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# Using Qualitative Findings on Impact of QM Training to Guide Professional Development

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QM Connect 2023

*Redefine the Possible™*

# Learning Objectives

1. Describe results of a qualitative study on perspectives of faculty and students in courses changed from QM training.
2. Discuss options for how institutions can offer professional development based on student and faculty perspectives.

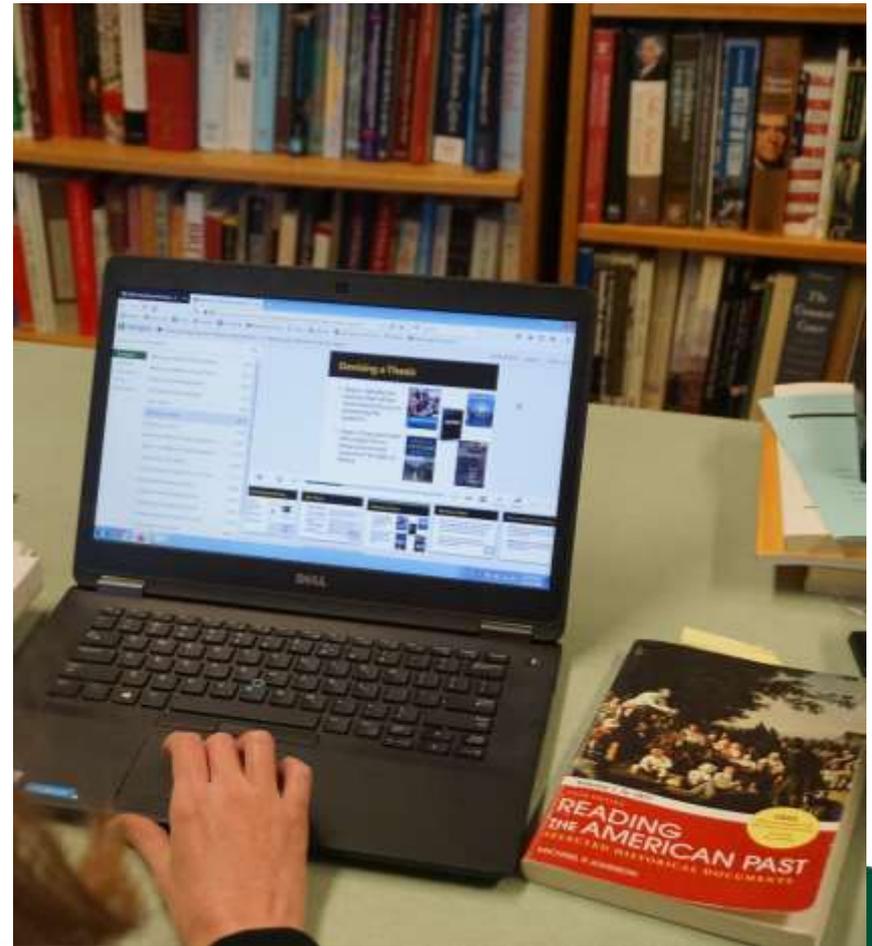
# Perspectives of faculty and students on course changes after QM

Study funded by SQuAIR grant from CSU Chancellor's Office



## Sacramento State OCS SQuAIR researchers:

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- Michelle Dang
- Debra Welkley



# Overarching Study Purpose

- Gain understanding of student and faculty experiences after faculty received training from QM on online teaching.

2021-22

- What is the perspective of faculty who redesigned courses after QM training?

2022-23

- What is the perspective of students who have taken classes designed to be taught online?

# Method

Descriptive qualitative design

Interviews and focus groups with open-ended questions

- Added an option for written answers to open-ended questions

Students from classes of faculty who participated in trainings for online teaching received an email with an invitation to participate

- Received permission to recruit via survey posted by Associated Students Inc

Collected data and conducted analysis simultaneously

Transcribed the interviews and focus groups verbatim

Read and re-read transcripts for in-vivo and open codes, developed into themes

# Interview guide - Faculty

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What changes have you made in response to courses you took on online teaching?

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What things stand out to you as positive changes to your courses?

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What do you still find as frustrating or challenging about hybrid or online courses.

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What feedback have you heard from students regarding the way you design your course?

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Based on what you've experienced, what recommendations would you make to students, faculty, and administrators?

# Interview guide - Students

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Can you tell me about your experience in a specific online course?

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Can you tell me some differences about courses designed to be taught online or hybrid compared to courses you may have taken that were not designed to be online or hybrid?

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Can you tell me about your experience in a specific course that was designed to be taught hybrid or online? (navigation, activities, technology, interaction with faculty)

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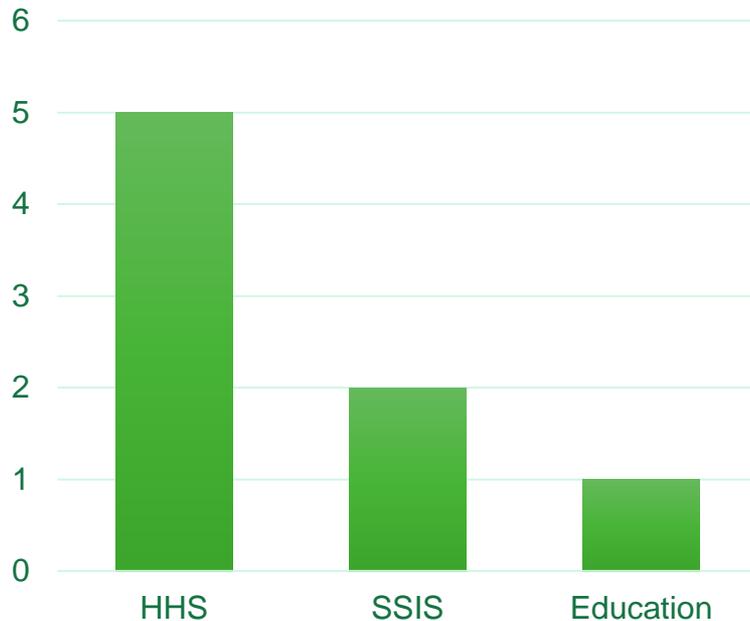
If you could ask your professor to change something about the way they design their online course, what would you ask them to change and why?

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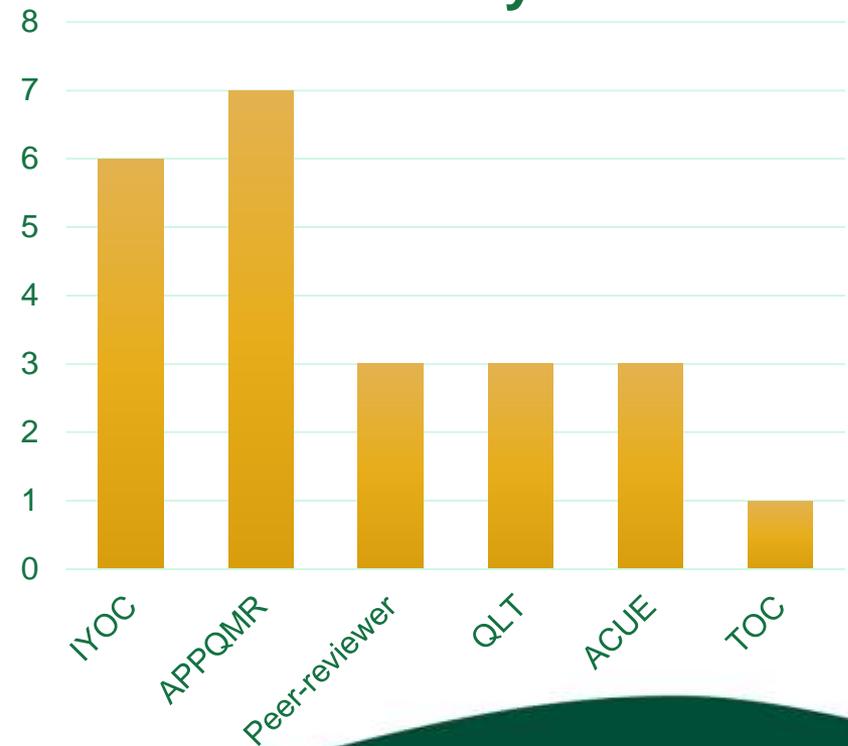
Based on what you've experienced, what recommendations would you make to students, faculty, and administrators?

# Faculty Participants (n=8)

## College



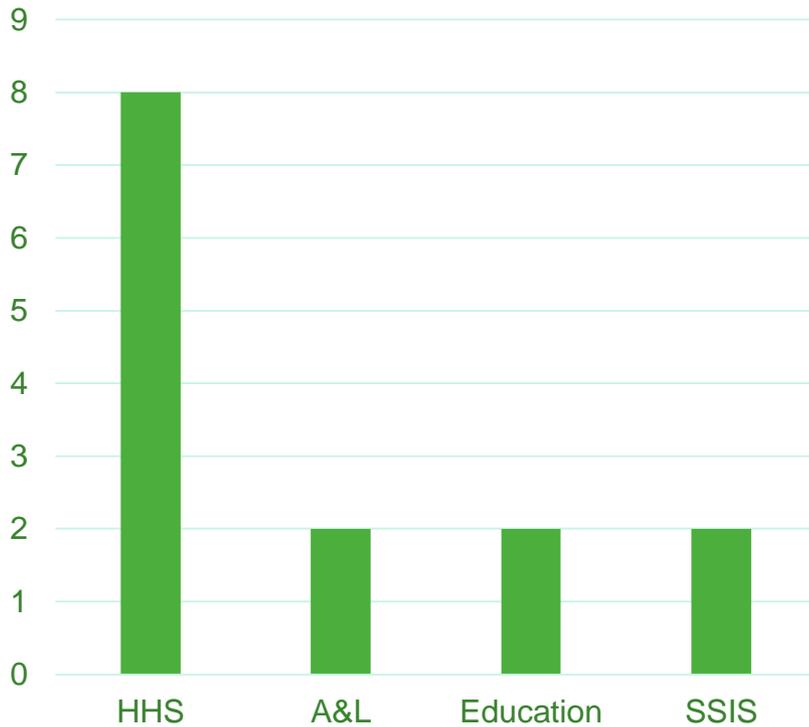
## Courses taken by faculty



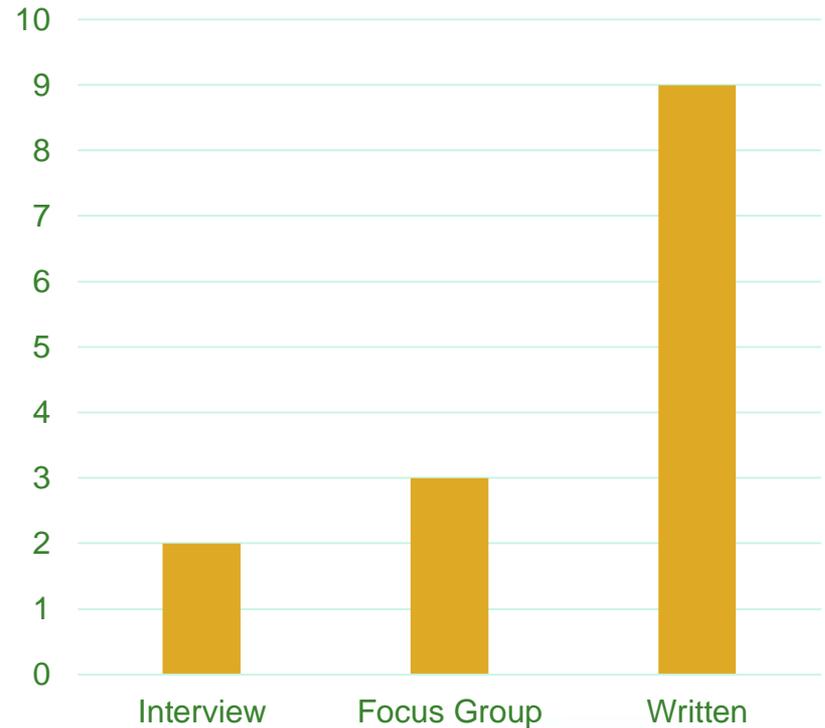
# Student Participants

n=14

## College of Students' Major



## Types of Participation



# Comparison of themes

What is the perspective of faculty who redesigned courses after QM training?



## Faculty

Improved organization & navigation

Alignment: Linking to Objectives

Clear instructions and rubrics

Accessibility and diverse learners

Student Success

Need for administrative support

# Comparison of themes

What is the perspective of students who have taken classes designed to be taught online?



## Student

Clear organization

Knowing what to do and why to do it (clear instructions)

Variety of activities and assignments

Accessibility and ease of being online

# Comparison of themes



## Faculty

Improved organization & navigation  
Alignment: Linking to Objectives  
Clear instructions and rubrics  
Accessibility and diverse learners  
Student Success  
Need for administrative support



## Student

Clear organization  
Knowing what to do and why to do it  
(clear instructions)  
Variety of activities and assignments  
Accessibility and ease of being online

# Clear Organization

Faculty noted

- Noticeable difference of how clear organization improved student experience
- Discussed changes including using a consistent layout and adding links

# Clear Organization

*“I think the expectations for students is clearer because, surprisingly, they don't read my mind and so yeah, it requires me to put in more work explaining it, but I get what I asked for more often now than before. And I think just the general layout, the ‘start here’s and navigation. Also prior to QM I didn't include all the links for like tech support and canvas support, library and all of those things, so that's made my life easier because I used to have to field those questions to on top of everything else, I don't see those questions anymore.” (Faculty FG3)*



# Clear Organization (students)

- Students spoke about
  - Easy to find things in the course
  - Clear organization & easy to navigate

*“It was like really well organized I always knew where to find everything and sometimes you had to do links but you could always go back and find the assignments really easily.” (Student I2)*

*“The content of the course was very well broken up to explain each concept thoroughly. I really liked how it all started to come together at the end. The course was like building blocks and I was able to see the bigger picture and tie it in at the end with the final project.” (Student s2)*

# Clear Organization



- What did we do?
  - Updated Sac State Canvas template based on QM standards
  - Provided development courses with the template for grant participants
  - Redesigned our FLC with examples and deliverables on navigation and organization
  - Created asynchronous modules with organization resources

# Alignment: Linking to objectives

- Faculty spoke about
  - The big ‘ah ha’ moment about linking content to objectives
  - How they revised assignments to ensure objectives were met added clarity

*“And the biggest part that stuck it stuck out for me was, you know, link linking the objectives to the outcomes. The concept is rudimentary, but you don't really know how it gets put into play until you take this class [APPQMR]. And when you see the objective and the outcome and you link them together and then you look at your class and you go, Oh, no wonder they're struggling, wondering how I'm grading and what the rubric is because they don't understand what I'm asking them for. And so it was like this huge aha moment.” (Faculty P001)*

# Knowing what to do and why to do it (clear instructions)

- Students spoke about
  - how they knew where to find everything and the logical design
  - How modules and assignments related back to objectives

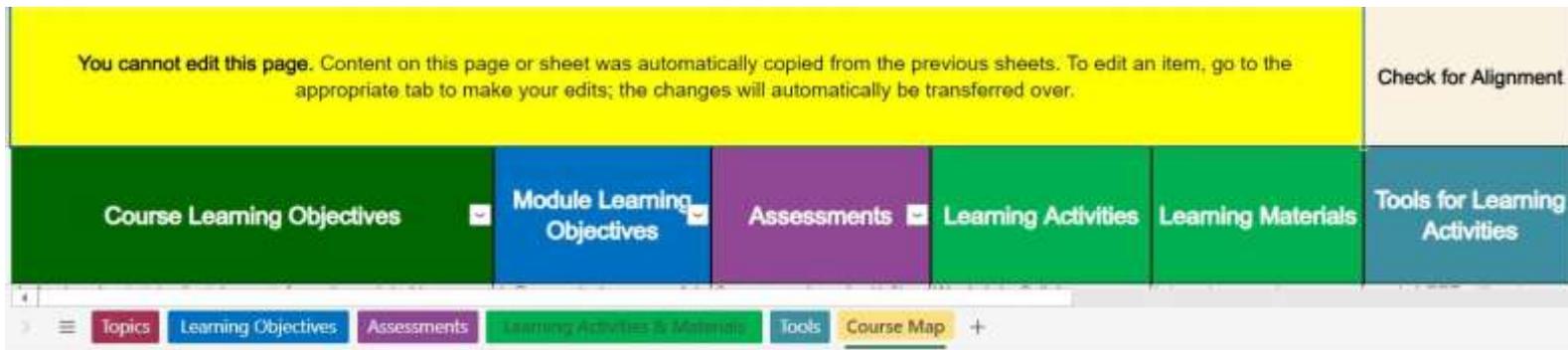
*“Outlining the objectives and explaining which objective each assignment pertained to was very helpful. I also thought the introductions for each module were helpful. I knew what I needed to do.” (I2)*

*“Assignments were manageable and had very clear instructions that were easy to follow.” (Student W9)*

# Alignment & clear assignment instructions



- What did we do?
  - Writing measurable objective workshops
  - Course map templates
  - Variety of assignment instruction exemplars
  - Rubric examples and templates



# Accessibility

- Faculty spoke about
  - Assessing for accessibility made the most dramatic difference in their courses
  - Universal design considerations from the start

*“Yeah, by far accessibility was a thing that I didn't even know that there was a place to check the score in there, or anything of that sort, so that was the biggest learning curve for me.”*  
(Faculty FG3)

*“This is important is that accessibility piece... the little meters about how accessible materials are and just take them in because, once you learn and get in the habit of it it's just like everything else.”* (Faculty FG4)

# Accessibility: Ease of Use

- Students spoke about
  - Accessibility to content online at convenient locations & times

*“I liked that it had zoom class so we didn't have to come into class. It was convenient so I didn't have to travel in and spend that money on gas.”*  
(Student W2)

*“My anxiety has made it hard for me to focus sometimes during the day. I liked how I could do the work on my own pace. I learned a lot and didn't need to leave my home.”* (Student I1)

# Accessibility



- What did we do?
  - Tutorials and guides
  - UDL Initiative
  - Remediation services for files



Needs help!



A little better



Almost there



Perfect!

## Learn How to Make Your Instructional Materials Accessible

Select a category below to learn accessibility best practices in the creation and selection of your instructional materials:

### Instructional Materials Categories

Canvas Course  
Accessibility

Word Documents

PDF Documents

PowerPoint  
Presentations

Video Captioning

Universal Design for  
Learning



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# Engaging Activities for Student Success

- Faculty spoke about
  - Concerns with engaging students online
  - Adopting new tools and strategies designed for learner-learner and learner-instructor engagement

*“I still have a fear of when Covid first happened and I was just lecturing to a grid of blank zoom names. But it’s so different now. Not just PowerPoint but recorded discussions with embedded activities. I love seeing students responding to each others’ videos.”*

(Faculty FG2)

# Engaging activities

- Students spoke about
  - A variety of activities and assignments
  - Noticing the link of materials to objectives

*“There was a good variety of assignments, we were not just reading a book and taking a multiple-choice test. The chosen reading materials and videos were enlightening and helped achieve the course objectives. The free ebook was also a nice bonus.” (Student I2)*

*“We used the videos and had different assignments in canvas. It was more than just looking at a powerpoint and then writing a discussion board. We did some of that though. Maybe too much reading, but the videos were there and were good too.” (Student W1)*

# Engaging Activities



- What did we do?
  - Exemplars & tutorials for engaging activities
  - Active learning workshops and FLCs
  - Lunch & Learns
  - Shared resources and repositories



# Recommendations from faculty

- Need for administrative support
- All participants strongly recommended their peers take the classes
- Benefits all courses, not just fully online

*“Deans should encourage all faculty to take these classes. It’s key to have some of those pieces of knowledge ahead of time and really be thinking about. The best way to structure classes, so I think one thing I’ve noticed is I don’t think the QM training is specific to online and hybrid courses. I think it makes any course better.”*

(Faculty P3)

# Limitations

- Limited participation
  - Expanded recruitment to more students and expanded method (written option)
- Majority of participants from one college
  - Matches current participation in OCS programs
  - Students and faculty mostly from HHS

# Student Success

*“It’s just so important to students access to facilitating equity in student success. I think that the essential quality is of Quality Matters is really about helping students succeed and achieving the learning outcomes and the learning objectives.”*

(Faculty P3)



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# Thank you!

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