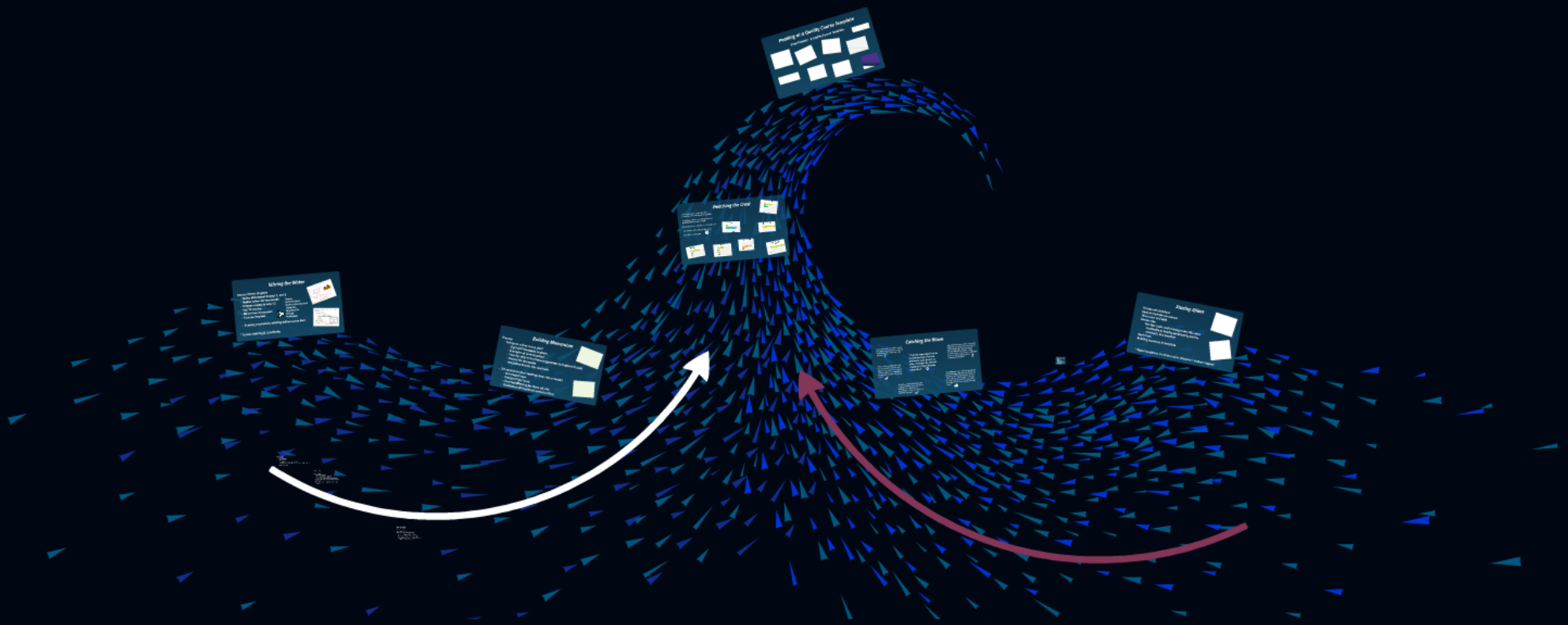


# Course Fitness: A Peak at Quality



# Course Fitness: A Peak at Quality



**WESTERN**  
NEW MEXICO UNIVERSITY

**About 3600 students**  
**115 Full-Time Faculty**

**13 Programs Fully Online**  
**About 250 courses offered online/semester**

- **No required training for online instructors**
- **Each instructor has autonomy in course design**
- **No official requirements for online course structure**
- **No online course template or model**

## **Our Capacities:**

**Dabareh Vowell**

**Only Faculty Developer**

**Check online courses for basics with**

**Virtual Campus Director before each semester**

**Offer about 120 trainings/year (f-2-f, recorded and archived)**

**Work with both online and f-2-f instructors and all departments**





**Dean Foster**

**LMS Manager**

**Canvas trainer**

**Faculty/Instructor resource/support**

**Deal with instructor & student issues with online courses**

**Online instructor**

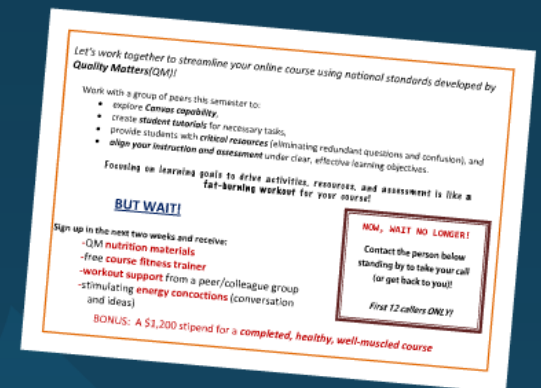
# Stirring the Water

## Course Fitness Program

- Notice distributed August 7, 2013
- Replies taken for two weeks
- Program capacity was 12
- Got 12 replies
- All but two on campus
- Courses involved
- Funding provided by existing online course fees

\* Canvas training & familiarity

History  
Early Childhood  
Business Management  
Economics  
Education (2)  
Geology  
Psychology



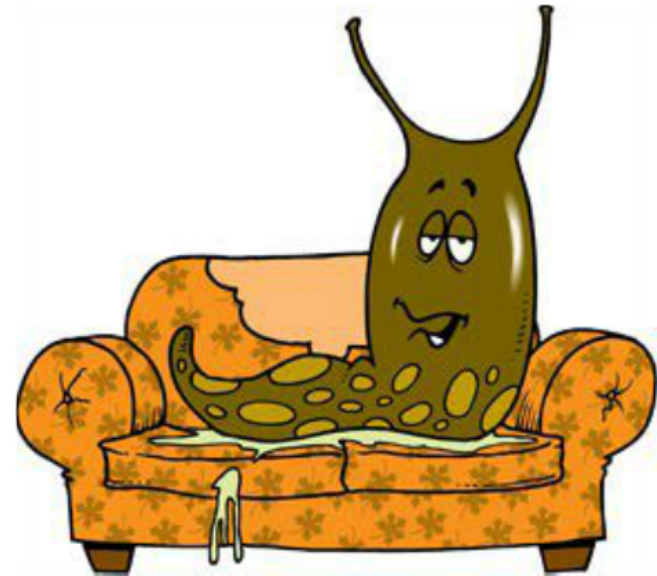
## Calling All Online Instructors (Both Full- or Part-Time)

Have a *sluggish, out of shape, or overweight* course?

*Lost sight* of where the course is taking students?

*Continually prodding* both course and students to get moving?

Need *new energy (or a transfusion)* for resources and activities?



Would you like to save time and *get more bang for your interaction buck*,  
increase *student performance and satisfaction*,  
and trim your course into a *lean, fit, and hardy* specimen?

**I have a proposition for you!**

*Let's work together to streamline your online course using national standards developed by **Quality Matters(QM)**!*

Work with a group of peers this semester to:

- explore **Canvas capability**,
- create **student tutorials** for necessary tasks,
- provide students with **critical resources** (eliminating redundant questions and confusion), and
- **align your instruction and assessment** under clear, effective learning objectives.

**Focusing on learning goals to drive activities, resources, and assessment is like a fat-burning workout for your course!**

## **BUT WAIT!**

Sign up in the next two weeks and receive:

- QM **nutrition materials**
- free **course fitness trainer**
- workout support** from a peer/colleague group
- stimulating **energy concoctions** (conversation and ideas)

**BONUS: A \$1,200 stipend for a *completed, healthy, well-muscled course***

**NOW, WAIT NO LONGER!**

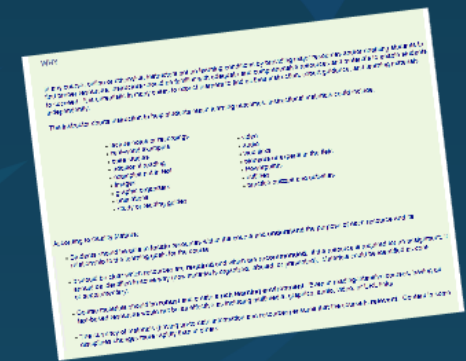
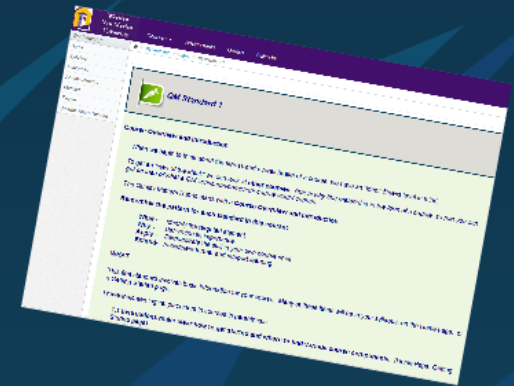
Contact the person below  
standing by to take your call  
(or get back to you)!

*First 12 callers ONLY!*

# Building Momentum

## Process:

- Set up an online course shell
  - Eight QM Standards modules
  - Examples of each standard
  - Step-by-step instructions/suggestions to implement each
  - Forums for discussion
  - Integrated Canvas tips and tools
- Set up face-to-face meetings (one-two a month)
  - Set around noon
  - Provided light lunch
  - Used GoToMeeting for those off-site
  - Distributed QM materials and checklists





## QM Standard 1

### Course Overview and Introduction

When we begin to think about the fitness and overall health of a course, we have an "ideal" fitness level in mind.

To get an "idea of the ideal," we can look at **other courses**. *That is why this material is in the form of a course, so that you can get an idea of what a QM conscious/compliant course would contain.*

The Quality Matters Rubric starts with a **Course Overview and Introduction**.

**Remember the pattern for each standard in this course:**

- What -** *Identify* the targeted element
- Why -** *Determine* its importance
- Apply -** *Demonstrate* the skill in your own course shell
- Extend-** *Investigate* further and support learning.

### WHAT

This first standard involves basic information for your course. Many of these items will be in your syllabus, on the Home page, or a Getting Started page.

I have indicated logical placement in courses in parenthesis.

**1.1 Instructions make clear how to get started and where to find various course components.** (Home Page, Getting Started page)



## WHY

In any course, online or otherwise, instructors set up learning conditions by providing major resources and/or enabling students to find proper resources. Instructors should be familiar with adequate and comprehensive resources and materials to enable students to succeed. It is unrealistic in many cases to expect learners to find all their instruction, expert guidance, and learning materials independently.

The instructor charts instruction to help students reach learning outcomes. Instructional materials could include:

- lecture notes or recordings
- real-world examples
- case studies
- additional reading
- examples not in text
- images
- graphic organizers
- animations
- study or reading guides
- video
- audio
- web links
- pioneers or experts in the field
- Powerpoints
- outlines
- practice quizzes and activities

According to Quality Matters:

- Students should be able to **locate** resources within the course and **understand** the purpose of each resource and its relationship to the learning goals for the course.
- It should be clear which resources are **required** and which are **recommended**. If the resource is required for an assignment, it should be identified in some way (how material is organized, labeled, or presented). Materials could be identified as *core* or *supplementary*.
- Course materials should be **robust** and create a **rich learning environment**. Even in reading-intensive courses, having all text-based resources would not be as effective as including multimedia, graphics, audio, video, or URL links.
- The *currency* of materials (having up-to-date information and resources) ensures that the course is **relevant**. Content in some disciplines changes more rapidly than in others.

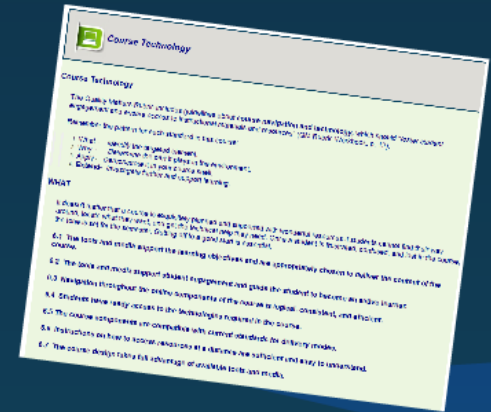
# Staying Afloat

Review one standard  
Look at examples in courses  
Discussion and Q&A  
Canvas tips

The tips, tools, and training in our LMS were invaluable in helping participants put the standards into practice!

Work time  
Building resources in template

\* Typical problems in online course structure / student support







### Course Technology

The Quality Matters Rubric includes guidelines about **course navigation and technology**, which should "*foster student engagement and ensure access* to instructional materials and resources" (QM Rubric Workbook, p. 12).

Remember the pattern for each standard in this course:

1. What - *Identify* the targeted element.
2. Why - *Determine* the part it plays in the environment.
3. Apply - *Demonstrate* it in your course shell.
4. **Extend**- *Investigate* further and support learning.

### WHAT

It doesn't matter that a course is exquisitely planned and supported with wonderful resources if students cannot find their way around, locate what they want, and get the technical help they need. Once a student is frustrated, confused, and lost in the course, the tone is set for the semester. Getting off to a good start is essential.

**6.1 The tools and media support the learning objectives and are appropriately chosen to deliver the content of the course.**

**6.2 The tools and media support student engagement and guide the student to become an active learner.**

**6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.**

**6.4 Students have ready access to the technologies required in the course.**

**6.5 The course components are compatible with current standards for delivery modes.**

**6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.**

**6.7 The course design takes full advantage of available tools and media.**

**Part 1: Canvas and your computer.** We will be accessing a variety of web sites in this lab. Verify that your computer can view Flash, Shockwave, Java files and videos. If you need to download a plug-in or need help, check out the links under Web Links.

- a. [Flash check](#) : Use the following website to see how you use GPS to catch the dog. Report how long it took you to catch the dog.
- b. [Shockwave check](#) : Name the famous feature and city in this animation.
- c. [Java check](#) : Can you hit a home run? Give the location, speed, and angle that it took to hit one out of the ballpark! How many feet did the ball travel?
- d. YouTube video: Weather Instruments:  
Weather



- e. [QuickTime check](#) : How does sun angle change with increasing distance from the sub-solar point?. What factors determine the length of daylight?

Requiring that students actually go to sites which uses necessary plug-ins and turn in an assignment based on that helps alleviate the last minute, "I couldn't get the site to work!" excuses.

Handout of [software and skills needed \(can be copied and pasted into your course\)](#).

## EXTEND

[Ryan Watkins](#) of George Washington University says:

Here are six tips for helping your students to be successful in online coursework:

**1. INCLUDE AT LEAST ONLINE ACTIVITY OR ASSIGNMENT IN YOUR COURSE.** For example, have students create an annotated bibliography of student support Websites available at your college (e.g., registration, student services, disability services), or require students to submit written assignments as email attachments. By utilizing technology in your course, you give students the opportunity to develop online skills that can be applied in many of their other college courses.

**2. BECOME FAMILIAR WITH COMMON TECHNOLOGY TERMS AND USE THEM WHEN TALKING ABOUT THE COLLEGE'S RESOURCES AVAILABLE TO STUDENTS** (e.g., USB memory, instant messaging, discussion boards, 802.11b and g technologies, Blackboard, WebCT, servers, firewalls, Ethernet). There are many books and Websites with additional information on basic technology terms, but talking with your local technical support staff is probably the easiest and fastest way to learn the "lingo" necessary to discuss the available technology resources with your students.

## Canvas Capabilities to Support QM Standards

- **Low risk or ungraded surveys and quizzes**
- **Peer review tools**
- **SpeedGrader**
  - **Clickable rubrics**
  - **Crocodoc (on screen editing)**
  - **Audio/video comment feature**
  - **Turnitin plagiarism checker**
- **Built in conferencing and collaboration tools**
- **Embedded video/audio files**
- **Student capability to record audio/video in discussions and assignments**



# Catching the Wave

"...the CF program has made me think more about presenting material to my students, even the directions to the activities."



"Some results: participation level has increased by more than 100 percent, instead of 4 or 5 students now more than 10 are completing assignments (compared to spring 2013)."



"I learned more about how to use Canvas tools I had not previously used, as well as other strategies for student engagement from the peer interaction."



"Matching learning objectives with learning activities was a significant thing learned. I will carry on.. remodeling my other online class to fulfill QM standards."



"QM standards improve online courses by making the instructor more aware of the several areas that may otherwise be missed. I absolutely recommend the program continue and am also making the recommendation that our entire department participate."



"Of significance to me was how to align the course objectives with the student learning outcomes. I will be able to align all of my course objectives in the future. This helps the students understand the course better and what they are going to learn from the course."



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# Reaching the Crest

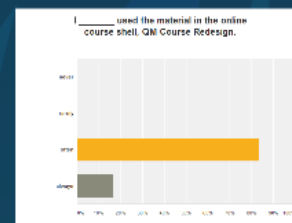
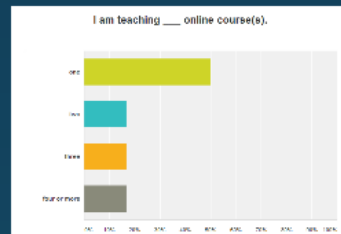
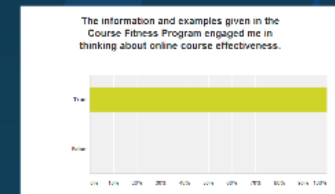
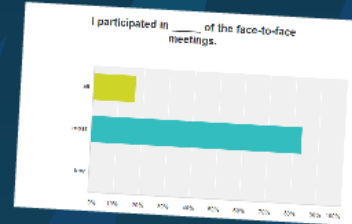
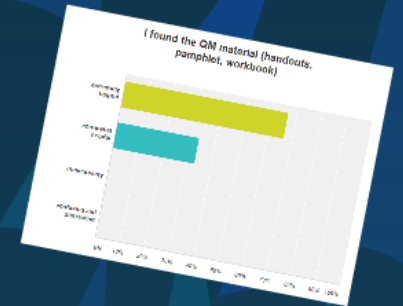
Seven of the twelve ended with 100% compliance to the QM Standards Checklist!

The College of Business is opting to train all faculty in QM Standards next fall.

All evidenced more effective use of Canvas tools

Two more are still working on the course.

Three did not participate.



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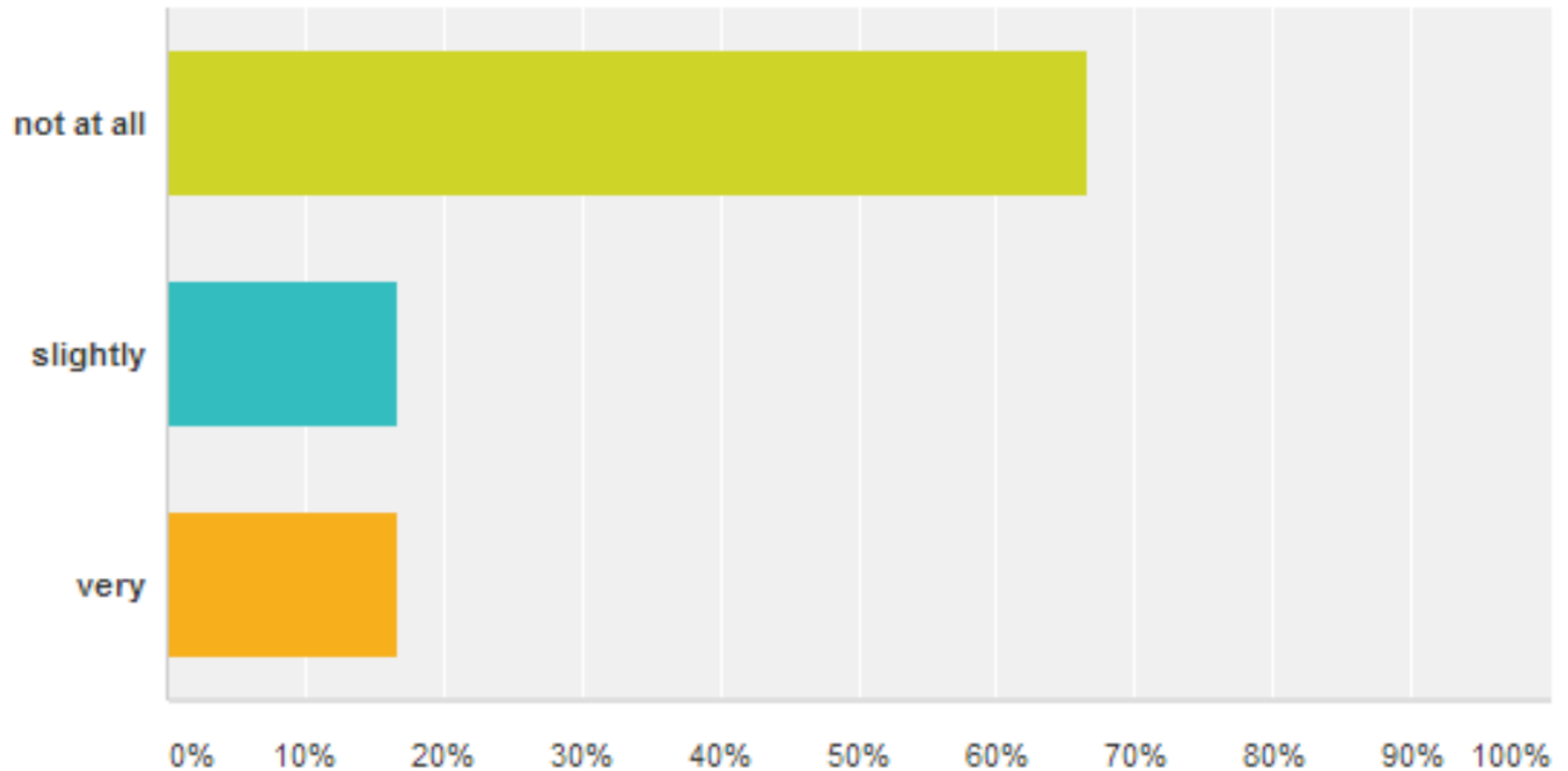
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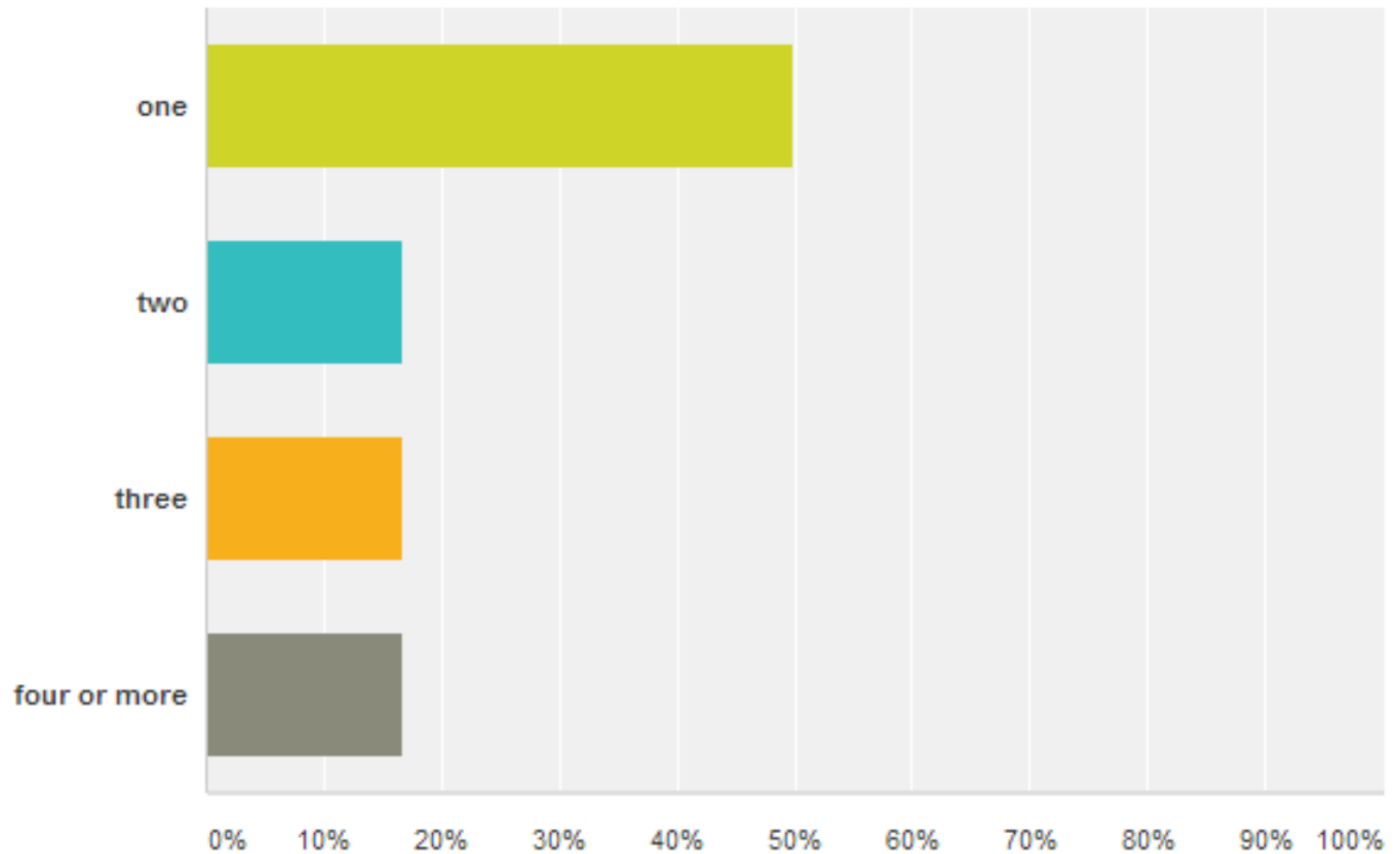
**Three did not participate.**



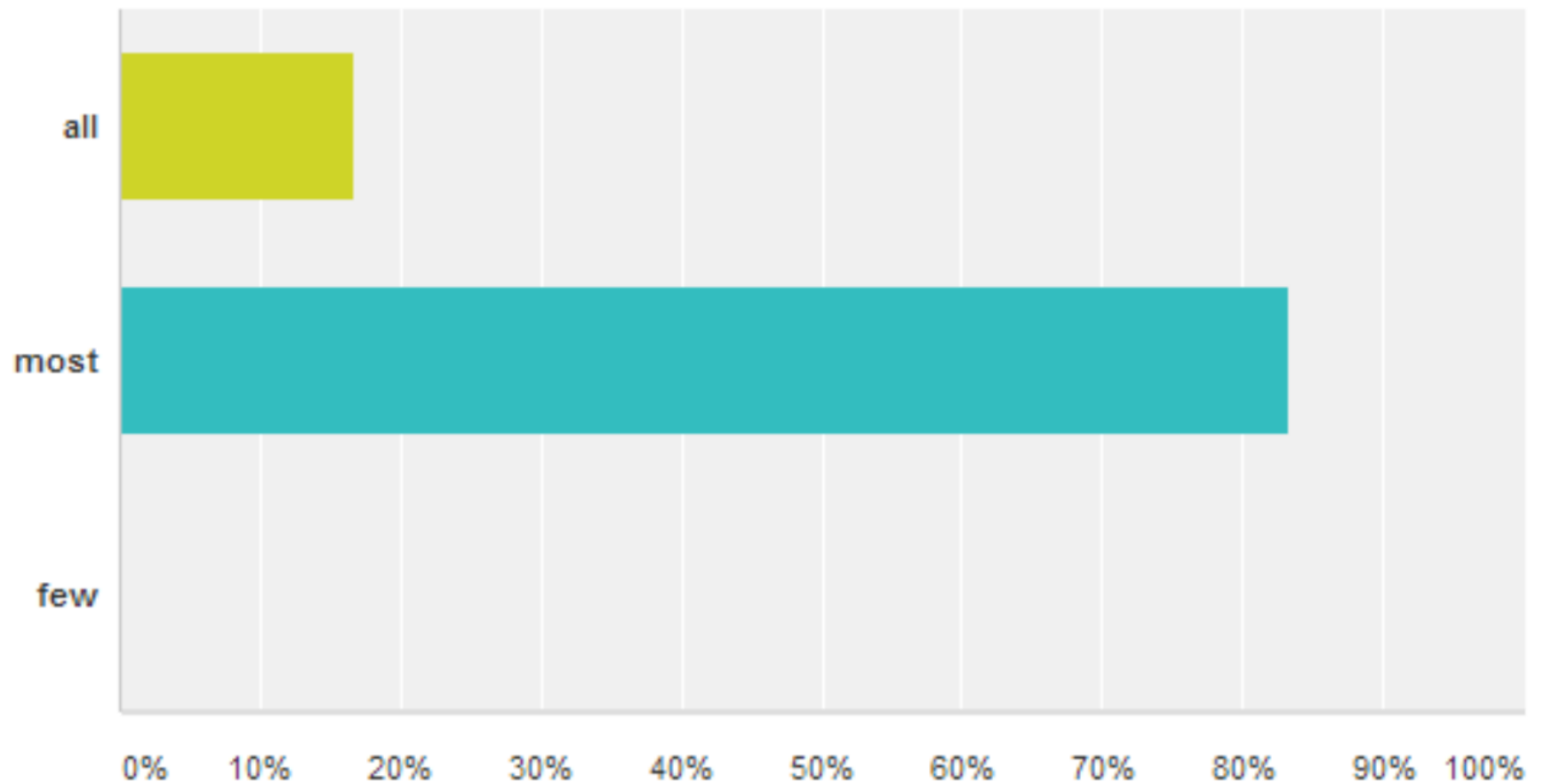
**Before participating in the Course Fitness Program, I was \_\_\_\_\_ familiar with the Quality Matters Standards.**



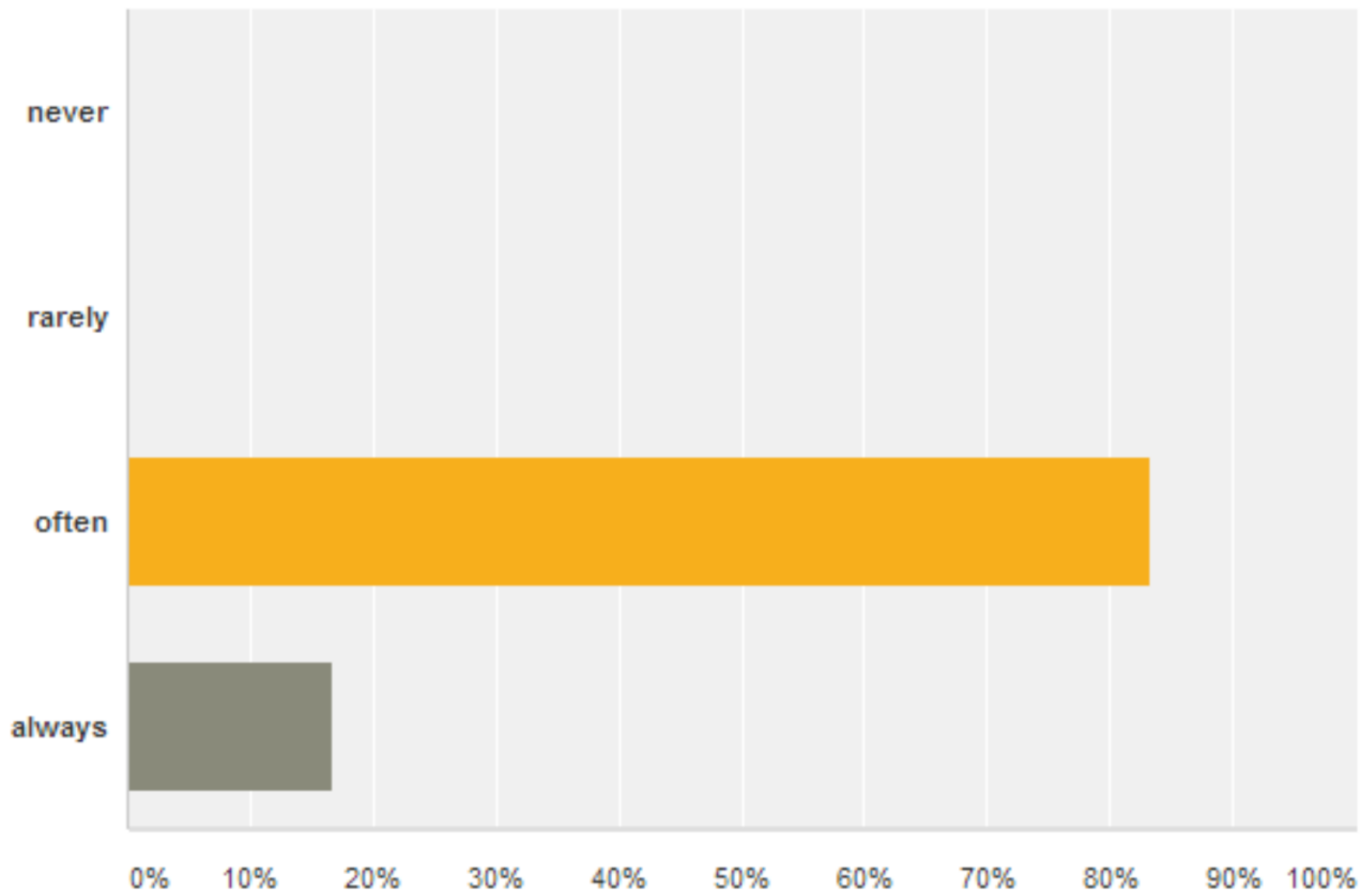
## I am teaching \_\_\_ online course(s).



I participated in \_\_\_\_\_ of the face-to-face meetings.

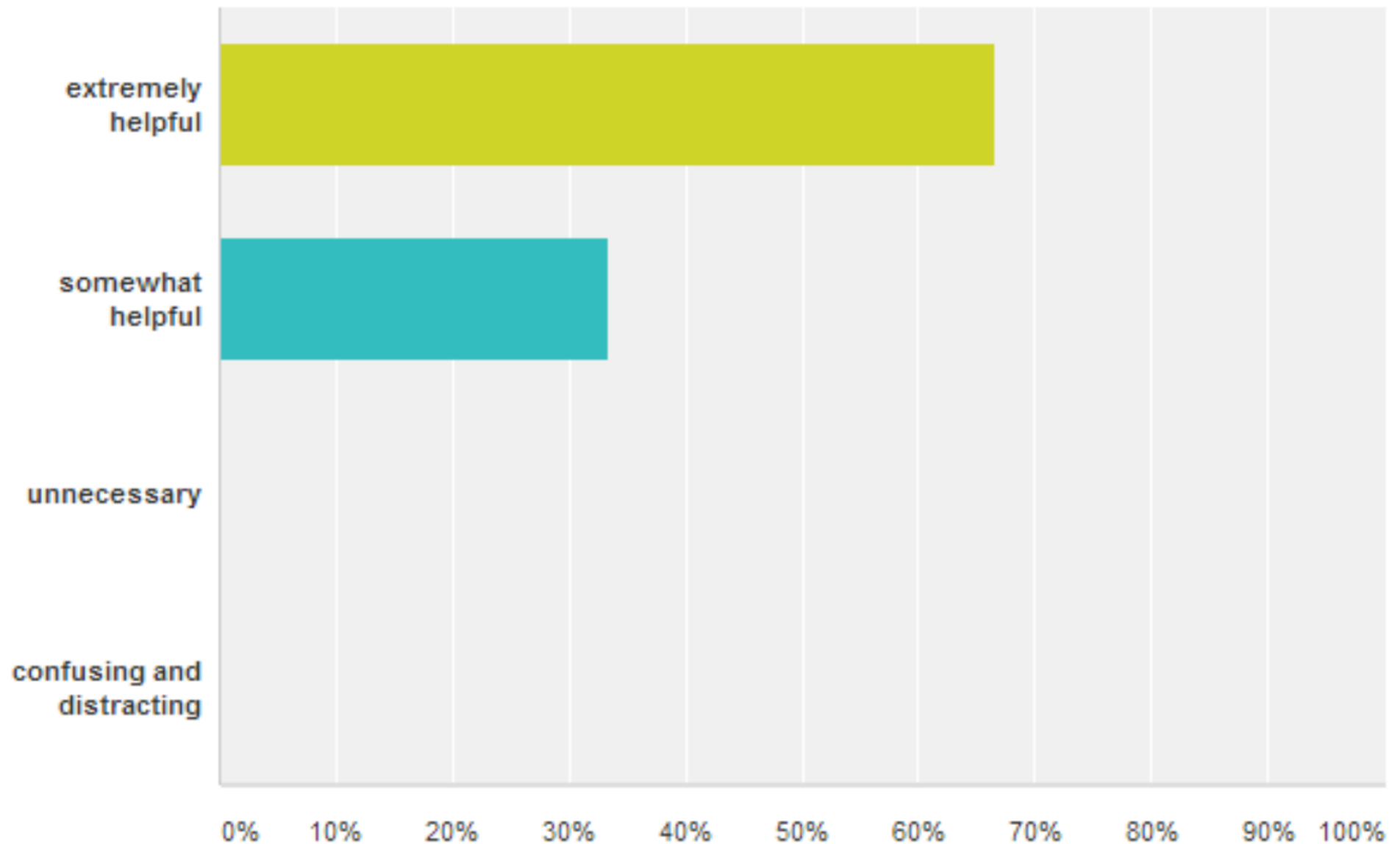


I \_\_\_\_\_ used the material in the online course shell, QM Course Redesign.

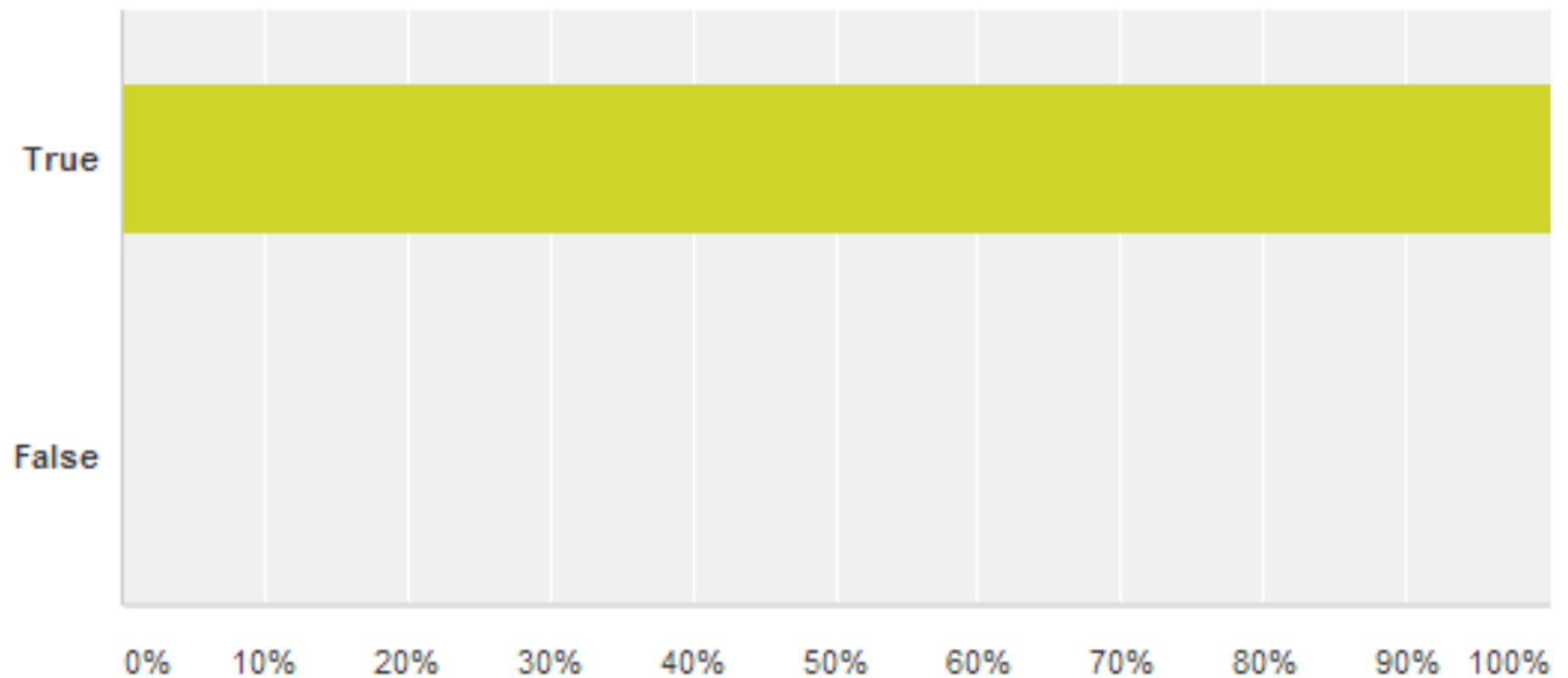




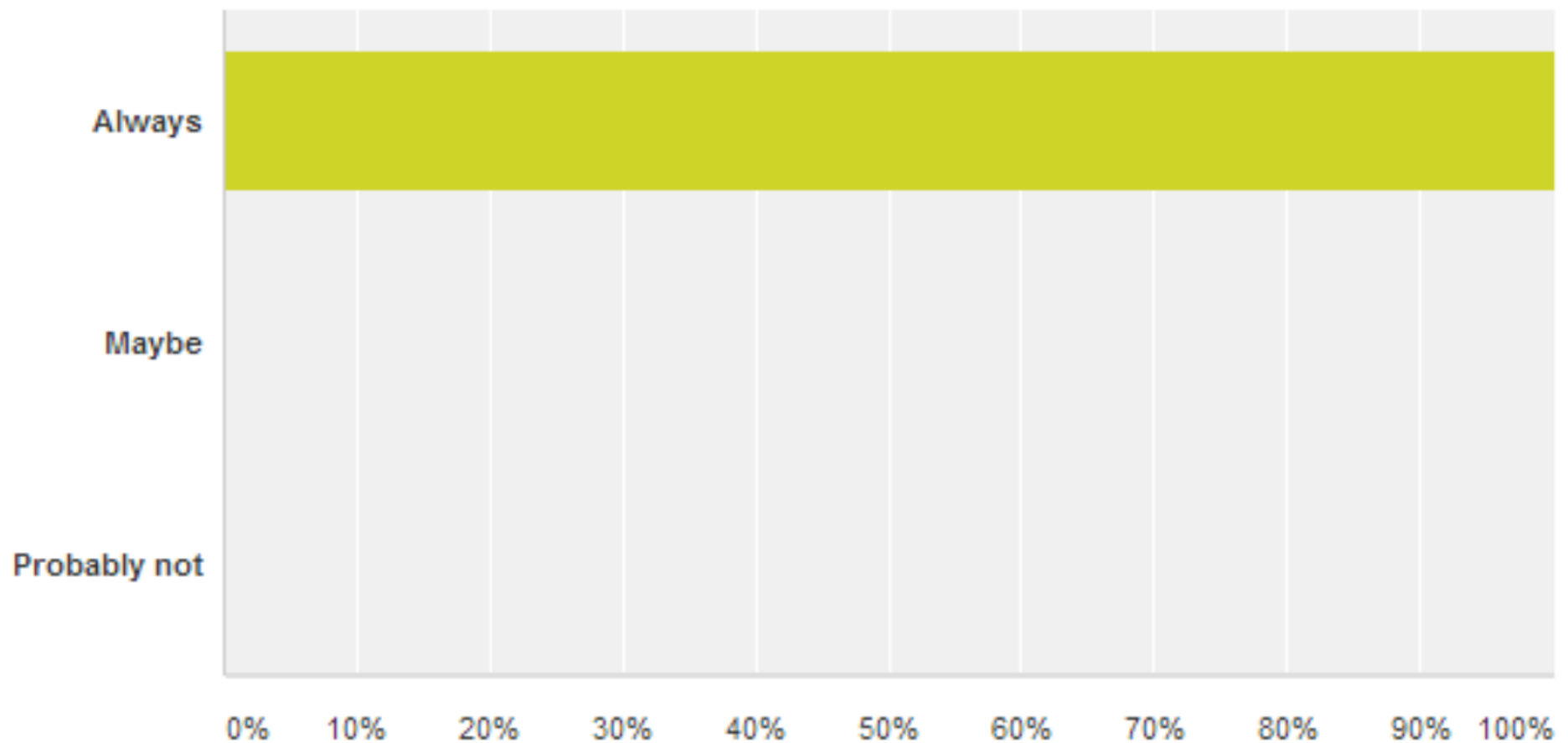
## I found the QM material (handouts, pamphlet, workbook)



**The information and examples given in the Course Fitness Program engaged me in thinking about online course effectiveness.**

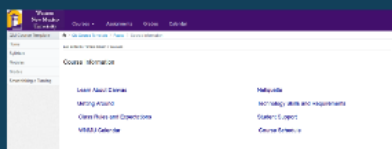
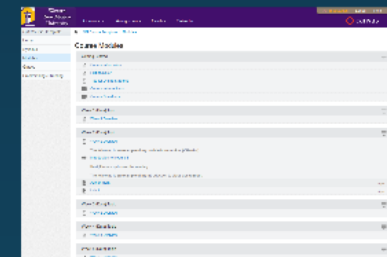


**I intend to use the Quality Matters Standards when developing and teaching online courses in the future to better serve my students.**



# Peaking at a Quality Course Template

## Final Product - A Quality Course Template





Name of Course

CRN/Term

Instructor

## Welcome to Class

## Course Description:

## Instructor Information:

Contact:

About the Instructor:

## Required Textbook(s):

## To Get Started:

It is recommended that you build good online access habits, so get used to going to the [MODULES](#) tab to the left when you log in. Don't simply click on assignments or discussion forums in the Activity Stream, Global Navigation links, or your To Do list! The Modules contain a wealth of information about this course that you'll be missing if you take the "shortcuts."

- Read the **syllabus** thoroughly. This is an agreement involving you, the instructor, and the university.
- Start by going through the documents on the [Getting Started page](#).
- Look at the [Course Schedule](#).
- Continue to the [Week 1 module](#).

## Syllabus (file)

## Important Links



Last edited by Tamara Gibson 7 days ago

## Course Information

[Learn About Canvas](#)

[Netiquette](#)

[Getting Around](#)

[Technology Skills and Requirements](#)

[Class Rules and Expectations](#)

[Student Support](#)

[WNMU Calendar](#)

[Course Schedule](#)

## Getting Around

You can access **course content** by going to the left menu bar, where you will find:

- **Home** - Course Overview, Student Resources, Meet Your Instructor
- **Announcements** - Any information your instructor may make available to you at certain times, special notes, schedule changes, reminders.
- **Syllabus** - The "learning contract" between you, the instructor, and the institution. Read it carefully!
- **Outcomes** - Every required learning outcome you are expected to complete.
- **Modules** - Each module will link to assignments, discussions, resources, and quizzes. **This tab is the place you will go every time you log in!**

To access **course email, your information, or your preferences**, go to the top right bar right below the browser bar to check:

- **Inbox** - This is where any email from your instructor will go first. You can set up your settings (on the Setting tab-information below) on the top bar to forward these messages, they could end up in any email account you prefer. A copy, however, will stay in the course inbox.
- **Settings** - If you click here, you have choices of
  - *Notifications tab*
    - Forward Canvas emails to another address (they will automatically go also to your WNMU account)
    - Having instructor announcements and email messages forward as text messages to your cell phone!
  - *Files tab*
    - Store personal files so that you can get to them from any computer.
    - Keep assignments that you are not finished with.
    - Nobody else can access these files, not even the instructor.
  - *Settings tab*
    - Change your personal information
    - Add a profile picture
    - Add another email address or a phone number
    - Add any personal information you want
    - Integrate outside services like Facebook, Google Docs, Skype, etc.

# Technology Skills and Requirements

## **SKILLS NEEDED**

You need to know how to:

- manipulate (create, work in, and save) files commonly used in word processing programs.
- copy and paste.
- download and install necessary software for audio, video, or presentations.
- use presentation programs (Powerpoint, Prezi, or alternative).
- compose, send, and open email (Canvas calls it Conversation) messages.
- attach files to discussion posts, email messages, or assignment areas.

## **TECHNICAL SUPPORT**

- **CANVAS 24-HR SUPPORT LINE:** If you have any questions or need assistance with Canvas, there is a support line available to assist you 24/7. **888-332-6994**
- **I.T. HELP DESK:** If you have any questions or need assistance with technical support for your computer, you can contact the I.T. Help Desk. **575-574-4357**

## **TECHNOLOGY CHECKUP**

**Canvas and your computer.** We will be accessing a variety of web sites in the course. Verify that your computer can view Flash, Shockwave, Java files and videos. If you need to download a plug-in or need help, check below.

- Flash check:** <sup>↗</sup> Use the following website to see how you use GPS to catch the dog. Report how long it took you to catch the dog.
- Shockwave check:** <sup>↗</sup> : Name the famous feature and city in this animation.
- Java check:** <sup>↗</sup> Can you hit a home run? Give the location, speed, and angle that it took to hit one out of the ballpark! How many feet did the ball travel?



## Class Rules & Expectations

### Instructor

#### I will

- get back to you within 24 hours if you email or contact me, unless a special announcement is posted.
- have assignments graded and scores recorded within three days after submission.
- be willing to adjust course schedules or assignments when warranted by the good of the students.
- help you in any way I can to understand the course content and to accomplish learning outcomes, provided you are doing your part.
- help you develop and use efficient time-management and responsibility in meeting requirements.
- be involved in the course and be available to you for assistance and clarification.

### Student

#### I will

- participate in class by logging in at least three times a week to check announcements and resources and complete assignments.
- let the instructor know before the due date if I have situations that prohibit my turning in work on time. I may still lose points.  
  
Late work always involves a 10% deduction per day up to 4 days, then the assignment becomes a 0%.
- follow the course schedule and prepare ahead of time for assignments so that I am not caught at the last minute trying to turn in assignments.
- inform the instructor of what is going on that may interfere with fulfilling requirements (computer difficulties, emergencies, confusion). It is MY responsibility to contact the instructor.

## Student Support

Services are provided by WNMU and assist you in finding and using **resources**. These are provided to all students, both on campus and online. They are developed to help you succeed in your courses, so **please access and use these resources!**

### E-LEARNING RESOURCES

- [Online Services](#) ↗
- [Types of Course Offerings at WNMU](#) ↗
- [Electronic Tutoring Information](#) ↗
- [Canvas Student Orientation](#)
- [Canvas Student Guide](#)
- [Canvas 24-hour Support Line 888-332-6994](#)
- [WNMU Help Desk 575-574-4357 \(HELP\)](#)

### UNIVERSITY PUBLICATIONS

- [Student Handbook](#) ↗
- [WNMU Course Catalog](#) ↗
- [Campus Directory](#) ↗
- [Class Schedules](#) ↗
- [University Calendar](#) ↗
- [Campus Map](#) ↗

### IMPORTANT POLICIES

The following policies are included in the Student Handbook.

- Student Code of Conduct
- Academic Honesty

### STUDENT SERVICES

- [Admissions](#) ↗
- [Registrar](#) ↗
- [Business Office](#) ↗
- [Financial Aid](#) ↗
- [Housing](#) ↗
- [Meal Plan](#) ↗
- [Bookstore](#) ↗



## Course Introductions

Tammy

Mar 31 at 11:33am

Hello everyone. I am excited that we will be working together for this semester. I want everyone to tell us about you. Tell who you are. Give us all a description of who you are and where you are in your experiences and life. Some of the things you can talk about are family, work, school, children and anything else of interest you may want to share. Since this is an online course, this is how we will be getting to know each other. As with children, adults learn in the foundation of relationships. Thank you and look forward to learning about you and with you for the next month.

Here's an example of my Introduction Discussion:

**"Hello...."**

Please introduce yourself to the class. Include the following:

- Share two things about yourself.
- Briefly explain why you are taking the class and if you've already taken a science course.
- Have you taken an online course before? If so, then what strategies have you found to help you do well in class? Here's a website of [strategies](#) , do you use any of them?
- Please welcome at least one other student to the course. Ask them a question about what they shared.



QM Course Template

Home > QM Course Template > Modules

- Home
- Syllabus
- Modules
- Grades
- SmarterThinking e-Tutoring

## Course Modules

Getting Started		
	<a href="#">Course Information</a>	
	<a href="#">Editing/Color</a>	
	<a href="#">Tips for Online Students</a>	
	<a href="#">Course Introductions</a>	
	<a href="#">Course Questions</a>	
Week 1 (Date) Topic		
	<a href="#">Week 1 Overview</a>	
Week 2 (Date) Topic		
	<a href="#">Week 2 Overview</a>	
	The following is an example of my module introduction. (V.Harder)	
	<a href="#">Introduction to Module 1</a>	
	Next, I have a quiz over the reading.	
	The following is an example of my introduction to class assignment.	
	<a href="#">Assignment 1</a>	0 pts
	<a href="#">Lab 1</a>	0 pts
Week 3 (Date) Topic		
	<a href="#">Week 3 Overview</a>	
Week 4 (Date) Topic		
	<a href="#">Week 4 Overview</a>	
Week 5 (Date) Topic		
	<a href="#">Week 5 Overview</a>	

## MODULE 1

### LAB 1: INTRODUCTION TO CANVAS AND GEOL 103

DOWNLOAD ANSWER SHEET



In this course we will be accessing a variety of websites. Before starting the class you need to verify that your computer can view Flash, Shockwave, Java, Quicktime animations, and videos. If you need a plugin, click [here](#) for the links. The links that you'll be using are provided via this lab homepage (see below) so you don't have to copy/paste.

**Please note:** If you cannot view any of the following, then download the needed plugins and get them to work. Not all browsers can view everything, some are better than others. I've also been working with the university to make sure the computers in the GRC have all the necessary plugins for this course.

**A word about running JAVA:** Web browsers block JAVA by default. To run a JAVA applet in using Firefox click [here](#) . For other browsers click [here](#) .

Please download the Answer sheet. It has the questions you are to answer. I really appreciate it if you post your answers in **a different color**, it makes it much easier for me to grade.

## Web Links

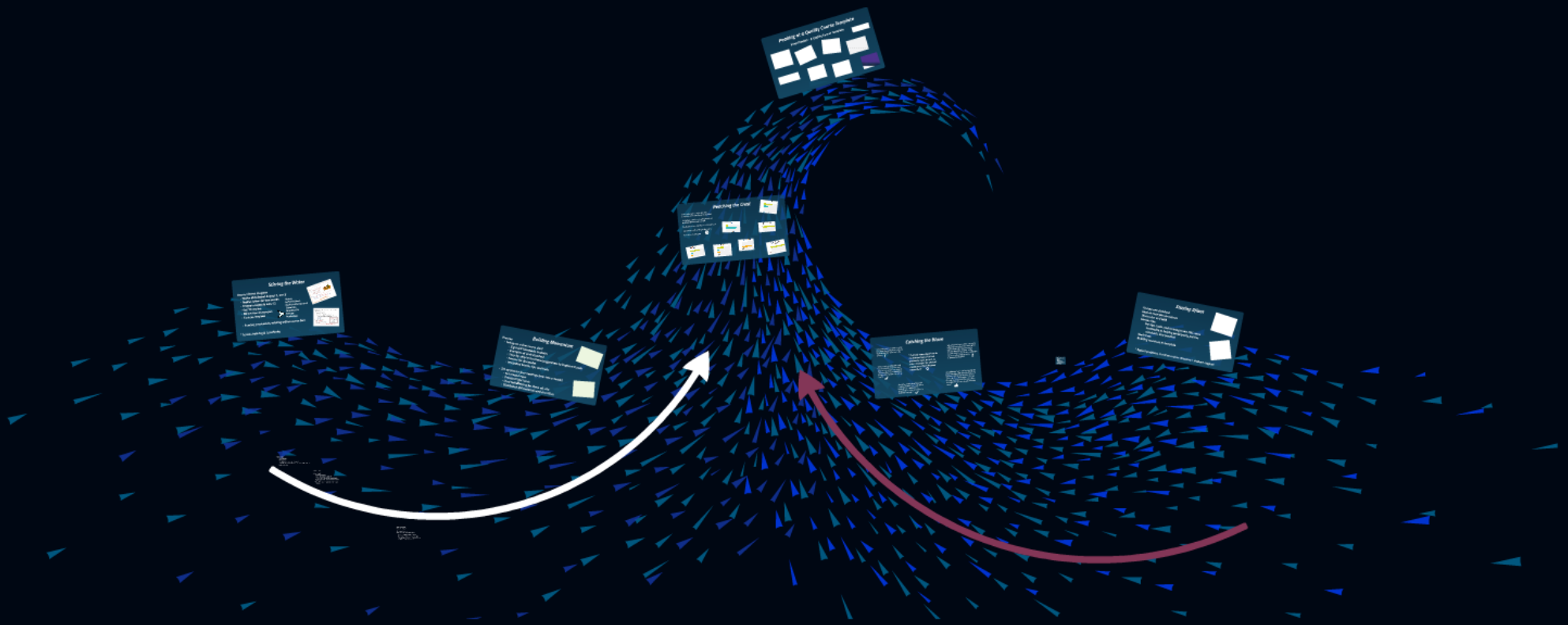
- Flash check: [EARTH: Portrait of a Planet](#) .
- Shockwave check: [Examine Earth from a New Perspective](#) .
- Java check: [Virtual Quarry](#) . Check out the quarry then go to the [rescue](#) game for the hotspots.
- YouTube videos:

## Career in Geology



- QuickTime check: [Our Restless Planet](#) .





# Course Fitness: A Peak at Quality