Active/Applied Research on Online Learning and Quality Assurance

February 16, 2023 | Online
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
<table>
<thead>
<tr>
<th>Dimension of support for learning</th>
<th>Definition</th>
<th>Objective</th>
<th>Annotations</th>
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<tbody>
<tr>
<td>Connectedness</td>
<td>Sense of belonging: Affiliation and valued involvement with the institution, discipline, course, peers</td>
<td>To foster a sense of belonging for enhanced student engagement</td>
<td>• The extent to which they fit in and feel valued by others (community building)</td>
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<td>Networks: Developing productive relationships with staff, students, industry professionals and others relevant to the student's learning</td>
<td>To foster strong networks for enhanced student engagement</td>
<td>• More likely to occur when students feel they matter and are accepted and supported by their peers</td>
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<td>Collaboration: Interpersonal skills, teamwork and supporting others (leadership, mentoring, coaching)</td>
<td>To improve students' collaborative capabilities for working productively in teams</td>
<td>• Acceptance of diversity</td>
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<td>• Promotion of academic and social communities</td>
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<td>• The capability of students to utilize their personal and professional relationships for mutual benefit</td>
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<td>• Curriculum-aligned interventions that promote peer learning networks</td>
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<td>• Learning communities</td>
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<td>• Collaboration/Teamwork (active learning)</td>
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<td>• The ability to engage with different discourses</td>
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<td>• To take account of multiple perspectives</td>
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<td>• To synthesize different disciplines</td>
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<td>• Cope with complexity</td>
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<td>Mindsets</td>
<td>Curiosity, sense of purpose and autonomy, growth mindset</td>
<td>To deepen students' desire to engage in learning</td>
<td>• Shapes beliefs about intelligence, ability and motivation</td>
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<td>• Higher student motivation</td>
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<td>• A sense of purpose, self-belief, and self-determination</td>
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<td>• Provided with opportunities to learn autonomously and</td>
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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


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

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?

De Carvalho-Filho, Marco Antonio, René A. Tio, and Yvonne Steinert. “Twelve Tips for Implementing a Community of Practice for Faculty Development.” Medical Teacher 42.2 (2020): 143-49. DOI: 10.1080/0142159X.2018.1552782.


Thank you for your attention!

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