

A Quality Matters Event

QM Research  
Online  
Conference



# Active/Applied Research on Online Learning and Quality Assurance

February 9, 2021 | Online  
1:00 - 4:30 p.m. Eastern

A Quality Matters Event

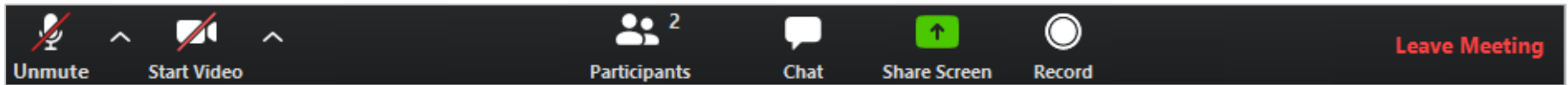
QM Research  
Online  
Conference



# Welcome, we'll begin shortly.

Get set up to participate...

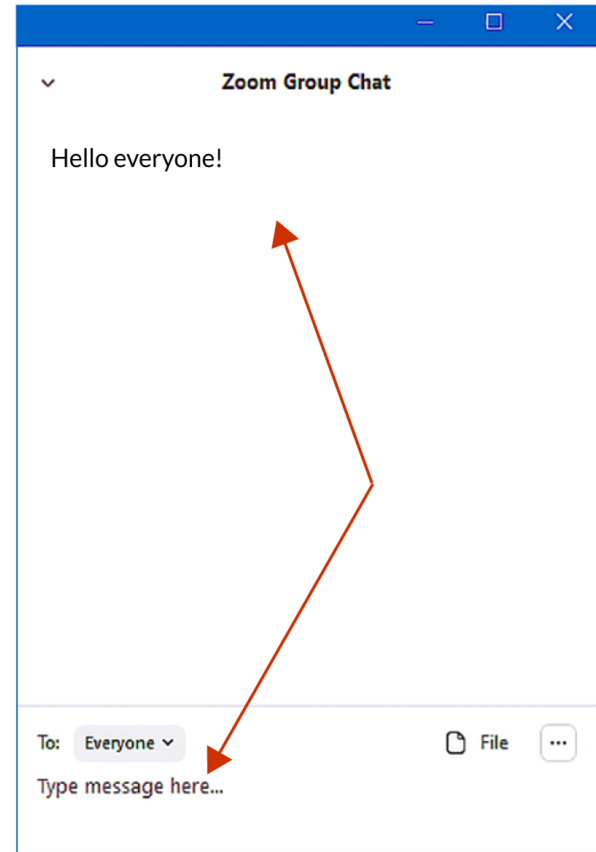
# Participant Toolbar



- Use the toolbar to mute or unmute your audio - please stay muted unless you are talking. If you are not on mute, we can hear background noises.
- Select “Start Video” to turn on your video.
- Select “Chat” to send text messages to everyone. You can leave the chat panel open throughout the session; drag it to the side so you can see the screen.
- Select the “Participant” panel to see everyone that is in the session. You can use this to control audio/video and it contains polling tools and tools to engage with the presenter and other participants (e.g. thumbs up, coffee break, yes or no).
- Use the “Leave Meeting” button to close out the session when we are done.

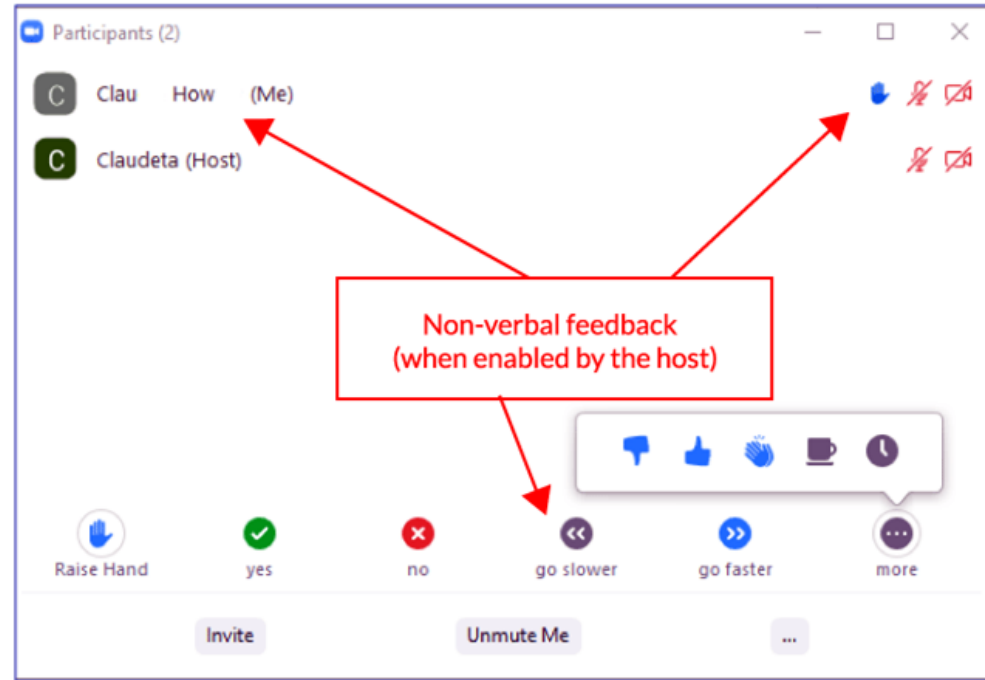
# Group Chat

Chat - Enter your message at the bottom of the screen and press enter, your text will appear at the top with your name.



# Participant Panel

- Allows you to see everyone in the session.
- Contains polling tools and nonverbal feedback (when enabled by the host) to engage with the presenter and participants





@QMProgram

#QMResearch

Share how you'll  
use something  
you learned today!



Active/Applied Research on Online Learning and Quality Assurance

February 9 | Online



*K-12 Teachers & Professional  
Development Needs:  
What the Research Uncovered*



*Presented by*  
Dr. Deborah Anne Banker  
&  
Christine Voelker



# Welcome!



**Deborah Anne Banker, Ed. D.**  
Associate Professor & QM Coordinator  
Tarleton State University  
[banker@tarleton.edu](mailto:banker@tarleton.edu)

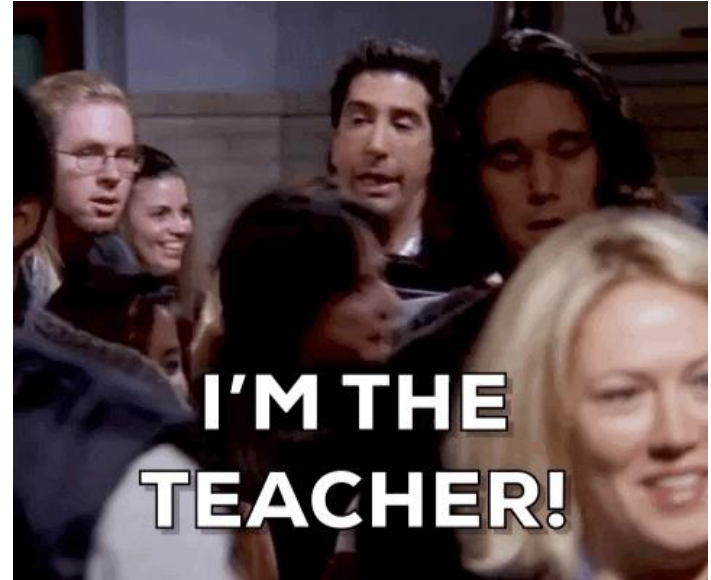


**Christine Voelker**  
QM K-12 Program Director  
[cvoelker@qualitymatters.org](mailto:cvoelker@qualitymatters.org)  
[@voelker](#)



# Audience Poll #1

Do you identify as:  
A. K-12  
B. Higher Education



# Taming the Tiger:

When New  
Educational  
Paradigms Roar

# Pandemic Pedagogy





Simba, Max and Kimba were rescued from Circo Hermanos Ponce in July 2018. Clockwise from left: Simba, Max and Kimba.

*ANIMAL DEFENDERS INTERNATIONAL*



# Audience Poll #2

Are you still feeling super unsure about what you are doing?

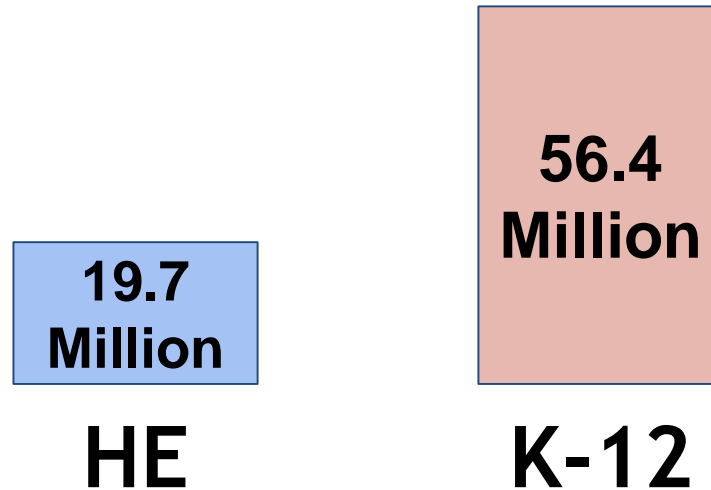
A. Yes

B. No



# NCES Projected Data - Fall 2020

## # U.S. Students Impacted by the Pandemic



~National Center for Education Statistics ([nces.ed.gov](https://nces.ed.gov))



# To Recap...

## **Pandemic Conditions**

Forced a pivot from face to face to remote/online instructional delivery

## **Decisions Based on Research**

Not a great deal of formal research done in K-12 field for evidence-based decisions for instructional design and delivery. Study launched by Dr. Dana Manning and Dr. Deborah Banker.

# Reasons for the Research

- When doing a literature review to find what research had been done, a great deal of opinion papers, anecdotal publications, and white papers were found, not “classical” research studies.
- *What few publications had been found were about higher education arenas.*



# Research Matters

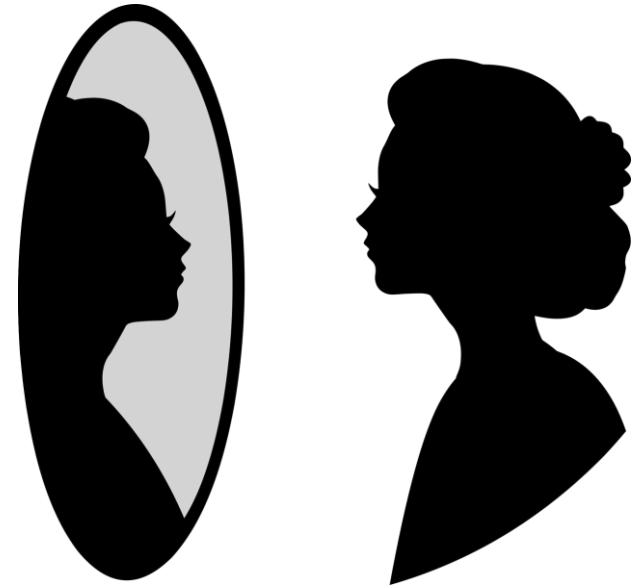
- Since there are **36.7 million** more learners in the U.S. alone impacted by the pivot to online/remote education, **the perceptions of the teachers actually affected by the pivot is essential for decision makers to know and understand.**
- Dr. Dana Manning (Life School Public Charter) and Dr. Deborah Anne Banker (Tarleton State University) saw the **need for formal research in K-12 Schools to provide evidence-based studies to inform decision makers for policy decisions.** Christine Voelker (QM) has tied the research to the **K-12 QM tools and services.**

# Perception is Reality

“

The totality of your perceptions—  
regarding yourself, your life, life in  
general, others, and so on—creates  
and impacts your personal reality  
and ultimately your experience of  
life

(Humphreys, 2021)|



# Perception is Reality

“

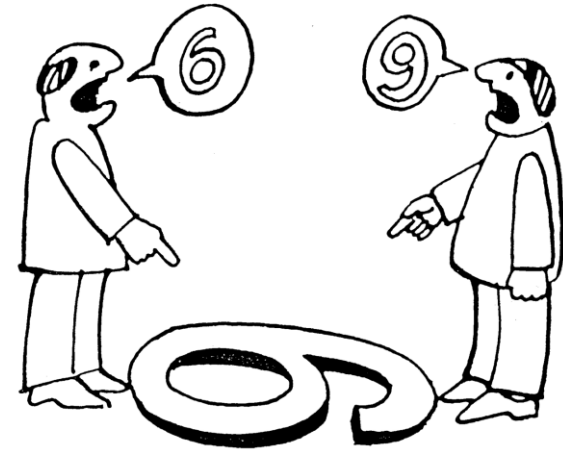
Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).



# Perception is Reality

In other words, what you perceive is what is happening to you or what you are experiencing.

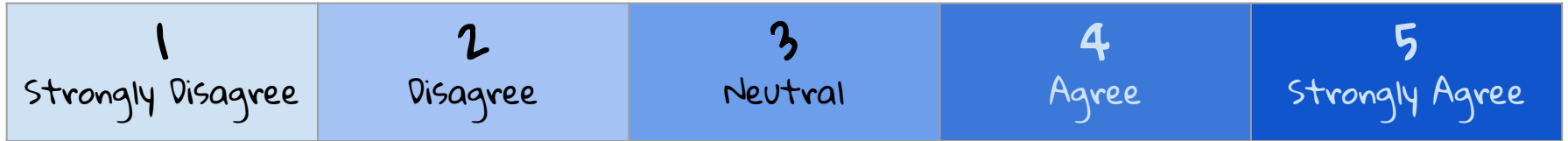
*This translates into the power of perceptions in determining research.*



# Methodology

## Mixed Methods

- 17 question Likert scale survey



- 1 open comment question & 7 additional demographic questions

# Methodology

## Reliability and Validity

- Scale Reliability (internal consistency), Cronbach's alpha = .82
- Validity using Two Factor Analysis,  $r = .94$ ,  $p < .001$

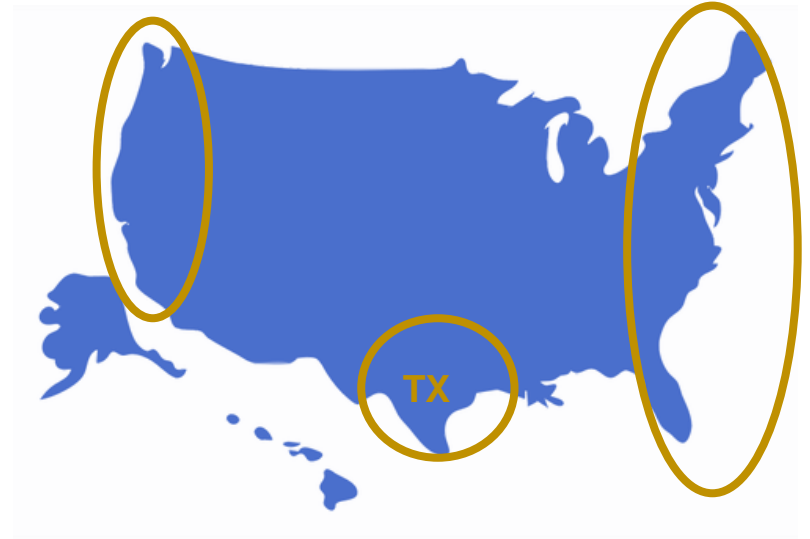
Mental Health  
Issues

Professional Development  
& Policies

# Methodology

## Participants

- Self-reported K-12 teachers
- Recruited



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school			
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation			
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%





# Audience Poll #3

Morale is good among the teachers at my school

A. Strongly Agree or Agree

B. Strongly Disagree or Disagree

C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation			
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

# Audience Poll #4

I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation

- A. Strongly Agree or Agree
- B. Strongly Disagree or Disagree
- C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation	16.1 %	65.26%	18.64%
My school's administration team is knowledgeable about the Professional Development needed for remote learning			
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

# Audience Poll #5

My school's administration team is knowledgeable about the Professional Development needed for remote learning

- A. Strongly Agree or Agree
- B. Strongly Disagree or Disagree
- C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
Morale is good among the teachers at my school	39.83%	43.22%	16.95%
I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation	16.1 %	65.26%	18.64%
My school's administration team is knowledgeable about the Professional Development needed for remote learning	35.59%	48.22%	21.19%
Parents (guardians) provide their children the appropriate guidance for remote learning	2.56%	82.91%	14.53%

# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I plan to leave K-12 teaching in the next year	18.64%%	60.17%	21.19%
If I plan to leave K-12 teaching in the next year, it would be due to concern for the safety of myself and/or my family due to COVID-19	13.05%	30.43%	56/53%*
If I plan to leave K-12 teaching in the next year, it would be due to issues with remote learning implementation	26.96%	18.26%	54.75%
My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours			

# Audience Poll #6

My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours

- A. Strongly Agree or Agree
- B. Strongly Disagree or Disagree
- C. Neutral





# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I plan to leave K-12 teaching in the next year	18.64%%	60.17%	21.19%
If I plan to leave K-12 teaching in the next year, it would be due to concern for the safety of myself and/or my family due to COVID-19	13.05%	30.43%	56/53%*
If I plan to leave K-12 teaching in the next year, it would be due to issues with remote learning implementation	26.96%	18.26%	54.75%
My school's administration has no perception or understanding of boundaries for teacher time outside of normal school hours	45.86%	41.53%	12/71%

# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours			
The school's administration has adequately prepared for my safety in my classroom and on campus	42.22%	29.66%	27.12%
The school's pandemic health policies and procedures are clearly written and have been clearly communicated to teachers and parents	61.87%	26.27%	11.806



# Audience Poll #7

The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours

A. Strongly Agree or Agree

B. Strongly Disagree or Disagree

C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
The parents (guardians) of my students at my school have no perception or understanding of boundaries for teacher time outside of normal school hours	71.19%	14.41%	14.41%
The school's administration has adequately prepared for my safety in my classroom and on campus	42.22%	29.66%	27.12%
The school's pandemic health policies and procedures are clearly written and have been clearly communicated to teachers and parents	61.87%	26.27%	11.806



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation			
The school administration has a constantly evolving method of accountability for attendance tracking during the fall of 2020	66.10%	19.49%	14.41%
Attendance tracking alone has added a burden to the responsibilities to my job of teaching	73.28%	16.38%	10.34%



# Audience Poll #8

I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation

- A. Strongly Agree or Agree
- B. Strongly Disagree or Disagree
- C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given instructions and trained how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation	29.06%	55.55%	15.38%
The school administration has a constantly evolving method of accountability for attendance tracking during the fall of 2020	66.10%	19.49%	14.41%
Attendance tracking alone has added a burden to the responsibilities to my job of teaching	73.28%	16.38%	10.34%



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities			
My personal mental health has been affected by the current teaching conditions that have occurred because of COVID-19	82.20%	6.66%	9.32%



# Audience Poll #9

I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities

- A. Strongly Agree or Agree
- B. Strongly Disagree or Disagree
- C. Neutral



# Results

SURVEY QUESTION	STRONGLY AGREE or AGREE	STRONGLY DISAGREE or DISAGREE	NEUTRAL
I have been given adequate support and training for educating the students with special education needs and non-native English language learners in the remote and online modalities	11.02%	69.50%	19.49%
My personal mental health has been affected by the current teaching conditions that have occurred because of COVID-19	82.20%	6.66%	9.32%

So, how can QM tools and resources address these concerns?

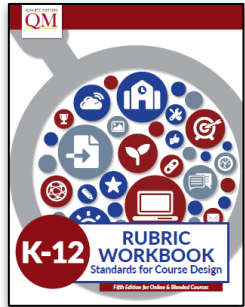


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# QM Correlations/Key Takeaways

*My school's administration team is knowledgeable about the Professional Development needed for remote teaching.*



## The QM K-12 Rubric

All aspects of the Rubric will be applicable to ensuring that teachers understand how best to **design learning** in a remote environment.



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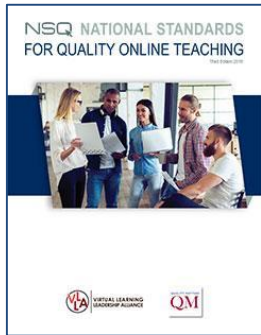
# QM Correlations/Key Takeaways

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## The National Standards for Quality Online Teaching

All aspects of the Standards will be applicable to ensuring that teachers understand how best to **deliver instruction** in a remote environment.



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# QM Correlations/Key Takeaways

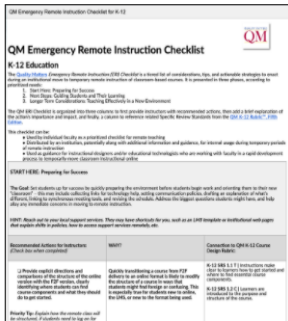
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## ERI Checklist for K-12

## Emergency Remote Instruction Checklist

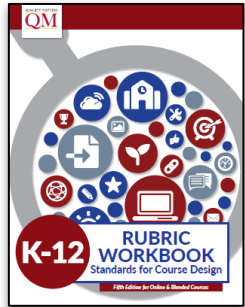
Intended to be used by individual faculty as a prioritized checklist for remote teaching; distributed by an institution, potentially along with additional information and guidance, for internal usage during temporary periods of remote instruction; used as guidance for instructional designers and/or educational technologists who are working with faculty in a rapid development process to temporarily move classroom instruction online



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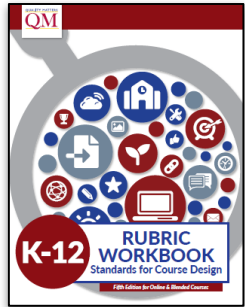
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## General Standard 6: Course Technology

### 6.2 T

Course tools facilitate student engagement and promote active learning.



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# QM Correlations/Key Takeaways

*I received adequate training for remote teaching during the summer of 2020 for fall 2020 implementation.*



## The National Standards for Quality Online Teaching

All aspects of the Standards will be applicable to ensuring that teachers understand how best to **deliver instruction** in a remote environment.



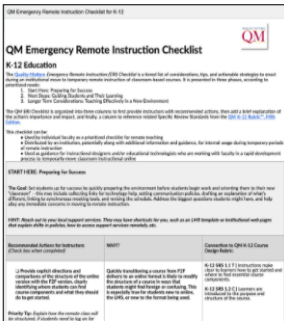
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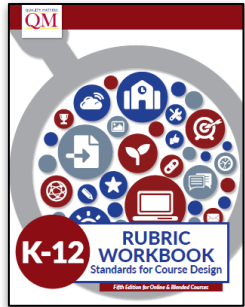


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# QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.



## The QM K-12 Rubric

All aspects of the Rubric will be applicable to ensuring that teachers understand how best to design learning in a remote environment.



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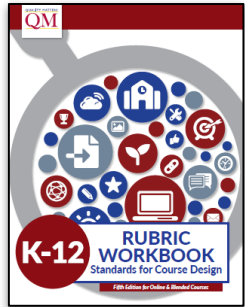
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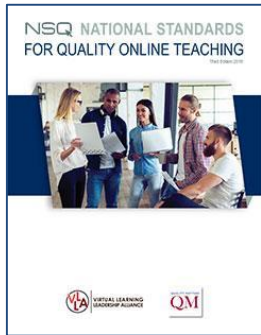
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## The National Standards for Quality Online Teaching

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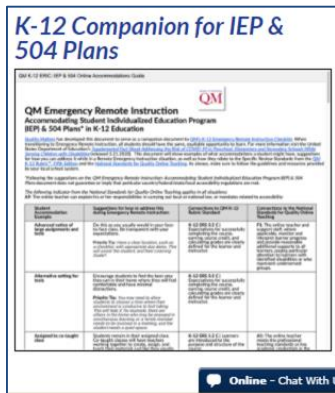
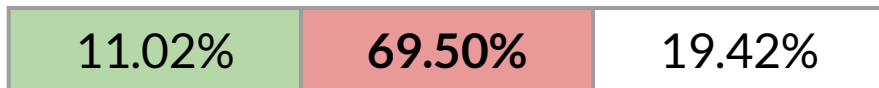


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# QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.



## Accommodating Student Individualized Education Program (IEP) & 504 Plans\* in K-12 Education

When transitioning to Emergency Remote Instruction, **all students should have the same, equitable opportunity to learn.** This document will show examples of what accommodations a student might have and **suggestions for how you can address it while in a Remote Emergency Instruction situation.**



# QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.



NSQ NATIONAL STANDARDS  
FOR QUALITY ONLINE PROGRAMS

## The National Standards for Quality Online Programs

**Standard G: Equity and Access**

**G2:** Program faculty and staff work with students and families to personalize programs and adhere to accommodations dictated by local policies and laws.



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# QM Correlations/Key Takeaways

I have been given adequate support and training for educating the students with special education needs and non-native English Language Learners in the remote and online modalities.



NSQ NATIONAL STANDARDS  
FOR QUALITY ONLINE PROGRAMS

## The National Standards for Quality Online Programs

Standard G: Equity and Access

**G3:** All learners are ensured equitable access to the program.

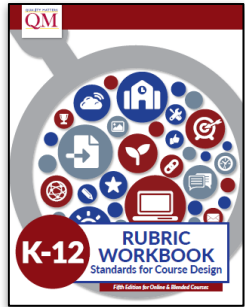


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# QM Correlations/Key Takeaways

My school's administration has no perception or understanding of boundaries for teacher time outside of normal hours.



## The QM K-12 Rubric

**General Standard 5: Learning Activities and Learner Interaction**

**5.4 C: Standards for instructor responsiveness and availability are clearly stated.**



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# QM Correlations/Key Takeaways

My school's administration has no perception or understanding of boundaries for teacher time outside of normal hours.



NSQ NATIONAL STANDARDS  
FOR QUALITY ONLINE PROGRAMS

## The National Standards for Quality Online Programs

**E3:** Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.

**E4:** Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality instruction.

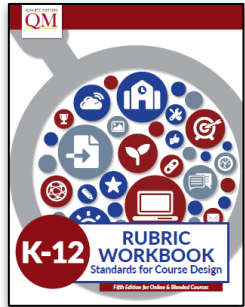


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# QM Correlations/Key Takeaways

I have been given instructions and trained on how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation.



## The QM K-12 Rubric

### General Standard 7: Learner and Instructor Support

7.3 T The course articulates or links to resources to support effective course facilitation.



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I have been given instructions and trained on how to leave clear and comprehensive lesson plans in case I become incapacitated due to a medical situation.



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**E3:** Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.

**E4:** Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality instruction.



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# What actions can you take in light of these takeaways?



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# NSQ Tools and Resources



[www.nsqol.org](http://www.nsqol.org)

# NSQ Tools and Resources



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# Online Teaching



**A: Professional  
Responsibilities**



**B: Digital  
Pedagogy**



**C: Community  
Building**



**D: Learner  
Engagement**



**E: Digital  
Citizenship**



**F: Diverse  
Instruction**



**G: Assessment &  
Measurement**



**H: Instructional  
Design**



# Professional Learning Portal Powered by 2gnoMe



Feedback

Sign Up

Log In

## National Standards for Quality Online Teaching

These [National Standards for Quality Online Teaching](#) reflect current best practices and provide a new foundation for building quality online learning experiences that contribute to student success. Click on any Standard below to continue.



Professional  
Responsibilities

[View Details](#)



Digital Pedagogy

[View Details](#)



Community Building

[View Details](#)



Learner Engagement

[View Details](#)



Digital Citizenship

[View Details](#)



Diverse Instruction

[View Details](#)



Assessment and  
Measurement

[View Details](#)



Instructional Design

[View Details](#)

[NSQ.2gno.me](https://NSQ.2gno.me)



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# Professional Learning Portal

**▼ Awareness Summary ▼**

**YOU *Feel***  
You see yourself as **Mostly Proficient**  
(7.0 out of 10)

7.3 - AVG USER (N = 34) 7.0 - YOU

1 Not Yet Proficient 2 Partially Proficient 3 Sometimes Proficient 4 5 6 Mostly Proficient 7 8 9 10 Fully Proficient

**YOU *Show***  
Answers show you are **Not Yet Proficient**  
(2.8 out of 10)

7.3 - AVG USER (N = 34) 2.8 - YOU

1 Not Yet Proficient 2 Partially Proficient 3 Sometimes Proficient 4 5 6 Mostly Proficient 7 8 9 10 Fully Proficient

**PEERS *Say***  
Do your peers agree?  
[find out here](#)  
...

Discover how peers actually see you in real life... [see how](#)










- ▶ My Personalized PD Resources – at the INDICATOR Level ◀
- ▶ My Personalized PD Resources – at the STANDARD Level ◀
- ▶ Coaching and Mentor Groups ◀
- ▶ Answer Details ◀
- ▶ Consideration and Reflection Questions ◀





# Professional Learning Portal

▼ My Personalized PD Resources – at the INDICATOR Level ▼

 Exploring Your Institution's Policies	 Delivering Effective Digital...	 SMART Goals for Educators	 Connecting Learning Theories to...	 SMART Goals for Educators	 SMART Goals for Educators
 Communicating New Policies for...	 Setting Expectations and Learner...	 Connecting Learning Theories to...			



# Professional Learning Portal Powered by 2gnoMe

## Teachers

- Reflect on more standards
- Explore + rate PD
- Share with colleagues

## Districts

- Customize with local resources

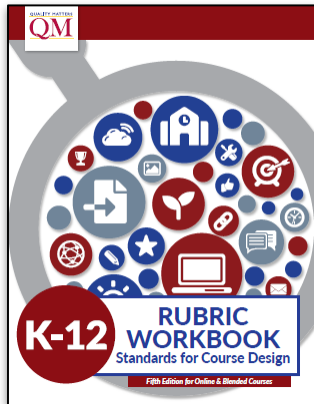
## States

- Share with districts
- Reflect on challenges faced from COVID

[NSQ.2gno.me](https://NSQ.2gno.me)



# QM K-12 Tools and Resources



## ERI Checklist for K-12

QM Emergency Remote Instruction Checklist for K-12

**QM Emergency Remote Instruction Checklist**  
**K-12 Education**

The *Quality Matters Emergency Remote Instruction (ERI) Checklist* is a blend of considerations, tips, and actionable strategies to assist moving an instructional course to temporary remote instruction of classroom-based courses. It is presented in three phases, according to preferred needs:

1. **Start Here: Preparing for Success**
2. **Next Steps: Guiding Students and Their Learning**
3. **Longer-Term Considerations: Sustaining Effectively in a New Environment**

The QM ERI Checklist is organized into three columns to first provide instructors with recommended actions, then add a brief explanation of the actions' importance and impact, and finally a column to reference related Specific Review Standards from the *QM K-12 Rubric™*. [Print ERI](#).

This checklist can be:

- Used by individual faculty as a prioritized checklist for remote teaching.
- Distributed by an institution, potentially along with additional information and guidance, for internal usage during temporary periods of remote instruction.
- Used as guidance for instructional designers and/or educational technologists who are working with faculty in a rapid development process to improve or create classroom instructional online.

**START HERE: Preparing for Success**

The QM ERI checklist can be used to quickly assess the environment before students begin work and orienting them to their new "classroom". This may include collecting links for technology tools, setting communication policies, drafting an overview of what's different, linking to asynchronous learning tools, and making the no-nos. Address the biggest questions students might have, and help solve any resource concerns in moving to remote instruction.

**NOTE:** Check out to your local support services. They may have alternatives for you, such as an LMS template or institutional web page that explain skills or policies. How to access support services remotely, etc.

Recommended Actions for Instructors	WHY?	Connection to QM K-12 Course Design Rubric:
<p>1. Provide explicit directions and competencies of the structure of the entire course within the ERI sections, clearly identifying where students can find course components and what they should do to get started.</p> <p><b>Priority Tip:</b> Explain how the remote class will be structured. If students need to log on for synchronous sessions, list dates, session type.</p>	<p>Quality transitioning a course from F2F delivery to an online format is likely to require the structure of a course to change. This is especially true for students new to online, the LMS, or new to the format being used.</p>	<p><b>K-12 SRS 1.1.1</b> If instructors make shifts to support how to get started and where to find essential course components.</p> <p><b>K-12 SRS 1.2.C</b> Learners are introduced to the course and structure of the course.</p>

## K-12 Companion for IEP & 504 Plans

QM K-12 ERIC: IEP & 504 Online Accommodations Guide

**QM Emergency Remote Instruction Accommodating Student Individualized Education Program (IEP) & 504 Plans™ in K-12 Education**

*Quality Matters* has developed this document to serve as a companion document to the *QM K-12 Emergency Remote Instruction Checklist*. When transitioning to Emergency Remote instruction, all students should have the same, equitable opportunity to learn. For more information visit the United States Department of Education's [Supporting Effective Educational Practices](#) ([https://www.ed.gov/edpractices/remote-learning/remote-learning-504-iep](#)) or [https://www.ed.gov/edpractices/remote-learning/remote-learning-504-iep](#). This document will provide examples of what accommodations and services might have, suggestions for how you can address it while in a Remote Emergency Instruction situation, as well as how they relate to the Specific Review Standards from the *QM K-12 Rubric™*, *CEI*, and the National Standards for Quality Online Learning. As always, make sure to follow the guidelines and resources provided by your local support system.

Following the suggestions on the QM Emergency Remote Instruction Accommodating Student Individualized Education Program (IEP) & 504 Plans document does not guarantee or imply that particular students' individualized accessibility requirements are met.

The following indicators from the National Standards for Quality Online Teaching apply to all situations:

**6.1** The course teacher can respond to the needs of all students and ensure that all students have an equitable learning experience.

Student Accommodations/Needs	Suggestions for how to address the needs of students with Individualized Education Programs (IEP) & 504 Plans	Connections to QM K-12 Rubric Standards	Connections to the National Standards for Quality Online Teaching
<b>Advanced writing of long assignments and tests</b>	Do this as you usually would in your face-to-face class. Do not change with your accommodations.	<b>6.1.2 SRS 3.2.C</b> Expectations for course completion, including course credits and additional supports to all learners, should be clearly defined for the learner and instructor.	<b>6.1</b> The online teacher and support staff, when completing the course, should monitor and identify barriers to progress and provide additional supports to all learners, including but not limited to students with identified disabilities or other relevant considerations.
<b>Alternative writing for tests</b>	Encourage students to find their best way to write their work when remote and test accommodations will not be available.	<b>6.1.2 SRS 3.2.C</b> Expectations for course completion, including course credits and additional supports to all learners, should be clearly defined for the learner and instructor.	
<b>Assigned to be taught</b>	Students remain in their assigned class. Do not change the class structure or structure of the course.	<b>6.1.2 SRS 1.2.C</b> Learners are introduced to the course and structure of the course.	<b>6.1</b> The online teacher and support staff, when completing the course, should monitor and identify barriers to progress and provide additional supports to all learners, including but not limited to students with identified disabilities or other relevant considerations.

Online - Chat With Us



Active/Applied Research on Online Learning and Quality Assurance

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# QM Catalog: Pathway Courses



## **K-12 Applying the QM Rubric Workshop**

- 3 weeks online
- 1 day F2F



## **K-12 Reviewer Course**

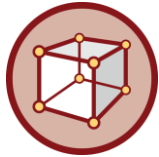
- 3 weeks online ONLY



## **K-12 Master Reviewer Course**

- 3 weeks online; open enrollment; facilitated

# QM Catalog: Precision Workshops



## Objectives and Alignment: The Framework for Student Success

- 1 week, online; 2 hrs. *QMLive!*



## Instructional Materials: Investigating What Works

- 1 week, online; 2 hrs. *QMLive!*



## Active Learning: 3-2-1 Engage!

- 1 week, online; 2 hrs. *QMLive!*



## Flip the Switch: Motivate Learners with Course Tools & Tech

- 1 week, online; 2 hrs. *QMLive!*





## Fast Track to Remote Teaching and Learning

Moving to remote instruction means a new set of guidelines and a new approach to how courses are taught and received. In this series of workshops, lay the foundation for helping everyone involved be prepared to carry out their roles in a new learning environment, as instructor or learner, and be positioned for success.

**Faculty and staff who complete this package will be able to explain how online and traditional instruction differ; provide learner support and communicate policies while developing instructionally sound learning experiences that are accessible.**

1. [How the Online Classroom is Different](#)
2. [Setting Expectations & Learner Support: Helping Students Be Successful](#)
3. [Communicating New Policies for Online Courses](#)
4. [Measurable, Precise, Consistent & Clear Objectives](#)
5. [Connecting Learning Objectives and Assessments](#)
6. [Learning is not a Spectator Sport: Make it Active!](#)
7. [Providing Accessible Web Content](#)

# QM Catalog: Teaching Online Certificate



## K-12 Introduction to Teaching Online

- [Gauging your Technology Skills](#) (1 wk)
- [Evaluating your Course Design](#) (2 wks)
- [Exploring your Institution's Policies](#) (2 wks)
- [Orienting your Online Learners](#) (1 wk)
- [Connecting Learning Theories to your Teaching Strategies](#) (2 wks)
- [Creating Presence in your Online Course](#) (2 wks)
- [Assessing your Learners](#) (1 wk)

# Q & A



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