Applying the Quality Matters Rubric (APPQMR) is QM’s flagship workshop on the QM Rubric and its use in reviewing the design of online and blended 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 process and perhaps become QM Peer Reviewers.

Participants who successfully complete Applying the QM Rubric may wish to continue on to the Peer Reviewer Course (PRC). The PRC specifically addresses the roles and responsibilities of a QM Peer Reviewer. It is intended for anyone who wants a detailed understanding of the Peer Reviewer’s role during course reviews. This may include those who intend to serve as Facilitators and/or Peer Reviewers on internal course review teams at their own institution or on external reviews.

**Learning Objectives**

After completing this workshop, participants will be able to:

1. Identify the underlying principles of QM. (Recognize key QM underlying principles and concepts.)
2. Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components.
3. Apply the QM Rubric, Fifth Edition, 2014 to review online courses.
4. Make decisions on whether the SPCH 1113 course meets selected QM Rubric Standards.
5. Apply the concept of alignment.
6. Draft helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course.

**Goals**

In addition to these objectives, we expect that you will:

1. Collaborate and network with colleagues through substantive and timely interactions.
2. Reflect on key QM concepts and whether you wish to serve on a peer review team.
3. Explore the challenges of online teaching by familiarizing yourself with the QM Rubric and the SPCH 1113 course.
4. Relate the QM Rubric (Standards and Annotations) to your own course and consider changes that might benefit your online learners.
5. Offer constructive feedback to improve the QM APPQMR workshop.

**Prerequisites**

There are no prerequisites required to take this workshop.
Schedule

Check the Important Dates information box on the right side of the workshop home page for a list of important dates.

Participants have two weeks to complete this workshop. Your Facilitators recommend that you work in this workshop regularly and try to pace yourself so you are not rushed at the last minute. You will receive more detailed feedback from colleagues and the Facilitators if you submit your work throughout the workshop. This workshop takes approximately 10-12 hours per week to complete.

Here is a schedule to follow to help you stay on track:

- Complete Modules 1 through 4 within the first five working days of the workshop.
- Complete Modules 5 through 9 during the last five working days of the workshop.

Be sure to revisit the forums in which you post to answer your colleagues’ and Facilitators’ questions.

Grading Policy

Quality Matters does not offer letter grades. However, QM expects each participant to successfully complete all required activities. Successful completion of activities is at the 85% level, although some activities are evaluated on a Met/Revise basis. The scores that denote successful completion of the quizzes and assignments is 85%. In some cases, participants will be given an opportunity to redo an activity or quiz until the “successful completion” mark is obtained.

A significant time commitment (approximately 10-12 hours per week) is required to complete the activities; participants should schedule their time accordingly.

This workshop makes use of discussion board forums, quizzes, surveys, and Moodle books. Participants are expected to:

- Read all lessons and documents in the workshop so you have the necessary information to complete the required activities.
- Post to all required forums with a substantive posting that meets the 85% standard.
- Respond to at least one participant in each of the required forums.
- Complete all the quizzes and assignments at an 85% level.
- Adhere to QM’s netiquette policy (below).

Late Work Policy

No late work is accepted after the closing date provided in the “Important Dates” block on the workshop home page.

We strongly recommend that you do not wait until the last minute to submit your work. If your work does not meet the criteria given below, you may not have time to improve your submissions prior to the end date of the workshop.
Adequate time is allotted in the workshop schedule for all work to be completed within the timeframe of the workshop start and ending dates. Following the provided schedule is the best way to ensure that you do not have late work. Facilitators provide extensions at their sole discretion. Do not wait until the last minute to get started and then request an extension. Although assignments will not be accepted after the official workshop end date, the material in the workshop (including the workshop evaluation) will be accessible for seven days after the workshop end date.

**Academic Integrity Policy**

Plagiarism, falsification, misrepresentation, or any other kind of academic dishonesty will be not tolerated. Plagiarism includes posting others’ ideas as one’s own and copying and pasting verbiage from QM materials or lessons without citing the source. All work should be that of the participant. Evidence of plagiarism will result in serious consequences, up to and including being expelled from the workshop and barred from becoming a certified QM Peer Reviewer.

**Discussion Board Postings**

The following rubric will help you achieve a “Met” rating for your discussion board posts. To be successful you must meet “QM Expectations” for each competency listed.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Meets QM Expectations</th>
<th>Does Not Yet Meet QM Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantive Thoughts Expressed</strong></td>
<td>Grounded in QM Rubric Standards and Annotations, information found in the workshop, ideas and positions are clearly explained.</td>
<td>Purely opinion based response without reference to QM Rubric Standards or Annotations; ideas are not clearly expressed; arguments are not backed up with Standards or Annotation citations.</td>
</tr>
<tr>
<td>Depth</td>
<td>Posting should be at least 3 to 5 sentences long.</td>
<td>Posting is less than 3 sentences.</td>
</tr>
<tr>
<td><strong>Model Characteristics</strong></td>
<td>Posting demonstrates constructive, specific, measurable, sensitive, and balanced recommendations.</td>
<td>Posting does not demonstrate one or more of the characteristics of a useful recommendation.</td>
</tr>
<tr>
<td><strong>Complete Post</strong></td>
<td>Addresses all parts of the assignment; all instructions are followed and attended.</td>
<td>Some of the assignment is present; some parts of the assignment are not addressed.</td>
</tr>
</tbody>
</table>

The following example provides additional information to help you meet expectations.

**Standard 8.3 Forum Directions**

Consider the following scenario: In an online Psychology course, the learners are required to watch six videos that illustrate key concepts in child psychology. These videos are not closed-captioned. How would you apply Standard 8.3 and what helpful recommendations would you give the instructor? Post...
your recommendation. After you have posted, read what your colleagues recommended to the instructor and respond where appropriate.

**Example of a participant posting that meets the 85% standard**

The videos that you posted can be very helpful in presenting the course materials. Including videos demonstrates your willingness to use varied techniques for presentation of the material. However, Standard 8.3 requires equivalent textual representations located or linked within the course. I was unable to locate closed-captioned versions of the videos within the course. Providing alternatives to non-text content ensures all learners have access to equivalent information. It appears that these videos can be very helpful, so it is worth pursuing this recommendation to add closed-captioning to the videos.

**Why this post meets the 85% standard:** The example is substantive (cites the QM Rubric Standard and Annotation), more than three sentences in length, and models the characteristics of a helpful recommendation.

**Example of a participant posting that does not yet meet the 85% standard**

Your videos are not closed-captioned and will be hard for learners with hearing impairments to follow.

**Why this post does not yet meet the 85% standard:** The example is too brief, does not cite the QM Rubric Standard or Annotation, and is not specific, measurable, or constructive.

**Netiquette**

Netiquette, or Internet etiquette, are guidelines for maintaining civilized, professional and effective communication in online environment and email exchanges. Facilitators and participants will demonstrate appropriate netiquette when interacting with each other. Written communication will be conducted using standard business English. Here are some basic rules:

- Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or question that is off topic, do NOT reply. The facilitator will reply in private to the participant.
- Treat the other participants in the forum in a polite and respectful manner. Model the same standards of behavior online you would follow in a face-to-face discussion.
- Do not use ALL CAPS when posting as this is considered, “shouting.” Do not “flame” others in the forums. Flaming is the “act of responding in a highly critical, sarcastic, or ridiculing manner.”

Quality Matters reserves the right to remove posts that are not collegial in nature and/or do not meet netiquette guidelines.
Communicating with the Facilitators

The Facilitators will make every effort to communicate frequently with participants through announcements and postings within the workshop Moodle site. Post any questions or comments you have about the workshop content and/or requirements in the “Muddiest Point” forum. Questions of a more personal nature can be sent to the Facilitators via the “Message” feature in Moodle or you can locate the Facilitator’s email address in the “Participant” list.

As a participant, you should expect to receive assignment feedback and responses to postings within 48 hours. The Facilitator will post an announcement alerting the participants if he or she will be unavailable for more than a day.

Workshop Technologies

This workshop is offered through Moodle. **Moodle will work best if you use the most recent version of Firefox or Safari as your browser.** If you choose not to use one of these as your browser, you might encounter issues within the Moodle classroom.

If you need help, you will find workshop navigation tips as a link in the Start Here area. If you have a serious technical issue, please contact QM’s Technical Support by selecting the “Need Help?” link located on the navigation bar just under the workshop banner at the top of the home page.

To access the technologies used in this workshop, you will need Adobe Reader and Adobe Flash Player (latest version). If your computer doesn’t already have this software and/or are prompted for this download, you can go to the Adobe website and download this software.

All videos in the lessons are closed-captioned, and transcripts of the videos are available. Contact your Facilitator if you would like a transcript for the videos.

Accessibility

Quality Matters (QM) supports the provisions of General Standard 8, Accessibility and Usability in the QM Rubric. Quality Matters strongly supports reasonable accommodation for all participants.

All QM workshops are offered in Moodle. Moodle 2.4 complies with all major international standards in the area of accessibility, including XHTML Strict 1.0. For more information on Moodle and its development, please visit the Moodle Overview webpage.

QM’s workshops include the following:

- ALT tags that contain appropriate information about the graphic and/or activity.
- Appropriate color combinations that minimize color blindness effects.
- Appropriate font and font-size combinations to improve readability.
- Links to descriptions of accommodation features for the learning management platform (Moodle) and any additional third party tools, e.g., SoftChalk.
- Minimal use of bullets and/or charts that may be confusing to participants who use electronic readers.
• Transcripts and/or closed captioning for video and audio clips.

The above features demonstrate QM’s understanding of the importance of providing a learning environment that supports qualified participants. Participants who require additional accommodations should contact their institution’s disability services or access office or Quality Matters as soon as possible after they register for a QM workshop.