The Joy of Quality Assurance Training

* “Institutions need to create professional development opportunities that support faculty transitioning into online teaching to help ensure quality.” Mohr and Shelton, 2017, p. 124
* [Add](http://hechinger.tc.columbia.edu/primers/Hechinger_Institute_Rigor_Primer.pdf) source for quote (linked) here.

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1. Does your institution survey their faculty after professional development training?

2. How do you and/or your institution define ‘quality assurance’?

3. How can you or your institution follow up on professional development courses to improve them?

1. This research shows that faculty are very happy with their quality assurance training.

2. A quality online course comes from the design and pedagogical expertise of the faculty member who creates the course.

3. Faculty development in terms of online course design and pedagogy are important to a program’s success.

4. One reason (among many) to do quality assurance for online courses is to create a better experience for students that ideally increases student success rates (however that is measured—grades, graduation rates, etc.).

5. Knowing what faculty perceptions are can inform future plans to make online courses better.

REFLECT

Takeaways

1. Faculty like professional development training when it makes an impact on their teaching.

2. Engage with your professional development office and/or eLearning specialists for more opportunities to improve the online experience for students.

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1. Survey faculty to see what is working in faculty development training.

2. Think about and plan what comes next in terms of continual improvement.

3. Work with the faculty development office to put a plan in place.

1. What gaps in research exist in terms of faculty perceptions of their online quality assurance training?

2. If your institution does not provide quality assurance training, what services/data do you need to ‘grease the wheel’?

3. How can we improve quality assurance training?

To-Do’s

Questions

Don’t Forget