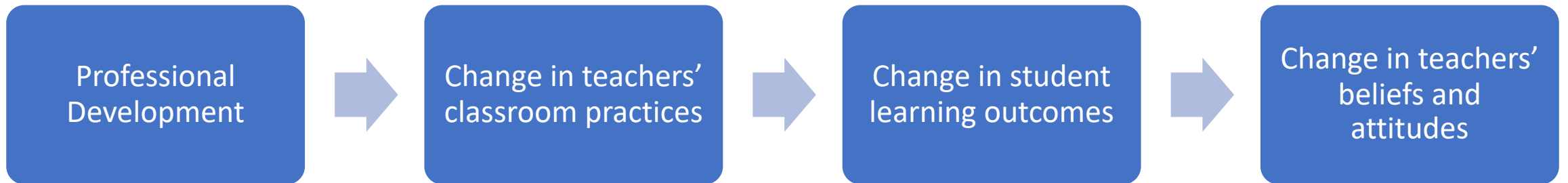


*Teaching Quality in the College of
Nursing: Review of a Pedagogical
Course Development Journey*

Dr. Zackery Howington and Dr. William Hamilton

Guskey's Teacher Change Model



(Guskey, 2002)

Today's Journey

Quality Matters (QM)

```
graph TD; A[Quality Matters (QM)] --> B[AU Course Shell]; B --> C[Course Evaluation Process]; C --> D[Universal Barriers to Adoption]; D --> E[Results];
```

AU Course Shell

Course Evaluation Process

Universal Barriers to Adoption

Results

What Is Quality Matters?



QUALITY ASSURANCE
ORGANIZATION



CREATED TO PROMOTE AND
IMPROVE THE QUALITY OF ONLINE
EDUCATION



ORGANIZATION CREATED A SET OF
STANDARDS FOR HIGHER
EDUCATION

The Standards

1.Course Overview
and Introduction

2.Learning
Objectives
(Competencies)

3.Assessment and
Measurement

4.Instructional
Materials

5.Learning
Activities and
Learner
Interaction

6.Course
Technology

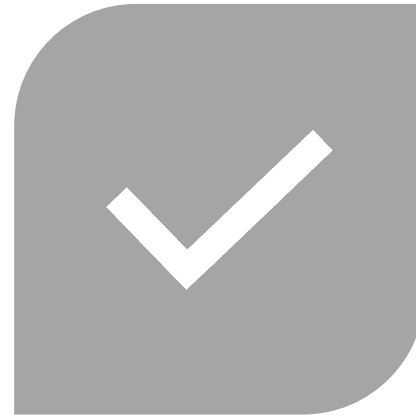
7.Learner Support

8.Accessibility and
Usability

AU Course Shell



DEVELOPED BY CENTER FOR
INSTRUCTIONAL INNOVATION



FOLLOWS GUIDELINES OF QM



WITHOUT MODIFICATION A COURSE
CAN BE CREATED THAT IS FULLY
COMPLAINT

1. Course Overview and Introduction

Table of Contents 62

FA-2023-CON-Technology-Info 19

SP-2023-CON-Technology-Info 11

[Course Overview - Start Here](#) 8

Simulation and Skills Review Information 18

Module 1: Examining Academic Strengths and Opportunities for Improvement Begins August 17 1

Module 2: Test Taking Strategies and More Begins August 25 1

Introduction to NURS 3500 Web Page ✓

Meet Your Professor Web Page ✓

Course Schedule Web Page ✓

Course Syllabus Web Page ✓

Course Structure and Organization Web Page ✓

Communication Policies Web Page ✓

Campus Technology Link ✓

Student Resources Link ✓

2. Learning Objectives (Competencies)

LEARNING OBJECTIVES

Learning Outcome

Examine, evaluate, and reflect on academic strengths and areas for improvement that will lead to academic success.
Demonstrate mastery of the course objectives (through study groups).

Learning Path

Course Objective (CO)	Module Objective (MO)	Learning Activity/Assessment (LA)
Examine your own academic strengths. Collaborate with faculty on utilizing academic strengths. Demonstrate the use of problem-based learning, writing papers, and concept mapping.	Examine, evaluate, and reflect on academic strengths and areas for improvement that will lead to academic success. Demonstrate mastery of the course objectives (through study groups).	LA 0: Introduction LA1: Self Assessment Paper Study Group 1



3. Assessment and Measurement

LEARNING OBJECTIVES

Learning Outcome

Examine, evaluate, and reflect on academic strengths and areas for improvement that will lead to academic success.

Demonstrate mastery of the course objectives (through study groups).

Learning Path

Course Objective (CO)	Module Objective (MO)	Learning Activity/Assessment (LA)
Examine your own academic strengths. Collaborate with faculty on utilizing academic strengths. Demonstrate the use of problem-based learning, writing papers, and concept mapping.	Examine, evaluate, and reflect on academic strengths and areas for improvement that will lead to academic success. Demonstrate mastery of the course objectives (through study groups).	LA 0: Introduction LA1: Self Assessment Paper Study Group 1



4. Instructional Materials

TO DO

INSTRUCTIONS FOR FACULTY: This task list should help your students complete all assigned tasks in order to prepare them for the module assignment which will be graded. *Erase this paragraph.*

Please, complete the following tasks and assignments in the order they appear in this list:

- **Task 1.a:** INSTRUCTIONS FOR FACULTY: *Replace this line* with task 1.a.
- **Task 1.b:** INSTRUCTIONS FOR FACULTY: *Replace this line* with task 1.b.
- **Assignment 1:** INSTRUCTIONS FOR FACULTY: *Replace this line* with Assignment 1.
- **Task 2.a:** INSTRUCTIONS FOR FACULTY: *Replace this line* with task 2.a.
- **Task 2.b:** INSTRUCTIONS FOR FACULTY: *Replace this line* with task 2.b.
- **Assignment 2:** INSTRUCTIONS FOR FACULTY: *Replace this line* with Assignment 2.

Refer to the course schedule for important due dates for this learning module.

LECTURE

INSTRUCTIONS FOR FACULTY: The following sections are based on what is offered in your module. Feel free to change the topics to fit your course. Lectures are used be sure to cite your sources using the Lecture Citations section found near the bottom of this page. *Erase this paragraph.*

INSTRUCTIONS FOR FACULTY: Try to catch your student's attention with a creative lecture title. *Erase this paragraph.*

INSTRUCTIONS FOR FACULTY: A lecture page is a way to teach your students about a specific topic using different media such as text, photos, infographics, maps, and videos. *Erase this paragraph.*

INSTRUCTIONS FOR FACULTY: Do not use PDFs in your lecture pages. Instead, deliver your lecture in an HTML page, which will automatically resize your content to any screen size (e.g. Desktop, laptop, tablet and smartphone). *Erase this paragraph.*

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with your lecture content.

CLASS DISCUSSION

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with a one-paragraph summary of what students should have done so far to prepare for a class discussion. For example, you could write: "At this point, you should have read the article 'x,' watched the video lecture 'y,' and gone through this module Power Point Presentation."

4. Instructional Materials (Continued)

LECTURE CITATIONS

INSTRUCTIONS FOR FACULTY: Required section to fulfill QM standards. *Erase this paragraph.*

INSTRUCTIONS FOR FACULTY: Use the appropriate citation style of your field and make sure you follow Augusta University's policy on the "[Use of Copyrighted Materials](#)." *Erase this paragraph.*

QUESTIONS?

If you have a question about an assignment or any of the materials covered in this module, you can ask me in the discussion board called "[Questions for the Professor](#)." You can also send me an email with your question. My contact information is listed on the syllabus. If you email me, please include the course title in the subject line.

5. Learning Activities and Interaction

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[Course Overview - Start Here](#) 8

Simulation and Skills Review Information 18

Module 1: Examining Academic Strengths and Opportunities for Improvement Begins August 17 1

Module 2: Test Taking Strategies and More Begins August 25 1

Introduction to NURS 3500 Web Page ✓

Meet Your Professor Web Page ✓

Course Schedule Web Page ✓

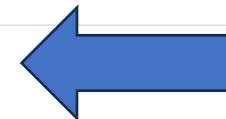
Course Syllabus Web Page ✓

Course Structure and Organization Web Page ✓

Communication Policies Web Page ✓

Campus Technology Link ✓

Student Resources Link ✓



5. Learning Activities and Interaction (continued)

ASSIGNMENT INSTRUCTIONS

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with a one-paragraph summary of what students should have done so far to prepare for the assignment. For example, you can write: "At this point, you should have read the article 'x,' watched the video lecture 'y,' gone through this module's Point Presentation, and posted a comment in this module's discussion board."

If you have completed all these tasks, you are ready to take on this next assignment, which will be graded. To successfully complete it, you should:

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with a brief statement about what the purpose of this activity is and how it relates to this module's learning objectives. In other words, you should state how this discussion activity will contribute to student learning.

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with the specific instructions for the assignment.

Assignment - How You Will Be Graded

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with your grading criteria. You should provide the criteria you will use to grade this assignment. This could be in the form of a checklist or a rubric that you build right into D2L.

Assignment - Due Date

This discussion is due on **INSTRUCTIONS FOR FACULTY:** *Replace these words* with the day and time this assignment is due (Example: Sunday at PM).

Refer to the "**Course Schedule**" for specific dates.

INSTRUCTIONS FOR FACULTY: *Replace this paragraph* with a brief description of your policy on late assignments.

How To Submit Your Assignment

Saving your file

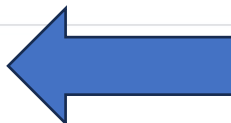
1. Save your assignment as a **INSTRUCTIONS FOR FACULTY:** *Replace this paragraph* with the appropriate file format (e.g. Word document, PowerPoint file, mp4, or jpeg).
2. Name your file: Module#_YourLastName (e.g., Module1_Doe).
3. Include your name inside the document.

How to Submit the File

1. Click on "**Assessments**" located on the navigation bar at the top of the page to open the dropdown menu.
2. Click on "**Assignments.**"
3. Select the assignment for this module.

6.Course Technology









Table of Contents	62	Introduction to NURS 3500	Web Page	✓
FA-2023-CON-Technology-Info	19	Meet Your Professor	Web Page	✓
SP-2023-CON-Technology-Info	11	Course Schedule	Web Page	✓
Course Overview - Start Here	8	Course Syllabus	Web Page	✓
Simulation and Skills Review Information	18	Course Structure and Organization	Web Page	✓
Module 1: Examining Academic Strengths and Opportunities for Improvement Begins August 17	1	Communication Policies	Web Page	✓
Module 2: Test Taking Strategies and More Begins August 25	1	Campus Technology	Link	✓
		Student Resources	Link	✓

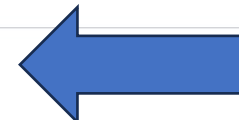


Campus Technology has specific things required by Quality Matters related to Data Privacy. In general, these are standards about the general use of technology such as use of pictures, video, and other methods of delivery.

7.Learner Support

Table of Contents	62
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Course Overview - Start Here	8
Simulation and Skills Review Information	18
Module 1: Examining Academic Strengths and Opportunities for Improvement Begins August 17	1
Module 2: Test Taking Strategies and More Begins August 25	1

- Introduction to NURS 3500  Web Page ✓
- Meet Your Professor  Web Page ✓
- Course Schedule  Web Page ✓
- Course Syllabus  Web Page ✓
- Course Structure and Organization  Web Page ✓
- Communication Policies  Web Page ✓
- Campus Technology  Link ✓
- Student Resources  Link ✓



Campus Technology has specific things required by Quality Matters related to Accessibility Policies. Student Resources has an extensive list of support for students.

8. Accessibility and Usability

- Key Standards:
 - Alternatives to videos
 - PowerPoint/PDF equivalent
 - Transcript
 - Start Here section accessibility policies

Course Evaluation Process

Reach out to Coordinator

```
graph TD; A[Reach out to Coordinator] --> B[Rubric Review through website]; B --> C[Course Revisions];
```

Rubric Review through website

Course Revisions

Universal Barriers to Adoption

QM Is Surface Level



It shows whether things merely exist on a checklist



Course Quality from the rubric based around committee reviews and perceptions of quality

Not all criteria can easily be associated with student outcomes



Research shows student outcomes are based on how the material is used

How does the instructor interact online
Quality of Activities/Assignments students are asked to do

Instructor feedback to activities and assignments

How the instructor enables community interaction and engagement

QM has the backbone to these but does not evaluate the full implementation (Hall, 2010);



A class can be, “sterile, boring, and impersonal” and still pass QM (Jaggars et al., 2016).

Time Commitment

- Key areas of time commitment:
 - Creation of course maps/Learning Path to align course objectives
 - Important because of positive results to student outcomes (Swan et al., 2010; Kirkwood et al., 2008)



Disruption to Courses



Orientation videos and instructions built around prior version of course



New design changes location of housed items in some cases



Need for hiding and unhiding material as changes take place

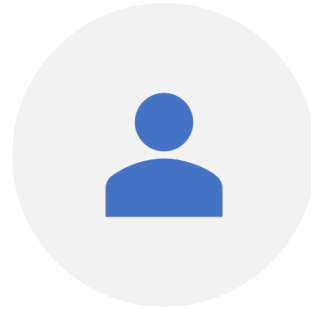


We have worked with instructors based on their schedules to redo courses without interfering with the course

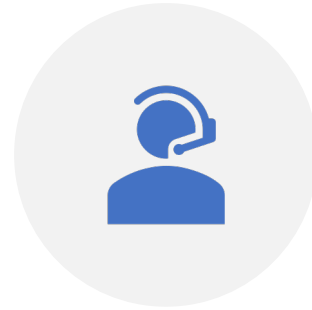
Support from Administration



SUPPORT NEEDED FOR
PROGRAM TO SUCCEED



WE HAVE RECEIVED
SUPPORT OF KEY ADMIN



SUPPORT OF PROGRAM
COORDINATORS

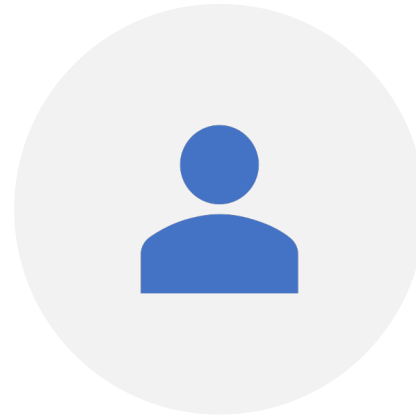


ADMIN REVIEWS REPORTS
ON PROGRESS EACH
SEMESTER

Support from Faculty



SUPPORT NEEDED FROM KEY FACULTY



PROGRAM COORDINATORS



RESULTS – FACULTY MEMBER DEMONSTRATES COURSE
COLLEAGUES APPROVE AND WANT COURSE REDESIGN

Faculty and Help With Technology



HTML has been biggest hurdle



Editing pages

Knowledge of headings, embedding, creating tables
Copying and pasting issues



Requirement that HTML code be added to new pages

Cascading Style Sheet – Needed to show graphics and headings properly

Modification by Faculty

The course may have passed but modifications after review made the course fail standards

Primarily in Start Here section

Deleted pages caused non-compliance with standards

Availability of Staff
- Instructional
Designers

IT department: Available for technical issues

Instructional Design: One to two people to assist. More about the design of the course itself

Accessibility Compliance



Many universities are having difficulties with Compliance because of the time and expense



Many accessibility requirements revolve around screen reader support for the blind

Alternative text for pictures: Describes the picture

Color usage: 508 Compliance standards for color blindness



Hearing Impairments

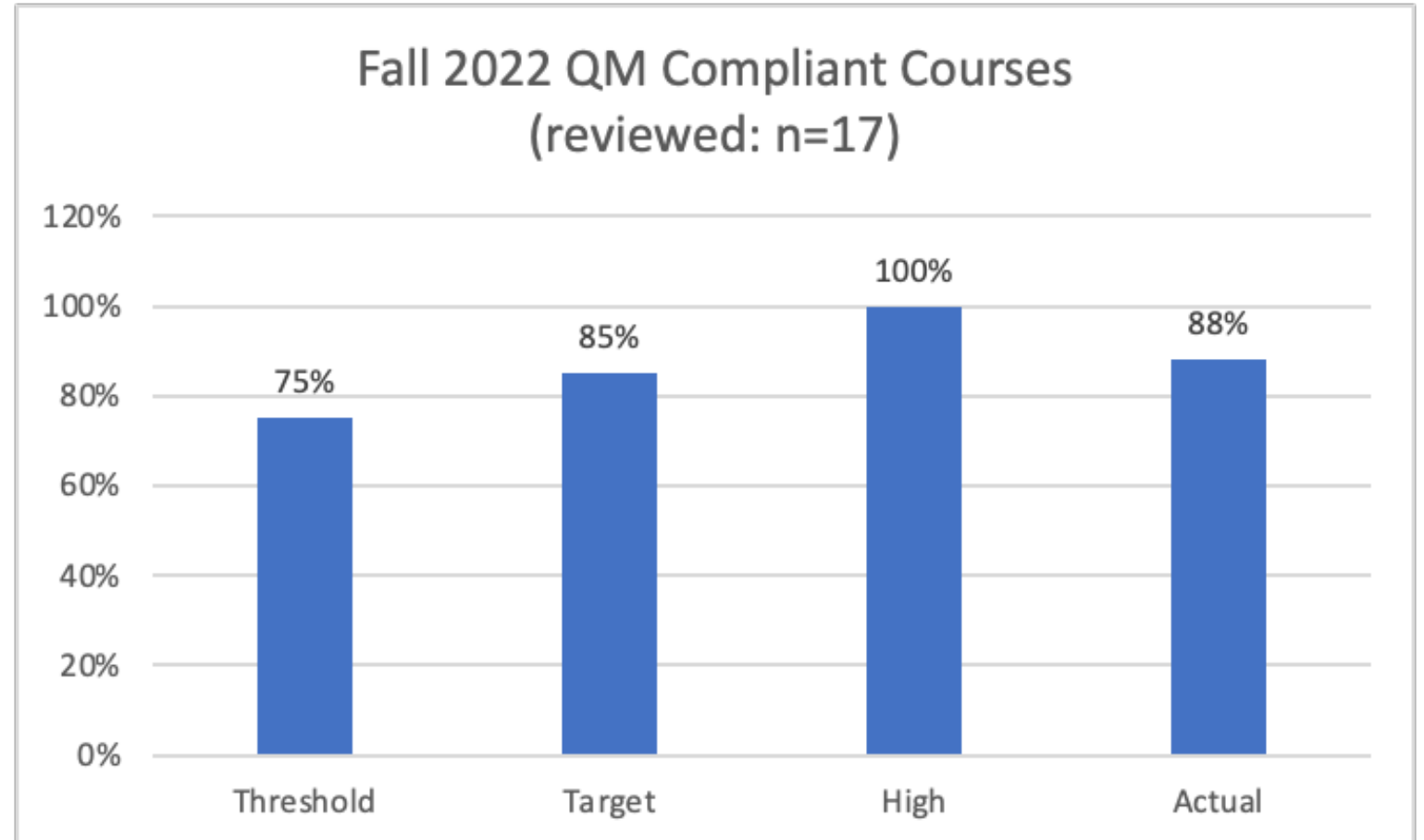
Transcripts of videos

Closed Captioning

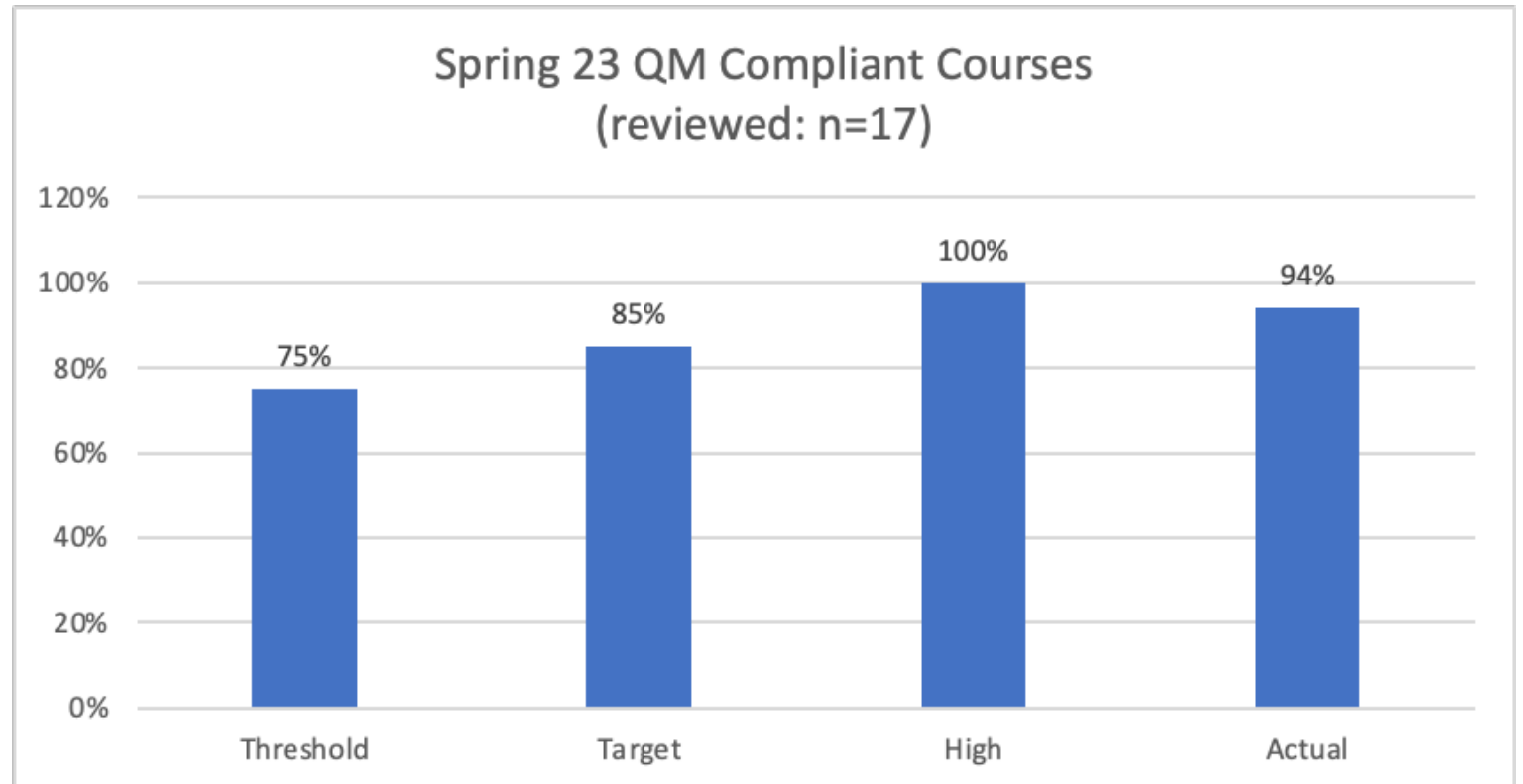
Handled by Echo 360 – Generates transcripts and CC

Accuracy is sometimes off – Need for reviewing transcripts to correct errors

Results of Evaluations



Results of Evaluations Continued



Today's Journey

Quality Matters (QM)

```
graph TD; A[Quality Matters (QM)] --> B[AU Course Shell]; B --> C[Course Evaluation Process]; C --> D[Universal Barriers to Adoption]; D --> E[Results];
```

AU Course Shell

Course Evaluation Process

Universal Barriers to Adoption

Results

References

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