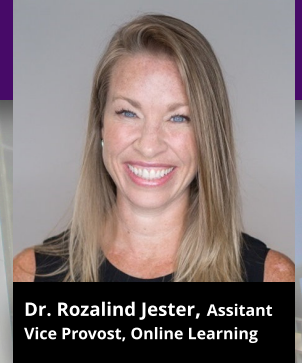




# Connect Collaborate Innovate

A Newsletter From The Provost's Office



## Design with Purpose

Design Matters.

Good design brings beneficial effects.

Poor design impedes learning.

#ThriveOnline

In her book *Thrive Online: A New Approach to Building Expertise and Confidence as an Online Educator*, Shannon Riggs writes,

"Indeed, after completing course development, many educators feel a sense of pride and accomplishment akin to that of an artist or craftsman completing a creative work such as a painting, woodwork, or textile art. When teaching the course, being able to witness students enjoying and appreciating your work of art is also deeply gratifying."

Though Riggs is speaking directly to the online course design experience, all of us can relate to the flood of feelings inherent to the creative process. Perhaps a mix of excitement as ideas percolate; exhilaration as the work begins to flow; mental and physical exhaustion; genuine pride in the finished product; and the vulnerability of sharing it with others. The risk is that it won't "connect" in a

## Outside of work, the things that brought you joy...

Being in nature and taking walks

Listening to your children's laughter

Celebrating graduation and seeing your child shine

Baby guinea pigs

Butterfly gardens

Growing orchids

Daughters

Kittens

Love

Exploring Sanibel

Election outcome

Finishing a model boat

Bonds between students

meaningful way with your audience, but the reward when it does is undoubtedly *deeply gratifying!*

Case in point, in my December newsletter, *Creating Connections* \*IRL, I invited you to connect with me by responding to the prompts that inspired you and promised I would share the highlights. I was not inundated with email and that was probably a blessing in disguise since I also promised to reply to all!!

Several of you did reach out though and each message felt like a gift of kindness. I am *deeply grateful* for your connection and I look forward to the opportunities to do so again.

Here is a snapshot of how we wrapped up 2020!

## Unexpected successes at work!

Your teaching style *is* compatible with synchronous online teaching!

Faculty adapted so well to Zoom and the unexpected ease of supporting them!

Building relationships with staff as a new member of the FSW community!

Successfully implementing a new process that improved efficiency for many!

Letting go and feeling liberated!

## Your inspiring ideas for collaboration in 2021:

### Let's work together to:

- ▶ Design new online courses
- ▶ Transform teaching and learning through innovative technologies
- ▶ Create a student ambassador online learning program
- ▶ Support the Embedded Librarian program
- ▶ Keep improving communication
- ▶ Explore ways to use document collaboration tools for a pseudo-synchronous engagement
- ▶ Create a Math@FSW Canvas resource

# ONLINE COURSE DESIGN

## QUALITY DOES MATTER

Returning now to *Thrive Online*, Riggs' quote accurately portrays the course development process as a creative endeavor; one that must be designed with intention and careful attention to detail, like a piece of artwork. Failure to do so can result in a failure to connect with students. Of course, there are many factors that contribute to an exceptional online course experience, but a poor design alone can prove to be an obstacle some students are not able to overcome.

Imagine this scenario. An excited first-year student, RJ, enters a classroom. She is eager to learn, but also nervous not knowing what will be expected of her. No one is there, but a pile of books is in on a table at the front of the room and printed stacks of paper on each desk. RJ walks with trepidation around the room. Each desk has a different set of papers. Is it a

semester's worth of work or just this week's? Unsure of where to start and unclear if these are articles to read, assignments to complete, quizzes to take, or just stacks of "extra resources," she becomes wary. The computer is on with a note to watch the required videos and presentations. There are over twenty to choose from. The white board is covered in diagrams, notes and instructions, but what comes first? Nervous energy turns to anxious fear. Looking around for guidance, the realization sets in that this is a solo adventure. RJ is on her own.

This is an extreme and absurd example. One that, in reality, we would never witness in a face-to-face class. The content may be rich and engaging, and RJ full of potential, but the failure to organize and design the learning experience creates a barrier to her success.

In an online classroom, we have to

imagine our students entering that scenario and plan to guide them through that single experience. A simple overview of the course, guidance on how to navigate our classroom, an explanation how to get started, and a very clear outline of what you expect from them. And this is just the beginning to a well-designed online course. Not only does the design matter, but the *quality* of the design matters.

This was a concept I didn't fully grasp as a new online instructor designing my first online class. Like many of my peers, I made the assumption that the millennial generation already had the necessary "digital literacy" skills to take an online class. That misconception was quickly debunked! Digital *literacy* is a step towards, but not the same as, digital *fluency*. To be effective faculty and successful students in the online classroom we should strive for fluency.

*Through our strategic directions we realize FSW's Mission to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.*



*What actions can you take to ensure we achieve these goals?*

1. Engage in best practices to expand and innovate online and distance education to make learning accessible and responsive to global trends.
2. Identify and utilize innovative technologies across all programs to enhance student access, support, and achievement of learning objectives.
3. Provide enhanced professional development opportunities to support engagement with technologies that bolster academic achievement.

# ONLINE COURSE DESIGN

## QUALITY MATTERS (QM)

To ensure we achieve the College's strategic initiative to **innovate online and distance education**, FSW offers opportunities and support for faculty to engage in professional development related to online learning.

Specific to online course design, faculty can earn the "Online Course Design Certification" by completing DEV 101, a course designed to provide online instructors with the tools and knowledge to create an engaging and enriching online experience for our FSW students! This course is not about how to *teach* or *deliver* online courses but rather about the design elements that are known to set online students up for success. That said, implementing the strategies and tools learned in this course are very likely to improve the online teaching experience too!

You will also learn about Quality Matters (QM) and the QM Higher Ed Course Design Rubric. FSW is one of 30 Florida Higher Ed Institutions in the **Florida Quality Matters Consortium**. Learn more at: <https://dlss.flvc.org/flqmc>

In 2020, FSW formally adopted the faculty-driven QM review process and set goals to:

- ▶ Increase the number of faculty "Certified QM Peer Reviewers"
- ▶ Teach online faculty about the QM Rubric through the "Applying the QM Rubric (APPQMR)" Workshop
- ▶ Build a catalog of QM Certified Courses

89

FACULTY COMPLETED  
THE 'APPQMR'  
WORKSHOP IN 2020



## FSW Faculty Certified QM Peer Reviewers

Alisa Callahan

Ann Eastman

Daniel Marulanda

Elizabeth Schott

Gayle Deane

Jennifer Summary

Jeremy Pilarski

Julia Kroeker

Laura Shaw

Leslie Bartley

Michael Sauer

Rona Axelrod

Scott Courtney

Susan Hester

# QM HIGHER EDUCATION RUBRIC, 6TH ED.

## \*INTRODUCTION TO THE GENERAL STANDARDS

- 1. Course Overview and Introduction:** The overall design of the course is made clear.
- 2. Learning Objectives (Competencies):** Learning objectives describe what learners will be able to do upon completion of the course.
- 3. Assessment and Measurement:** Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.
- 4. Instructional Materials:** Instructional materials enable learners to achieve stated learning objectives.
- 5. Learning Activities and Learner Interactions:** Learning activities facilitate and support learner interaction and engagement.
- 6. Course Technology:** Course technologies support learner's achievement of course objectives or competencies.
- 7. Learner Support:** The course facilitates learner access to institutional support services essential to learner success.
- 8. Accessibility and Usability:** The course design reflects a commitment to accessibility and usability for all learners.

\*The QM Higher Ed Rubric is a set of eight General Standards and 42 Specific Review Standards used to evaluate the design of online and blended courses. Faculty and Instructional Designers use the Rubric to aid in the creation of courses designed to meet Standards from the outset. The Rubric is also used to assess the level to which a course meets Standards and highlight areas for improvement.

Unique to the QM Rubric is the concept of Alignment. This occurs when critical course components – Learning Objectives (Competencies) (2.1, 2.2), Assessment and Measurement (3.1), Instructional Materials (4.1), Learning Activities and Learner Interaction (5.1), and Course Technology (6.1) – work together to ensure students achieve desired learning outcomes.

# ONLINE COURSE DESIGN

## FSW QM Certified Courses

Online courses that earn **Quality Matters (QM) Certification** have successfully met these rigorous standards for online course design after undergoing a review by a team of three QM certified peer-reviewers. Combined, the peer review team must include a discipline expert, a QM Master Reviewer, and an external reviewer. All are experienced online instructors that have completed the QM Peer Reviewer Course. QM Standards and the faculty-centered review process are internationally recognized for being supported by research and based on best practices. Courses that meet QM standards are also recognized by the state's **Florida Quality Initiative** as "High Quality" online courses.

A QM Course Certification demonstrates the faculty's commitment to "engage in best practices to expand and innovate online and distance education to make learning accessible and responsive to global trends."

Join me in celebrating FSW faculty who achieved the QM Course Certification!!

QUALITY MATTERS

QM

Faculty	Course Name	Certified Date
Katharine O'Connor	SPC 2608 - Introduction to Public Speaking	Oct 06, 2020
Jay Koepke and Erik Fay	BSC 1085C - Anatomy and Physiology I	Dec 15, 2020
Di Xue	CHM 2046 - Chemistry II	Jan 12, 2021
Douglas Nering and Terry Zamor	MAT 0057 - Mathematics for College Success	Jan 14, 2021

Our success depends on your involvement! Help FSW achieve our mission by (1) becoming a peer reviewer, (2) submitting your online or blended course for an official QM Review, or (3) by committing to engage in best practices for distance education.

If this piques your interest and you would like to learn more about QM professional development opportunities, ways to engage in FSW's QM process, enrolling in DEV 101, or online course development at FSW please:

- ▶ Visit the TLC Certification page at [www.fsw.edu/tlc/certifications](http://www.fsw.edu/tlc/certifications), or
- ▶ Contact Jillian Patch ([jpatch@fsw.edu](mailto:jpatch@fsw.edu)), Instructional Designer, Quality Assurance Specialist and FSW QM Coordinator

***Through our collaborative efforts we will transform online teaching and learning at FSW!***



*Dr. Rozalind Jester has a doctorate in Ocean Science and, like most UC Santa Cruz alumni, is a proud Banana Slug. She joined FSW as faculty in 2008, served as Director, eLearning 2017-2020 and recently joined the Provost's Office as AVP, Online Learning. In this role she looks forward to collaborating with faculty and staff to support innovative online teaching and learning at FSW. She has a mild obsession with jigsaw puzzles.*

**Reach out via email: [Rozalind.Jester@fsw.edu](mailto:Rozalind.Jester@fsw.edu)**

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Higher Education  
needs to go beyond  
digital literacy to  
achieve digital  
fluency.

#ThriveOnline

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