

THE QUINCY COLLEGE
LEARNING INNOVATION HUB

THE FUNDAMENTALS



A FACULTY GUIDE FOR
TEACHING AND LEARNING

ANYTIME, ANYWHERE, ANYONE | SUCCEED AT QC

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Our Course Design Philosophy: Designing with Intention

This guide to the QC online and on campus learning fundamentals is a compilation of best practices, principles, and expectations to guide course design and teaching at Quincy College. The sections that follow articulate how online and on campus learning at QC is designed with intent, guiding all students to academic achievement.

Driven by Mission and Culture

Who We Are: Our Mission

Quincy College offers open-access and selective programs focusing on academic achievement and excellence, fostering diversity, providing economic opportunity, promoting community involvement, and supporting lifelong learning. We foster valuable learning relationships that inspire students to realize their educational and professional futures.

Why We Do What We Do

“People don't buy what you do; they buy why you do it” - [Simon Sinek](#), Leadership Expert

The QC Learning Innovation Hub strives to create the highest-quality learning experiences by uniting the best of [educational neuroscience and educational theory](#). Together, our Instructional Designers (IDs) work with faculty subject matter experts to ensure a holistic approach to learning design - backwards and forwards - to support students in their pursuit of academic and professional success.

Our Course Design Approach

This section frames our approach to course design by providing specifics of how we design courses from the student perspective.

Design Thinking

[Design thinking](#) helps us design better courses through empathizing with our students. We anticipate challenges our students might not actively realize they will have and make the best learning experiences possible. In addition to focusing on student success in the development of new courses, we are always looking to make our existing courses better through ongoing self-assessment and reflection, relevant professional development, and other continuous improvement initiatives.

Your Course as a Learning Environment

High-quality course design plays a core role in the continuing evolution of higher education. Our typical student at QC is an adult learner with a family, dependents, and a job to consider. Their time is precious, and it is important that we design courses that allow them to maximize it to obtain a work-life-learn balance. At QC we select the most important content and learning activities that will be most beneficial to the student in future courses and in their chosen career.

When selecting materials, each learning activity or instructional material needs to be aligned to the outcomes of the course. This is called [backward design](#) and is the backbone of our approach. Additionally, at QC we use the [Quality Matters™ Higher Education Standards](#) to inform our design decisions. These Standards are the foundation of courses and act as the framework for backwards course design and will be discussed more in depth in the next section.

QC offers students and faculty several online course options:

- **Traditional Online Courses:** Fully online learning experiences that offer time for independent work, *active learning engagement and interaction with instructors and peers.*
- **Blended Online Courses:** Fully online learning experiences that offer time for independent work and mandatory, virtual (live) classes for *active learning and interaction with instructors and peers.*
- **Hybrid Courses:** A combination of learning experiences that offer time for independent work online and mandatory, face-to-face, classes on campus for *active learning and interaction with instructors and peers.*

Please note that all QC course modalities (online, blended online, hybrid and on campus) utilize the Canvas LMS (Learning Management System) and the QC Course Template in its entirety, including but not limited to the Start Here Module, Module Introduction pages, Assignments, Assessments, Proctoring Software, and the Gradebook.

How We Do It

Quality Matters

The [Quality Matters™](#) Higher Education Standards and Rubric **reflect current academic research** on effective learning; therefore, they too serve as the framework for our design approach. As such, Quality Matters is part of our online training as well as the foundation for our weekly professional development sessions: the Faculty Learning Series (FLS). See more about our FLS on page 19.

QM General Standards: Higher Education Rubric 6th Edition

| General Standard | Overview Statement |
|---|--|
| 1) Course Overview and Introduction The overall design of the course is made clear to the learner at the beginning of the course. | The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset. |
| 2) Learning Objectives (Competencies) | The learning objectives or competencies establish a foundation upon which the rest of the course is based. |

| | |
|--|--|
| <p>The course learning objectives, or course/program competencies, describe outcomes that are measurable.</p> | |
| <p>3) Assessment and Measurement Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering competencies.</p> | <p>Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners’ mastery of content, but also allows learners to track their learning progress throughout the course.</p> |
| <p>4) Instructional Materials Instructional materials enable learners to achieve stated learning objectives or competencies.</p> | <p>The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.</p> |
| <p>5) Learning Activities and Learner Interaction Learning activities facilitate and support learner interaction and engagement.</p> | <p>Course components that promote active learning contribute to the learning process and to learner persistence.</p> |
| <p>6) Course Technology Course technologies support learners’ achievement of course objectives or competencies.</p> | <p>The technologies enabling the various tools used in the course facilitate rather than impede the learning process.</p> |
| <p>7) Learner Support The course facilitates learner access to institutional support services essential to learner success.</p> | <p>It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.</p> |
| <p>8) Accessibility and Usability The course design reflects a commitment to accessibility and usability for all learners.</p> | <p>The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.</p> |

Our Course Development Template

The Quincy College Course Development Template is used in its entirety for all courses to support **consistency, equity and the highest quality** of online course design and delivery. Our course template is fully accessible, in compliance with *ADA guidelines, and is aligned to the QM Rubric*.

Faculty should fill in the areas of the template including, but not limited to:

- A Home page (Course Description, Getting Started Steps)
- The course syllabus Linked from course files to the Syllabus page
- The Start Here Module (Welcome Page, Student Introduction, QC Tech, Free Tools) is built out.
- Student Learning Guide templates are available for all courses. Use this template to create a guide showing how each module activities and content help them meet objectives and tips for success.
- Module Introduction pages (Module summary, objectives, to-do list, and instructional materials)
- Discussions, Assignment and Assessments with due dates
- All templates include a sample assignment, assessment and discussion that serves as a guide for faculty. Note that it is not expected that faculty frame their assignments, assessments and discussions as illustrated in each sample. All samples are aligned to the QM Standards.

Modules can be organized by dates (weekly, biweekly, etc.), by topic or theme with weekly dates. For more information, see our Learning Progression principle on page 7.

Ideally, a course would be completely built out in Canvas prior to the course start date. We recognize that this is not always possible. To stay organized and eliminate any interruptions in teaching and learning, we suggest

- Staying at least three modules ahead of current module
- Publishing each module as students are ready for new content
- Keeping learning progressions in mind, therefore, do not publish all modules at once as this can disrupt the flow of learning and confuse students
- Include due dates and specific instructions with examples for all discussions, assignments, and assessments

For more information on the use of the QC Course Template, please reach out to the Learning Innovation Hub: innovation@quincycollege.edu

Learning Objectives

Learning objectives are used within a course at the module level to frame the learning activities, assessments, and instructional materials as part of the larger learning pathway or course sequence.

Each learning objective should

- Be student-centered, clear, and measurable
 - For example, they are written in a way that allows students, including non-native speakers, to easily grasp their meaning.
 - For example, “understand” the process of photosynthesis is not measurable, but “explain” the process of photosynthesis is measurable.
- Be mapped to the course outcomes (*Module Level Objectives*)
- Align to each learning activity, instructional material, and assessment
- Be appropriate in terms of scope and rigor, meaning that they should be at the appropriate level to scaffold student learning to the objectives throughout the course

Our Learning Objective Design Principle

We keep in mind that learning objectives establish a foundation upon which the rest of the course is based. This principle aligns with:

QM General Standard 2: Learning Objectives (Competencies)

- 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2: The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3: Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.
- 2.4: The relationship between learning objectives or competencies and learning activities is clearly stated.
- 2.5: The learning objectives or competencies are suited to the level of the course.

Authentic Summative (Final) Assessments

[Best practices in teaching and learning](#) tell us to seek elicit performances from our students that are authentic and relevant to the field or discipline that they are studying. Nowhere is this more critical than in summative assessments.

1. Summative assessments that are authentic directly assess multiple dimensions of the course outcomes.
2. The course outcomes are broken down into discrete critical elements that become the constructs for the authentic summative assessment and rubric.
3. Instructors are encouraged to use this type of assessment to measure student mastery of course outcomes,
4. Instructors should consider what they expect students to know and be able to do by the end of the course.

For more information and guidance on creating authentic summative assessments for your course(s), please reach out to the QC Learning Innovation Hub. Innovation@quincycollege.edu

Formative Assessments

Formative learning activities and assessments are important parts of course design because they require students to produce evidence of learning throughout the course.

- [Best practices the evaluation of student](#) work tell us that through formative assessments, students should be allowed numerous, low-stakes, practice opportunities.
- The skills they are practicing and receiving feedback on should be the skills and performances that they will need to demonstrate in the final or summative assessment.
- Types of formative assessments include, but are not limited to, quizzes, short answers, journals, discussions, and short papers.

Our Assessment Design Principle

When designing assessments, we remember that assessments allow

- The instructor a broad perspective on the learners' mastery of content
- Learners to track their learning progress throughout the course.
- Results (data/feedback) to inform next steps for instruction

This principle aligns with:

QM General Standard 3: Assessment and Measurement

- 3.1: The assessments measure the achievement of the stated learning objectives or competencies.
- 3.2: The course grading policy is stated clearly at the beginning of the course.
- 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
- 3.4: The assessments used are sequenced, varied, and suited to the level of the course.
- 3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Creating a Learning Path with Modules

Together, the modules within each course form a **framework and pathway** for helping students to master various concepts throughout the course. Separately, each module is its own self-contained learning path for students that contains an overview of concepts, a list of learning objectives, a to-do list, instructional materials, and a listing of all required activities for that module as well as an overview for working through all resources and activities.

To support the success of our students we

- Create learning modules that reflect our understanding of students' learning needs as working adults.
- Focus on a balance of course relevance to current field, rigorous learning experiences and assignments/assessment.
- Ensure that the learning path within and between modules is as streamlined, accessible and navigable as possible.

Our Learning Progression Design Principle

We must consider the presentation of all resources and activities from the learner's point of view.

This principle aligns with:

QM General Standard 8: Accessibility and Usability

- 8.1: Course navigation facilitates ease of use.
- 8.2: The course design facilitates readability.
- 8.3: The course provides accessible text and images in files, documents, LMS pages and web pages to meet the needs of diverse learners.
- 8.4: The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
- 8.5: Course multimedia facilitate ease of use.
- 8.6: Vendor accessibility statements are provided for all technologies required in the course.

Instructional Materials

Instructional materials are used throughout our courses to support students on the path toward achievement of the course outcomes. As such, they are used to help students **learn and engage** with the **course content**.

Instructional materials can be

- In traditional forms, such as textbook readings or journal articles, worksheets, templates, exemplars, and charts or can be in the form of videos, podcasts, multimedia interactives, etc.
- Third-party vendor resources that provide students with a resource in which their readings are paired with opportunities to engage in low-stakes practice
 - Examples include McGraw Hill Connect and Pearson MyLab
 - These resources allow meaningful engagement with the material and provide students with more immediate feedback that can help aid in their learning.
- Stopping/starting points for instruction.
 - Consider the student experience in accessing and using the resource

Our Instructional Material Principle

Instructional materials are extremely important to helping students engage and complete their course work. This principle aligns with:

QM General Standard 4: Instructional Materials

- 4.1: The instructional materials contribute to the achievement of the stated learning objectives or competencies.
- 4.2: The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- 4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

- 4.4: The instructional materials represent up-to-date theory and practice in the discipline.
- 4.5: A variety of instructional materials is used in the course.

Student Engagement

At QC, the student experience in courses is approached holistically with the work-life-learn balance necessary for the 21st Century. That means each module, activity, and interaction between peers and instructor aligns to course objectives, assessment, instructional materials and promote active learning contributing to the learning process and student persistence.

Our Learning Engagement Principle

We design our courses with the students in mind. This principle aligns with:

QM General Standard 5: Learning Activities and Learner Interaction.

- 5.1: The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2: Learning activities provide opportunities for interaction that support active learning.
- 5.3: The instructor’s plan for interacting with learners during the course is clearly stated.
- 5.4: The requirements for learner interaction are clearly stated.

Instructor Expectations

Publishing Live Courses in Canvas

All faculty members should publish their live course in Canvas using the Canvas publishing feature. Students will not see the course on their Dashboard until it is published. For details on how to publish courses from your Canvas Dashboard, please see the Canvas Guide on [How to Publish My Course](#).

It is important for students to have access to the course via their Canvas Dashboard by day one of the semester.

Please keep the following in mind

- The instructor [publishes modules in Canvas appropriate to the students and course](#).
- Be sure to use the student view to ensure students have access to course content.
 - [How to use the student view in Canvas](#).
- Publish your “Start Here” Module at least 1 week prior to the start of the course.
 - Edit the Welcome page with up-to-date information
 - Check links on the QC Tech page
 - Engage in the Student Introduction to begin establishing teacher presence and student connections.
- Publish your course: Publish Module 1 no later than 11:59 pm the night before the course starts.
- Reach out to your dean with questions or concerns about publishing your course by the start date.

- Reach out to the Learning Innovation Hub for course design and build services, troubleshooting Canvas navigation or settings, Media Studio services and professional development.

For more information about getting your course ready for the semester, please visit the Canvas Training Portal located on the blue, Canvas Navigational Menu – Search Course Navigation and Settings. Here are additional documents to help you set up your course.

- [How Do I Use Course Settings?](#)
- [How Do I Use Course Navigation as an Instructor?](#)
- [How Do I Manage Course Navigation Links?](#)

More information on our Canvas Training Portal is in the QC Learning Innovation Hub section beginning on page 19.

Using QC email and Canvas Conversations (Inbox)

The Inbox in Canvas is called Conversations and is used for instructor and student communication within a course. It will display ALL messages from ALL your courses. You will not have a separate inbox for each course; however, you can filter messages by course.

Note the following

1. Respond to student inquiries via the **QC Outlook email or Canvas Conversations (Inbox)**. Do not use your personal email to communicate to QC students.
2. Check your QC email and Canvas Inbox **daily** and respond to student inquiries within **24 hours**.
3. Students will not have access to the course inbox until they are enrolled in the course and the course is **published**.
4. Include your dean on any student email or Canvas message that is concerning. In the event of a conflict or concern, it is better to connect with your dean earlier rather than later.
5. Once a course has concluded and its **term date** has passed, you can no longer message students in that course.
6. Do not use the DELETE option in the Canvas Inbox. If you are cleaning it out, use the **archive** option to store messages. Canvas WILL NOT be able to get the messages back in case you need to retrieve it.

Announcements

- Create an announcement by the **first day of the course** that introduces students to you and the course.
- Create a minimum of **one weekly announcement**, introduced no later than each Tuesday at 11:59 p.m., EST.
 - More than one announcement may be needed to encourage and support learning, and academic growth
- Create **Module** announcements that introduce students to the Module content and a reminder of upcoming deliverables.

- Create announcements as both **motivational and instructional** tools throughout the course.
- Announcements may include a summary of the previous module, a transition to and overview of the upcoming module, and a reminder of any deliverables.

All Communications should be:

1. **Positive** in tone, encouraging, motivating, and supportive
2. **Informative**
 - Include tangible tips, best practices or course specific information that go beyond the existing information listed on each Module Introduction page or basic student outreach reminders
3. **Specific**
 - Identify course specific tips for navigating assignments, discuss roadblocks for students or reoccurring trends.
4. Posted at a frequency that is **manageable**, timely, and appropriate for students
5. **Personalized** whenever possible rather than use generic messaging
6. **Accessible** to students
 - Share best times you are available on the Welcome page.
 - Use the [Canvas Accessibility Checker](#).
7. **Timely** - Consistently address all student inquiries within 24 hours.

Canvas Course Syllabus page

Faculty are expected to use the ADA compliant online syllabus template that can be acquired from the Learning Innovation Hub – innovation@quincycollege.edu

1. Faculty must **upload** a copy of the course syllabus to the course files in Canvas and then link the file to the Canvas Syllabus page. [How to upload a file in Canvas](#)
2. Each course has a set syllabus with course components that are set by the College and **cannot be altered**. For example
 - Course Description
 - Required Course Materials
 - Course Objectives
 - College Policies
3. Each syllabus also has sections that must be **updated** by faculty. For example
 - The course grading policy
 - A Grade calculation breakdown, i.e. weights for assignments, discussions, etc.
 - Assignment descriptions and expectations
 - Assessment descriptions and expectations
 - Discussion expectations
4. For questions on **subject-based or special program** content, please reach out to your Divisional Educational Services Associate.
5. For questions on how to upload your syllabus and/or link the file to the course Canvas Syllabus page, please reach out to the Learning Innovation Hub – innovation@quincycollege.edu.

Academic Integrity

Quincy College fosters a high standard of academic honesty for students, faculty, and staff, and expects all to adhere to the basic values of mutual respect and responsibility as well as individual and institutional integrity.

- To promote the best environment for learning, courses utilize **test proctoring and plagiarism software** to maintain integrity of tests and coursework.
- Please reach out to your dean or the Hub for specific information about the academic integrity software offered at QC.

Our test proctoring software does require a working microphone and webcam. For more information about our student laptop loaner program, reach out to the QC Library Staff.

- Email: help@quincycollegelibrary.org
- Phone: 617-405-5949

To assist students in observing academic integrity the following guidelines located in the Student Handbook and the Student Success Guide have been developed:

- Students must do their own work and submit only their own work, unless otherwise permitted by their instructor. If appropriate citation guidelines are not stated on the syllabus, students are encouraged to contact their instructor for guidance.
- Students may collaborate or cooperate with other students on assignments or examinations only as directed by the instructor.
- Students must follow all written and/or oral instructions given by instructors or designated College representatives for taking exams, placement assessments, tests, quizzes, and other evaluative instruments.

Netiquette

The word "netiquette" is a combination of 'net' from the internet and etiquette. Netiquette refers to conversations that occur online as in an email or online class discussion. Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. All communication should be always respectful and appropriate.

Discussion Board Requirements

All Modules should include discussions designed to

- Engage students in **deep thinking** about the content and various perspectives.
- Help students **transfer** from familiarity to comprehension of the content.

Please follow these guidelines to construct learning experiences focused on collaboration which will lead to deeper understanding.

- Set the discussion to allow "**conversational threads**" in a discussion.
- **Respond** to each student's initial post in the Student Introduction.
- Encourage students to use the **FAQ** discussion for general course questions.

- Engage students in discussions using **in-depth** comments that expand their thinking
- Engage in the discussion boards **throughout** entire course.
- Respond to a high number of **student posts** (25%-100%) throughout each discussion.
For example, if there are 20 students in a class, the expectation is that for each discussion the instructor responds to no less than 5 students within the discussion thread.
- Guide students to **make connections** to peer perspectives in a manner that furthers academic growth.
For example, as you are engaging in each discussion, explicitly state how a student's response connects with what another student posted. Further the conversation by asking them to comment to each other or to your post. Think about face-to-face classroom discussions and bring this organization and energy into the online discussion forum.

3CQ Method of Online Discussion Engagement

Discussion boards in online classrooms can be effective informal assessment of student learning for the instructor and for the students. Simple tweaks to our online discussion prompts can make an enormous difference for asynchronous, peer-peer-instructor interactions. The [3CQ method](#) is an easy framework to use for student engagement that leads to deeper learning. The steps outlined below could be used to frame your questions and discussion expectations. Be sure to explain this method with students and share the steps so they understand the requirements.

1. Be sure to encourage the 3CQ discussion format to **steer conversations** to sharper insights.
 - 3CQ: Compliment + Comment + Connections + Question
2. **Compliment** – Compliment the person on something specific you have read or observed in your peer's post.
3. **Comment** – Comment on something relevant and meaningful about what your peer wrote. Be specific! Remember your comment might not always be agreement. You can “politely” disagree. Either way, include rationale.
4. **Connect** – Connect with something the person wrote. Explain your connection with details giving your peers a clear idea of what you're talking about.
5. **Question** - Ask a specific question about something written or the writer. Keep the conversation going!
6. Remember that engaging discussion posts help students develop a rapport and **sense of community** and belonging to each other.
7. Discussion board conversations can help students who may be unsure of their understanding or overwhelmed by the material get a firsthand look at what they can **gain from their peers**.
8. Continue engaging students by using **open-ended questions** to help them recognize whether they are on the right track.

9. Provide **feedback** and continuous engagement to set the tone for the entire course. *Grading Guidelines and Feedback*
 - Grade and provide feedback on all assignments **submitted on time** no later than **seven days** after the assignment due date.
 - Grade and provide feedback on all assignments **submitted late** no later than **seven days** after submission.
 - Reach out to students who have not submitted an assignment on time no later than 24 hours after the due date and time. Let them know that a zero placeholder will be used and offer to **put a plan in place** for late work submission.
 - **Encourage** students who have not submitted on time to submit work while reminding them of your late policy.
 - Submit final course grades via the QC Portal no later than 2 days after the course ends.

Messaging Students Directly from the Gradebook

Instructors can easily message students directly from the gradebook. For example, instructors can send a message to students who have yet to submit their initial post in a discussion, and instructors can send a quick reminder to students that a project is due.

Use this [step-by-step guide](#) to learn how to use this simple, and effective, tool.

Providing Feedback in Rubrics

Canvas rubrics are wonderful tools for providing feedback and help communicate assignment expectations and how student work will be evaluated. Although rubrics do take time to create, they do make **grading easier** and can easily be imported to other courses. Here is more information on [how to add a rubric to an assignment](#) and how to use [a rubric for grading and feedback](#).

Providing Feedback in Quizzes

We know that providing timely feedback for all assessments provides students with relevant information on how to improve their skill and understanding of concepts. Instructors can provide feedback to answers in quizzes and then allow students to retake low-stake quizzes. The instant feedback can be used to do better the second time taking the quiz.

Here is more information on how to [use feedback to support students during a quiz](#).

Feedback Should:

- **Praise** the positive and provide tangible strategies and resources for improving performance. Think like a coach and choose your communication thoughtfully. Your feedback should **inform, engage, and motivate** students to improve upon areas of opportunity.
- Use a **motivating and supporting** tone.
- Show **empathy and understanding** when working with students. Keep in mind that all students seek to improve and have experiences to share.

- Provide resources to help improve performance. Simply facilitating without offering tangible strategies and resources is not effective instruction. **Coach, mentor, and guide** students to perform their best by providing teaching and pedagogical support.

Attendance Requirements and Guidelines

Weekly Attendance Submission

For traditional online and blended online courses, attendance must be taken each **Wednesday and Sunday** during the terms and submitted via the QC Portal > Faculty Online Tools.

1. Login to the **QC Portal** - <https://register.quincycollege.edu/> using your QC login credentials.
2. Select **Faculty Online Tools** located at the top of the page.
3. Select **Student Attendance**
4. Select your course on the dropdown > **Select Course**
5. Select 'Present' or 'Absent' based on **student participation** definition below.

Attendance Guidelines for Online Classes

In the context of online learning at QC, accurate reporting on student attendance and participation in all courses must follow **financial aid and other federal regulations**. According to these regulations, using Canvas (LMS) data showing that a student has logged into the online course is not sufficient to demonstrate academic attendance by a student.

For example, if a student logs into an online course and then logs out without engaging in any learning activity within the week, the student did not attend the online class for that week.

To comply with these regulations, QC must demonstrate that a student has participated in the online class through engagement in academically related activities. The College is providing the following guidance to be used when filling out **weekly attendance records**.

Students must establish their “attendance” or “participation” by engaging in online course learning activities such as, but not limited to

- Submitting **assignments** via Canvas
- Engaging in **online discussion** boards
- Completing **assessments** such as quizzes/exams
- Engaging in **course group work** via Google Collaborate, Canvas Groups
- Interacting with instructor via **Canvas messaging and/or email or 1:1 Zoom**
- Participating in third-party **publisher activities**
- Viewing and completing **video quizzes**
- Attending scheduled mandatory or optional **virtual class sessions**

Please note that these learning activities can easily be tracked by Canvas, email, and third-party publisher sites.

Final Grade Submissions

Follow the steps to submit your final grades.

1. Using your QC credentials, log into the **QC Portal**: <https://register.quincycollege.edu/>

2. Select the **Faculty Tab** on the top menu. You will see your course list.
3. Select **View Details**. If necessary, adjust the dropdown to the correct term.
4. Select a course from your **dropdown list**.
5. Under the “**Go Directly To**” dropdown, select **Grade Entry**.
6. Set the default **last date of attendance** dropdown to BEFORE your scheduled final exam. For example, if your final exam was on 12/20/21 set the default grade date to 12/19/21 or earlier. THIS IS TO ENSURE THAT YOUR GRADES WILL SAVE.
7. Begin inputting **student final grades**.
8. Be sure to select **SAVE** at the bottom of the student list.

Online Class Recording Guidelines

Protecting Student Privacy While Using Zoom and Other Virtual Classroom Platforms

During the current COVID-19 pandemic, and beyond as appropriate, Quincy College will continue to rely upon the virtual classroom as a means of instruction. The virtual classroom is an online learning environment that allows for live and synchronous presentation by the instructor, interaction between the instructor and students, and learning opportunities and instruction comparable to those which exists in the in-person classroom.

Quincy College virtual classrooms and instruction (*Traditional Online, Blended Online and Hybrid*) are subject to the same requirements that apply in a face-to-face classroom. Quincy College will identify the platforms that will be used for the virtual classroom. Quincy College will work with students and instructors to ensure that the platform is appropriate for instruction, properly accessible, and sufficient to meets needs.

The rules and laws that apply in the face-to-face classroom apply in the virtual classroom.

Only enrolled students may attend virtual classroom sessions. Students are **not** permitted to record virtual classes. However, as with the face-to-face classrooms, nothing in this policy is intended or does in any way limit or prevent a student from seeking an approved accommodation for the student’s disability to provide meaningful access to the educational experience, including as applicable through the recording of lectures as an accommodation. To ensure compliance by the College and the student with all laws and rules, students requesting this accommodation are to contact Cynthia Chapman in Student Accessibility Services at 617-984-1682 or jsmith@quincycollege.edu.

Absent an approved accommodation, virtual classes may only be **recorded by the instructor**, where authorized by the College. The College recording should include only the instructor. The prohibition on student recording includes taking screen shots or otherwise photographing in any way the virtual session. All class sessions held virtually that include student information are protected by the [Family Educational Rights and Privacy Act](#) (FERPA). Therefore, student meetings and discussions should **NOT be recorded** unless necessary and authorized.

These rules apply to all aspects of the virtual session from the moment the Quincy College virtual session is accessed to the time Quincy College ends the virtual session.

To ensure students are reminded of these rules, please adhere to the following:

1. Tell students they may **not** audio record, video record, take screen shots, share or allow any individual who is not enrolled in the class to be a part of, access, observe, hear or overhear the virtual class session or other virtual learning platform.
2. If you are recording, you must **tell students** that you will be recording. This notice is required by **law**. By default, some platforms may notify meeting participants that a meeting is being recorded, but this notification should not be relied upon as a substitute for instructor notification at the start of the session. Here is an example that can be used at the start of the session

“This class session is being recorded. By joining today’s class session, you consent to being recorded.”

3. If you are recording, when your session starts, keep your platform view set to **Speaker View** (as opposed to Gallery View). This ensures that only the person who is speaking appears on the screen, as opposed to recording a grid view of all attendees with webcams.
4. If you are recording, don’t refer to students by name (**de-identifying** the students removes need for specific consent from each student depicted). If a student happens to appear on camera, their identity can be edited out or written consent can be obtained.
5. Record only the parts of your session that show you. Plan to hold specific Q&A periods during the session and when you get to one, click **Pause** recording. When you are ready to present again, **Resume** recording.

Additional Considerations:

1. Include language in your **syllabus** and on the **Welcome page** of your class about the purpose of recordings and the protection of student information. If applicable, here is an example that can be used:

“Our class sessions will (or may) be recorded for QC students who attend the sessions and for those who are unable to attend live. As your instructor, I will be the only the person who appears on the screen while we are recording.”

2. Instructors can ask students to **show their video** to promote the classroom environment. However, **do not require it**. Please be reminded that recordings (audio and/or video) should not include students.
 - When you schedule your meeting, set **Participant Video Off**
3. If there an educational reason for videoing students (a class presentation), please know that student presentations and student-generated video projects are covered by **FERPA and copyright** (students own the copyright of their work, just as any other author/creator). Therefore, written consent to record and permission to use these digital works must be obtained by the student.

Zoom Account Recording Settings for FERPA Compliance

Before you schedule your meetings:

1. Go to your QC Zoom account using the link within the **course** or typing in www.quincycollege.zoom.us.
2. Click on **My Account** (upper right).
3. Select **Settings** in the left column.
4. Select the **Recording** tab and choose the following settings:
 - **Disable Local Recording**. Recordings should be kept in the cloud and not downloaded to a local computer.
 - **Enable Record Active Speaker** with shared screen if you wish to have a video of the speaker recorded during screen-sharing.
5. **Disable Record Gallery View** with shared screen
6. **Disable Display Participants' Names** in the recording
7. **Enable Multiple Audio Notifications of Recorded Meeting**, which plays an automated message whenever a recording is started, or a participant enters a session that is already being recorded.

The QC Learning Innovation Hub

Our Learning Innovation Hub supports faculty in the use of **cutting-edge tools** for learning that meet the needs of all learners at QC via **Universal Design for Learning (UDL)**. In this sense, the Hub encourages the entire College community to explore new thinking, ask new questions, and push beyond the realm of “learning as usual”.

What You Can Expect from the Hub

We provide opportunities for faculty and students to enhance their teaching and learning throughout the school year. Here are a few examples of what we offer

Course Design and Support

Our approach to course design is based on best practice theory and principles. The **Understanding by Design** framework is the backbone of our approach and how we design courses to support our students' academic success. For more information on our approach to course design, see page 3.

We offer two course design services

- **eDesign** - a collaborative course development process between faculty and the Hub for creating brand new online courses. Program-level, course-level and module-level objectives are used to design the activities and assessments that will help you develop a high-quality course for our students.
- **Course Design Updates (CDU)** – a collaborative process for courses already running online. Hub IDs and faculty begin with reflection and conversation about what has worked in the course and any current concerns. We consider past student success and

faculty vision for updating the course to meet QM standards and ensure the best learning experiences for our students.

To request either service, please complete our [Design Request Form](#). For more information on our course design services, please reach out to the Hub – innovation@quincycollege.edu.

Online Training

Teaching courses on campus and online at QC requires faculty to develop foundational computer skills and an understanding of how the application of the **Quality Matters (QM) Standards** leads to high-quality course design. Faculty members wanting to teach on campus or online at QC must complete two required workshops (Quality Matters and Canvas Training) before receiving teaching assignments.

Both workshops are delivered fully online in the Canvas learning management system and are **self-directed** which means that participants can finish training at their own pace. The Learning Innovation Hub team provides feedback to participants on the design of their course map in Quality Matters and the use of the basic Canvas features highlighted in the Canvas Training. At the completion of both workshops, participants will know how to design an online course that meets high-quality online course standards (QM) and will be qualified to teach courses at Quincy College.

Faculty Self-Assessment and Reflection

Each semester, faculty who are teaching complete a Self-Assessment and Reflection to support our continued work in teaching and learning at Quincy College. The intent is to promote professional reflection, improvement of practice, and support.

We use this tool in multiple ways and for a variety of purposes.

- As an opportunity for individual instructors to reflect on their practice by focusing on the course elements for success based on the QM Rubric
- As a way for instructors to take an active role in the quality assurance and continuous improvement of their classes at QC

The self-assessment and reflection tool includes the Elements of Success for each of the QM Course Components and in alignment with the QM Rubric. These specific elements and course components can help faculty self-assess their current practice as an instructor at Quincy College.

Faculty Learning Series (Professional Development)

Live workshops provide an opportunity for all QC faculty to learn relevant information about effective teaching and assessment practices and share insight on what they are implementing in their classrooms.

Faculty from around the College come together to discuss pedagogical/andragogical strategies and techniques for teaching in various formats. You can join your colleagues in a discussion of struggles, strategies, and solutions as we evolve our teaching practice to provide an optimal learning experience for our students.

Student Learning Series (Learning Support)

These live (virtual and on campus) workshops are designed to offer various resources and opportunities to complement learning and help students get more out of their courses each semester. Workshops focus on adult learning, how to succeed in online classes and using technology.

The Learning Innovation Hub Media Studio

Bring your courses to life with the help of our full-service media studio. The use of media establishes teacher presence and promotes student engagement in our online and on-campus classes. All phases of media production are offered including video recording & editing, lightboard use, Canvas integration and closed captioning.

For more information about the Learning Innovation Hub professional development, course design, student learning support, media studio services and more, visit the QC website: <https://www.quincycollege.edu/learninginnovation> or contact us directly.

Quincy College Learning Innovation Hub Contact Information

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Frequently Asked Questions

How do I check my term end date?

You can check your course end date by going to Canvas course settings --> Course Details ---> **Participation:** The **End** date will display but will be greyed out. If you want to extend your course end date, please email innovation@quincycollge.edu.

When will my QC Zoom account be established?

For newly hired Faculty/Adjunct, once you've been assigned a course to teach, your QC Zoom account will be created by QC IT, you will then receive an invitation email from Zoom to your QC email. If you don't see the invitation email, please check your spam/trash folder. Any questions regarding Zoom account creation should be directed to ITsupport@quincycollge.edu

When will my Canvas account be established?

For newly hired Faculty/Adjunct, once you've been assigned a course to teach, your Canvas account will be auto created, you will then receive an invitation email from Canvas to your QC email. If you don't see the invitation email, please check your spam/trash folder. Any questions regarding Canvas account creation should be directed to innovation@quincycollge.edu

I have my Canvas account, but I cannot access Canvas.

Prior to logging into Canvas, you will need to login to the QC Portal first. Here is the link to the QC Portal: register.quincycollge.edu.

I cannot access the Portal.

If you forget your portal password, or get any error messages when logged in, you will need to reach out to ITsupport@quincycollge.edu for help.

How can I populate the QC Online Course Template to my Canvas course shell?

QC Online Course Template is the template that meets Quality Matters standards. It is very helpful to get you started with a new course or a course that has major updates.

You can manually import the QC Template. Go to the Home Page or Course Settings -> Import Existing Content -> Content Type Dropdown: Copy a Canvas Course: QC Course Template (current year): select All Content -> Import.

If you would like the Hub staff to import for you, please send the request with your course name to innovation@quincycollge.edu

Why I don't see some items (i.e., Zoom, Respondus, McGraw Hill Connect) on my left-side Canvas course navigation?

Some items are hidden by default, and you will need to enable them from your Course Settings. Go to the Course Settings --> Navigation, you can drag drop the items that you want to make it visible to students (i.e., Zoom). Please note that Respondus is called "LockDown Browser."

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