

# Help! I'm Teaching Online *AND* I Don't Have an Instructional Designer!



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*or....*

***Integrating Course Design with  
Quality Matters***

*or...*

***Integrating Quality Matters with  
Faculty Development***

# Intended Session Outcomes

- Integration of Quality Matters Rubric -- Faculty Development -- Course Design
- Approaches for Faculty Development
- Identify Faculty Resources

# Who we are -- Key Points

- Regional Campus of a large University
- Faculty are responsible for development and delivery of:
  - online, hybrid, flipped courses, face to face courses (majority face to face)
- Faculty Development
  - Learning and Teaching Center, part-time faculty directors
- Our college DL Policy requires any faculty teaching online or hybrid to complete APPQMR and our internal Distance Learning Design Course
- IT Support for enterprise tools provided at the University level. Many colleges have dedicated ID and IT support.
- Distance Learning Director – part time faculty appointment

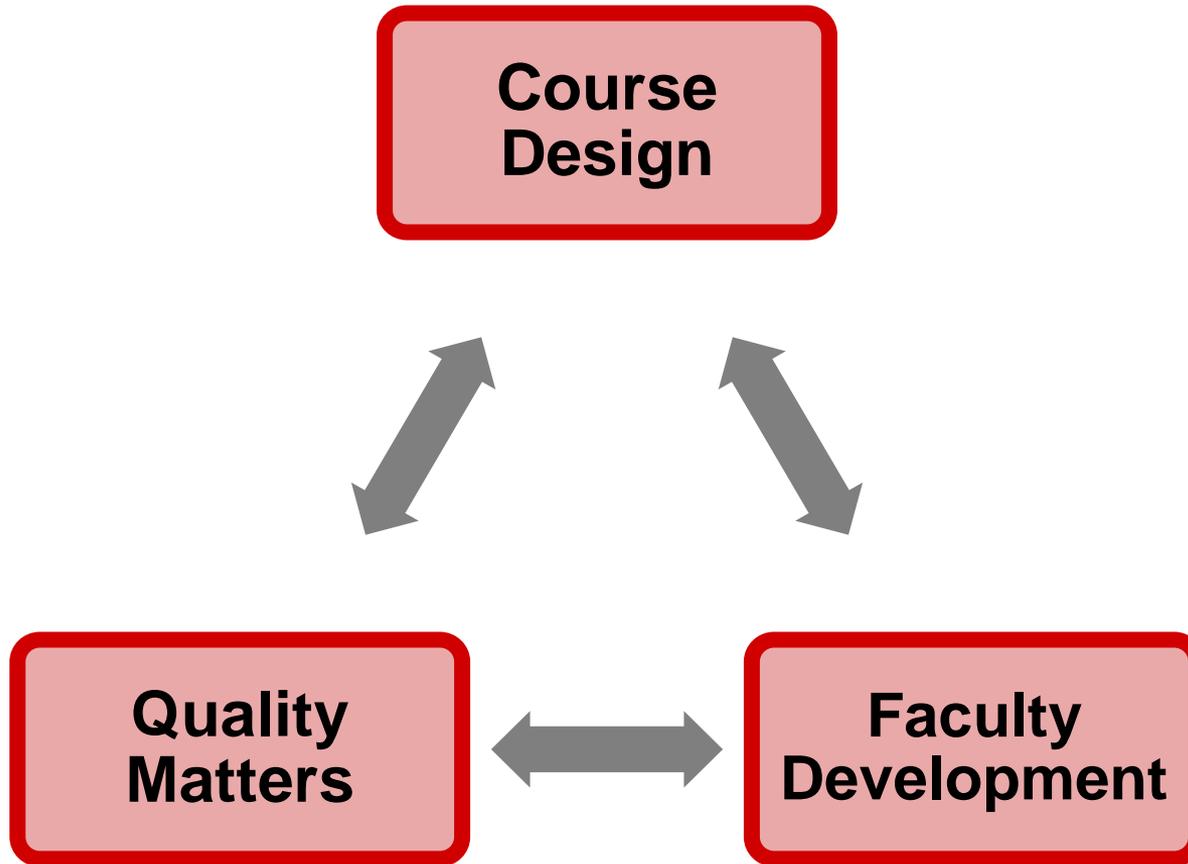


# Course Delivery Modes

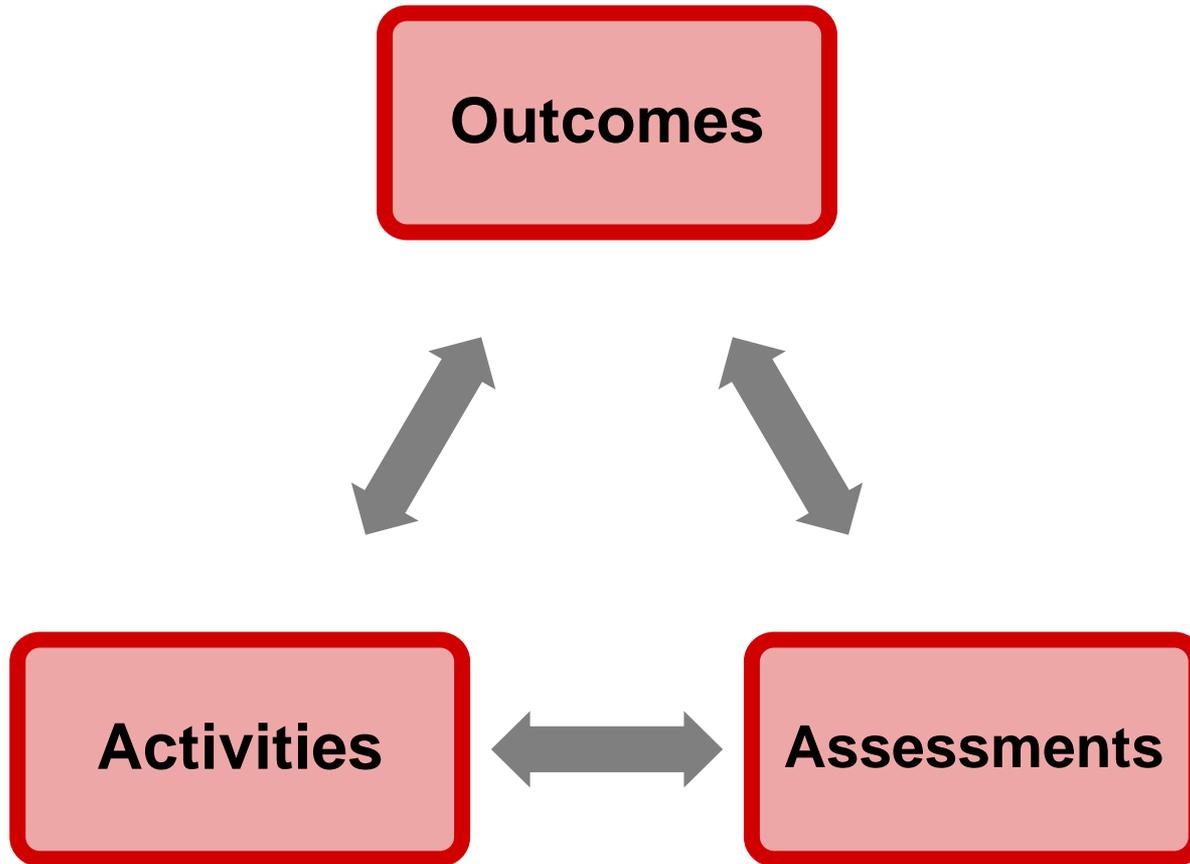
- Online
- Hybrid/Blended
- Flipped
- Traditional/Face-to-Face

Concentrate on Course Design not “QM”

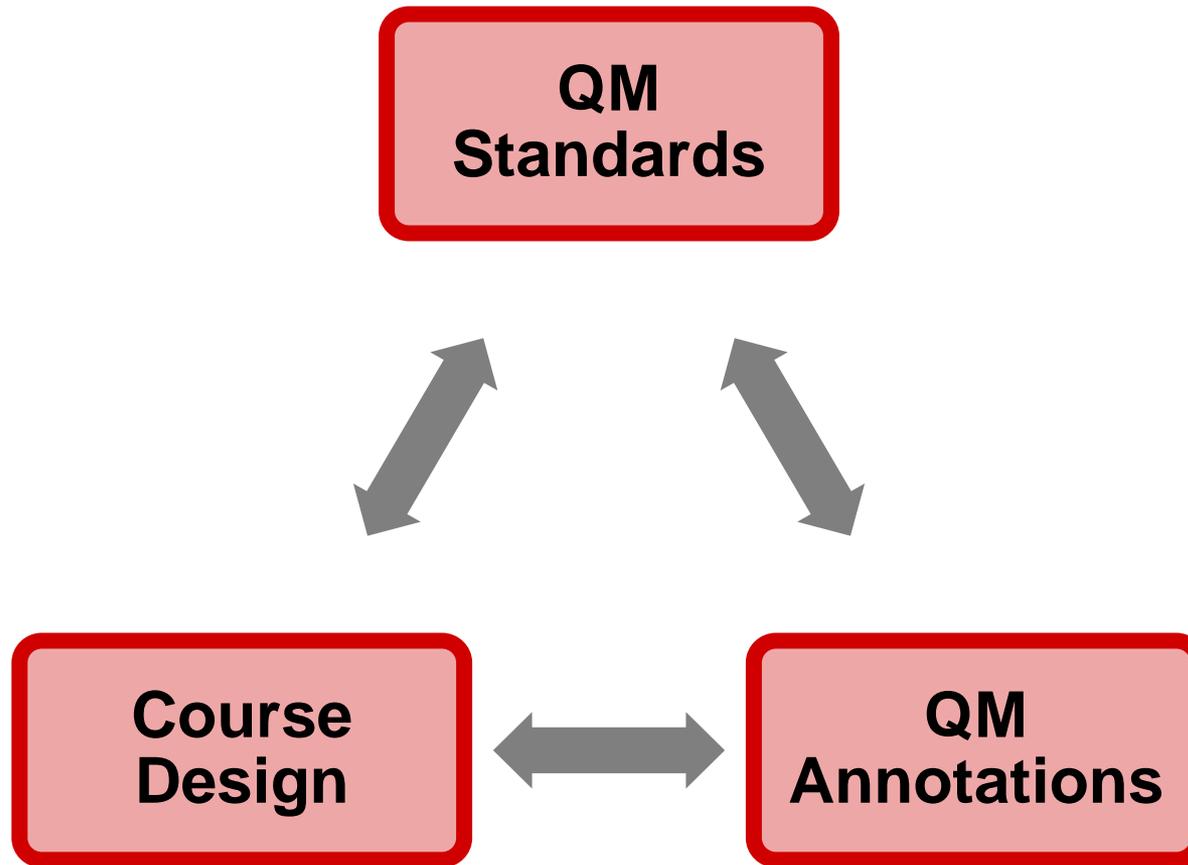
# It's all about design...



# Traditional Design



# Use QM to Facilitate Design



# Integrating QM

- Course templates to facilitate incorporation of QM
- LMS organization to share resources (faculty “opt in”)
- QM is the foundation of our internal Distance Learning Design Course
  - Topics align with QM Standards
  - APPQMR
  - Build a “sandbox course”
  - Peer review a colleague’s partial course, applying the QM Standards and providing feedback.



*It seems like too much work*

# Distance Learning Design Course

## *Intended Outcomes:*

- Create and effectively organize an online or hybrid course
- Appropriately align student learning outcomes, assessments, and activities for a given online course
- Evaluate and provide feedback on a colleague's course

# Distance Learning Design Course

## *Topics*

Module 1: Basic Course Design

Module 2: Basic Website Design

Module 3: Online Communication

Module 4: Activities and Feedback

Module 5: Assessments

Module 6: Classroom Management

Module 7: Student Readiness

Module 8: Quality Matters Assessment: Peer Review

## *Concurrent SLO Development*

Course SLO's

Draft 2 Unit SLO's

Feedback on SLO's

Submit all Unit SLO's

# Faculty Allies can help you put it together!

- Early adopters
- Innovators
- “That person” everyone goes to
- Methods:
  - Informal sessions
  - Faculty Learning Communities
  - Prepared workshops and presentations



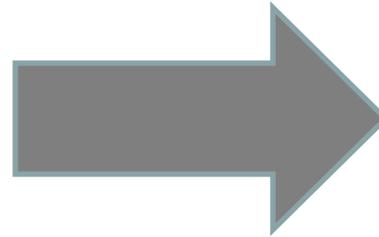
# Additional Help

- Associated Colleges with Instructional Design support – especially if you are part of a larger University system.
- Local QM associates
- University or College Faculty Development

# A few “tips” from the trenches



Don't underestimate  
defining  
**OUTCOMES**



After Outcomes are defined,  
match course needs  
with activities and tools

# If you use a template, look at it from the student view!

**Course Overview**

**Getting Started**  
Click the link above to access important resources on how to get started in this course including email setup, software downloads and much more.

**Course Description**  
Course Number: Course Name  
Add the course description from your syllabus here.

**Student Learning Outcomes**  
Upon completion of this course, the student will be able to:  
1. Add your learning outcomes from your syllabus here.

**Welcome**  
Add course and/or program welcome videos here.

Be careful of pre-loaded text intended to assist faculty in course set-up

# Activities, Tools, Design

Annotations,

Annotations,

Annotations...

# Use the Course Review System

- Use self-review
- Stress annotations
- Use for informal peer reviews or to improve your own courses

# Wins

- Including key QM elements in course templates
- Creating an organization in the LMS to share resources and updates (faculty “opt in”)
- Integrating QM and our Distance Learning Design Course into our policy -- and QM into our Distance Learning Design Course
- Aligning with University resources providing IT and ID services to other colleges

# Challenges

- Encouraging faculty to use the template
- Getting updates to the “right” faculty
- Learning Outcomes
- Managing time for faculty development

# Final Notes

QM is course design.

Consider the location of your faculty and your course delivery methods when you plan faculty development.

Enlisting fellow faculty at the grassroots level can help considerably with buy-in and in sharing and building resources.

# Thank You!

Questions?

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