



## **Measuring the Effectiveness of Do-It-Yourself QM Training**

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Home-Grown Training Venture



**FIXER ★ UPPER**





- Our “Build Process”
- Introduction
- Literature Review
- Method
  - Participants
  - Materials
  - Design
  - Procedure
- Results
- Discussion

# Overview

# What does it mean to be a builder?

- Plan
- Build
- Deliver





## Introduction (1)

- How can the use of evaluation instruments improve the quality of online college courses?
- Developers of online college courses must work to ensure that students have opportunities to collaborate.
- Institutions of higher learning have been working to meet market demands...
- California Baptist University (CBU)

# Introduction (2)

- Feedback from faculty indicated that the APPQMR training was both useful and rigorous.
- Quality Matters (QM) is a well-established quality assurance framework for online course development.
- The Quality Matters framework is based on an objective, evidence-based course review.
- Before course developers at CBU received Quality Matters training, existing course development projects were evaluated...



# Introduction (3)

- Purpose
  - Compare and contrast the quality of online courses developed before and after the course developers received Quality Matters training
- Research questions
  - What is the impact of Quality Matters training on the rubric scores?
  - What is the impact of Quality Matters training on course evaluations?
  - How do course builders perceive the experience of building before and after the QM training?



# Literature Review (1)

- Higher education - significant movement to distance learning
- The QM Rubric - developed by the Department of Education
  - QM Rubric utilizes eight comprehensive standards
    - Course Overview and Introductions
    - Learning Objectives (Competencies)
    - Assessment and Measurement
    - Instructional Materials
    - Learning Activities and Learner Interaction
    - Course Technology
    - Learner Support
    - Accessibility and Usability
      - Key principle is alignment



# Literature Review (2)

- QM Standards help faculty feel more confident
- Two essential principles necessary in online education
  - Active learning
  - Student-faculty interaction
    - (Loafman & Altman, 2014)
  - Main focus of Specific Review Standards 2.1 through 2.3
    - Effective learning objectives
  - Three specific review standards support engagement
    - Through content, instructor, and learner interaction
      - (Quality Matters, 2018)
- Creating quality online courses that align with course and module learning objectives
  - Provide an impression of support from the instructors to the students
    - Create an encouraging environment where students will increase their self-efficacy and feel motivated to learn
      - (Kreie & Bussmann, 2015).



# Method (1)

- Participants
  - 107 online course designers and five (5) course evaluators
    - Course designers completed
      - (QM) training that was developed “in-house” by the institution
      - The same “in-house” training via an online format
      - APPQMR Workshop that was hosted by the Quality Matters (QM) organization
    - Course evaluators included
      - Instructional designer
      - Academic support coordinator
      - Three graduate assistants
      - All five completed the APPQMR Workshop
      - The instructional designer/academic support coordinator completed a Peer Reviewer Certification (PRC) hosted by the QM organization



# Method (2)

- Materials
  - Used the Quality Matters Higher Education Rubric to evaluate course templates
    - Editions five and six utilized
      - General Standards
        - Course Overview and Introduction
        - Learning Objectives (Competencies)
        - Assessment and Measurement
        - Instructional Materials
        - Learning Activities and Learner Interaction
        - Course Technology
        - Learner Support
        - Accessibility and Usability.



# Method (3)

- Materials (cont.)
  - Integrated Course Design (Fink) process
    - Guide planning, building and delivering online courses
  - *Course Design Worksheet (CDW)*
    - Serves as a planning document for the courses,
    - Means to articulate connections between course-level objectives and learning activities
  - Syllabus
    - Student-centered outline for the courses
    - Prepares students to manage their course experience
  - Blackboard 9.1
    - Design the Course Templates



# Method (4)

- Design
  - A 2x2 between-groups design was used
    - Determine whether calculated scores on course templates would increase or decrease
    - Calculated before the designers received QM training (i.e., the “before” group), and after the designers received training (i.e., the “after” group)
  - Independent variables
    - *training completion* (i.e., whether the course builders received training before completing their assigned course templates; yes or no)
    - *training type* (i.e., face-to-face in-house, online in-house, and APPQMR)
  - Dependent variable
    - *Score* that was calculated for each course template based on the QM Rubric
      - Important note - some course designers received QM training during an active course design project
      - These templates have been included in the “after” group



# Method (5)

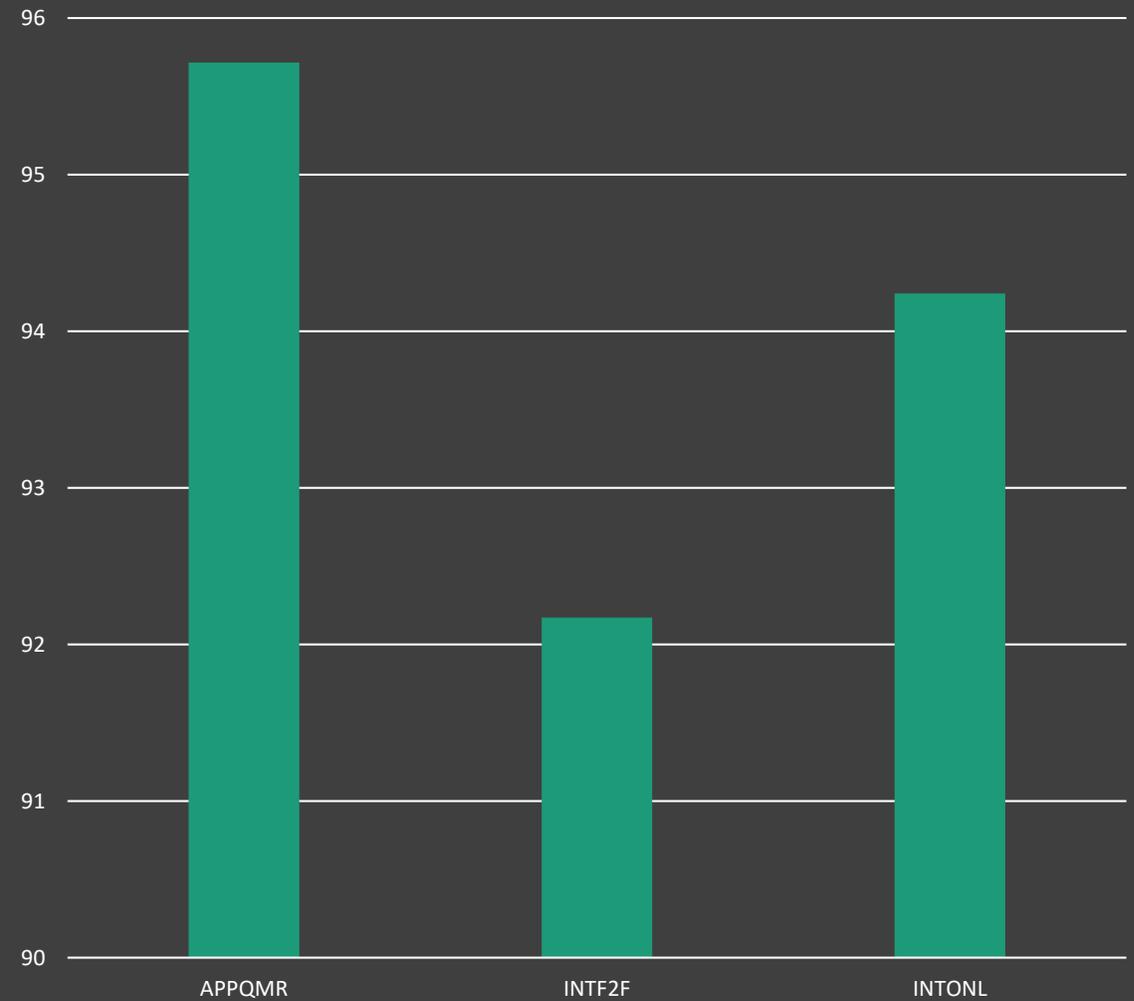
- Procedure
  - Course templates evaluated/scored by five course evaluators
  - Baseline data collected by instructional designer/academic support coordinator
  - Calibration exercises conducted among the five course evaluators
    - Achieved consistency in scoring
  - For a period of approximately two (2) years
    - Completed Course Templates “unofficially” scored using QM Rubric
      - Course designers that had not been introduced to QM
    - Score data was stored and organized by instructional designer
    - Instructional designer calculated “Sum Total” and “Percent Met” for 26 Specific Review Standards
    - Remaining Specific Review Standards were “Met” by default



# Results

- Completed course templates were evaluated from 9/11/18 to 2/18/19
- The average score earned based on the QM Rubric was 93.9%
  - Normalized scores

Average "Point Percentage" by Training Type



# Impact of QM on Student Satisfaction

- SmartEvals survey contained 20 questions answered on a Likert scale
  - Likert scale score of “Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.”
  - Average overall score for the 25 courses involved in the study (i.e., 4.59872) **showed an increase of 1.916%**
- Eight of the 20 questions - directly related to QM standards
  - Four questions showed a score increase, while the remaining four questions showed a score decrease
  - “Course Student Objectives were stated clearly in the syllabus,”
    - Highest percentage increase (5.72%)
  - “Exams, quizzes, and other graded work measured student mastery of course content,”
    - Highest percentage decrease (1.20%)
  - “Overall instruction in this course was excellent,”
    - No change (91.80%).



# Discussion

- The central purpose of this study
  - Compare/evaluate the effectiveness of different types of QM training
- Results described in the previous section *supported* the hypothesis that course evaluation scores would *increase* for course designs completed by QM-trained individuals
- Overall, the results of this study support QM training for individuals involved in the course design process



# Comparison of Training Modalities

- *Perceived Advantages and Disadvantages of Internal Training*
  - *Customized to meet institutional needs*
  - *Toll on training developers*
- *Perceived Advantages and Disadvantages of APPQMR Training*
  - *Training course maintained by QM*
  - *Time requirement*



# Limitations and Future Opportunities

- Limitations
  - Increased institutional understanding of QM
  - Rescore templates after first course offering
  - Varied experience of course designers
- Future Opportunities
  - Qualitative component
  - Student survey



Q&A

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# Thank you!

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