Impact of QM Workshop(s) on Course Design

Sheri Conklin  Erika Hanson  Ginu Easow  Zach Morgan

Context

The purpose of this research was to identify the changes made to course design after faculty underwent professional development. Specifically, the actual change in the course along with the instructors’ perceptions of the change in course design rather than just the instructor perception.

Research Question

1. Does QM professional development workshops have an impact on course design?
2. What types of changes do instructors report as a result of developing expertise with the QM approach?

Research Design-Qualitative

- Purposeful Sampling
- Content Analysis

Cluster Index = Initial Cluster Score ÷ Cluster Score Post Revision

Cluster Standards
- Clarity of Purpose (23 points)
- Ease of Use (15 points)
- Course Alignment (18 points)
- Learner Engagement (11 points)
- Accessibility (10 points)
- Knowledge Acquisition (6 points)
- Compliance (6 points)
- Learner Support (7 points)

Results

Most changes to all three courses were made after the workshop. The top 3 areas of change were the following:
- Ease of Use
- Learner Engagement
- Learner Support

Conclusion

- Finding: APPQMR impacted course design
- Limitation(s): Small Sample Size
- Further Research: Enhance the sample size

Reference