We’re Not *Just* in Kansas Anymore:
Faculty Perspectives on Online Course Development and Delivery

https://todaysmeet.com/QMNY2017
Context of the Study

- Midwest teaching university – approximately 7,500 students/400 instructors

- Growing online course/program offerings (150% increase)
  - Professional Development Center

- Program initiative
  - **Cohorts** – emphasis on quality online instruction
  - Quality Matters trainings/Peer reviews

- Participation
  - < 15% faculty
  - Less than half completing peer review training
Research Focus

- Perceptions, attitudes, and experiences influencing faculty participation
- Impact of QM professional development on faculty confidence
- Impact of QM professional development on other areas of teaching
Demographic Overview

- 43% response rate/tenure and non-tenured
- Age range under 40 – 60+ years
- All academic areas represented
- < 1/3 reported participation in online course as a student

Training for Teaching Online/Hybrid Courses

- 72% None
- 28% Limited
RESULTS
Challenges

- Simulating classroom experiences
- Communication
- Interaction
- Academic honesty
- Content design/delivery
- Engagement
Effectiveness of Online Course Delivery

- 64% believe online course delivery is effective
- Implementation is the key factor
- Student motivation/commitment impact effectiveness

The effectiveness is completely dependent on the instructor’s ability to build a course that engages students differently and allows them to experience the material authentically...there is NO SHORTCUT to doing effective teaching.

I think people for the most part are afraid that we are going to lose that educational importance of being in a brick building, that we can’t be able to deliver the same quality overall online. I think there are so many online classes at a variety of institutions that there is no quality control...you are going to get a generation of students who haven’t had a decent education.
Increasing Likelihood of Attendance

- Offer incentives
- Be discipline specific with offerings
- Provide greater availability of offerings
- Provide different levels of training
- Increase visibility of times and program content
- Require it
Quality Matters Professional Development

Biggest deterrent = **time**

Major benefit – impact on **all** areas of teaching
## Quality Matters Impact on Other Areas of Teaching

<table>
<thead>
<tr>
<th>Theme</th>
<th>Survey Results</th>
<th>Interviews/Focus Group Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course organization</strong></td>
<td>- More methodical approach &lt;br&gt; - Excellent guidance in using LMS &lt;br&gt; - Improved organizational structure</td>
<td>- Made flow of all courses better &lt;br&gt; - Helped with student navigation in other online courses &lt;br&gt; - Makes sure course itself doesn’t interfere with the learning</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>- Clearer connections &lt;br&gt; - Structuring objectives to match activities/assessments &lt;br&gt; - Increased awareness of importance of alignment</td>
<td>- Alignment of course objectives with what is being taught &lt;br&gt; - Thinking about alignment now “very important”</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>- Better at meeting standards &lt;br&gt; - Awareness of need for student understanding of connection between objectives/assessments &lt;br&gt; - More concise about expectations</td>
<td>- Minimal mention of assessment impact by qualitative participants</td>
</tr>
<tr>
<td><strong>Traditional (face-to-face) Courses</strong></td>
<td>- More mindful of use of LMS for traditional classes &lt;br&gt; - Impacted alignment/assessment in traditional courses &lt;br&gt; - Approach traditional classes more methodically</td>
<td>- 100% reported impact &lt;br&gt; - Impact on organization of traditional classes &lt;br&gt; - Traditional class approach more focused on objectives and alignment</td>
</tr>
</tbody>
</table>
Confidence

When I started teaching I had no training in that area so it just evolved over time. I am sure I wasn’t great in the beginning and it took a long time for me to feel like I even knew what I was doing. I knew my content, but I really wasn’t sure how to present it. With the QM training, I feel like when it comes to my online courses I not only know my content, but I know how to present it in a way that works for the me and the students.
Discussion

- **Misconceptions** and **uncertainty** regarding online course delivery continues to be an issue across disciplines

- Faculty value **pd** for online teaching and support continued emphasis but feel the **time** investment is a hurdle

- Though **intrinsically motivated** to participate, faculty desire some type of **extrinsic reward**

- Quality Matters impacted other areas of teaching including a **strong impact on traditional course delivery**

- Quality Matters provided participants with **greater confidence** in their ability to effectively design an online course
Questions?

emascher@pittstate.edu