NOW WHAT?
FACULTY & INSTRUCTIONAL DESIGNERS
WHAT IS YOUR Role
HOW DO YOU QM
facultty perceptions of instructional design

interest / readiness / challenges / support / standards

CALIFORNIA STATE UNIVERSITY SYSTEM FACULTY QM TRAINING APPQMR / IYOC /
How **interested** are you in redesigning your course with QM standards?

- 62% of respondents are very interested.
- 82% of respondents are extremely interested.

How **ready** are you to redesign your course with QM standards?

- 54% of respondents are very ready.
- 80% of respondents are extremely ready.

The pie charts show the distribution of responses to the question of interest and readiness for redesigning courses with QM standards.
WHAT WOULD BE THE BIGGEST CHALLENGE IMPLEMENTING QM STANDARDS IN YOUR COURSE?
What would be the biggest challenge implementing QM into your course?

**Time**

1. 40%
2. 60%

**How likely are you to seek support redesigning your course?**

Very or extremely

1. 72%
2. 90%
EXPOSURE
INTEREST & READINESS
CHALLENGES
SUPPORT
faculty buy-in for instructional design

/ PERCEPTIONS
/ CHALLENGES
/ STRATEGIES
/ RESPONSIBILITIES
Effective Strategies

ONE-ON-ONE CONSULTATIONS

ONE-ON-ONE CONSULTATIONS: 83%

TROUBLESHOOTING

TROUBLESHOOTING: 59%

JUST-IN-TIME TRAINING

JUST-IN-TIME TRAINING: 55%

VERY/EXTREMELY
MANAGING PROJECTS
CONSULTING WITH FACULTY
TROUBLESHOOTING WITH FACULTY
DESIGNING NEW ONLINE COURSES
MEETING ACCESSIBILITY REQUIREMENTS
MANAGING LMS
TRANSITIONING FACE-TO-FACE COURSES
EVALUATING ONLINE COURSES
DEVELOPING TECHNICAL TRAINING
DEVELOP PEDAGOGICAL TRAINING
PRODUCING MULTIMEDIA
DELIVERING TECHNICAL TRAINING
DELIVERING PEDAGOGICAL TRAINING
DESIGNING FACE-TO-FACE COURSES
EVALUATING FACE-TO-FACE COURSES

PERCEPTIONS
ABILITY TO DESIGN TRAINING
INSTITUTIONAL SUPPORT
LEVEL OF FACULTY ENGAGEMENT
FREQUENCY OF TRAINING
RESOURCES
ABILITY TO DESIGN TRAINING
ABILITY TO OFFER TRAINING
ABILITY TO PROVIDE EFFECTIVE CONSULTATION
ABILITY TO OFFER TIMELY TRAINING
ABILITY TO IMPLEMENT BEST PRACTICES
ABILITY TO CONDUCT EFFECTIVE QUALITY INSURANCE

RESPONSIBILITIES
accessibility

α=.05
MANAGING PROJECTS
CONSULTING WITH FACULTY
TROUBLESHOOTING WITH FACULTY
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DELIVERYING PEDAGOGICAL TRAINING
DESIGNING FACE-TO-FACE COURSES
EVALUATING FACE-TO-FACE COURSES

QUALITY OF TRAINING
QUALITY OF COURSES
LEVEL OF FACULTY ENGAGEMENT
FREQUENCY OF TRAINING
INSTITUTIONAL SUPPORT
RESOURCES
ABILITY TO DESIGN TRAINING
ABILITY TO OFFER TRAINING
ABILITY TO PROVIDE EFFECTIVE CONSULTATION
ABILITY TO OFFER TIMELY TRAINING
ABILITY TO IMPLEMENT BEST PRACTICES
ABILITY TO CONDUCT EFFECTIVE QUALITY INSURANCE

technical

α=.05
takeaways

- T: training
- IR: interest and readiness
- C: challenges
- S: support
- T: technical
How faculty experiences as online students affect course design choices.
Next QM Research Webinar
April 26, 2018, 1-2 p.m. Eastern

CHLOE 2: Tour of the Report on the 2nd QM-Eduventures Changing Landscape of Online Education Survey