

# Impact of Quality Matters Professional Development on Course Design and Student Evaluations

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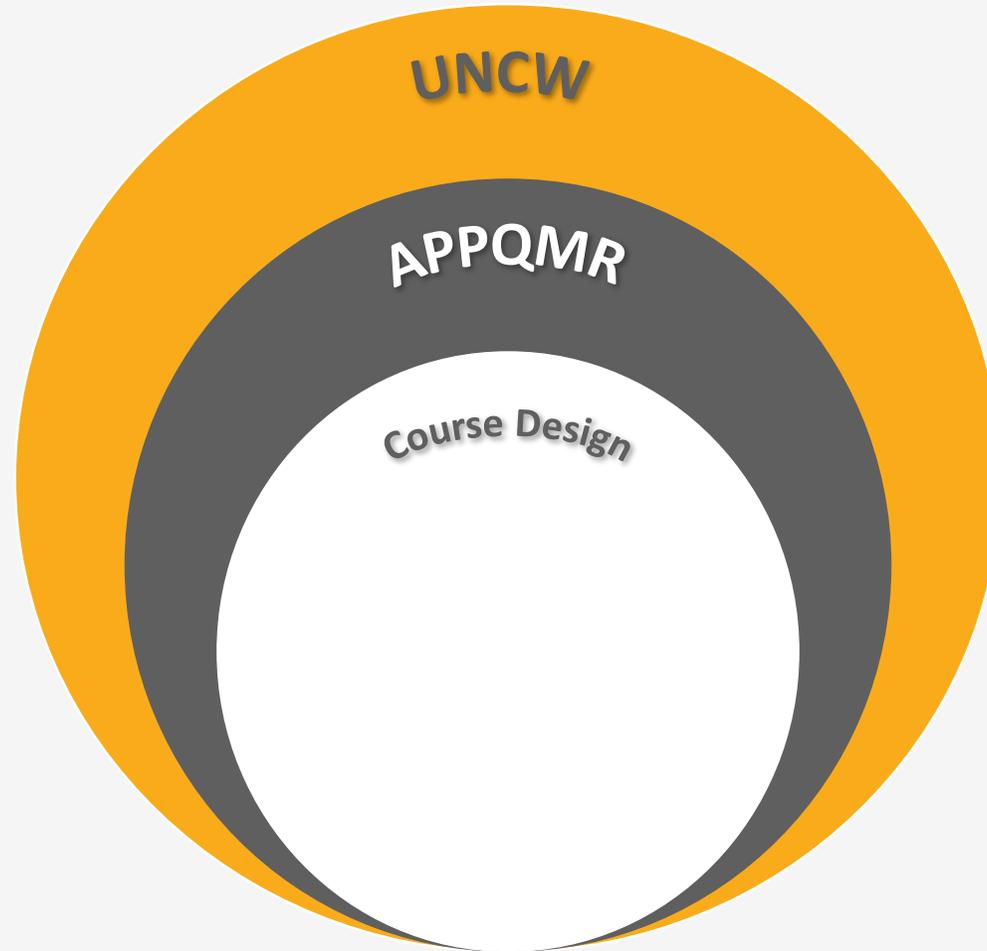
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UNIVERSITY of NORTH CAROLINA WILMINGTON

# At UNCW

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# Research Question(s)

# Research Questions

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- 1) Does QM professional development have an impact on course design?
- 2) What types of changes do instructors report as a result of developing expertise with the QM approach?
- 3) What is the actual impact of course redesign on student evaluations?



# Research Design



# Participants

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- 65 potential participants
- 15 peer review
- 6 viable participant
- 3 final participants



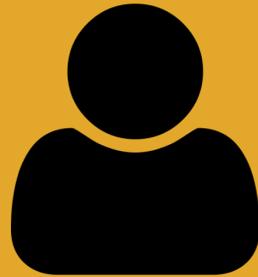
# Exploratory Case Study

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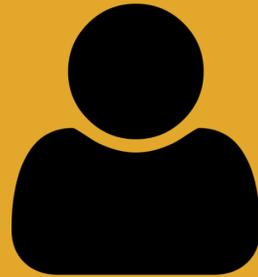
Application of QM workshop to course design

Course design

1



2



3



# Data Collection

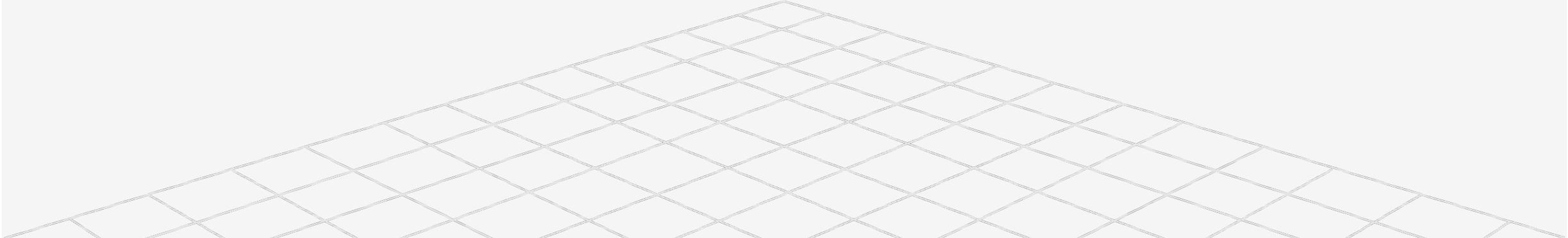
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Content Analysis

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# Quick Check!



# Are you familiar with Legon's QM clusters?

Yes

No

**Can you name at least one of the eight clusters that Legon came up with?**

# Quality Matters Clusters

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## Eight QM Clusters

1. Clarity of Purpose
2. Ease of Use
3. Course Alignment
4. Learner Engagement
5. Accessibility Standards
6. Knowledge Acquisition
7. Compliance
8. Learner Support



# Quality Matters Clusters

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## Learner Support QM Specific Standards

- 1.8 Self-introduction
- 1.9 Learner introduction
- 3.5 Opportunity to track progress
- 5.2 Active learning
- 6.2 Tools promote engagement
- 6.3 Variety of technology



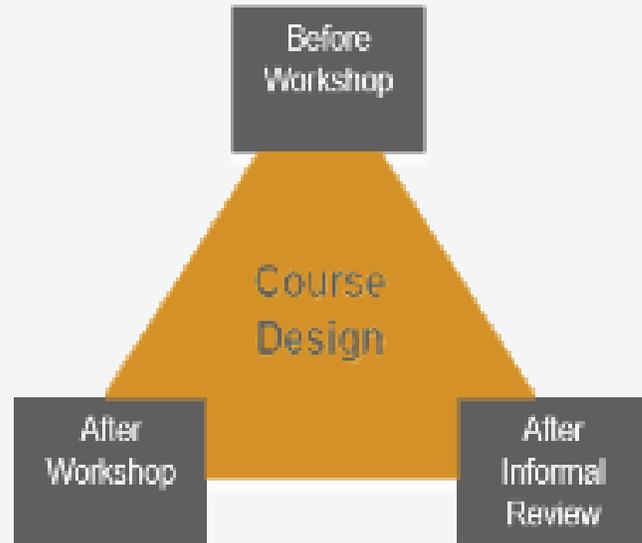
# Cluster Index

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**Cluster Index**=Initial Cluster Score ÷ Cluster Score Post  
Revision

# Data Collection

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Content Analysis



Instructor interviews



Student Evaluations

# What We Found?

# Course One Findings

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Spring 2015

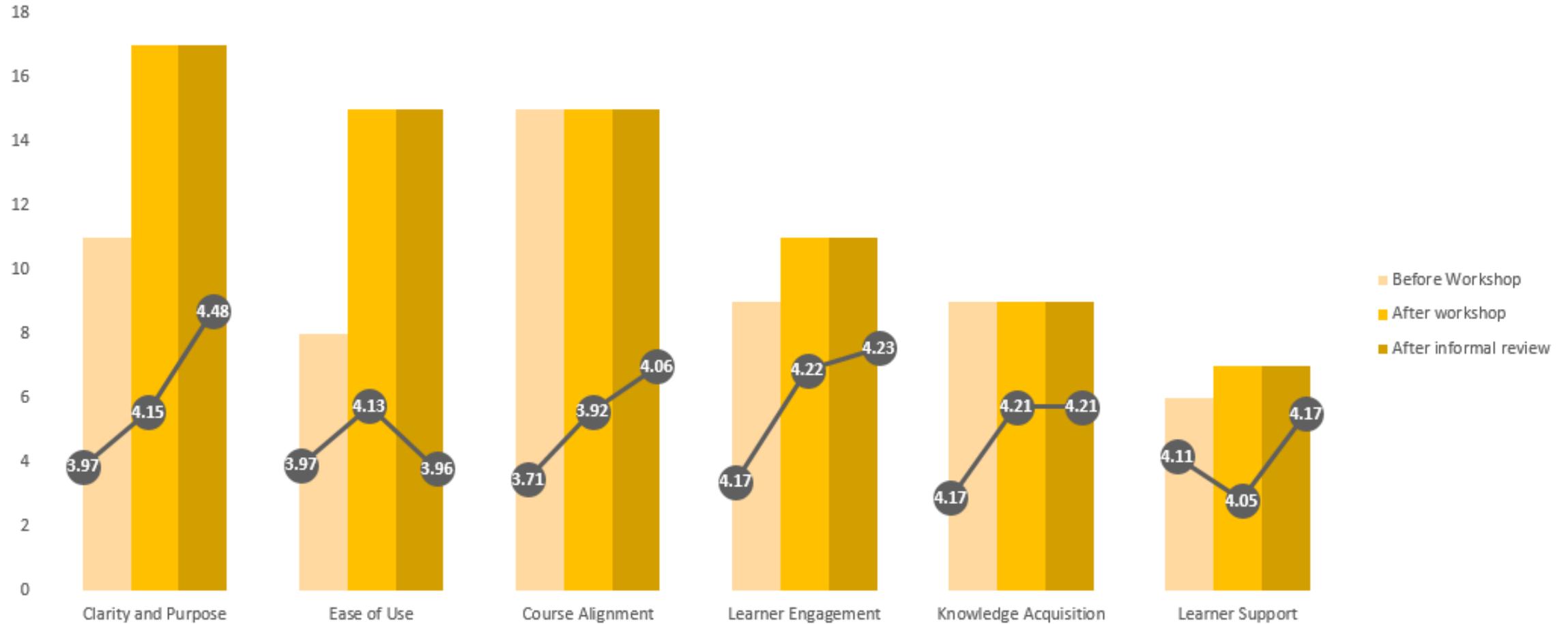
Spring 2016

Spring 2017

“... gives you a little more clarity, understanding how the course looks from the student point of view and tweaking it to make it clearer. My goal is to get almost no emails about little confused things, confusing about the assignment ...”

# Course One Findings

Course 1



# Course One Findings

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2015 - “I feel that this course is definitely in need of some streamlining. The assignments were listed in an illogical, unnecessarily complicated way.”

2017 - “[Professor] has done an excellent job designing this course. . . .”

# Course Two Findings

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Spring 2017

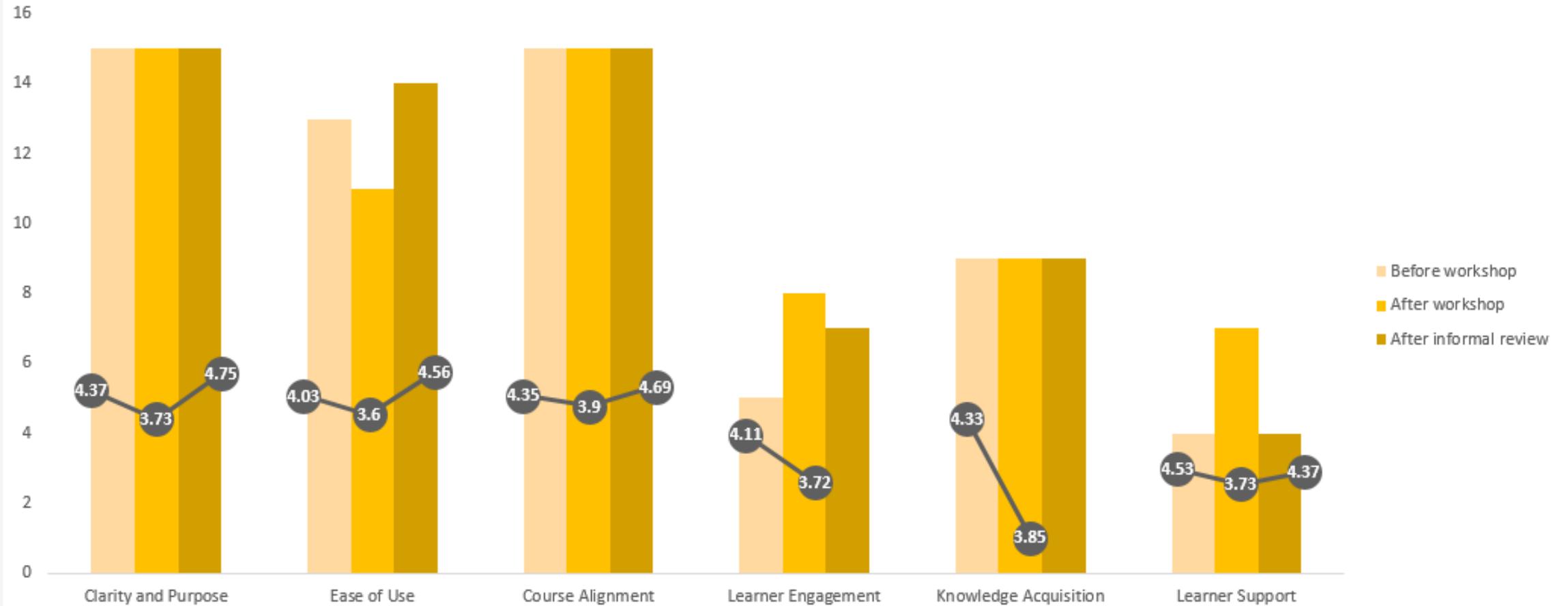
Spring 2018

Fall 2018

“... I made some changes that I can make quickly before a ... you know, I don't particularly like to make huge changes right before a semester. But if I have time, I'll change what I can. I typically, when I redo bigger courses, or need to do a larger overhaul, I'll do it during the summer.”

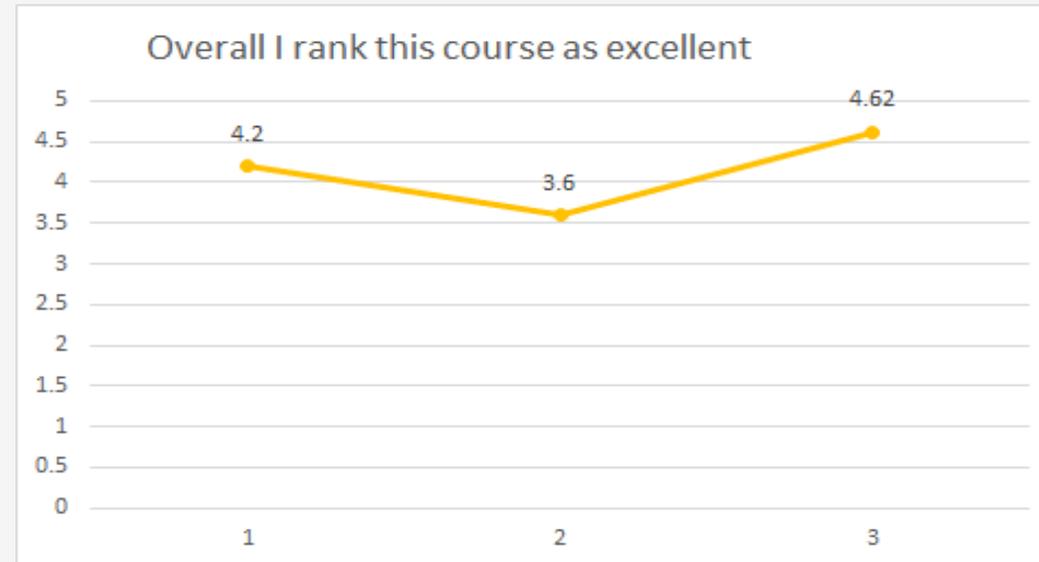
# Course Two Findings

## Course 2



# Course Two Findings

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Spring 2017 - “I appreciate the clarity and the depth with which he teaches

Spring 2018 - “. . . always responding to emails and questions in a timely manner.”

# Course Three Findings

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Spring 2017

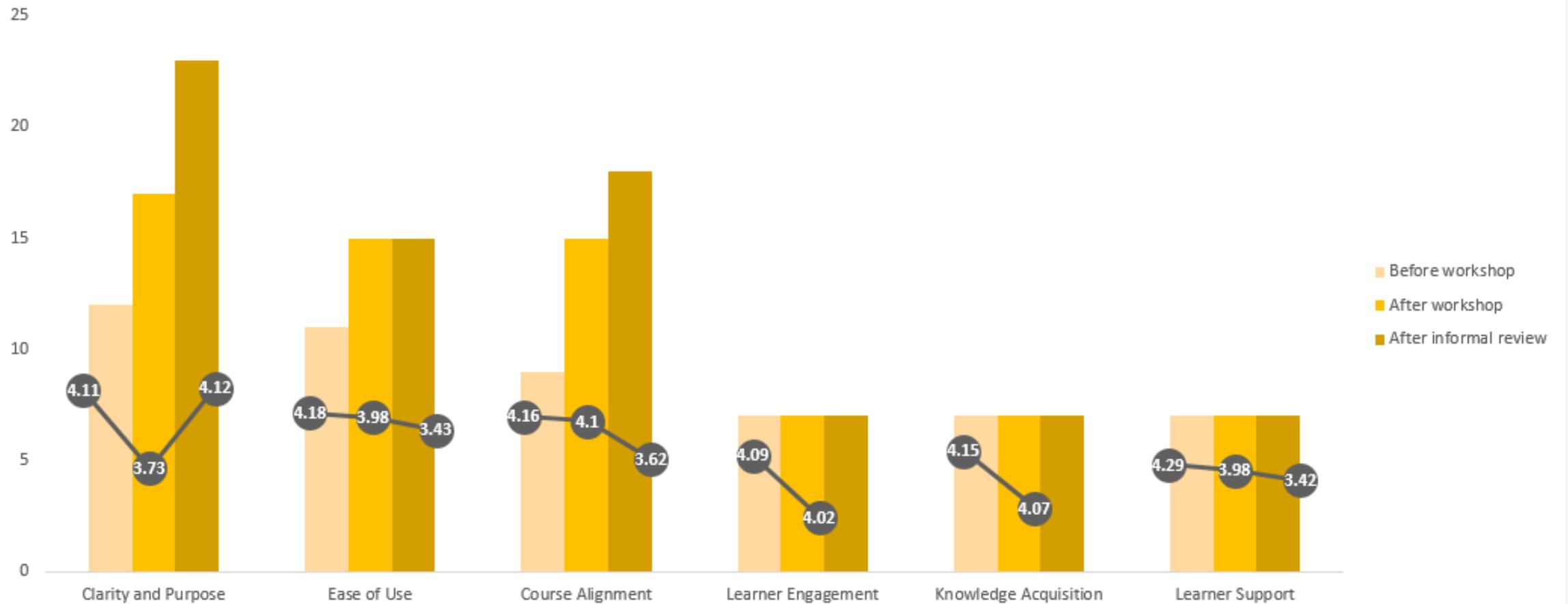
Fall 2017

Fall 2018

“It's just forced me, I think, to really think of ways to meet those requirements, those kind of transparent things, but also not make it too, frankly, off-putting. In doing that, I think it's forced me to reexamine what I teach and how I teach because I've been doing it for a really, really, really long time, so in that sense, it was nice to get a refresh. . . .”

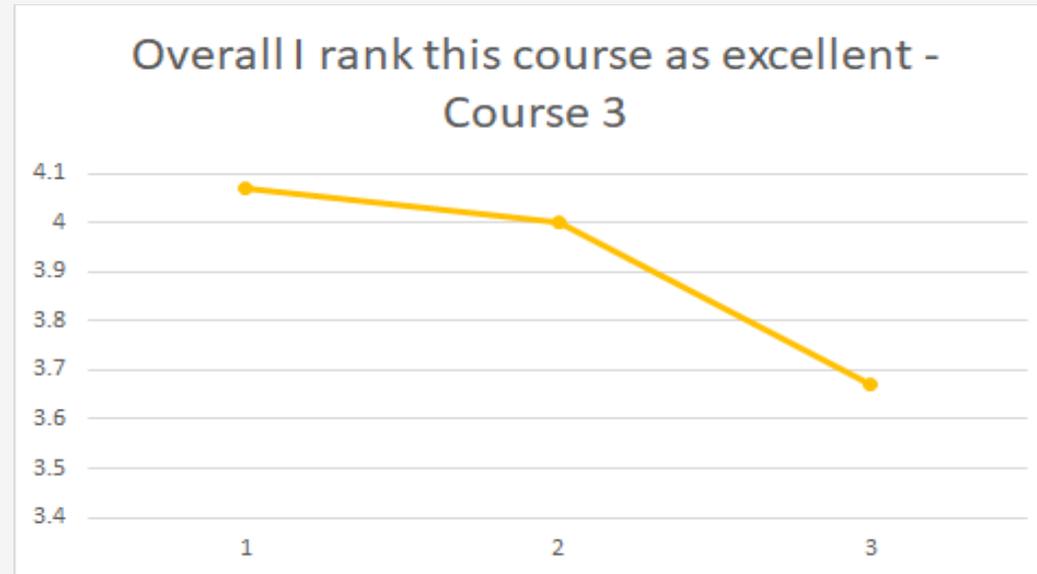
# Course Three Findings

Course 3



# Course Three Findings

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Spring 2017 - “Communicates well and responds to emails quickly.”

Fall 2018 - “. . . was very organized and helpful throughout the course.”

# Conclusions

# Our Findings

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Does QM professional development work to help improve course design?  
How does course redesign impact student evaluations?  
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Does QM professional development work to help improve course design?  
How does course redesign impact student evaluations?

- QM revisions not directly linked to student evaluations
- Ease of Use, Learner Engagement, and Learner Support
- No patterns among courses with student evaluations
- Minimal changes to Knowledge Acquisition
- Qualitative data from Student Evaluations referenced instructor social presence



# Limitations

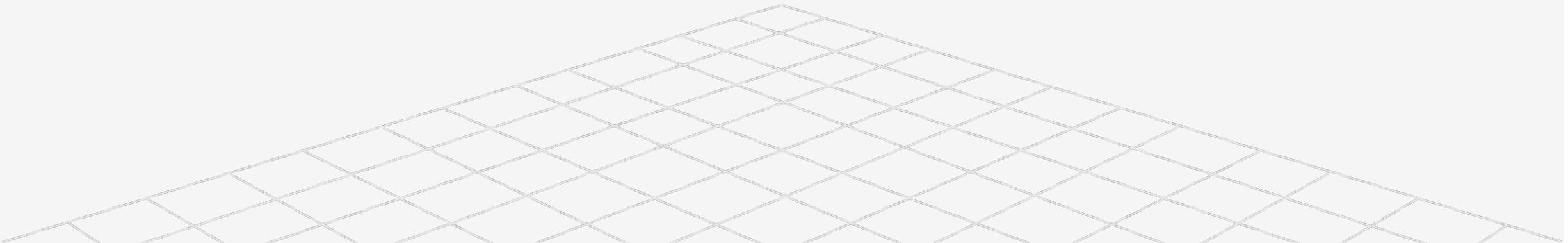
# Limitations

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Exploratory case study-Small sample

Natural disaster

Student evaluation classification to QM clusters

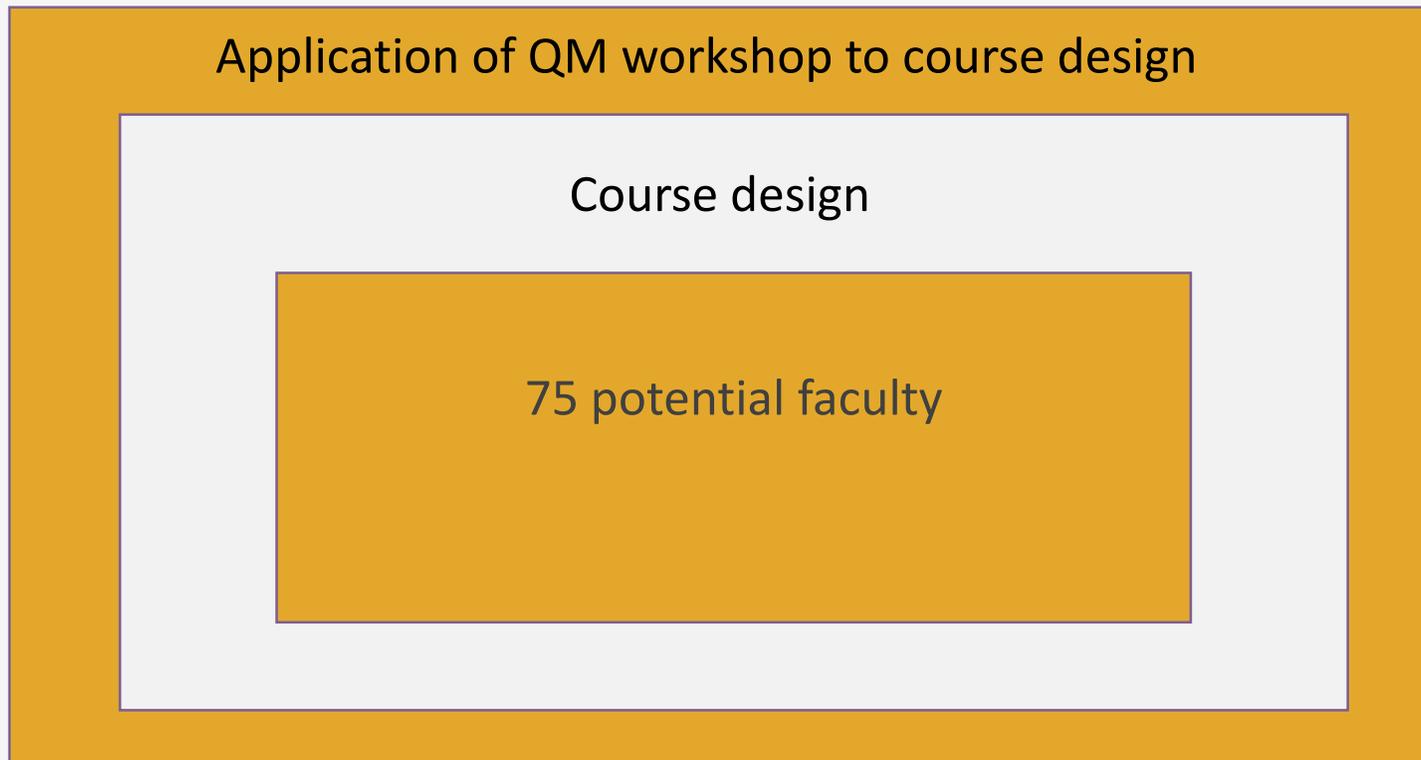


# Next Steps

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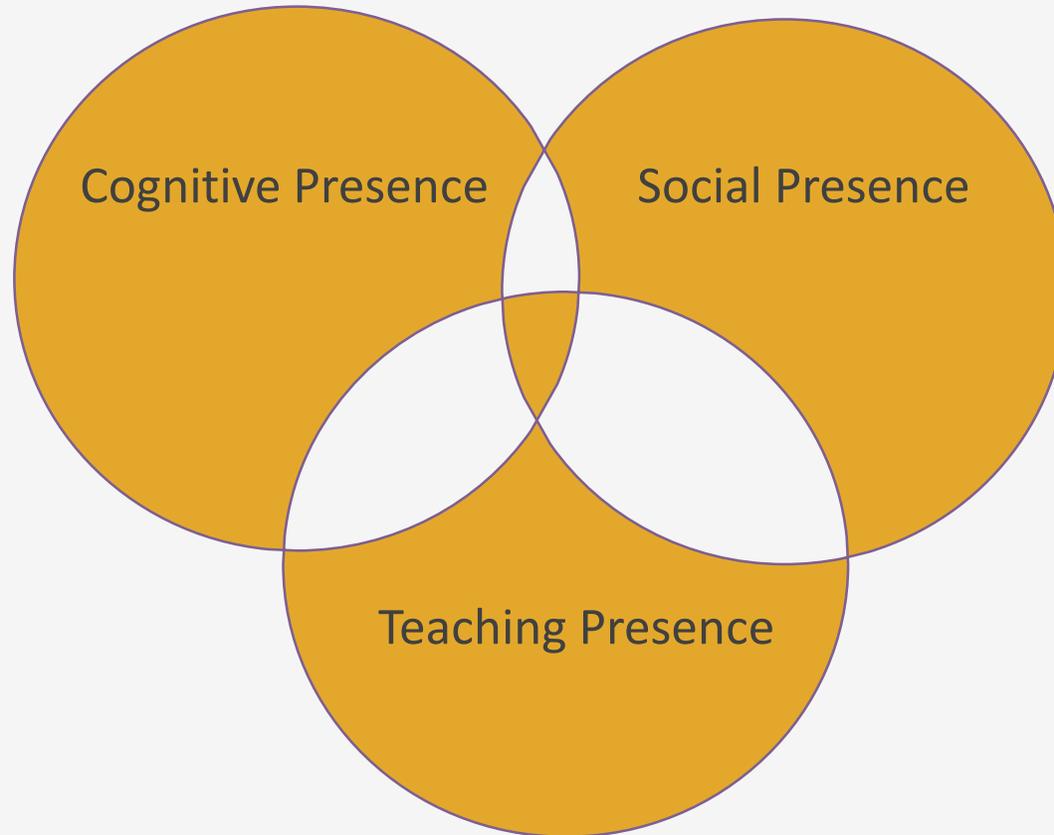
## Expand current study



# Next Steps

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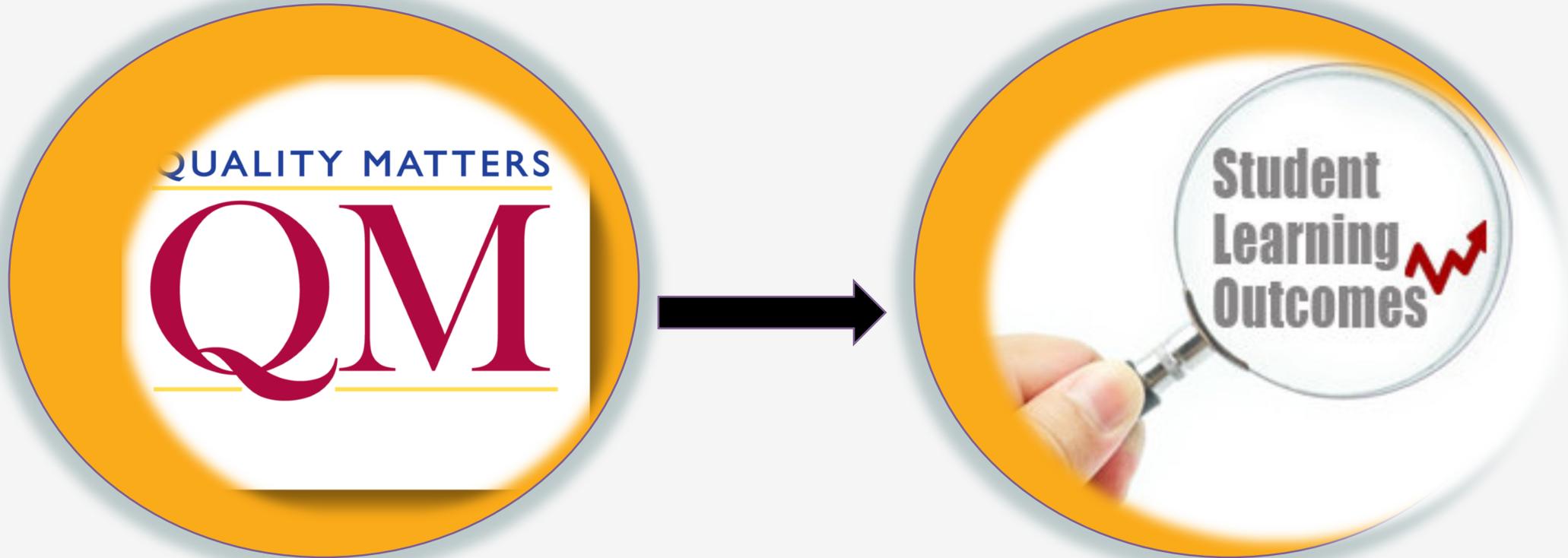
Incorporate Community of Inquiry (CoI) into research study



# Next Steps

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QM Research aligning with student outcomes



Questions



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