

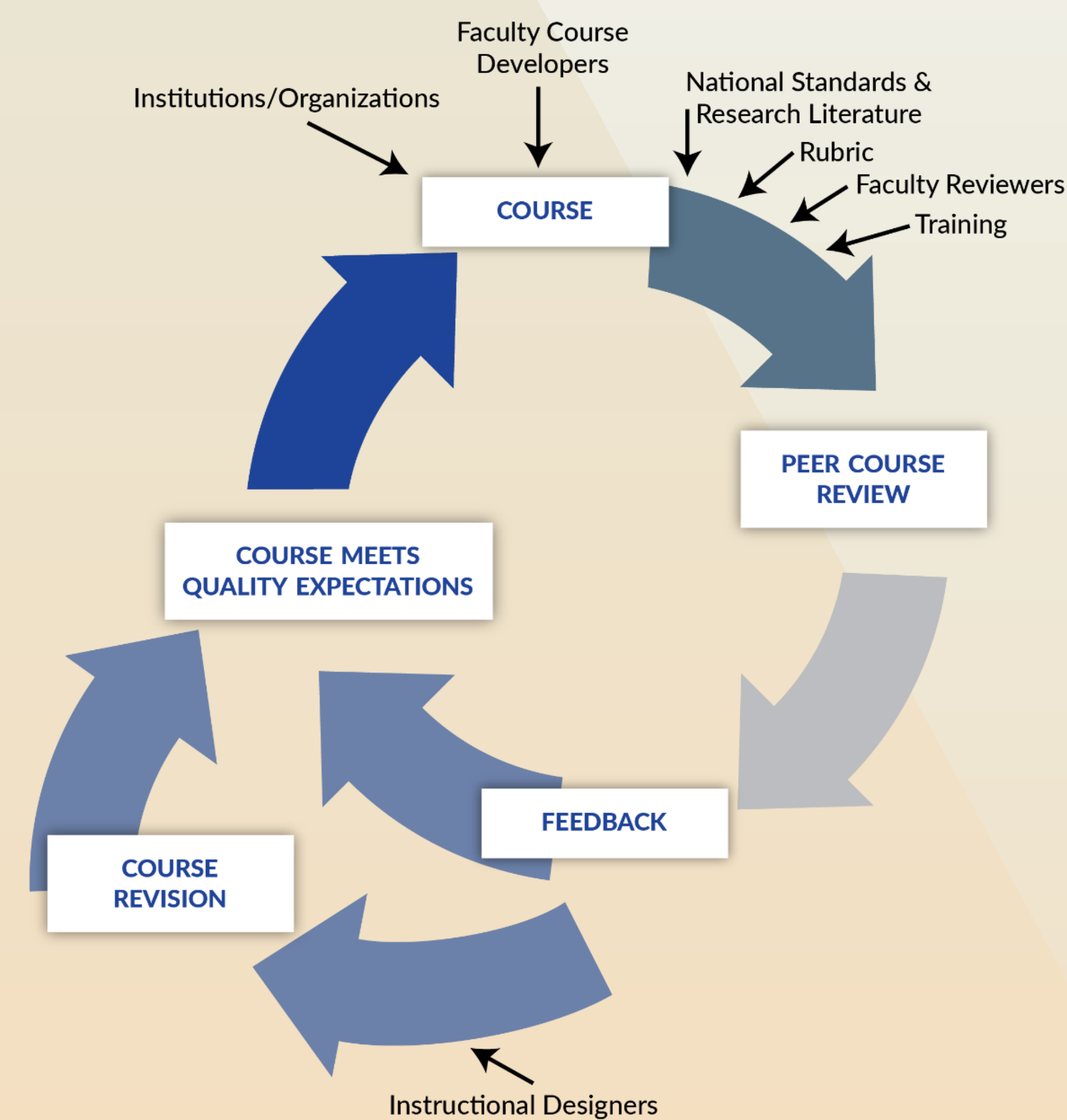
Feedback Loop QM Style: Research and the Rubric

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Quality Matters

How Research Informs the Rubric

- The QM Rubric was initially based on best practices & informed by research
- Recent research in online learning & course design is considered in each Rubric update (every 2-3 years)
- Research on the use of the current QM Rubric serves as feedback on how it works & suggests ideas for improving it – that's the research feedback loop!



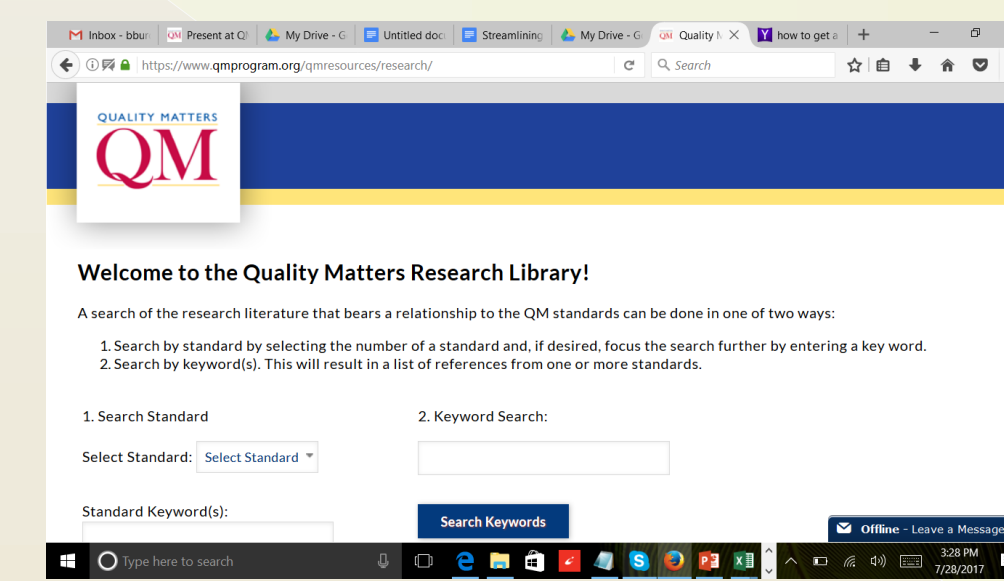
Finding QM-Related Research

Curated Research Resources:



Includes:

- Summaries of literature reviews
- The searchable QM Research Library: <https://www.qmprogram.org/qmresources/research/>



Once you're in the library, search by General Standard or keyword.

Example from the Higher Education Literature Review:

Myers, J. M. (2015). Usability in online course design: Comparative perspectives on ease-of-use, satisfaction, motivation, and teacher presence. (Ph.D.), State University of New York at Buffalo. ProQuest Dissertations & Theses A&I database. (3714650) [Author Abstract]

This study used quantitative methods to investigate the significance of usability as a construct in online course design on ease-of use, satisfaction and motivation, and Teacher Presence from Community of Inquiry theory. . . . This study collected usability and perception data during the Spring 2015 semester at a community college in the Northeast. Students completed five common online tasks in one of two simulated courses, one that met usability standards and one that did not. Responses from the course designed to meet identified usability standards were significantly higher for usability ratings, ease-of-use, satisfaction, motivation and Teacher Presence items (from Community of Inquiry theory).

Example from the QM Research Library:

Mooney, M., Southard, S., & Burton, C. H. (2014). Shifting from obligatory discourse to rich dialogue: Promoting student interaction in asynchronous threaded discussion postings. Online Journal of Distance Education Administration, 17(1). Retrieved from http://www.westga.edu/~distance/ojdl/spring171/mooney_southerland_burton171.html

. . . This study examines measures to promote meaningful interaction in threaded online discussion postings. The researchers created an innovative, activity-based discussion exercise, known as the "suspense model," that was utilized in two undergraduate hybrid online courses to promote student-centered learning and to increase the quality and quantity of student engagement. Results indicate that students more promptly and thoroughly engaged in the discussion board utilizing the suspense model, and students' perception of the exercise was tentatively favorable as compared to its conventional counterpart.

Research to Share

QM Professional Development and Course Reviews have a positive impact on the quality of online and blended courses for those designing and delivering courses. This ultimately benefits learners, with higher grades and course completion rates.

The learning that takes place in **QM Professional Development** results in participants taking that knowledge and applying it to key aspects of their own online and face-to-face courses. According to 2016 research conducted by Lorna Kearns and Rae Mancilla at the University of Pittsburgh in 2015, participants in QM Professional Development made changes in their online, blended, and face-to-face courses as a result of their experience, including **revising their learning objectives, improving their course alignment, and paying greater attention to their communication with students. 94% of participants in Kearns and Mancilla's study indicated they made changes to their courses** as a result of participation in QM PD; 3% indicated the question was not applicable.

QM has a major impact on online courses (and the programs of which they are a part), on those who develop and teach the courses, and, ultimately, on the learners who take the courses. Consider the reach of **QM engagement**:

1 Course Review impacts 360 students:
1 course x 4 review-participating instructors x 3 courses x 30 students

5,000+ QM-certified courses impact 1,800,000 students:
5,000 QM-certified courses x 360 students

25% of all online students have been impacted by QM:

As of 2013, 7.1 million students taking courses online ÷ by 1.8 million students impacted by QM-certified courses.



Official QM Course Reviews - both QM- and subscriber-managed - result in all participants (Course Representatives and Review Team members) taking the recommendations and experience from the review back to their own online and face-to-face courses and improving them. For Course Reviews completed between February 2015 and October 2016:

- 94% of Course Representatives and 81% of Peer Reviewers indicated they either had or planned to make changes in their online courses as a result of their Course Review experience
- 80% and 65% of them, respectively, indicated they either had or planned to make changes in their face-to-face courses

Ideas

Challenges:

- We deal with humans! It's unethical to "withhold" an educational improvement from learners, so we need to investigate creatively, yet ethically.
- Research takes a long time – it lags behind the pace at which change happens
- Obtaining a large sample size is tough to do
- Too many studies are not informed by previous research, so there is a lot of reinventing the wheel rather than moving forward.
- Lack of replicated research – interest and dollars flow to "new" research

Find answers:

- Check the resources, such as the Curated Research Resources and the QM Research Library
- Set up a research study – see the QM Research Toolkit for help: <https://www.qualitymatters.org/research/conduct-qm-research>

Questions

- What are the most interesting/helpful research questions for improving the quality of online and blended education?
- What data/evidence is being tracked related to online and blended learning at your institution or organization?
- How can the research and data serve as feedback helping your institution or organization meet your overarching goals?

What Research Informs the Rubric

- Literature reviews
- Inter-rater agreement analysis from QM Course Reviews
- QM Community feedback



Contact



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