Survey Study of Impact of QM Professional Development on Face-to-Face Teaching

2015 QM Grant Supported Study by Lorna Kearns & Rae Mancilla - University of Pittsburgh

2016 QM Conference Presentation – Presented virtually via Zoom 10/31/2016
Welcome to session

(Link opens to https://youtu.be/RCxglRVYwSo)
Research Questions

1. To what **extent** do instructors report a **change** in their **face-to-face and blended/online teaching practice** as a result of participating in a QM professional development workshop?

2. What **types of changes** do they report?

Participants: Individuals who participated in at least one QM workshop in the past 3 years (2011-2014)
% of changes made as result of QM PD participation

<table>
<thead>
<tr>
<th></th>
<th>F2F</th>
<th>Online/Blended</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>88.5%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>n=1836</td>
<td>n=1900</td>
<td>n=1720</td>
<td></td>
</tr>
</tbody>
</table>
## Changes in F2F Teaching

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflected on my teaching goals and objectives</td>
<td>70.3%</td>
</tr>
<tr>
<td>Redesigned a learning activity or assessment</td>
<td>60.0%</td>
</tr>
<tr>
<td>Became more aware of how I communicate with my students</td>
<td>50.6%</td>
</tr>
<tr>
<td>Added and/or eliminated course elements</td>
<td>47.5%</td>
</tr>
<tr>
<td>Added between-class activities such as videos, quizzes, and online discussion</td>
<td>44.3%</td>
</tr>
<tr>
<td>Restructured the sequencing of course elements</td>
<td>39.7%</td>
</tr>
<tr>
<td>Questioned my assumptions about how students learn</td>
<td>35.1%</td>
</tr>
<tr>
<td>Changed the way I conduct class sessions</td>
<td>27.4%</td>
</tr>
<tr>
<td>Added more group activities</td>
<td>27.3%</td>
</tr>
</tbody>
</table>
Face-to-Face Themes

• Paying attention to *alignment*

• *Sharing learning objectives with students*

• Conducting *more formative assessment*

• Appreciating the *student point of view*

• Giving *better feedback*
## Changes in Online/Blended Teaching

<table>
<thead>
<tr>
<th>Standard</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Course Overview and Introduction</td>
<td>71.3</td>
</tr>
<tr>
<td>Standard 2: Learning Objectives (Competencies)</td>
<td>66.9</td>
</tr>
<tr>
<td>Standard 5: Course Activities and Learner Interaction</td>
<td>63.1</td>
</tr>
<tr>
<td>Standard 3: Assessment and Measurement</td>
<td>58.0</td>
</tr>
<tr>
<td>Standard 8: Accessibility and Usability</td>
<td>57.1</td>
</tr>
<tr>
<td>Standard 4: Instructional Materials</td>
<td>55.1</td>
</tr>
<tr>
<td>Standard 7: Learner Support</td>
<td>46.8</td>
</tr>
<tr>
<td>Standard 6: Course Technology</td>
<td>42.3</td>
</tr>
<tr>
<td>None of the Above</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Online/Blended Themes

• Enhancing the *course introduction*

• Viewing the course from the *student perspective*

• *Clarifying* communication and instructions

• Appreciating issues of *accessibility and inclusion*

• Attending to *alignment and objectives*
Cross-Cutting Themes

• Paying attention to *alignment*

• Sharing *learning objectives with students*

• Appreciating the *student point of view*

• *Clarifying* communication and instructions
Questions?

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Final Report

Available at
https://www.qualitymatters.org/research