Blue Ribbon Showcase

November 7 (1-3pm)
The Blue Ribbon Process

Dr. Tom Dana
The Blue Ribbon Process

- Faculty apply for the Blue Ribbon Stipend
- Faculty completed QM+UF Markers Rubric focusing on areas of improvements
- Three member panel on FPC Technology Committee review submissions.
- Faculty work with ETC Instructional Designers to improve areas of improvement
- ETC reviews changes and validates that instructor made changes
- Course component given Blue Ribbon designation.
Blue Ribbon Instructors

Dr. Alyson Adams - EDG7359: Professional Development & Teacher Learning
Dr. Kara Dawson – EME5405: Internet in K-12 Education
Dr. Zhuhui Fang – RED5355: Reading Instruction in Elementary Education
Dr. Joseph Gagnon – EEX3616: Core Classroom Management
Dr. Catie Gallingane – RED6520: Class Literacy Assessment
Dr. Cliff Haynes - EDH7634: Student Affairs Administration
Dr. Swapna Kumar – EME6059: Blended Learning Environments
Dr. Walter Leite – EDF7412: Structural Equation Modelling
Dr. Christopher Redding –EDA6931: School Turnaround
Dr. Linda Searby - EDL8606: Mentoring Career Development
Dr. Anne Seraphine – EDF7491: Evaluation in Education
UF Markers + Quality Matters
Alexandra Bitton-Bailey
Alexandra Bitton-Bailey

Academic Innovation Specialist

• Office of Faculty Development and Teaching Excellence

• Works on UF+QM Review Process
Community of Inquiry

- **Social Presence**
  - e.g. portraying yourself as ‘real,’ enabling risk-free expression, encouraging collaboration

- **Cognitive Presence**
  - e.g. exchanging information, connecting ideas, and applying new ideas

- **Educational Experience**
  - Supporting Discourse
  - Setting Climate
  - Regulating Learning

- **Teaching Presence**
  - e.g. setting curriculum and methods, sharing personal meaning, focusing discussions

Teaching and Cognitive Presence
Dr. Alyson Adams
Clinical Associate Professor
STL
Alignment, Surveys, Interaction

QM 2.1: Learning Objectives and Course Competency
QM 2.2: Module/Unit Objectives Align to Course Objectives
QM 2.3: Learning objectives and competencies clearly stated
QM 2.5: Learning objectives suited to level of course.
QM 2.4: Relationship between learning objectives and course activities

UF 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.
UF 10.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.
UF 11.3: Instructor requests student feedback on the course (assignments, materials and/or presentations).
Joshua Mills
Video Manager
ETC
Creating Dynamic Discussions

QM 4.1: Instructional material support course and module objectives

UF 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.

UF 10.1 Course includes regular and substantive interaction between the instructor team and students.

UF 10.2 Instructor provides space and encouragement for students to develop an online learning community.

UF 10.3 Instructor creates an inclusive, supportive, and engaging climate, through a variety of methods.
Creating Social Presence
Collaborative Reading

QM 6.1: The tools used in the course support the learning objectives and competencies.

QM 6.2: Course tools promote learner engagement and active learning.

QM 6.3: Technologies required in the course are readily obtainable.

UF 8.6: When synchronous sessions are included, reasonable accommodations are made for students who cannot participate.

UF 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.

UF 10.3: Instructor creates an inclusive, supportive, and engaging climate through a variety of methods.
ZOOM and Student Inventory

QM 6.1: The tools used in the course support the learning objectives and competencies.

QM 6.2: Course tools promote learner engagement and active learning.

QM 6.3: Technologies required in the course are readily obtainable.

UF 8.6: When synchronous sessions are included, reasonable accommodations are made for students who cannot participate.

UF 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.

UF 10.3: Instructor creates an inclusive, supportive, and engaging climate, through a variety of methods.
Improving Student Outcomes
Scaffolded Learning with Video

QM 6.1: The tools used in the course support the learning objectives and competencies.

QM 6.2: Course tools promote learner engagement and active learning.

UF 4.7 Presentations are divided into segments with a target length of 4 - 10 minutes.

UF 4.8 Instructor provides optional supplemental/remedial resources for those students who may need them (e.g. as follow-up to assignment submissions.)

UF 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.

UF 10.3: Instructor creates an inclusive, supportive, and engaging climate, through a variety of methods.
Dr. Swapna Kumar
Clinical Associate Professor
STL-Ed. Tech
Framing Expectations

QM 6.1: The tools used in the course support the learning objectives and competencies.

QM 6.2: Course tools promote learner engagement and active learning.

QM 9.1: The instructor team is visibly present throughout the course via frequent text, audio and/or visual communications.

UF 10.1: Course includes regular and substantive interaction between the instructor team and students.

UF 10.3: Instructor creates an inclusive, supportive, and engaging climate, through a variety of methods.