



Adapt and Apply US-based Research-supported Best Practices and Quality Standards to Ensure Student Success in Online Education and Digital Learning

eLearnit 2020 Virtual Conference
Bahrain Polytechnic, June 10, 2020





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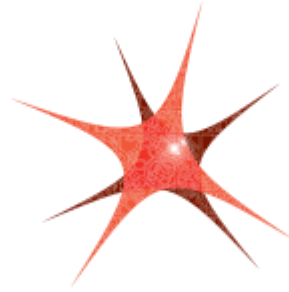
Quality Matters, U.S.A.

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www.qualitymatters.org

CONGRATULATIONS!

Bahrain Polytechnic



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Member Institution
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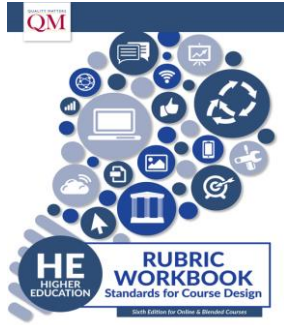
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Presentation Outline

- ✓ Brief Introduction of **Quality Matters**
- ✓ From F2F to Remote Teaching to Quality Online Learning
- ✓ US-based Practices in QA – Institution & Program
- ✓ **Quality Standards for Online/Hybrid Course Design**
- ✓ Contextualization and Adaptation to Institutional Goals
- ✓ Internationalization of Quality Standards and Practices

Quality Matters Process

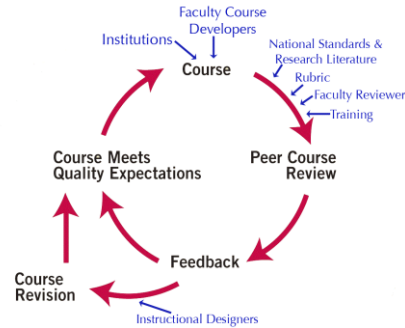
- with 1270+ member institutions worldwide -



Research-Supported
Rubrics &
Standards



Professional
Development
Offerings &
Pathways



Peer Review
Process for
Courses and
Programs



Guidance
towards
Continuum of
Excellence

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From F2F Instruction to Remote Teaching to **Quality** Online Education & Digital Learning



Key Questions

- What can and should **administrators**, **faculty**, and **staff** do to support teaching and learning in online and digital environments?
- What **US-based** quality assurance process practices, and standards can be **adapted** to ensure academic integrity and help students succeed during and after COVID-19?

From F2F Instruction to Remote Teaching



DURING
Pandemic

QM Emergency Remote Instruction (ERI) Checklist

ERI Checklist for Higher Ed.

QM Emergency Remote Instruction Checklist for Higher Ed.

QM

QM Emergency Remote Instruction Checklist

Higher Education

The **Quality Matters** Emergency Remote Instruction (ERI) Checklist is a tiered list of considerations, tips, and actionable strategies to enact during an institutional move to temporary remote instruction of classroom-based courses. It is presented in three phases, according to prioritized needs:

1. Start Here: Preparing for Success
2. Next Steps: Guiding Students and Their Learning
3. Longer Term Considerations: Teaching Effectively in a New Environment

The QM ERI Checklist is organized into three columns to first provide instructors with recommended actions, then add a brief explanation of the action's importance and impact, and finally, a column to reference related Specific Review Standards from the **QM Higher Education Rubric**. **Full Edition**.

This checklist can be:

- Used by individual faculty as a prioritized checklist for remote teaching
- Distributed by an institution, potentially along with additional information and guidance, for internal usage during temporary periods of remote instruction
- Used as guidance for instructional designers and/or educational technologists who are working with faculty in a rapid development process to temporarily move classroom instructional online

START HERE: Preparing for Success

The Goal: Set students up for success by quickly preparing the environment before students begin work and orienting them to their new "classroom" - this may include collecting links for technology help, setting communication policies, drafting an explanation of what's different, linking to synchronous meeting tools, and revising the schedule. Address the biggest questions students might have, and help allay any immediate concerns in moving to remote instruction.

HINT: Reach out to your local support services. They may have shortcuts for you, such as an LMS template or institutional web pages that explain shifts in policies, how to access support services remotely, etc.

Recommended Actions for Instructors: (Check box when completed)	WHY?	Connection to QM Higher Ed. Course Design Rubric:
<input type="checkbox"/> Provide explicit directions and components of the structure of the online version with the F2F version, clearly identifying where students can find course components and what they should do to get started.	Quickly transitioning a course from F2F delivery to an online format is likely to modify the structure of a course in ways that students might find foreign or confusing. This is especially true for students new to online, the LMS, or new to the format being used.	HE SRS 1.1 Instructions make clear how to get started and where to find various components. HE SRS 1.2 Learners are introduced to the purpose and structure of the course.

Priority Tip: Explain how the remote class will be structured, if students need to log on for synchronous sessions (and how), where they

ERI Checklist for K-12

QM Emergency Remote Instruction Checklist for K-12

QM

QM Emergency Remote Instruction Checklist

K-12 Education

The **Quality Matters** Emergency Remote Instruction (ERI) Checklist is a tiered list of considerations, tips, and actionable strategies to enact during an institutional move to temporary remote instruction of classroom-based courses. It is presented in three phases, according to prioritized needs:

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HINT: Reach out to your local support services. They may have shortcuts for you, such as an LMS template or institutional web pages that explain shifts in policies, how to access support services remotely, etc.

Recommended Actions for Instructors: (Check box when completed)	WHY?	Connection to QM K-12 Course Design Rubric:
<input type="checkbox"/> Provide explicit directions and components of the structure of the online version with the F2F version, clearly identifying where students can find course components and what they should do to get started.	Quickly transitioning a course from F2F delivery to an online format is likely to modify the structure of a course in ways that students might find foreign or confusing. This is especially true for students new to online, the LMS, or new to the format being used.	K-12 SRS 1.1 I) Instructions make clear to learners how to get started and where to find essential course components. K-12 SRS 1.2 C) Learners are introduced to the purpose and structure of the course.

Priority Tip: Explain how the remote class will be structured, if students need to log on for synchronous sessions (and how), where they

K-12 Companion for IEP & 504 Plans

QM K-12 ERI: IEP & 504 Online Accommodations Guide

QM

QM Emergency Remote Instruction Accommodating Student Individualized Education Program (IEP) & 504 Plans in K-12 Education

Quality Matters has developed this document to serve as a companion document to QM's K-12 Emergency Remote Instruction Checklist. When transitioning to Emergency Remote Instruction, all students should have the same equitable opportunity to learn. For more information visit the United States Department of Education's [Supporting Students Addressing the Role of 504 and IEP in Distance, Distance and Secondary Schools](#) [Briefing](#) [Simple Children with Disabilities](#) (revised 3/11/2020). This document will show examples of what accommodations a student might have, suggestions for how you can address it while in a Remote Emergency Instruction situation, as well as how they relate to the Specific Review Standards from the QM K-12 Rubric. **Full Edition** and the **National Standards for Quality Online Teaching**. As always, make sure to follow the guidelines and resources provided by your local school system.

*Following the suggestions on the QM Emergency Remote Instruction Accommodating Student Individualized Education Program (IEP) & 504 Plans document does not guarantee or imply that particular individualized/individualized accessibility requirements are met.

The following indicator from the National Standards for Quality Online Teaching applies in all situations:

A9: The online teacher can explain his or her responsibilities in carrying out local or national law, or mandates related to accessibility

Student Accommodation Example	Suggestions for how to address this during Emergency Remote Instruction:	Connections to QM K-12 Rubric Standard	Connections to the National Standards for Quality Online Teaching
Advanced notice of long assignments and tests	Do this as you usually would in your face-to-face class. Be transparent with your expectations. Priority Tip: When a class location, such as a checklist, with appropriate due dates. This will assist the student, and their Learning Goals.	K-12 SRS 3.5 C) Expectations for successfully completing the course, carrying course credit, and calculating grades are clearly defined for the learner and instructor.	P1: The online teacher and support staff, where applicable, monitor and interpret learner progress and provide meaningful additional supports to all learners, paying particular attention to learners with identified disabilities or who represent underserved groups.
Alternative setting for lessons	Encourage students to find the best area they can in their home where they will feel comfortable and have minimal distractions. Priority Tip: You may need to allow students to choose a live where the environment is conducive to their taking. This will help if, for example, there are others in the home who may be involved in synchronous meetings, or a family member needs to be involved in a meeting, and the student needs a quiet space.	K-12 SRS 3.5 C) Expectations for successfully completing the course, carrying course credit, and calculating grades are clearly defined for the learner and instructor.	K-12 SRS 3.5 C) Learners are introduced to the purpose and structure of the course.
Assigned to co-taught class	Students remain in their assigned class. Co-taught classes are used to deliver teaching standards or to support students with disabilities to the purpose and structure of the course.	K-12 SRS 1.2 C) Learners are introduced to the purpose and structure of the course.	A3: The online teacher can explain his or her responsibilities in carrying out local or national law, or mandates related to accessibility

Watch Dr. Bethany Simunich's introduction to the ERI Checklists.

Watch Chris Voelker's introduction to the K-12 Companion to ERI.

QUALITY MATTERS

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LONGER TERM CONSIDERATIONS: Teaching Effectively in a New Environment

The Goal: Develop additional components of the remote course to enhance the learning experience. If you feel you might be teaching remotely longer than anticipated, begin to acclimate students to the "new normal" by designing learning units within the institutional LMS and/or creating online-specific materials or assignments.

QM Emergency Remote Instruction: ...

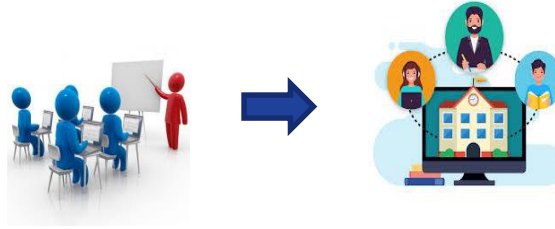
Watch later Share

The following indicator from the National Standards for Quality Online Teaching applies in all situations:

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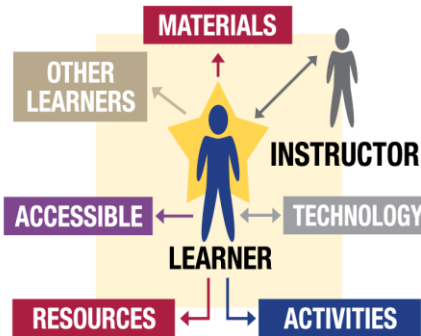
Student Accommodation	Suggestions for how to address this during Emergency Remote Instruction:	Connections to QM K-12 Rubric Standard	Connections to the National Standards for Quality Online Teaching
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F2F Instruction to Remote Teaching



- F2F vs remote: difference in structure & delivery
- Allow flexibility & accommodation (avoid total conversion)
- Ensure academic integrity in assessments
- Instructor's teaching presence & support
- Student engagement, engagement, engagement!
- **Key: faculty training & paradigm change**

From Remote Teaching to **Quality** Online Education & Digital Learning



AFTER
Pandemic

Quality Teaching & Learning in Online & Digital Environments

- ✓ Quality at **Institution** Level
 - ✓ Guidelines & criteria from US-based accrediting bodies
- ✓ Quality at **Program** Level
 - ✓ Program design, teaching & learning support, student outcomes
- ✓ Quality at **Course** Level
 - ✓ Alignment of course components to support student success

Quality at **Institution** Level

C-RAC Interregional Guidelines for the Evaluation of Distance Education

————— Council of —————
Regional Accrediting Commissions

- ✓ A collective of [seven regional organizations](#) responsible for the accreditation of roughly 3,000 of the nation's colleges and universities in USA.

Interregional Guidelines [C-RAC 2011]

1. Online learning is appropriate to the institution's **mission and purposes**.
2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular **planning and evaluation** processes.
3. Online learning is incorporated into the institution's systems of **governance and academic oversight**.
4. **Curricula** for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

————— Council of —————
Regional Accrediting Commissions



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Interregional Guidelines [C-RAC 2011]

5. The institution **evaluates the effectiveness** of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
6. **Faculty** responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.
7. The institution provides effective **student and academic services** to support students enrolled in online learning offerings.
8. The institution provides sufficient **resources** to support and, if appropriate, expand its online learning offerings.
9. The institution assures the **integrity** of its online offerings.

Council of
Regional Accrediting Commissions



Quality at **Program** Level

QM Program Reviews & Certifications

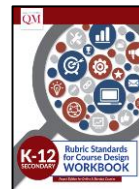


- ✓ Online Program Design
- ✓ Online Teaching Support
- ✓ Online Learner Support
- ✓ Online Learner Success

Quality at **Course** Level

QM Rubric Standards for Course Design

- ✓ Higher Education Rubric
- ✓ Higher Education Publisher Rubric
- ✓ K-12 Secondary Education Rubric
- ✓ K-12 Secondary Ed Publisher Rubric
- ✓ Continuing & Professional Ed Rubric



QM Higher Education Rubric



General Standards

1. Course Overview & Introduction
2. Learning Objectives
3. Assessment & Measurement
4. Instructional Materials
5. Learning Activities & Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility & Usability

QM Higher Edu Rubric



By James Fowlkes and Brenda Boyd

Alignment Principle
lays the foundation to build a solid course.

QM Higher Education Rubric

42 Specific Standards

- ✓ Research-supported
- ✓ Inter-related
- ✓ **Student-centered**
- ✓ Alignment principle
- ✓ Online/ Hybrid/ CBE
- ✓ LMS & tools agnostic

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition		
General Standards	Specific Review Standards	Points
Course Overview and 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 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the disciplines and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
Learning Objectives (Competencies)	2.2 The measurable level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are subject to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are rigorous, varied, and suited to the level of the course.	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 learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning 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 interacting with learners during the course is clearly stated.	2
	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 or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructor articulates or links to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructors articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructors articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructors articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Verbal accessibility statements are provided for all technologies required in the course.	2
* Learning QM Specific Review Standards are provided as a guide to help ensure that the course meets the accessibility requirements of the QM Higher Education Rubric. Consult with an accessibility specialist to ensure that accessibility requirements are met.		
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General Standard 2: Learning Objectives (Competencies)

Learning objectives or competencies describe what learners will be able to do upon completion of the course.

SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
<p>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</p> <p>Alignment</p>	3			<p>Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable course and module/unit-level learning objectives or competencies form the basis of alignment in a course. Other elements of the course, including those addressed in Specific Review Standards 2.2, 3.1, 4.1, 5.1, and 6.1, contribute to the accomplishment of the learning objectives or competencies.</p> <p>Measurable course learning objectives or competencies precisely and clearly describe what learners will learn and be able to do if they successfully complete the course. Course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor. At some institutions, learning objectives or competencies may be called "learning outcomes." See the Glossary for a distinction between these two terms.</p> <p>If the Course Worksheet indicates institutionally mandated learning objectives/competencies are used in the course, see Special Situations at the end of this Annotation for directions.</p> <p>Examples of measurable learning outcomes or competencies:</p> <p>Upon completion of the course (module/unit), learners will be able to:</p> <ol style="list-style-type: none"> 1. Select appropriate tax strategies for different financial and personal situations. 2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style. 3. Demonstrate correct use of personal protective equipment. 4. Articulate personal attitudes and values related to the use of medical marijuana. 5. Apply microeconomic principles to explain why environmental problems occur. 6. Create original musical compositions using computer technology. 7. Analyze a business situation to determine an information management need.

ANNOTATIONS CONTINUED

Examples of learning outcomes or competencies that are not measurable:

Upon completion of the course (module/unit), learners will be able to:

1. Understand the nature of reasoning.
2. Demonstrate understanding of the role of digital marketing.
3. Know basic statistical vocabulary and appropriate data collection methods.
4. Learn the basic elements of a media production software interface.
5. Be aware of the grammar conventions of standard American English.
6. Realize the significance of recent advances in genetic research.
7. Demonstrate an appreciation of contemporary art.

These types of learning outcomes are very difficult, if not impossible, to measure.

Reviewers, look for measurable learning objectives or competencies that describe what learners will be able to do once they "understand" or "know" or "realize" a concept in the course. For example, a learning objective or competency that calls for the learner to "understand the nature of reasoning" could become a measurable learning objective or competency by recommending that "understand" be replaced by the verb "explain": "Explain the nature of reasoning."

In a course in which learners are expected to demonstrate "core competencies," such as analytical skills or ability to express themselves effectively in writing or in other forms of communication, the course includes a reference to these foundational, core objectives or competencies in addition to objectives or competencies that relate to course-specific mastery of content. For instance, if the institution has a writing-across-the-curriculum requirement, the instructor of a course in economics may be expected to evaluate the effectiveness of learners' writing as well as their mastery of principles of economics. Accordingly, objectives or competencies related to writing effectiveness will be included in the course.

In addition to measurable objectives or competencies, a course may have objectives or competencies or desired outcomes that are not easily measured, such as increased awareness of, sensitivity to, or interest in certain issues or subjects, or ability to work as a team member on a group project. Such objectives or competencies cannot be substituted for measurable objectives or competencies when determining whether Specific Review Standard 2.1 is met.

In order for the Specific Review Standard to be met, a majority (85%) of the course-level objectives or competencies must be measurable.

Special Situations: In some cases (check the Course Worksheet), the course objectives or competencies are institutionally mandated, and the individual instructor does not have the authority to change them. If the institutionally mandated learning objectives or competencies are not measurable, make note of it in your recommendations. Write specific suggestions for improvement that can be used at the institution level to frame objectives or competencies in terms that are measurable. If the course objectives or competencies are institutionally mandated, then the reviewer may need to consider Specific Review Standard 2.1 in conjunction with Specific Review Standard 2.2, as follows:

Specific Review Standard 2.1 is MET under either of the following circumstances:

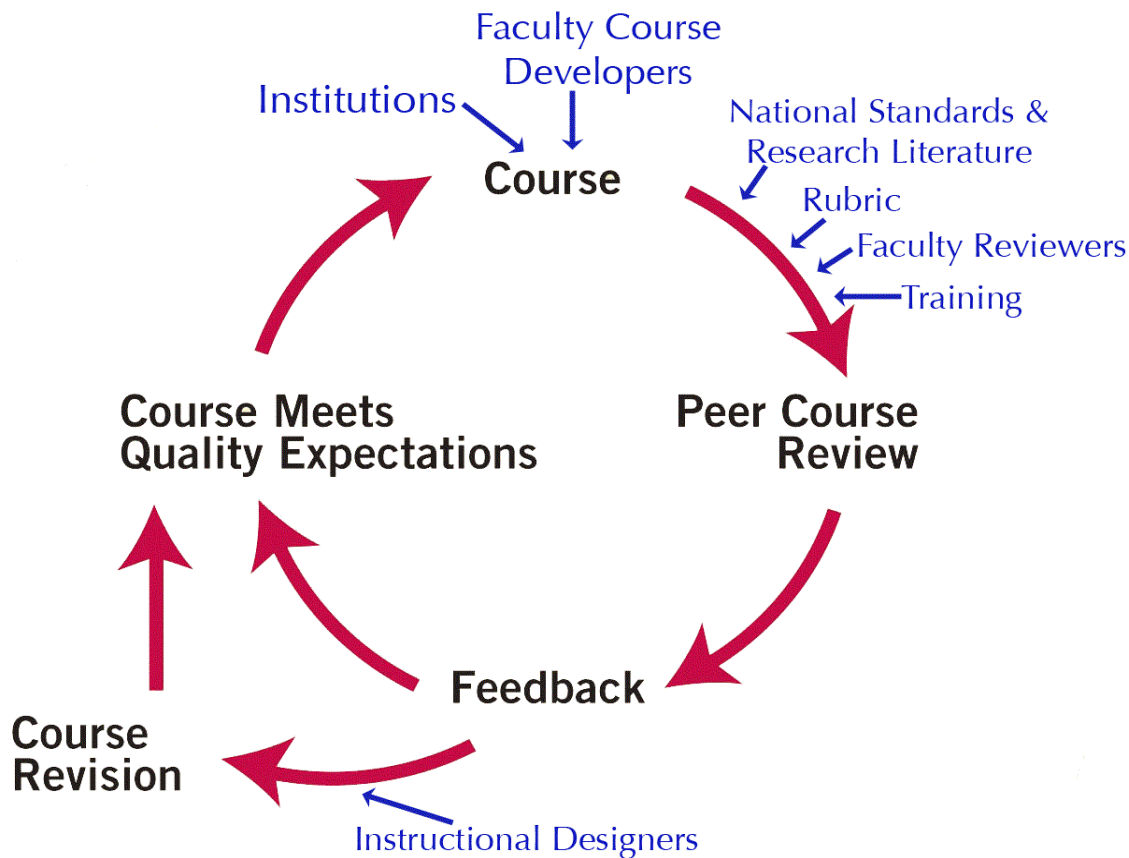
1. The course objectives or competencies are measurable, whether set by the institution or by the instructor.
2. The institutionally mandated course objectives or competencies are not measurable, but the instructor-written module/unit-level objectives or competencies are measurable and aligned with the course objectives or competencies.

Specific Review Standard 2.1 is NOT MET under any of the following circumstances:

1. There are no stated course objectives or competencies.
2. The course objectives or competencies set by the instructor are not measurable.
3. The institutionally mandated course objectives or competencies are not measurable, and the instructor-written module/unit-level objectives or competencies are either not measurable or not present.

If Specific Review Standard 2.1 is NOT MET, it is not possible to complete the course review. If you determine this Specific Review Standard is "Not Met," consult with the Team Chair before proceeding with your review. In such a case, the review is suspended and the Team Chair consults the Course Representative to clarify whether or not the matter can be quickly addressed so the review can continue.

QM Peer-Review Process



Quality at **Course** Level

QM Course Quality Certifications



- ✓ Higher Education
- ✓ Higher Education Publisher
- ✓ K-12 Secondary
- ✓ K-12 Publisher
- ✓ Continuing & Professional Ed

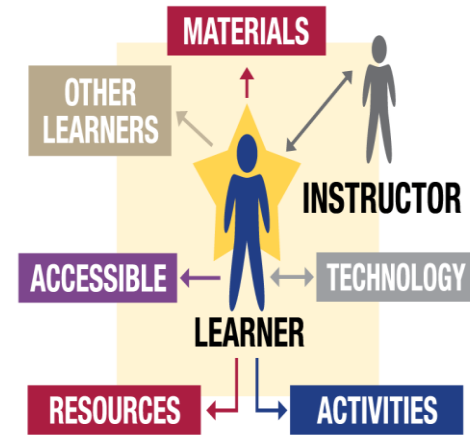
Adapting to Institutional Goals

- ✓ Strategic goals & accreditation needs
- ✓ Benchmarking & establishing QA process
- ✓ Quality as institutional culture
- ✓ Adoption & adaptation based on resources
- ✓ Faculty-centered governance & buy-in
- ✓ Ongoing faculty development
- ✓ Improved courses & programs to help students succeed



Impact of QM Standards

- ✓ Improved student success
- ✓ Higher GPA and overall grades
- ✓ Greater student engagement
- ✓ Higher rate of assignment submissions
- ✓ Increased student interaction
- ✓ Lower withdrawal rate
- ✓ Higher satisfaction on course evaluation



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Web-Enhanced Learning Standards

1. Course Overview and Introduction

- 1.1 Introduction makes clear how to get started and where to find various course components. 5
- 1.2 Students are introduced to the purpose and structure of the course. 3
- 1.3 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 2

2. Learning Objectives (Competencies)

- 2.1 The course learning objectives describe outcomes that are measurable. 5
- 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 5
- 2.3 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 5
- 2.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 5
- 2.5 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 5

3. Assessment and Measurement

- 3.1 The course grading policy is stated clearly. 5

4. Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 5
- 4.2 All resources and materials used in the course are appropriately cited. 2
- 4.3 The instructional materials are current. 2
- 4.4 The distinction between required and optional materials is clearly explained. 1

5. Learner Interaction and Engagement

- 5.1 Learning activities provide opportunities for interaction that support active learning. 5
- 5.2 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 5
- 5.3 The requirements for student interaction are clearly articulated. 2

6. Course Technology

- 6.1 Navigation throughout the online components of the course is logical, consistent, and efficient. 5
- 6.2 Students can readily access the technologies required in the course. 2

7. Learner Support

- 7.1 The course institutions articulate or link to a clear description of the technical support offered and how to access it. 5

Points

معايير تصميم المقررات الإلكترونية بالمستوى الأساسي

1	تعليمات واضحة حول كيفية البدء باستخدام المقرر مع تعريف بالأقسام الأساسية للمقرر الإلكتروني.	5
2	تعريف الطالب على العرض من المقرر (الهدف العام) وسيتى المقرر الأساسي.	3
3	توضيح السياسات الخاصة بالمقرر و سياسات الجامعة التي ينطبق على الطالب أو لوائح بها.	2
4	أهداف المقرر التعليمية تصف مخرجات قابلة للقياس.	5
5	أهداف الوحدات التعليمية تصف مخرجات قابلة للقياس و متوافقة مع أهداف المقرر.	5
6	جميع الأهداف تدرج بشكل واضح وتكتب من منظور الطالب.	5
7	هناك تعليمات واضحة و دقيقة للتطلب حول كيفية تحقيق كل الأهداف التعليمية.	5
8	الأهداف التعليمية مصممة على نحو يتناسب مع مستوى المقرر.	5
9	سياسة التقييم و الدرجات الخاصة بالمقرر مدونة بوضوح.	5
10	المواد التعليمية تساهم في تحقيق الأهداف التعليمية للمقرر والوحدات التعليمية.	5
11	المراجع و المواد التعليمية المستخدمة في المقرر موزعة بشكل صحيح.	2
12	المواد التعليمية المستخدمة حديثة.	2
13	هناك تفريق واضح بين المواد المطلوبة (الإجبارية) والمواد الاختيارية.	1
14	الأنشطة التعليمية توفر الفرصة للتفاعل الذي يدعم التعلم النشط.	5
15	خطط المعلم الرئيسية تدرج على أسئلة الطلاب وتوضير التعديرات المرجعة لهم مدونة بوضوح.	5
16	المطلوبات الخاصة بتفاعل الطالب مدونة بوضوح.	2
17	التشغال بين مكونات المقرر الإلكتروني منطقي، ومتسق، وفعال.	5
18	أي تقنيات أو أدوات تدرج المقرر للعمل في المقرر متوفرة بسهولة.	2
19	تعليمات المقرر توفر وصفاً واضحاً من الدعم الفني المقدم وتسمية الوصول إليه.	5



Standards from the QM Higher Education Rubric, Fifth Edition

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.	1
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 instructors articulate or link to a clear description of the technical support offered and how to obtain it.	3
7.2 Course instructors articulate or link to the institution's accessibility policies and services.	3
7.3 Course instructors 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 instructors 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 alternative 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 facilitates ease of use.	2

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QM-FD 高等教育在线课程质量标准



标准	分值
大类标准一：课程概况	
1.1 向学生明确说明应该如何开始课程学习。	3分
1.2 向学生介绍本课程的目的、内容、方式、考评等。	3分
1.3 明确说明学生必须遵守的课程规则。	2分
1.4 明确说明学习本课程所必需的学科知识、能力和其他的条件。	1分
1.5 教师、学生在网上需提供恰当的自我介绍。	1分
大类标准二：学习目标	
2.1 课程学习目标，必须是可以衡量的学习成果，并且从学生角度加以描述。	3分
2.2 课程学习目标反映在各个课程单元的设计中。	3分
2.3 围绕课程学习目标，设计学习活动	3分
2.4 课程学习目标符合课程的等级水平。	3分
大类标准三：学业考评	
3.1 课程考评能衡量学生是否达到规定的学习目标。	3分
3.2 明确说明课程的评分规则。	3分
3.3 具体说明对学生课业和学习参与情况的评价标准。	3分
3.4 评估手段需循序渐进、多种多样，适合学生的课业评价。	2分
3.5 课程提供多次机会让学生了解自己的学习进展。	2分
大类标准四：课程教材	
4.1 所选教材有助于学生达到规定的课程学习目标。	3分
4.2 明确说明所选教材的目的以及在学习活动中如何使用。	3分
4.3 课程教材都要正确标注来源，引用得当。	2分
4.4 课程资源仍然适用，不过时。	2分
4.5 课程资源多种多样。	2分
4.6 明确解释指定教材和可选教材之间的区别。	1分
大类标准五：课程活动与学生互动	
5.1 学习活动有助于学生达到课程既定的学习目标。	3分
5.2 学习活动为学生提供互动机会，引导学生主动学习。	3分
5.3 明确说明教师反馈学生的时间规定。	3分
5.4 明确说明学生互动方面的要求。	2分
大类标准六：课程技术	
6.1 课程技术有助于学生实现学习目标。	3分
6.2 课程技术有助于学生积极参与，主动学习	3分
6.3 课程技术仍然适用，不过时。	1分
大类标准七：学习支持	
7.1 明确说明为学生所提供的技术支持及获取方式	3分
7.2 课程技术应是学生容易获取的。	2分
7.3 为满足不同学生的学习需要，课程学习资源有不同的呈现形式。	2分
大类标准八：课程制作	
8.1 课程导航方便易用。	3分
8.2 视频制作恰当，能吸引人。	3分
8.3 各种文本资源可读性强，有利于学习。	2分
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Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and 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 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
Learning Objectives (Competencies)	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
Assessment and Measurement	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
Instructional Materials	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
Learning Activities and Learner Interaction	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
Course Technology	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
	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 the institution's academic support services and resources that can help learners succeed in the course.	3
Learner Support	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
Accessibility* and Usability	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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Estándares de Revisión Específicos de la Rúbrica de Educación Superior de QM, Sexta Edición

Estándares Generales	Estándares de Revisión Específicos	Puntos
Descripción del curso e Introducción	1.1 Las instrucciones para empezar son claras y se establece cómo encontrar diversos componentes del curso.	3
	1.2 Se les presenta a los estudiantes el propósito y la estructura del curso.	3
	1.3 Se declaran con claridad las expectativas de comunicación para discusiones en línea, correo electrónico y otras formas de interacción.	2
	1.4 Se declaran con claridad las políticas del curso y la institución con las que se espera que el estudiante cumpla dentro del curso, o se proporciona un enlace a las políticas actuales.	2
	1.5 Se precisan con claridad los requerimientos tecnológicos mínimos para el curso y se provee información de cómo obtener las tecnologías.	2
	1.6 Las habilidades informáticas y las habilidades de alfabetización digital de información que se esperan del estudiante están claramente establecidas.	1
	1.7 Se precisan con claridad los prerrequisitos de conocimientos previos de la disciplina y/o cualquier competencia requerida.	1
	1.8 La auto-presentación del instructor es profesional y está disponible en línea.	1
	1.9 Se pide a los estudiantes que se presenten en clase.	1
	2.1 Los objetivos de aprendizaje o las competencias del curso/programa describen resultados que son medibles.	3
Objetivos de Aprendizaje (Competencias)	2.2 Los objetivos de aprendizaje o competencias del módulo/unidad describen resultados que son medibles y son consistentes con los objetivos o competencias del curso.	3
	2.3 Los objetivos de aprendizaje o competencias se expresan con claridad, están escritos desde la perspectiva de los estudiantes y se ubican de forma destacada en el curso.	3
	2.4 La relación entre los objetivos de aprendizaje o competencias y las actividades está claramente establecida.	3
	2.5 Los objetivos de aprendizaje o competencias son adecuados para el nivel del curso.	3
	3.1 Las evaluaciones miden los logros de los objetivos de aprendizaje establecidos.	3
Evaluación y Medición	3.2 La política de evaluación se establece con claridad al inicio del curso.	3
	3.3 Se proporcionan criterios específicos y descriptivos para la evaluación del trabajo de los estudiantes y esta claramente explicada su conexión con la política de calificación del curso.	3
	3.4 Las evaluaciones utilizadas son secuenciadas, variadas, y adecuadas para el nivel del curso.	2
	3.5 El curso le provee a los estudiantes múltiples oportunidades para dar seguimiento al progreso de su aprendizaje con retroalimentación oportuna.	2
	4.1 Los materiales didácticos contribuyen al logro de los objetivos de aprendizaje o competencias.	3
Materiales Didácticos	4.2 Se explica con claridad la relación entre de los materiales didácticos en el curso y las actividades de aprendizaje a completar.	3
	4.3 El curso modela la integridad académica esperada de los estudiantes al proveer las fuentes de referencias y los permisos para el uso de materiales didácticos.	2
	4.4 Los materiales didácticos representan la teoría y práctica actuales de la disciplina.	2
	4.5 Se utiliza una variedad de materiales didácticos en el curso.	2
	5.1 Las actividades de aprendizaje promueven el logro de los objetivos de aprendizaje y competencias establecidas.	3
Actividades de Aprendizaje e Interacción Estudiantil	5.2 Las actividades de aprendizaje proveen oportunidades de interacción que apoyan el aprendizaje activo.	3
	5.3 El plan del instructor para interactuar con los estudiantes en el curso está claramente definido.	3
	5.4 Los requisitos para la interacción de los estudiantes están claramente establecidos.	2
	6.1 Las herramientas utilizadas en el curso apoyan a los objetivos de aprendizaje o a las competencias.	3
	6.2 Las herramientas del curso apoyan la participación estudiantil y el aprendizaje activo.	3
Tecnología del curso	6.3 Se utiliza una variedad de tecnologías en el curso.	1
	6.4 El curso provee información a los estudiantes para proteger sus datos y privacidad.	1

* Cumplir con los estándares de revisión específicos de QM con respecto a la accesibilidad no garantiza ni implica que se cumplan las regulaciones de accesibilidad específicas de ningún país. Consulte a un especialista en accesibilidad para asegurarse de que se cumplan las normas de accesibilidad.

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International Standards



Core set of course design standards that apply to teaching and learning in the digital environment to improve learning experience and student success, **regardless of language, culture, pedagogy, or context ...**

QM Higher Education Rubric Standards - Sixth Edition
Essential Standards – Adoption by Diverse International Communities

General Standards	QM Specific Review Standards - 23 Essential Standards - (3-point)	
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.
	1.2	Learners are introduced to the purpose and structure of the course.
Learning Objectives (Competencies)	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
	2.3	All learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
	2.4	The relationship between learning objectives or competencies and learning activities is clearly stated.
	2.5	The learning objectives or competencies are suited to the level of the course.
Assessment and Measurement	3.1	The assessments measure the achievement of the stated learning objectives or competencies.
	3.2	The course grading policy is stated clearly at the beginning of the course.
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.
	4.2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
Learning Activities and Learner Interaction	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.
	5.2	Learning activities provide opportunities for interaction that support active learning.
	5.3	The instructor's plan for interacting with learners during the course is clearly stated.
Course Technology	6.1	The tools used in the course support the learning objectives and competencies.
	6.2	Course tools promote learner engagement and active learning.
Learner Support	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.
	7.3	Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.
Accessibility* and Usability	8.1	Course navigation facilitates ease of use.
	8.2	The course design facilitates readability.
	8.3	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

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COUNTRIES



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