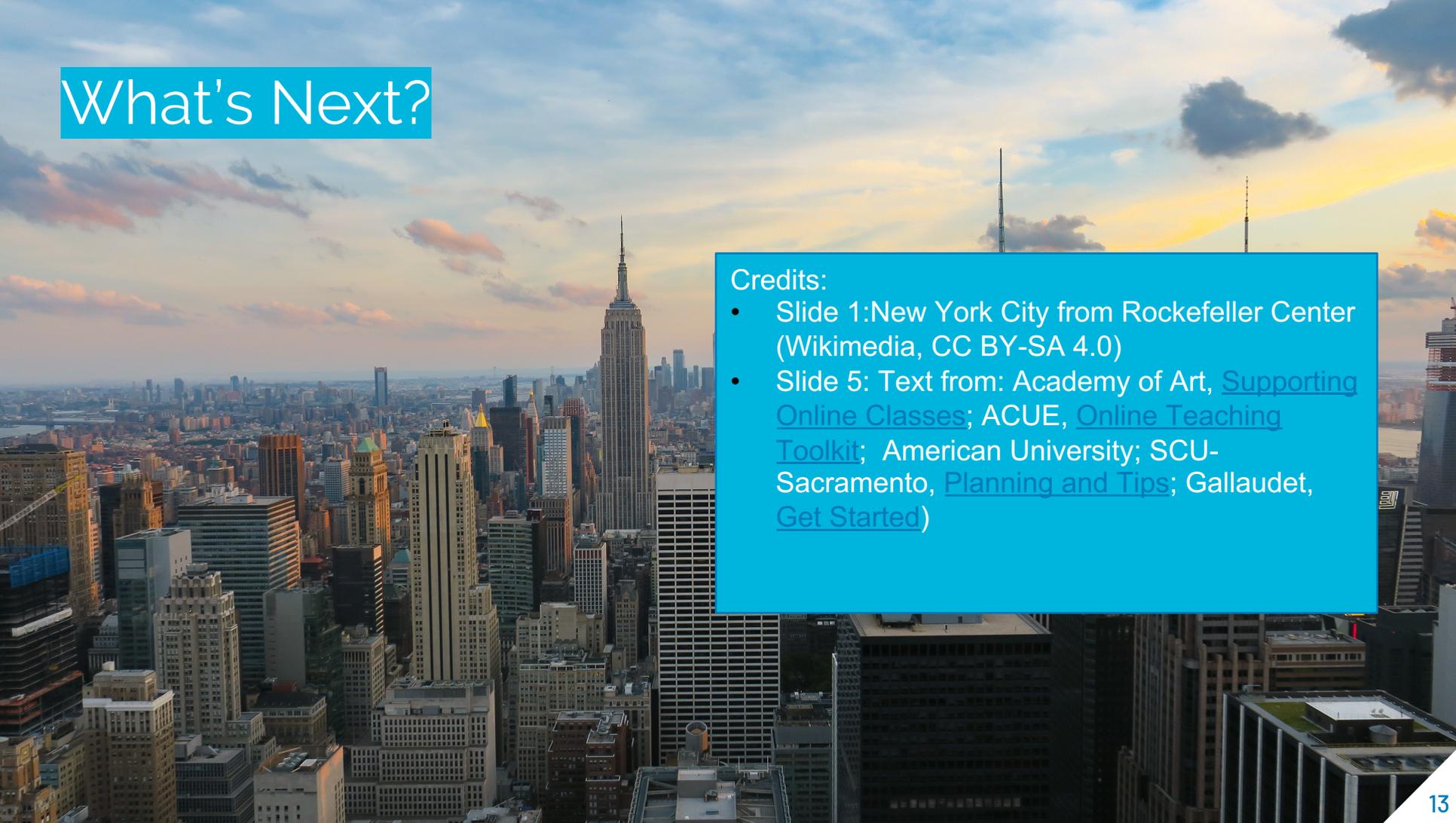
## Learner Support

- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
- 7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.
- 7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.

## Accessibility\* and Usability

- 8.1 Course navigation facilitates ease of use.
- 8.2 The course design facilitates readability.
- 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
- 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
- 8.5 Course multimedia facilitate ease of use.
- 8.6 Vendor accessibility statements are provided for all technologies required in the course.

# What's Next?



## Credits:

- Slide 1: New York City from Rockefeller Center (Wikimedia, CC BY-SA 4.0)
- Slide 5: Text from: Academy of Art, [Supporting Online Classes](#); ACUE, [Online Teaching Toolkit](#); American University; SCU-Sacramento, [Planning and Tips](#); Gallaudet, [Get Started](#))