

A Quality Matters Event

QM Research
Online
Conference



Active/Applied Research on Online Learning and Quality Assurance

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The Faculty QM Chat:

Making a Data Driven Case for Quality Matters

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Our QM implementation and program development journey

Stage 1: developing annotated bibliography

Stage 2: general mapping of standards to student success principles (rather than one framework)

Stage 3: develop trainings and resources for instructors; QMIR amendment support; train the trainer (QM community) - larger research community

Stage 4 (future/ongoing): develop a QM professional learning community across campus



Stage 1: developing annotated bibliography

- project started in 2020
- Currently at 70+ articles
- Research question: how does QM rubric support student success?
- 2 part bibliography
 - Student success literature
 - Impact of QM rubric literature
- Purpose: publish original QM-focused research; inform conversations with faculty & course developers; inform new professional development offerings; advocate for funding

Stage 2: general mapping of standards to student success principles

Our story

- 2021-2022
- part of a larger multi-institutional research project
- Dimensions of Student Success - Annotations from Lane et al (2019)
- Findings:
 - The most supported dimension = Self-management
 - Connectedness and academic abilities are strongly supported in the rubric
 - Rubric does not broadly address Mindsets or Professional Identity

Supporting research

Student perceptions study: Sadaf, Ayesha, Martin, Florence, & Ahlgrim-Delzell, Lynn, (2019)

Findings: Majority of students rated each QM standard item as impacting their success.

Student Success Framework: Lane, et. al, 2019

5 Dimensions of Student Success

1. Connectedness
2. Mindsets
3. Self-management
4. Academic capabilities
5. Professional identity

Dimension of support for learning	Definition	Objective	Annotations
Connectedness	<p>Sense of belonging: Affiliation and valued involvement with the institution, discipline, course, peers</p> <p>Networks: Developing productive relationships with staff, students, industry professionals and others relevant to the student's learning</p> <p>Collaboration: Interpersonal skills, teamwork and supporting others (leadership, mentoring, coaching)</p>	<p>To foster a sense of belonging for enhanced student engagement</p> <p>To foster strong networks for enhanced student engagement</p> <p>To improve students' collaborative capabilities for working productively in teams</p>	<ul style="list-style-type: none"> ● <i>The extent to which they fit in and feel valued by others (community building)</i> ● <i>More likely to occur when students feel they matter and are accepted and supported by their peers</i> ● <i>Acceptance of diversity</i> ● <i>Promotion of academic and social communities</i> ● <i>The capability of students to utilize their personal and professional relationships for mutual benefit</i> ● <i>Curriculum-aligned interventions that promote peer learning networks</i> ● <i>Learning communities</i> ● <i>Collaboration/Teamwork (active learning)</i> ● <i>The ability to engage with different discourses</i> ● <i>To take account of multiple perspectives</i> ● <i>To synthesize different disciplines</i> ● <i>Cope with complexity</i>
Mindsets	Curiosity, sense of purpose and autonomy, growth mindset	To deepen students' desire to engage in learning	<ul style="list-style-type: none"> ● <i>Shapes beliefs about intelligence, ability and motivation</i> ● <i>Higher student motivation</i> ● <i>A sense of purpose, self-belief, and self-determination</i> ● <i>Presented with opportunities to learn autonomously and</i>

Stage 3: develop trainings for instructors and reviewers

Our story

- 2021 - present
- QM Course Revision Clinic
- QM Examples Library
- Instructor and Reviewer focused Resources Site in LMS
- Quality Counts webinars

Supporting research

Hollowell, G. P., Brooks, R. M., & Anderson, Y. B. (2017) *Course Design, Quality Matters Training, and Student Outcomes*

10 faculty applied QM design standards to their course redesigns after APPQMR training.

Findings:

- students earned higher scores on final exam and higher course averages after QM intervention
- QM review scores are significant predictors of student performance.

Stage 3: build a professional QM community

Our story

- future/ongoing
- Chair Chats
- Harmonization
- Faculty Learning Community
- QM Fellowship
- Reviewer Appreciation picnic

Supporting Research

Bloomberg, 2022

Survey evaluation of collaborative, “layers of support” faculty development approach at a fully online university.

Findings: Teachers’ “engagement in communities of practice builds a culture of collegiality and collaborative learning” (p. 48).

Johnson, 2019

Proposes a Nested Professional Network for Online Teaching → Community level support, which includes communities of practice & peer support

de Carvalho-Filho, et al (2019)

12 Tips for Implementing a Community of Practice for Faculty Development

- Tip 1 – Gather a core group to launch the process
- Tip 2 – Articulate the goals and value of the CoP
- Tip 3 – Start with a specific task or project – make it problem-oriented
- Tip 4 – Keep the CoP open
- Tip 5 – Intentionally invite members with expertise (memory) and fresh ideas (innovation)
- Tip 6 – Choose a facilitator – “primus inter pares”
- Tip 7 – Make it worthwhile for members and the institution
- Tip 8 – Work to ensure institutional support
- Tip 9 – Promote sustainability
- Tip 10 – Communicate success
- Tip 11 – Go online
- Tip 12 – Evaluate the CoP

Q&A - Food for thought

- What kinds of data do you need to tell your QM story to faculty partners?
- Which practices do you - or *could you* - engage into tell that story in the most effective way?
- Who are the stakeholders in your university who need to understand the purpose/benefits of QM more clearly? Where is the gap?
- How can you use research to build your QM community?

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Thank you for your attention!

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