Blue Ribbon Showcase

November 7 (1-3pm)

The Blue Ribbon Process

- Faculty apply for the Blue Ribbon Stipend
- Faculty completed QM+UF Markers Rubric focussing 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

Alexandra Bitton-Bailey
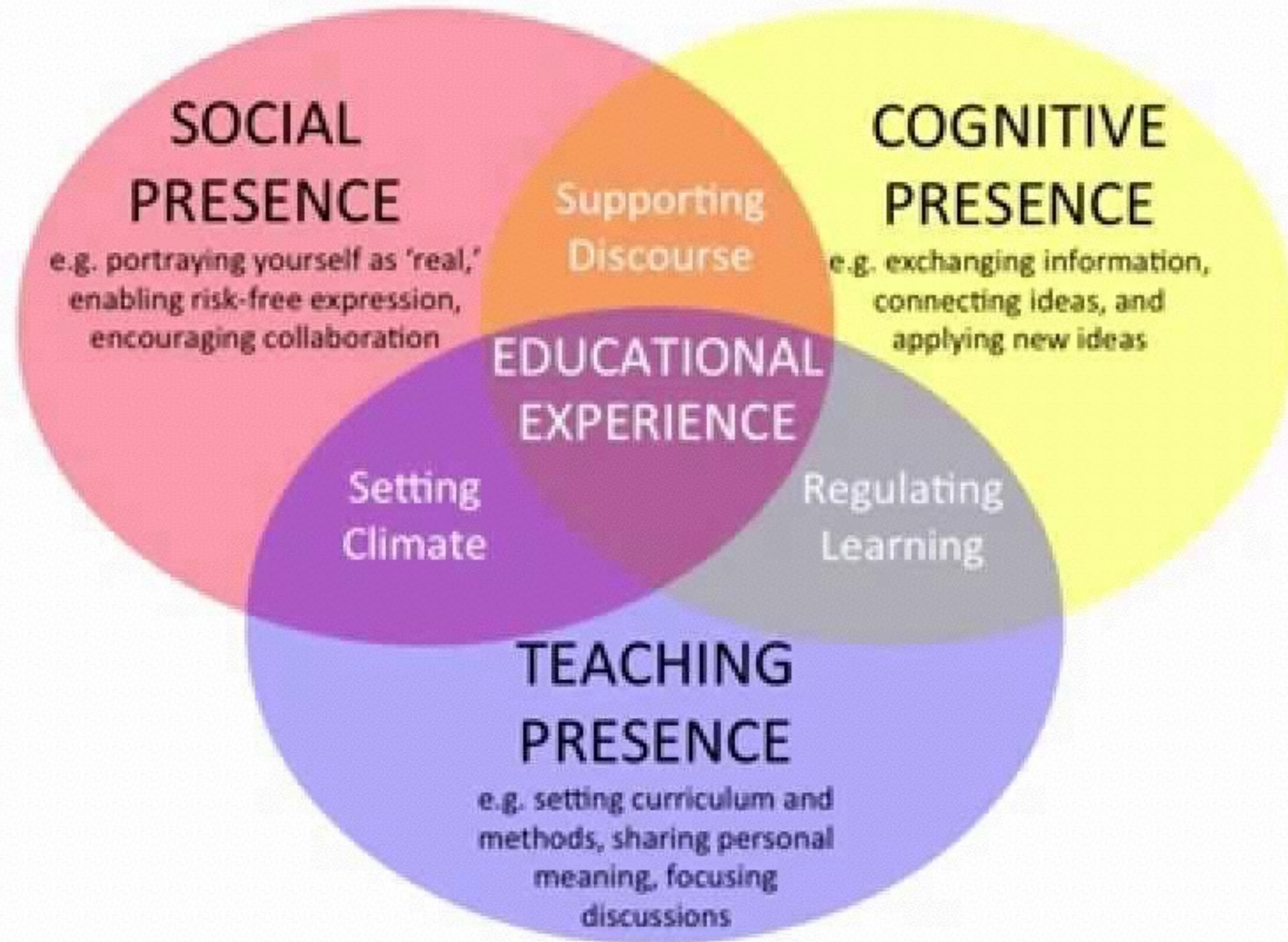

Academic Innovation Specialist

- Office of Faculty Development and Teaching Excellence

- Works on UF+QM Review Process
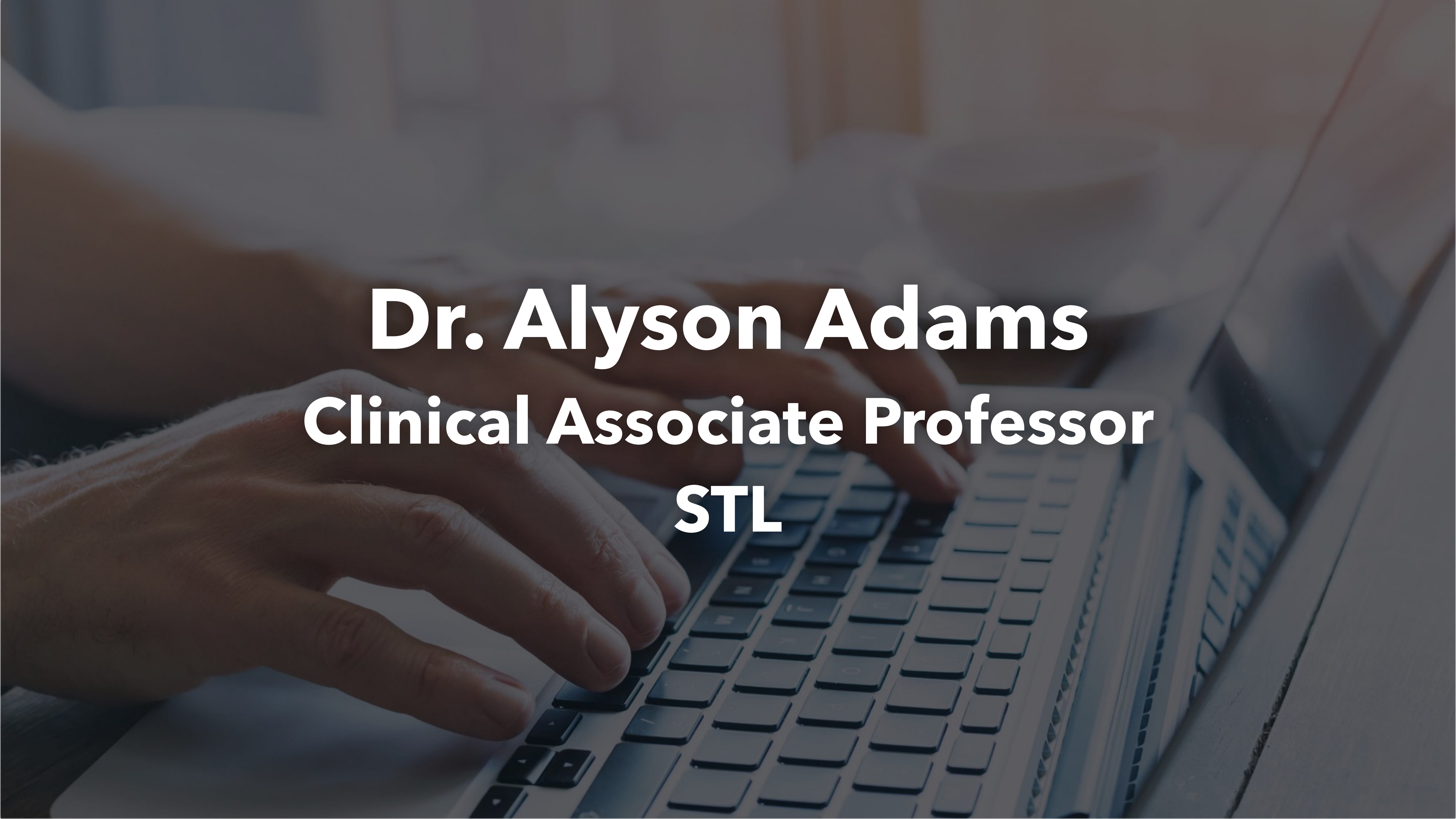
Community of Inquiry Framework

Jason Arnold

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

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Regulating Learning

TEACHING PRESENCE
e.g. setting curriculum and methods, sharing personal meaning, focusing discussions

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2-3), 87–105. doi:10.1016/S1096-7516(00)00016-6

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.

Dr. Catie Gallingane

Clinical Associate Professor

STL

Collaborative Reading

QM 6.1: The tools used in the course support the learning objectives and competencies.
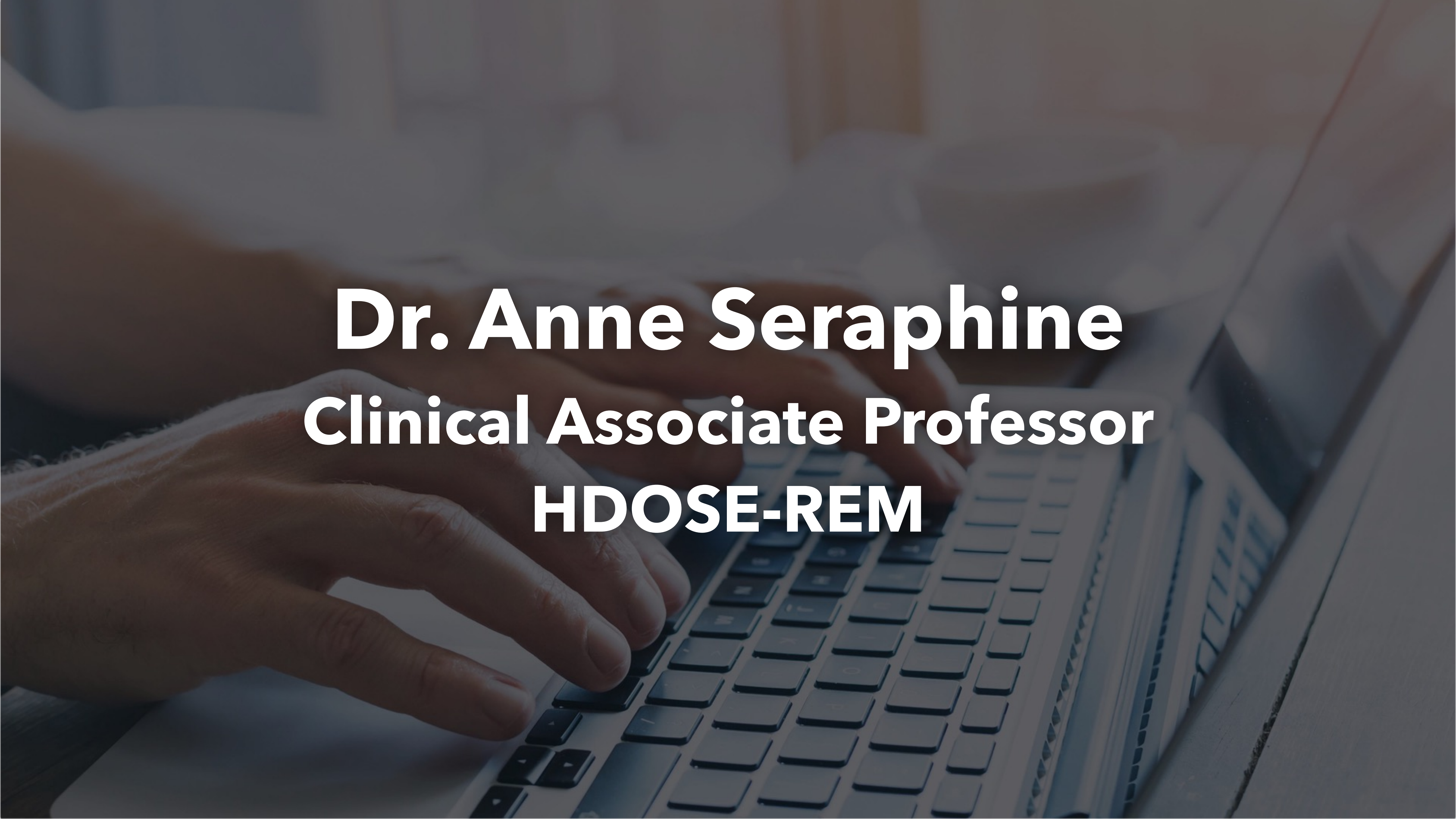
QM 6.2: Course tools promote learner engagement and active learning.

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.

Dr. Anne Seraphine
Clinical Associate Professor
HDOSE-REM

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

Dr. Walter Leite
Professor
HDOSE-REM

Scaffolded Learning with Video

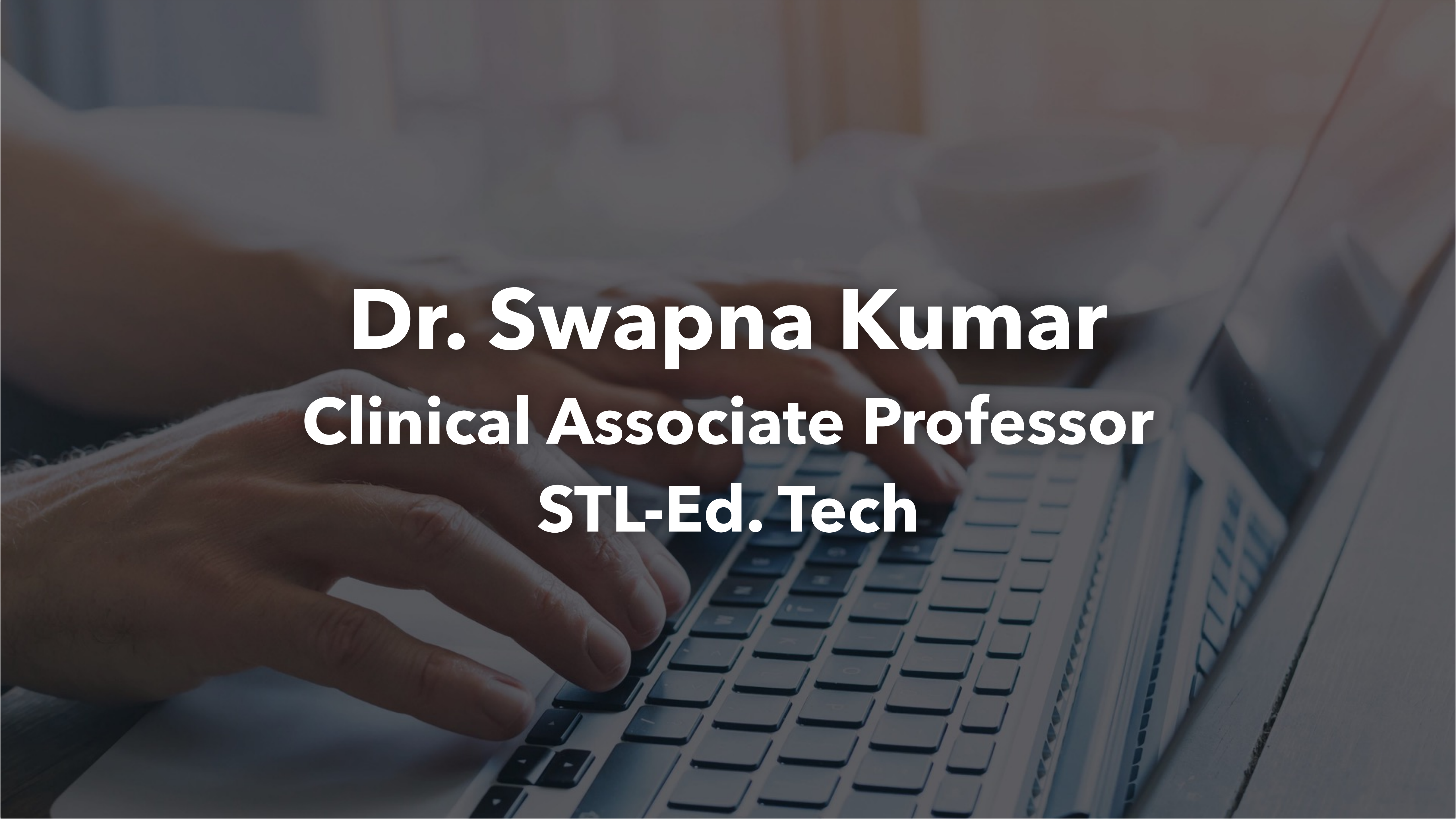QM 6.1: The tools used in the course support the learning objectives and competencies.

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.

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