

# What the Research Says

Exploring how QM Professional Development Participants apply Quality Course Design Principles to their Online and Face-to-Face Courses.<sup>1</sup>



## TOP TAKEAWAYS

94%

Indicated they **modified their teaching practices** after participating in one or more QM workshops.

*“Looking at objective alignment has caused a measurable change in every course I teach because it forced me to look at the assumptions I was making about what [the students] were learning based on what they were being given.”*

99%

Expressed that QM had a **positive impact on their pedagogy**.

## TOP 3 AREAS OF KNOWLEDGE TRANSFER

Improving F2F design and teaching after taking QM professional development<sup>2</sup>

### 1 Improved Alignment

#### Redesigning Assessments

*“Although I had moderately effective learning objectives and interesting activities, my courses were missing alignment – especially in terms of assessment. One course at a time, I examined and aligned [the assessment in] my courses.”*

#### Reflecting on Objectives

*“Before the QM course, I did not list the learning objectives with the exercise itself. By including it, the students (and I) are reminded of the purpose behind the exercise.”*

#### Content Alignment

*“Looking at objective alignment has caused a measurable change in every course I teach, because it forced me to look at the assumptions I was making about what [the students] were learning, based on what they were being given.”*

### 2 Communicating Expectations

#### Clear Directions & Expectations

*“I have thought more about how my directions may be interpreted by students. [QM] has caused me to be very specific and think from a student’s perspective so that things are not vague.” “Prior to my QM training, I relied on lots of assumptions without realizing it.”*

#### Providing Support Options

*“After adopting QM, I quickly embedded many more resources and information in my syllabus to [make sure learners] had access to key institutional, academic, and student support services.”*

#### Designing a Learning Path

*“I’ve adapted a linear approach to [course design] so that students are able to progress through the course in an intuitive, sequenced way.” “I created a document that for each module details the learning objectives, tasks, and assessments.”*

### 3 Interaction & Active Learning

#### Student Interaction

*“I found that adding discussion boards, with specific guidelines for interactions, allows students to provide more in-depth responses than they do in class.”*

#### Active Learning

*“I have students write reflection papers based on guest speaker presentations, rather than simply having them listen to the presentation.”*

#### Formative Assessments

*“I put self-assessment instruments in my face-to-face course websites so the students could rate themselves in preparation for exams.”*

<sup>1</sup> Kearns, L. & Mancilla, R. (2016). The impact of the Quality Matters professional development across delivery formats. Retrieved from <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/Impact-of-QM%20Professional-Development-on-Teaching-across-Delivery-Formats.pdf>

<sup>2</sup> 85% of survey respondents taught F2F and reported these improvements in their teaching.