



**CENTER FOR EFFECTIVE
TEACHING & LEARNING**

**RESOURCES FOR FLIPPED TEACHING
USING THE QUALITY MATTERS RUBRIC**

Think-Pair-Share

When you flip a course, what changes must you make to its design?

Think ►

Jot down your thoughts on a piece of paper.

Pair ►

**Turn to your partner!
Quickly share your thoughts.**

Share ►

Get ready to share with the larger group.



QM Elevator Pitch

- Who wants to make the pitch?
- What is it, what does QM provide?
- Why is it helpful?

Here's a copy of the rubric.

QUALITY MATTERS		Standards from the QM Higher Education Rubric, Fifth Edition
QM		For more information or access to the full QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org
Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternate means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

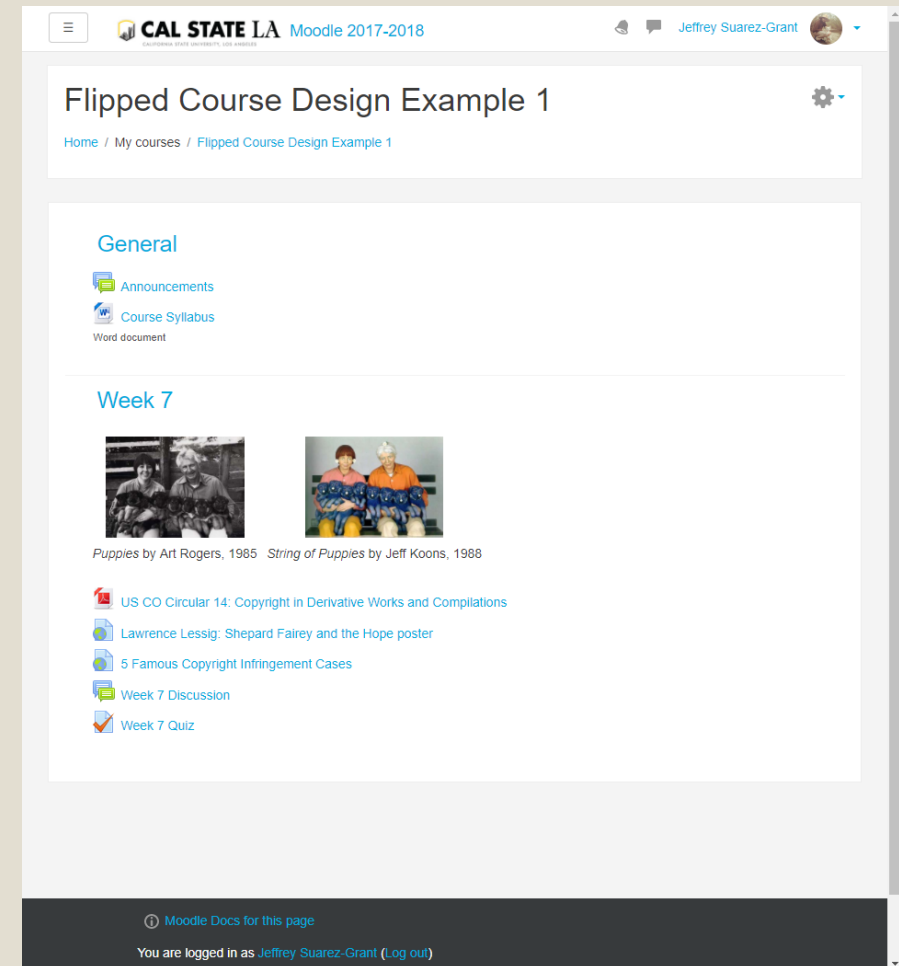
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Activity: Improve Our Example Course

- Using the QM standards, help me improve the design of this course.
- I'll display a larger version later.

Let's look at the example course.

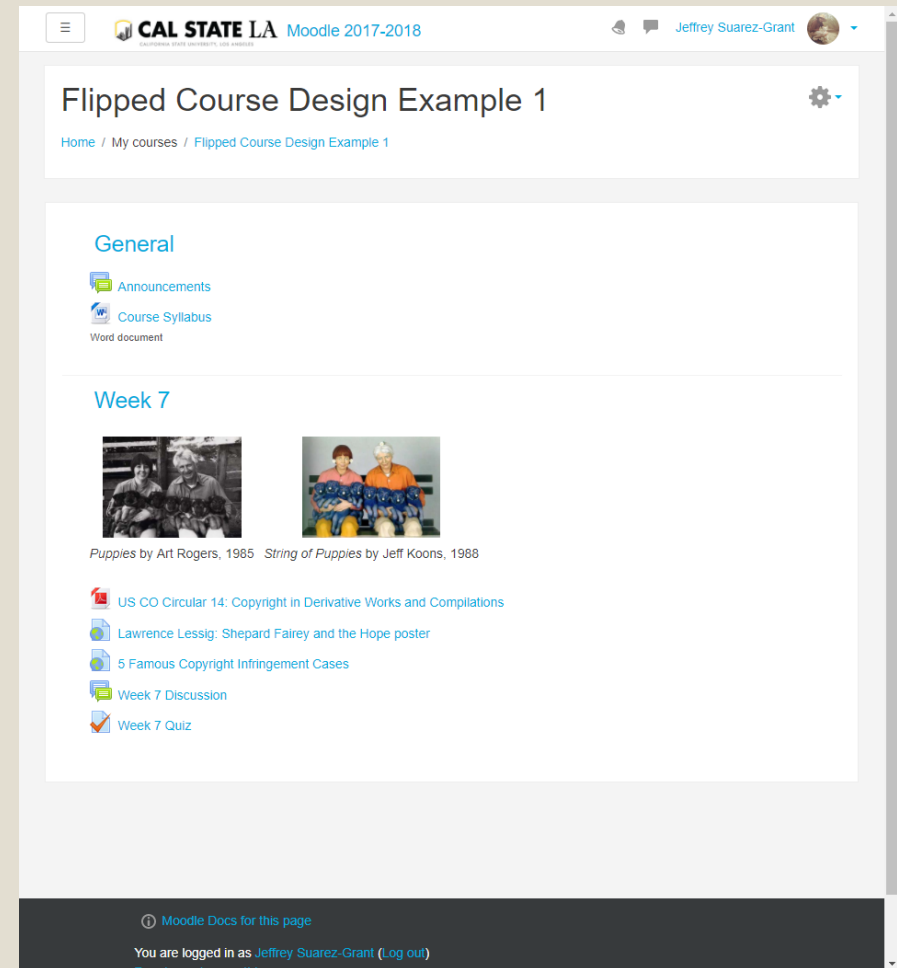


The screenshot shows a Moodle course page for 'CAL STATE LA Moodle 2017-2018'. The course title is 'Flipped Course Design Example 1'. The page is viewed by Jeffrey Suarez-Grant. The course content is organized into sections: 'General' with 'Announcements' and 'Course Syllabus' (a Word document); 'Week 7' with two image-based activities: 'Puppies by Art Rogers, 1985' and 'String of Puppies by Jeff Koons, 1988'. Below these are several text-based activities: 'US CO Circular 14: Copyright in Derivative Works and Compilations', 'Lawrence Lessig: Shepard Fairey and the Hope poster', '5 Famous Copyright Infringement Cases', 'Week 7 Discussion', and 'Week 7 Quiz'. The footer indicates the user is logged in as Jeffrey Suarez-Grant and provides a link to Moodle Docs for this page.

Activity: Improve Our Example Course

Our instructor teaches **Image Licensing and Copyright for Artists and Designers**

I'll read to you a summary of his plan for the week...



The screenshot shows a Moodle course page for 'CAL STATE LA Moodle 2017-2018'. The course title is 'Flipped Course Design Example 1'. The page is viewed by Jeffrey Suarez-Grant. The course content is organized into sections: 'General' and 'Week 7'. Under 'General', there are links for 'Announcements' and 'Course Syllabus'. Under 'Week 7', there are two image thumbnails: 'Puppies by Art Rogers, 1985' and 'String of Puppies by Jeff Koons, 1988'. Below the images, there is a list of activities: 'US CO Circular 14: Copyright in Derivative Works and Compilations', 'Lawrence Lessig: Shepard Fairey and the Hope poster', '5 Famous Copyright Infringement Cases', 'Week 7 Discussion', and 'Week 7 Quiz'. The footer of the page indicates the user is logged in as Jeffrey Suarez-Grant and provides a link to Moodle Docs for this page.

Flipped Course Design Example 1

Locate this worksheet!

Summary of Instructor's Plan

Before class, students must read the article, watch the online video, and then take an online quiz. These three activities prepare students for an in-class activity (group activity with case studies). Towards the end of the week, students will wrap up with an online discussion forum. Because the course is flipped, students must prepare for class. There isn't time in class to read or watch the video. In the past, the instructor has had problems with students doing the work. Students will watch the video but not read or skip the quiz. Others won't do anything. Sometimes, students will do too much, moving too far ahead. Students have also reported technical issues when watching the videos. Our instructor wants to improve the course design and avoid these problems.

Quality Matters Standard: **Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.**

Does the current course design support this standard?

What improvements should the instructor make to better meet this standard?



Flipped Course Design Example 1

Example using QM Standard 1.3

Summary of Instructor's Plan

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Quality Matters Standard: **Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.**

Does the current course design support this standard?

Currently the course design does not support this standard. There doesn't seem to be any mention of netiquette even though there's an online discussion board assigned for week 7.

What improvements should the instructor make to better meet this standard?

The instructor could add netiquette expectations to the course syllabus. The instructor could also display the netiquette expectations in the instructions for the discussion forum.



Group Debrief

- Within your group, share the notes you made regarding your QM standard and the improvements you would make.
- See if your group members agree with your assessment of the course design.



Flipped Course Design Example 2

Home / My courses / Flipped Course Design Example 2

Students! Start Here for Instructions

Welcome to Image Licensing and Copyright for Artists and Designers

This is a Flipped course. It's likely to be very different from other courses you have taken. The information below is designed to help you get acquainted with our course.

Your careful attention to this information will greatly increase your success in this course.

-  [Course Syllabus](#)
Word document
-  [Meet your instructor](#)
-  [What is Flipped Learning?](#)
-  [Textbook and Course Materials](#)
-  [Software and Technical Skill Requirements for this Course](#)
-  [Instructor Contact Information and Office Hours](#)
-  [Introduce yourself and tell us whether you've done the flip!](#)
-  [Syllabus Quiz](#)
-  [Course Announcements](#)

Week 7 - Derivative Works and the Implications for Artists and Designers



Puppies by Art Rogers, 1985 *String of Puppies* by Jeff Koons, 1988



Overview

This week we will examine copyright issues related to derivative works (works based upon another work). For creatives, derivative works can be especially problematic. Many artists and designers have been caught up in lawsuits related to works they created that were inspired by or more obviously copied from another artist's protected work.

Weekly Learning Objectives

1. Identify a derivative work and differentiate it from other types of copies and/or reproductions.
2. Recall specific details of landmark cases dealing with derivative works and describe the legal precedence set by these cases.
3. Reflect on the moral and ethical implications of copyright law that restricts derivative works.

Prepare for Class on Tuesday and Thursday

Please complete these activities before coming to class. Each of these activities helps prepare you for the in-class activity we will complete as a class.

[US CO Circular 14: Copyright in Derivative Works and Compilations](#)

Hear directly from the folks who write the rules interpreting current US Copyright Law. Circular 14 describes all the various forms of derivative work. I don't expect you to read the entire circular. I have highlighted the portions you should closely review.

[Lawrence Lessig: Shepard Fairey and the Hope poster](#)

Hear from the other side. Lessig is known informally as Mr. CopyLeft and one of the founders of Creative Commons. Although he isn't strictly against copyright laws, he's suspicious of how large corporations use current copyright law and the impact on creative pursuits.

[Quiz: Video and Article](#)

Test your recall of critical facts from Circular 14 and the Lessig video. The quiz allows two attempts. If you don't like your score, go back to the materials, review, then take the quiz again.

In Class Tuesday and Thursday

[5 Famous Copyright Infringement Cases](#)

We will use these cases for our in-class activity. Each group will review the case and provide a high level overview for the rest of the class. You may wish to have a look at the cases before class.

After Class Thursday

[Do restrictions on derivative works discourage creativity?](#)

So far we've looked at the technicalities of what constitute a derivative work, reviewed important cases setting legal precedent, and heard skeptical opinions of protections afforded to derivatives. Now it's time to reflect on the implications of derivative works on your personal and professional work as artists and designers.

HELPFUL STUDENT RESOURCES

Academic Support & Student Services

[Academic Support](#)


[Student Services](#)

Computer & Moodle Support


[Technical Support](#)


[Moodle Mentor \(Moodle Tutorials\)](#)


UPCOMING EVENTS

 [Fundamentals of Interviewing](#)
Today, 2:00 PM
» 3:00 PM

 [Internships 101](#)
Monday, July 10, 2:00 PM
» 3:00 PM


 [Tacos and Treats for Teachers](#)
Wednesday, July 12, 11:00 AM
» 4:00 PM


 [323 Night Market](#)
Thursday, July 13, 4:00 PM
» 8:00 PM

 [Creating Professional Résumés and Cover Letters](#)
Tuesday, July 18, 2:00 PM
» 3:00 PM

 [Job Search Strategies](#)
Thursday, July 20, 3:00 PM
» 4:00 PM

 [2017 California Counseling Association Annual Conference](#)
Friday, July 21, 8:30 AM
» Saturday, July 22, 3:30 PM

 [Fundamentals of Interviewing](#)
Wednesday, July 26, 10:00 AM
» 11:00 AM

 [California Teachers Summit 2017](#)
Friday, July 28, 7:00 AM
» 1:30 PM

 [71st Annual Conference of the University Film and Video Association](#)
Saturday, July 29, 5:00 PM
» Wednesday, August 2, 5:00 PM
[Go to calendar...](#)
[New event...](#)

CALENDAR



Unfold to reveal bottom half

Flipped Course Design Example 2

Does this improved version of the course now meet the standard? Find the parts of the course that help meet the standard.

Describe what's changed?

Are there any additional improvements that could be made?



Flipped Course Design Example 2



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CALENDAR



California State University, Los Angeles



T.E.C.H.

Faculty Name

Technology Enhanced Certificate Holder



CETL Representative

Date



Hybrid Course Template

Home » Miscellaneous » Transparent Hybrid Course Template

Helpful Student Resources

Academic Support & Student Services

Academic Support

Student Services

Computer & Moodle Support

Technical Support

Moodle Mentor (Moodle Tutorials)

Helpful Student Resources

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Technical Support

Moodle Mentor (Moodle Tutorials)

Course Template Guide

1. Course Template Introduction and Tour
2. Duplicating and Moving Activity Templates
3. Customizing and Configuring Activity Templates
4. Migrating to Live Section & Final Adjustments

Navigation

- Home
- Dashboard
- Site pages
- Current course
 - Transparent Hybrid Course Template
 - Participants

- Course Announcements--Check Regularly
- Muddiest Point or FAQ Forum
- Syllabus Checklist: For Faculty use only (Delete or Hide Link)

Click Here to Get Started



[Instructor Note] you can delete or edit **placeholder text** enclosed within **[brackets]** for your course welcome statement. A quality online course best practice (QM & QOLT Standard) is to include a brief course introduction statement to students as well as indicate how to get started in your course. See example below)

Welcome to the **[COURSE NAME]** Course! Throughout the course, visit the **Course Announcements** (link located above) regularly to keep up with course news.

Begin in this section and review all of the items listed below. Once you have reviewed the materials in this area, please begin working on **[Week 1]** (located below the Get Started

section).

On the top left hand side of the course there is a menu called **Helpful Student Resources**, which contains helpful academic and technical resources.

Please use the **[Muddiest Point Forum or FAQ Forum]** for general questions related to the course materials and content. I will be checking this forum **[indicate the frequency throughout the week you will be checking this forum]** to answer your questions.

Note: Pop-ups must be enabled in your browser in order to access the linked course materials. The preferred browsers for this course include Firefox and Safari.

Pages: 5 URL: 1 Forum: 1

[Week # or Topic Name]

[Week # or Topic Name]

◀ Finals Week

Template Storage Area

Use the templates below as you build your course.

For more information, refer to the [Duplicating and Moving Activity Templates](#) guide.

- Overview Page Template
- Reading Assignment or Multimedia Page Template
- In-Class Activity (Exam, Presentation, etc.) Assignment Template
- In-Class Activity (Exam, Presentation, etc.) Assignment w/Rubric Template
- Online Submission Assignment Template
- Online Submission Assignment w/Rubric Template
- Online Quiz Template
- Simple Online Discussion Board/Forum Template
- Multiple Topic Online Discussion Board/Forum Template

About / Contact / Attribution

Hybrid Course Template created by Maria Fernandez and Jeff Suarez-Grant, Instructional Designers at the Center for Effective Teaching and Learning

Contact us at cetl@calstatela.edu

Purpose, Skills/Knowledge, and Criteria for Success sections of assignment and activity templates adapted from TILT Higher Ed, [Transparency in Learning and Teaching](#). Copyright © 2014 Mary-Ann Winkelmess, licensed for use here under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#)



Quality Matters Workshops



Teaching Online

The "Teaching Online – An Introduction to Online Delivery" workshop explores components of online course delivery. Participants will be introduced to differences between traditional face-to-face learning and online learning, the instructor's role in the classroom, the importance of getting (and keeping) students engaged, and methods of facilitating discussions using the discussion board.

The workshop may be taken by anyone who is interested in the topic of online teaching. In addition, potential instructors, administrators, instructional designers and peer reviewers may all find this workshop of interest. Participants should expect to spend at least 8-10 hours per week completing the workshop activities.



Applying the Quality Matters Rubric

The Applying the Quality Matters Rubric (APPQMR) workshop is QM's flagship workshop. It covers the QM Rubric and the process of using the QM Rubric to review online courses. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the QM Rubric and the course review process.

The APPQMR is the prerequisite for the Peer Reviewer Course, which is the required course for becoming a QM Peer Reviewer.



Designing Your Blended Course

The "Designing Your Blended Course" workshop explores the eight General Student Learning Outcomes (SLOs) of the QM Rubric and provides a framework to build a blended course. While each institution will define "blended" in its own way, this framework will work with any combination of face-to-face and online elements. Participants use the QM Rubric to review existing courses and develop a course development plan.



Training Opportunities, 2016 - 2017

CSU Academic Technology Services is offering QA trainings as a professional development opportunity for faculty and staff. The courses below include learning how to teach blended-online effectively, improving your blended-online course, and applying the QOLT Instrument or QM Rubric to gauge course quality and provide effective course enhancement feedback to others. All courses require payment of a \$25 registration fee. This is to offset extensive materials made available, as well as facilitation costs.

Quality Assurance Course Descriptions

Introduction to Teaching Online Using QOLT: Introduction to the pedagogies and strategies of successfully teaching in blended-online formats, weaving the 10 sections of the CSU QOLT instrument throughout. Intended for anyone who is interested in and/or plans to teach a blended or online course. Participants can expect to engage in helpful discussions with their peers from other CSUs and share best practices for creating quality blended-online courses that align with their student learning outcomes.

Reviewing Courses Using the QOLT Instrument: Provides an in-depth experience with the QOLT instrument and how to use objectives-based examples to support reviewing and informing blended-online courses. Participants engage in hands-on experiences using QOLT objectives to rate elements of a sample course, learn how to write helpful recommendations, and discuss examples of setting up a campus peer-review process. This session is for those looking to use the instrument for a self- and/or peer-review.

Applying the QM Rubric: Overview of Quality Matters rubric and annotations, research underlying the QM rubric, and peer-review process for evaluating the quality of online course design. Participants engage in hands-on experiences applying the QM standards to a sample course, writing helpful recommendations, and ensuring alignment between course level objectives, module level objectives, assessments, materials, activities, and tools.

Improving Your Online Course: Explores the QM Rubric and provides a framework to improve the quality of online and blended courses. Participants use the QM Rubric to review their own courses and develop a course improvement plan. The content is based on the 21 "essential" standards of the QM Rubric. Participants come away with a plan for course improvement, so enrolling in the workshop with an online or blended course with a pre-developed course is required.

Date	Course Title	Location
Jun 13 - Jul 1	Introduction to Teaching Online Using QOLT	Online, 15-20 hours, asynchronous
Jun 13 - Jul 1	Applying the Quality Matters Rubric	Online, 10-15 hours, asynchronous
Jul 11 - 31	Reviewing Courses Using the QOLT Instrument	Online, 10-15 hours, asynchronous
Jul 11 - 31	Improving Your Online Course	Online, 8-10 hours, asynchronous
Aug 1 - 21	Applying the Quality Matters Rubric	Online, 10-15 hours, asynchronous
Aug 1 - 21	Introduction to Teaching Online Using QOLT	Online, 15-20 hours, asynchronous
Oct 3 - 23	Reviewing Courses Using the QOLT Instrument	Online, 10-15 hours, asynchronous
Oct 3 - 23	Improving Your Online Course	Online, 8-10 hours, asynchronous
Oct 31 - Nov 20	Introduction to Teaching Online Using QOLT	Online, 15-20 hours, asynchronous
Oct 31 - Nov 20	Applying the Quality Matters Rubric	Online, 10-15 hours, asynchronous
Feb 6 - 26	Reviewing Courses Using the QOLT Instrument	Online, 10-15 hours, asynchronous
Feb 6 - 26	Improving Your Online Course	Online, 8-10 hours, asynchronous
Mar 6 - 26	Introduction to Teaching Online Using QOLT	Online, 15-20 hours, asynchronous
Mar 6 - 26	Applying the Quality Matters Rubric	Online, 10-15 hours, asynchronous

Register for QA courses at <http://tinyurl.com/qa-courses>

If you have questions, contact Brett Christie @ bchristie@calstate.edu
General CSU Quality Assurance Information @ <http://qa.csuprojects.org>

