“I Think I Can”
Observations from the Road to Lake Wobegon

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Presenters

Elizabeth McMahon, MSEd
Northland Community and Technical College
● Online Faculty
● QM Certified Master Reviewer, Course Review Manager, and Facilitator
● Lead Co-Coordinator, Minnesota Online Quality Initiative

Emily Stark, PhD
Minnesota State University, Mankato
● Associate Professor
● Online Faculty
● QM Certified Master Reviewer
● QMC
“The Minnesota Online Quality Initiative provides faculty and staff from participating institutions information and resources to promote quality course design and provides opportunities to build collaborative relationships and shared expertise through statewide collaboration. The primary goal is to improve the quality of courses and learning experiences for students in online and blended courses.”

~ http://Minnesota.qualitymatters.org

Minnesota State College and University System
- 435,000 + students/ 54 campuses
- 2 Faculty Unions

University of Minnesota
- 70,000 students/ 5 campuses

- Participation is voluntary for individuals & institutions
- Higher Ed Systems collaborate for professional development and course reviews
More About Us

Key Word: Voluntary

- 1270 individuals trained
- QM involvement is voluntary:
  - Use of the Rubric to guide course design
  - Professional Development
  - Review processes
- Limited faculty support for course design at many institutions
- 341 QM Certified courses from 28 institutions
PEER REVIEW SERVES MULTIPLE PURPOSES

**Professional Development**
- Learn from other reviewers
- Gain in-depth knowledge of QM Rubric
- Gain leadership experience
- Exposure to what others are doing

**Course Improvement**
- Reviewers provide feedback to improve the courses of others
- Reviewers improve their OWN courses
About Our Peer Reviewers

- Provide recommendations based on QM Standards AND professional experience to improve course being reviewed
  - Experienced Online Faculty
  - Certified as Peer Reviewers
  - Use QM Standards and Annotations

- Approximately 160 PRs and MRs have participated in formal review of over 500 courses (406 of them subscriber-managed)

All are external to institution – puts more “eyes” on the course.
Research Questions

How do online instructors rate their own abilities to meet QM standards?

Are online instructors overestimating their abilities?
The ‘Lake Wobegon Effect’

“...all the women are strong, all the men are good-looking, and all the children are above-average.” --Garrison Keillor, A Prairie Home Companion

We overestimate our own positive traits and are overconfident in our abilities.

Dunning, Heath, & Suls, 2004; Epley & Dunning, 2000
Survey Demographics...

Survey was administered in May 2015 to individuals who met at least one of these criteria in previous 12 months:

● Took QM Training
● Submitted course for formal QM review
● Served as a Peer Reviewer

Responses

Institutions = 28
Individuals = 120
... how to teach online courses effectively.
...write measurable learning objectives.
...clearly communicate course information in an online course.
...effectively assess students when teaching online.
...meet accessibility guidelines when teaching online.
Let’s look at the Formal Course Review Outcomes.

Are they right?

Or, Are they over-estimating their ability?
First 100 Courses Certified with Current HE Rubric

MOQI Course Reviews

37% Met on Initial Review

63% Met on Amendment
<table>
<thead>
<tr>
<th></th>
<th>QM Managed</th>
<th>All Subscriber Managed</th>
<th>Other Subscriber Managed</th>
<th>MOQI Subscriber Managed</th>
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</thead>
<tbody>
<tr>
<td>Met-initial review</td>
<td>64% 162/153</td>
<td>65% 290/447</td>
<td>73% 253/347</td>
<td>37% 37/100</td>
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<tr>
<td>Met-Amendment</td>
<td>33% 84/253</td>
<td>35% 155/447</td>
<td>26% 92/347</td>
<td>63% 63/100</td>
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Comparison of Review Type Outcomes
<table>
<thead>
<tr>
<th></th>
<th>4-yr Institutions</th>
<th>2-yr Institutions</th>
<th>Total MOQI Subscriber Managed</th>
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</thead>
<tbody>
<tr>
<td>Met-initial review</td>
<td>44%</td>
<td>34%</td>
<td>37%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>37/100</td>
</tr>
<tr>
<td>Met-Amendment</td>
<td>56%</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>63/100</td>
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</tbody>
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Comparison of MOQI results from 2 yr and 4 yr institutions
2.2 Module/unit learning objectives are measurable and consistent...

Learning Objectives

87%
Communication

1.5 minimum technology requirements clearly stated

1.6 pre-requisite knowledge clearly stated

1.7 minimum technical skills clearly stated
Assessment

3.1 Assessments measure objectives.

3.3 Specific and descriptive criteria provided about assessment. 79%
Accessibility

8.3 Course provides alternative access... 64%

8.2 Information about accessibility... 70%
How many do a Pre-review before formal review?

How many require Professional Development before a formal review?
My institution values professional development for improving course design.
My department values professional development for improving course design.
How does a department promote and value professional development?

How does an institution promote and value professional development?
Recommendations

• How to motivate faculty to participate in professional development?

• Self-Determination Theory (Deci & Ryan, 1985; 2000)
  ○ Three conditions that foster motivation:
    ■ Relatedness
    ■ Competence
    ■ Autonomy
Recommendations

● Encouraging reflection on your own teaching strengths and weaknesses
  ○ Present professional development as a way to build on strengths
  ○ Safe space to talk about development, best practices
  ○ Encourage self-assessments and student assessment to gain feedback

● Professional development that is presented / marketed as meaningful and useful to mid-career and veteran faculty
What are you doing to promote and value professional development?
Contact Us

Feel free to share your own ideas, successes and challenges related to professional development with us.

Elizabeth McMahon
elizabeth.mcmahon@northlandcollege.edu

Emily Stark
emily.stark@mnsu.edu