

2019 QM Connect - 11th Annual QM Conference

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Primary Presenter

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Session Information

Session Title: Market your session to conference participants and to the Program Committee with a creative and accurate title. 100 character limit.:

Going Portable for Standard 7: How to Help Faculty Embed Student Support Services into Their Courses

Planned Interaction: Based on the selected format, describe how you will engage the participants in your session. Please avoid "death by PowerPoint." What methods will you use to involve participants? For example: demonstration, discussion, application activities, role playing, think-pair-share, etc.:

We hope to hear extensively from participants. We will facilitate discussion to hear about their projects, best practices, and ideas for addressing QM GS7. Participants may benefit from bringing their own devices but can participate without a device. Session participants will be able to access sample student success resources during and after the presentation; however, this presentation is not intended to be a showcase of a particular student success resource. It will focus as much as possible on transferable strategies and tips.

Learning Objective 1 (100 characters) - Complete this sentence with a measurable objective for participants: "After this session, participants will be able to...": Understand GS7 in order to better support student success in the classroom.

Learning Objective 2 (100 characters) - Complete this sentence with a measurable objective for participants: "After this session, participants will be able to...": Describe how to build portable resources in order to embed resources in the course.

Learning Objective 3 (100 characters) - Complete this sentence with a measurable objective for participants: "After this session, participants will be able to...": Persuade faculty and other stakeholders to use portable resources in order to meet GS7.

Detailed Description (1500 characters): IU's Office of Online Education recognized early that students would benefit broadly if courses met General Standard 7 (GS) in whole or in part and regardless of if the faculty member is pursuing full QM course certification. As we built for-credit online courses using the QM framework, our instructional designers were also incorporating QM standards into non-credit student support projects, such as the online student orientation and onboarding project and the student-facing online demonstration course site. Our student services team started working on a series of projects that would begin to address GS 7, including: * Tightening QM alignment in onboarding and orientation resources * Creation of non-credit academic support course * Portable math and writing support modules * Supplemental Instruction template Other colleagues began work on: * Faculty Starter Kit * Syllabus template that ensures 10 QM standards (1.2, 1.3, 1.4, 1.5, 1.6, 6.4, 7.1, 7.2, 7.3, 8.6) are met During our session, we will walk you through key elements of these projects, provide the history and context for each project, and share lessons learned (and yes mistakes!). We will suggest strategies for identifying and addressing common student learning challenges and how to create a supportive learning environment.

faculty bring support services directly into the classroom - even if they are not pursuing QM certification.

Intended Audience

Primary group: Faculty

Secondary group: Administrators

Tertiary group: Instructional Designers

Intended Audience - Knowledge Level - Choose one: Participants with some experience in the topic, but looking to grow

Hashtag (Check Twitter to see if it is already in use and begin it with @QMConnect):

Is this proposal about formal research?: No

State the research question(s) the study addresses.:

Briefly describe the theoretical framework of the study.:

Briefly describe the research methodology used in the study.:

Briefly describe the potential for replicability of the study.:

Briefly summarize how the study is relevant to QM literature and/or practice: