



# Quality Online/Digital Learning: Ensure Academic Integrity through Authentic Assessments and Student Engagement



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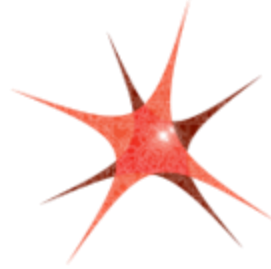
# Presentation Outline

- ✓ Introduction & Overview
- ✓ From F2F to Remote Teaching to Quality Digital Learning
- ✓ Applying Alignment Principle to Achieve Excellence
  - ✓ Ensuring academic integrity via authentic assessments
  - ✓ Providing quality digital learning environments
  - ✓ Establishing teaching presence to engage students
- ✓ Ensure Student Success during Transition at Bahrain Polytechnic and Looking Forward



# Congratulations!

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Member  
Institution  
in Bahrain!

Source: Quality Matters, 2021: <https://www.qmprogram.org/qmresources/subscriptions/subscribers.cfm?program=0>



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# Digitally Disrupted Education: Good for Industry?



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# Main Challenges: Remote Teaching

- *In one-two words, what do you think is the major challenge with moving to online offering?*

- The 'Social' learning experience, **Student engagement** (with peers and content) and Motivation (intrinsic).
- Technology challenges; informal **'social learning'**
- Creating an "**engaging content**"
- **Disconnection**, literally and figuratively!
- **Assuring parents, employers** and students that the quality of what they receive is just as good as f-f delivery. However, the latter is itself dependent on certain elements being attended to well.
- Culture change

- **Staying connected** with students, Passive students, encouraging collaboration, **reliability of assessments** these are the major challenges I am facing as an online technical Trainer
- Lecturer competency
- **Engagement**, assessments reliability, preparation efforts, connectivity issues, distractions, skills and competencies of facilitators
- **Resistance** to change
- Acceptance & **engagement**
- Coping and adaptability

- Double, if not triple the effort, than face-to-face delivery method.
- **Engagement**
- The major challenge is the (availability and the readiness) of competent capacity to change
- Adaptability struggle, technical issues, time management, **self-motivation**
- **Assessment integrity**
- **Empathy**
- 24/7 tech support.
- Assessment and **engagement**

Source: Hasan, Jameel 2021, LinkedIn: [Main Challenges: Remote Teaching](#)



# Quality Matters Process



Research-Supported  
Rubrics &  
Standards



Professional  
Development  
Offerings &  
Pathways



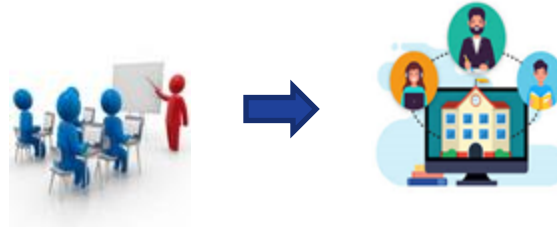
Peer Review  
Process for  
Courses and  
Programs



Guidance  
towards  
Continuum of  
Excellence



# From 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**



# QM Emergency Remote Instruction (ERI) Checklist

## ERI Checklist for Higher Ed.

QM Emergency Remote Instruction Checklist for Higher Ed.

**QM Emergency Remote Instruction Checklist**  
Higher Education

**The Quality Matters Emergency Remote Instruction (ERI) Checklist** is a blend of considerations, tips, and actionable strategies to assist 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 effort's importance and impact, and finally, a column to reference related Specific Review Standards from the [QM Higher Education Rubric™](#). [Click below.](#)

This checklist can be:

- Used by individual faculty as a prioritized checklist for remote teaching
- Downloaded 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 instruction online

**START HERE: Preparing for Success**

The Goal: For students to get 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, writing 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 also are immediate concerns in moving to remote instruction.

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

Recommended Actions for Instructors (Check box when completed)	WHY?	Connections to QM Higher Ed. Course Design Rubric
<input type="checkbox"/> Provide explicit directions and components of the outline of the online version of the F2F version, clearly identifying where students can find course components and what they should do to get started.	Quickly transferring 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 Instructors 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 (live/record), where they

## ERI Checklist for K-12

QM Emergency Remote Instruction Checklist for K-12

**QM Emergency Remote Instruction Checklist**  
K-12 Education

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Recommended Actions for Instructors (Check box when completed)	WHY?	Connections to QM K-12 Course Design Rubric
<input type="checkbox"/> Provide explicit directions and components of the outline of the online version of the F2F version, clearly identifying where students can find course components and what they should do to get started.	Quickly transferring 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 1.0 T1 Instructors make clear how to get started and where to find various components.  K-12 SRS 1.0 T2 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 (live/record), where they

## K-12 Companion for IEP & 504 Plans

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

**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 K-12 Emergency Remote Instruction Checklist](#). When working to Emergency Remote Instruction, it is critical that you have the same approach to how you manage accessibility with the online version of your course. [Click here to view the document](#). The document will cover examples of what accommodations a student might have, suggestions for how you can address it, as well as a Remote Emergency Instruction, as well as how they relate to the Specific Review Standards from the [QM K-12 Rubric™](#), [IEP & 504 Plans](#) and the [National Standards for Quality Online Teaching](#). It always make sure to follow the guidelines and resources provided by your local school system.

Following the requirements of the QM Emergency Remote Instruction Accommodating Student Individualized Education Program (IEP) & 504 Plans document does not guarantee or imply that particular course/format/technical accessibility regulations 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	Connections to the National Standards for Quality Online Teaching
Advanced notice of large assignments and tests	Do this in an email thread or in your LMS to let them know. Be transparent with your responsibilities.  Analyze the course to check for content, such as content that is not accessible. Can you adjust the content and their learning goal?	K-12 SRS 2.0 C1  K-12 SRS 2.0 C2	A9: The online teacher and support staff, where applicable, monitor and adjust course content and provide reasonable accommodations for all identified disabilities as the required standard is met.
Alternative setting for tests	Encourage students to find the best site to complete their tests, where they will have distractions.  Provide Tip: You may need to allow students to choose a time where they are not interrupted by a computer or other tasks.  K-12 SRS 2.0 C1  K-12 SRS 2.0 C2	K-12 SRS 2.0 C1  K-12 SRS 2.0 C2	A9: The online teacher and support staff, where applicable, monitor and adjust course content and provide reasonable accommodations for all identified disabilities as the required standard is met.
Assigned to be taught online	Students remain to start assigned tests. The teacher should all these students, making together to create, explain, and monitor the content.	K-12 SRS 1.0 T1  K-12 SRS 1.0 T2	A9: The online teacher and support staff, where applicable, monitor and adjust course content and provide reasonable accommodations for all identified disabilities as the required standard is met.

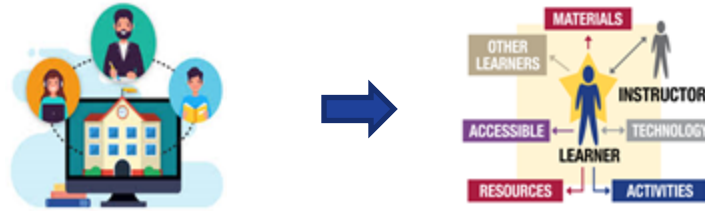
Source: Quality Matters. (2020, March) <https://www.qualitymatters.org/qa-resource/s/resour ce-center/articles-resource s/ERI-Checklist>

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

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



# From Remote Teaching to Quality Online



- Phase 1 – ALIGN objectives with assessment/content/activities
- Phase 2 – ENGAGE learners with meaningful interactions and active learning
- Phase 3 – CONNECT course components / support / services
- **Key: Purposeful & deliberate course/program planning & design**



# QM Bridge to Quality Course Design Guide, Basic Edition

These course design guides provide you with a road map for creating a course with QM Standards in mind.  
Choose your version based on the type of course(s) you'll be designing – Higher Education or K-12 Education.



## Bridge to Quality Course Design Guide

Basic Edition for Higher  
Education

Improve Online Teaching with a  
Foundational Design Process

*QM members will have access to an  
Extended Edition in fall of 2020.*



## Bridge to Quality Course Design Guide

Basic Edition for K-12

Improve Online Teaching with a  
Foundational Design Process

*QM members will have access to an  
Extended Edition in fall of 2020.*

Source: Quality Matters. (2020, June) <https://www.qualitymatters.org/bridge>



# 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

Source: Quality Matters. (2018, July) <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>





# QM Higher Edu Rubric



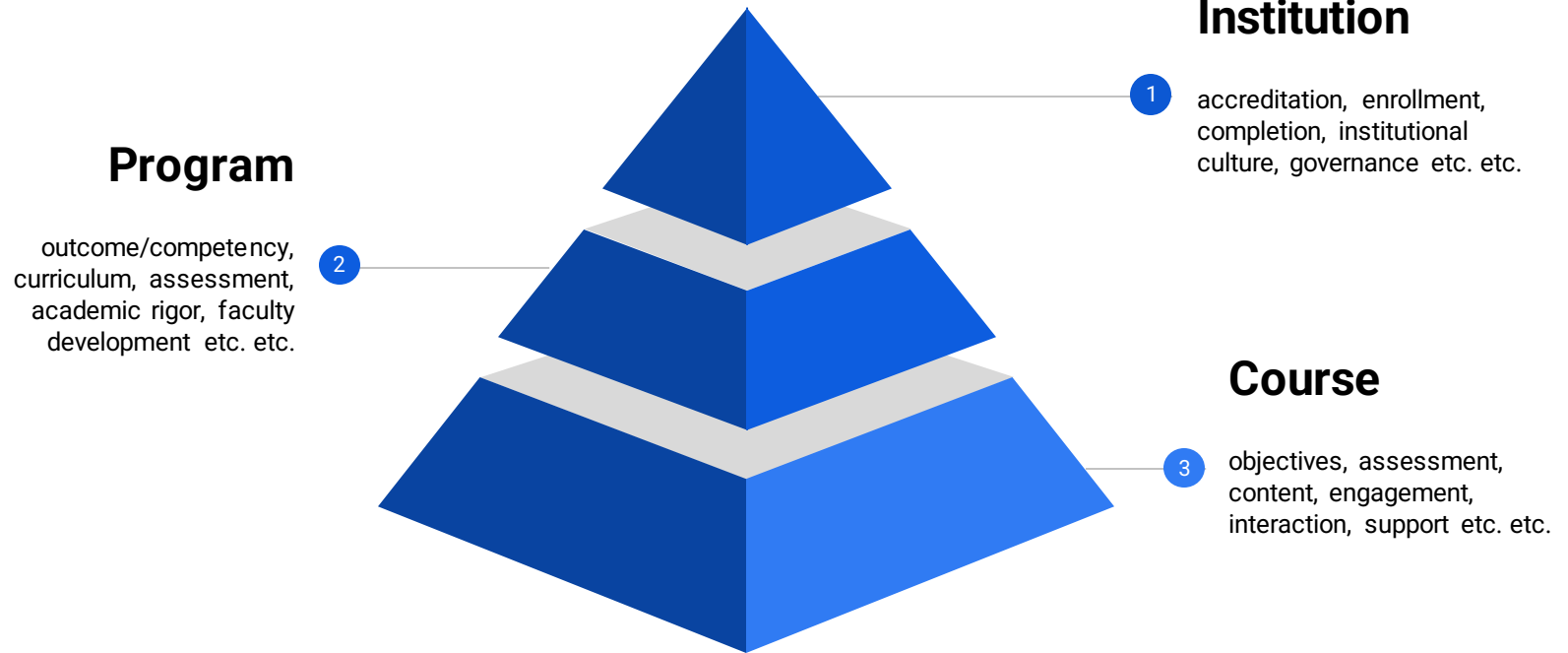
By James Fowlkes and Brenda Boyd

**Alignment Principle**  
lays the foundation to build a solid course.

# 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

# Alignment for Institutional Goals



# Alignment - *Course* Level

- ✓ Between Objectives & **Assessments**
- ✓ Among Course Components
- ✓ Through Engagement and Services

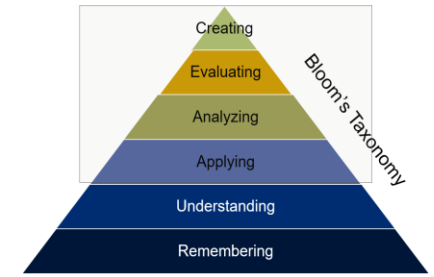


# Align Objectives with Activities

## Bloom Taxonomy

### Action verbs and Activities

Source: Hokaanen, Iida. (2015, August)



Bloom Taxonomy Action Verbs and Activities by [Iida Hokkanen](#) is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).  
Adapted from: <ftp://ftp-fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf>



# Align Course Components

## General Standards for HE Course Design

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

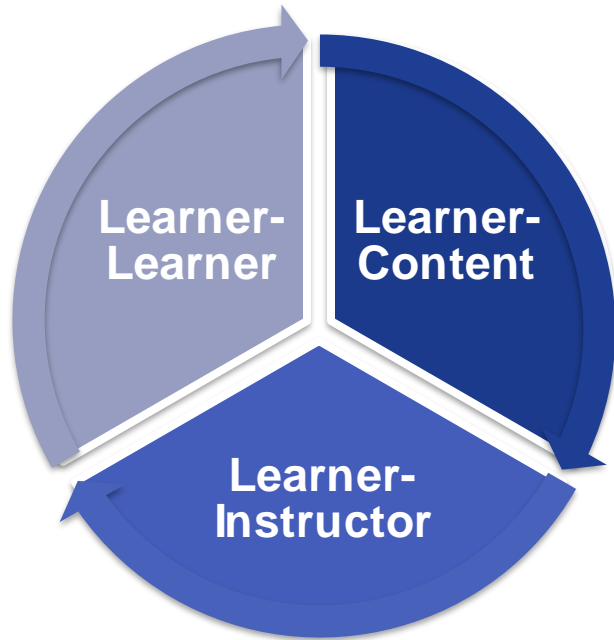


Submitted by James Fowlkes and Brenda Boyd

**Alignment** principle lays the foundation to build user-friendly learning-centered quality courses.



# Align via Interaction



- ✓ Cognitive interaction with instructional materials when assessment is aligned (L-C)
- ✓ Interaction via instructor prompt and feedback on assignments and activities (L-I)
- ✓ Potential interaction with peers depending on type of course and assignment type (L-L)



# Align via Engagement

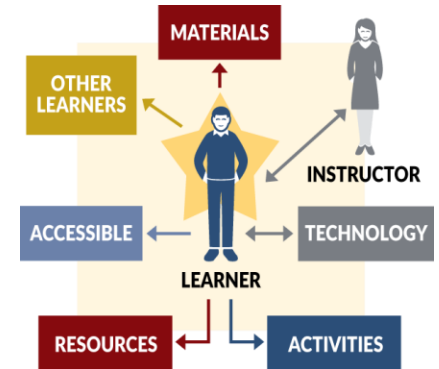
**SRS 5.1:** The **learning activities** promote the achievement of the stated learning objectives or competencies.

**SRS 5.2:** Learning activities provide opportunities for **interaction that support active learning**.

**SRS 3.4:** The **assessments** used are sequenced, varied, and suited to the level of the course.

**SRS 3.5:** The course provides learners with multiple opportunities to **track their learning progress** with timely feedback.

**SRS 6.2:** **Course tools** promote learner engagement and active learning.





# From F2F Instruction to Remote Teaching



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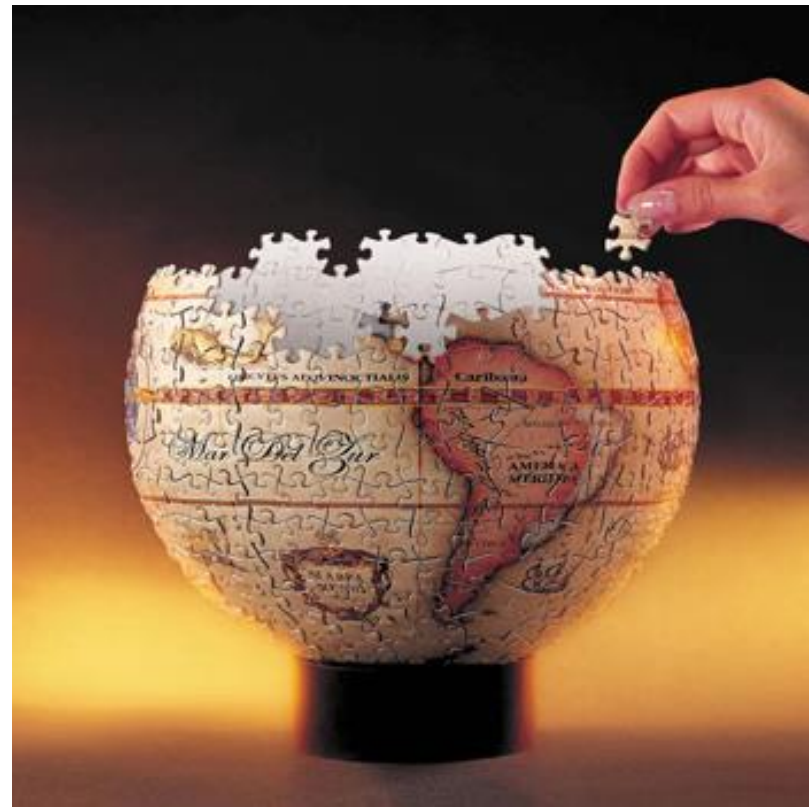
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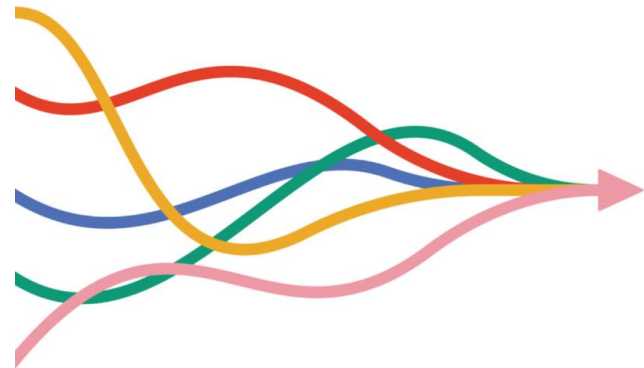
# Putting the pieces together

**QM** Alignment Principle in Action



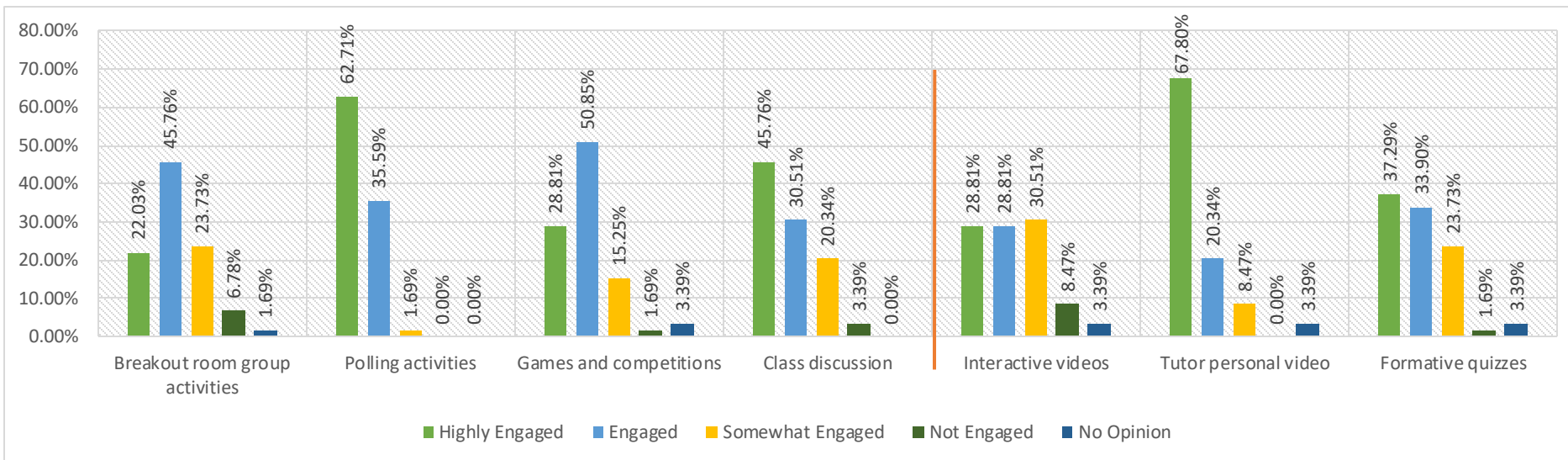
# As part of this research, a focus group of Bahrain Polytechnic instructors addressed the questions:

- In relation to your experience to move from **F2F Instruction to Remote Teaching**, what do you understand to be the key requirements of **QM alignment principle**?
- In what ways has your application of **QM alignment** helped you move from F2F instruction to remote teaching?
- In what ways has your application of **QM alignment** created challenges for you?
- What **improvements** should be made?



# Case Study 1: Student Engagement

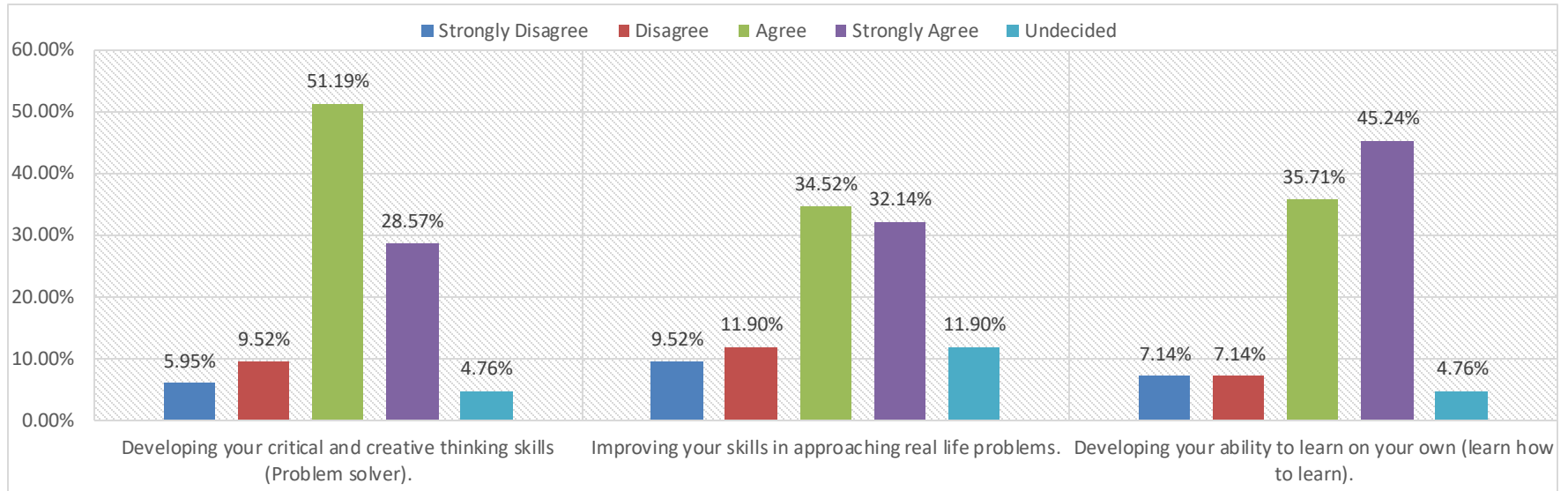
To what extent you were engaged in the following virtual classroom activities?



Source: Edhrabooh, Kubra, (2021) Adapting Innovative Strategies to Enhance Students' Engagement in an Online Context.

# Case Study 2: Authentic Assessments

- Considering the modified Quantitative Business Methods (QBM) assessments, to what extent the new assessment mode helped you in:



Source: Benamer, Fadwa and Adam, Araz, (2021) Authentic Assessments: Quantitative Business Methods

# Case Study 2: Authentic Assessments

- **List the skills that you have developed during your experience with the new mode of assessments?**

- **Critical thinking**, information gathering, fast and effective learning, managing myself, independent thinking, **problem solving**, make good notes and organise materials.

- Time management and problem-solving and **thinking outside the box**.

- **Ability to think** , search and organize the points easily while solving the exam.

- **Depending on myself**, Relying on my capabilities of getting the correct answer, Trusting myself more

- **Self Learning**, time management, self responsibility, ability to research

- Reading quicker, **finding answers in between the lines** , Paraphrasing and The ability to read the answer and understand it first and then explain it with my own way

- Giving more time to studies to **understand rather than just memorizing**, increase in knowledge due to more research

- Giving more time to studies to understand rather than just memorizing, **increase in knowledge due to more research**

- **Critical and thinking skills**

- So many skills such as **self learning**. Find methods to learn certain topics that specifically work for me, Communication: by reaching out and discussing and problem solving and also being able to **research in depth** to once again, find different explanations that help me understand more in depth so that I excel in class

- Researching skills, IT skills and **teamwork skills**

- **Self Learning**, time management, self responsibility, ability to research

Source: Benamer, Fadwa and Adam, Araz, (2021) Authentic Assessments: Quantitative Business Methods



# From F2F to Remote Teaching to Quality Digital Learning

- Impacts on instructors and Learners
- Impacts on learning outcomes
- Impacts on learning
- Impacts on teaching



**QM** Alignment Principle in Action



# From F2F to Remote Teaching to Quality Digital Learning

- Impacts on instructional materials
- Impacts on assessments
- Impacts on course technology



**QM** Alignment Principle in Action





# Pockets of Exemplarism

- **Finding** the pockets of enthusiasm
- **Fostering** them as pockets of excellence, and then
- Having them seen and copied as pockets of **exemplarism**

Source: Hornblow, Dave and Hasan, Jameel and Morris, Ian (2019) [Recognition of Bahrain's National Qualifications Framework in the wider world](#) and Hasan, Jameel (2015) [In search of a programme review framework for a polytechnic in Bahrain: the experience of a Bahraini quality coordinator](#).



# Concluding Thoughts:

Encourage an ongoing quest for ‘**pockets of enthusiasm**’ within the institution community so that they can be **widened** and **deepened** the online quality practice.

Source: Hornblow, Dave and Hasan, Jameel and Morris, Ian (2019) [Recognition of Bahrain's National Qualifications Framework in the wider world](#) and Hasan, Jameel (2015) [In search of a programme review framework for a polytechnic in Bahrain: the experience of a Bahraini quality coordinator](#).



# 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



# QM PD Pathway for Academic Staff:



## Improving Online Teaching Skills

- Introduction to Online Teaching
- Teaching Online Certificate (7-workshops)
- Designing or Improving Your Online/Blended Courses
- Specific Topics: Assessments, Engagement, Accessibility etc.



## Becoming Peer/Master Reviewer or Program Reviewer

- Applying QM Rubric
- Peer Reviewer Course / Master Reviewer Certification
- Reviewer Course Program Reviews



## Becoming QM Certified Facilitators (F2F or Online)

- Applying QM Rubric
- Improving Your Online Course
- Designing Your Online Course

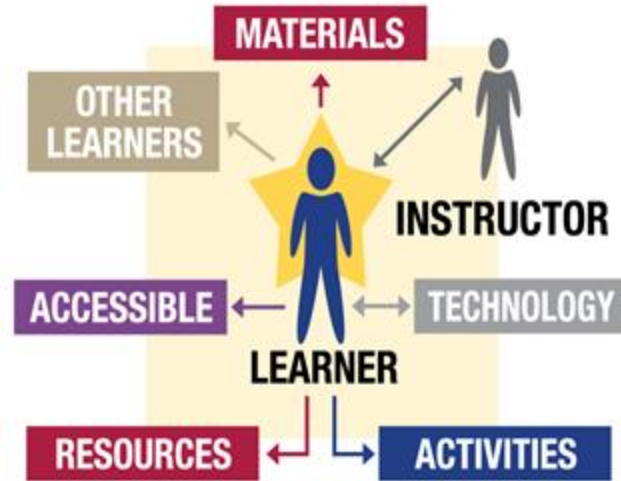


# Adapting QM to Institutional Goals

- ✓ 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**



# Quality Learner-Centered Environments to Help Our Students Succeed!





*From this ...*

*...to this*



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