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Impact of QM Workshop(s) on Course Design



Ginu Easow Zach Morgan

Context

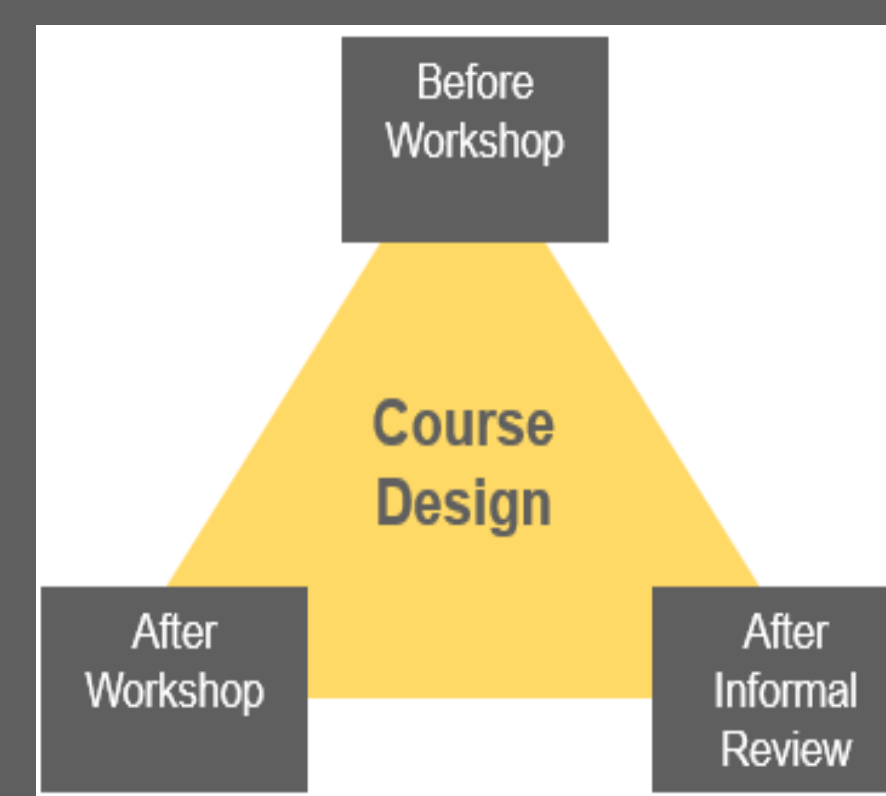


The purpose of this research was to identify the changes made to course design after faculty underwent professional development. Specifically, the actual change in the course along with the instructors' perceptions of the change in course design rather than just the instructor perception.

Research Design-Qualitative



Purposeful Sampling



Content Analysis

$$\text{Cluster Index} = \frac{\text{Initial Cluster Score}}{\text{Cluster Score Post Revision}}$$

Cluster Standards

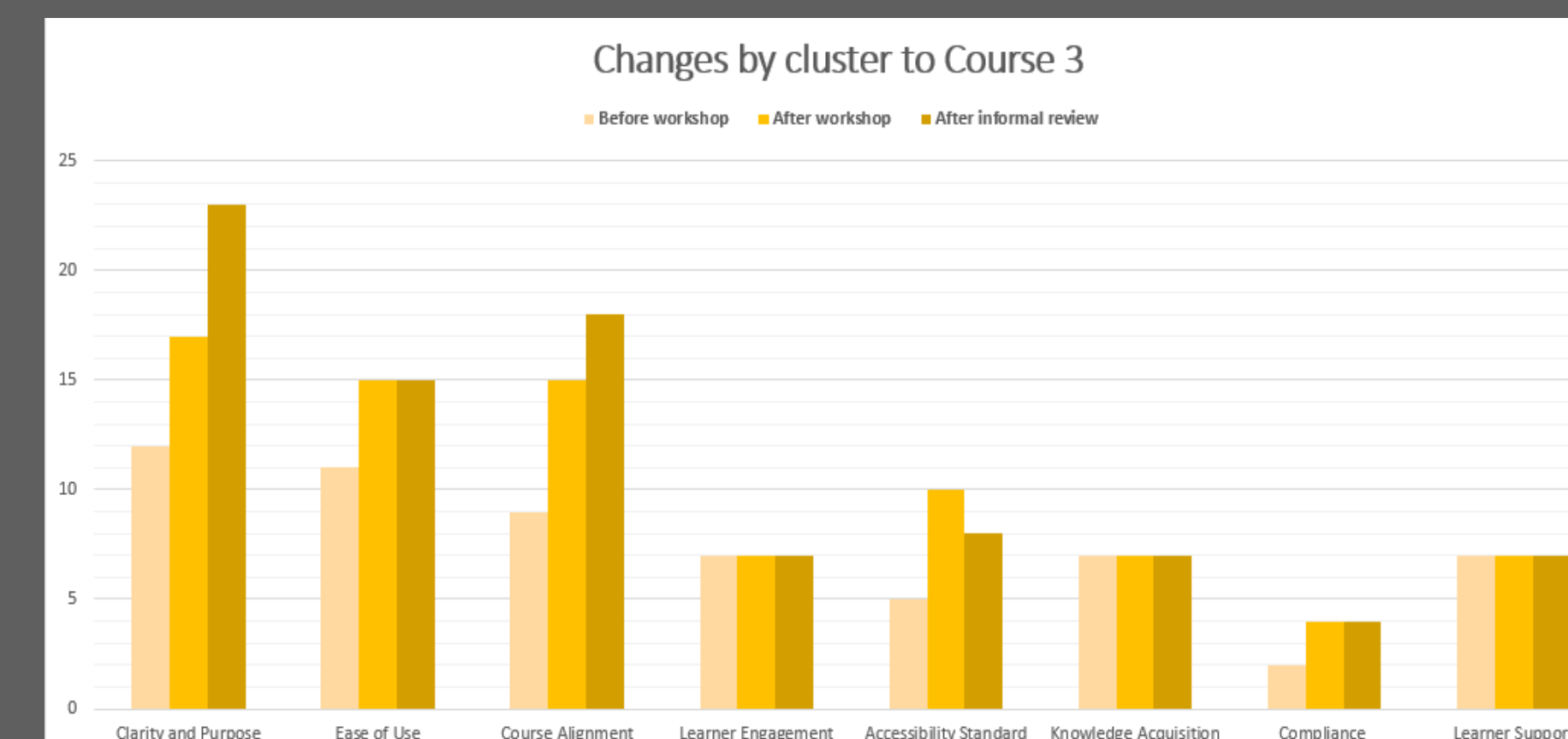
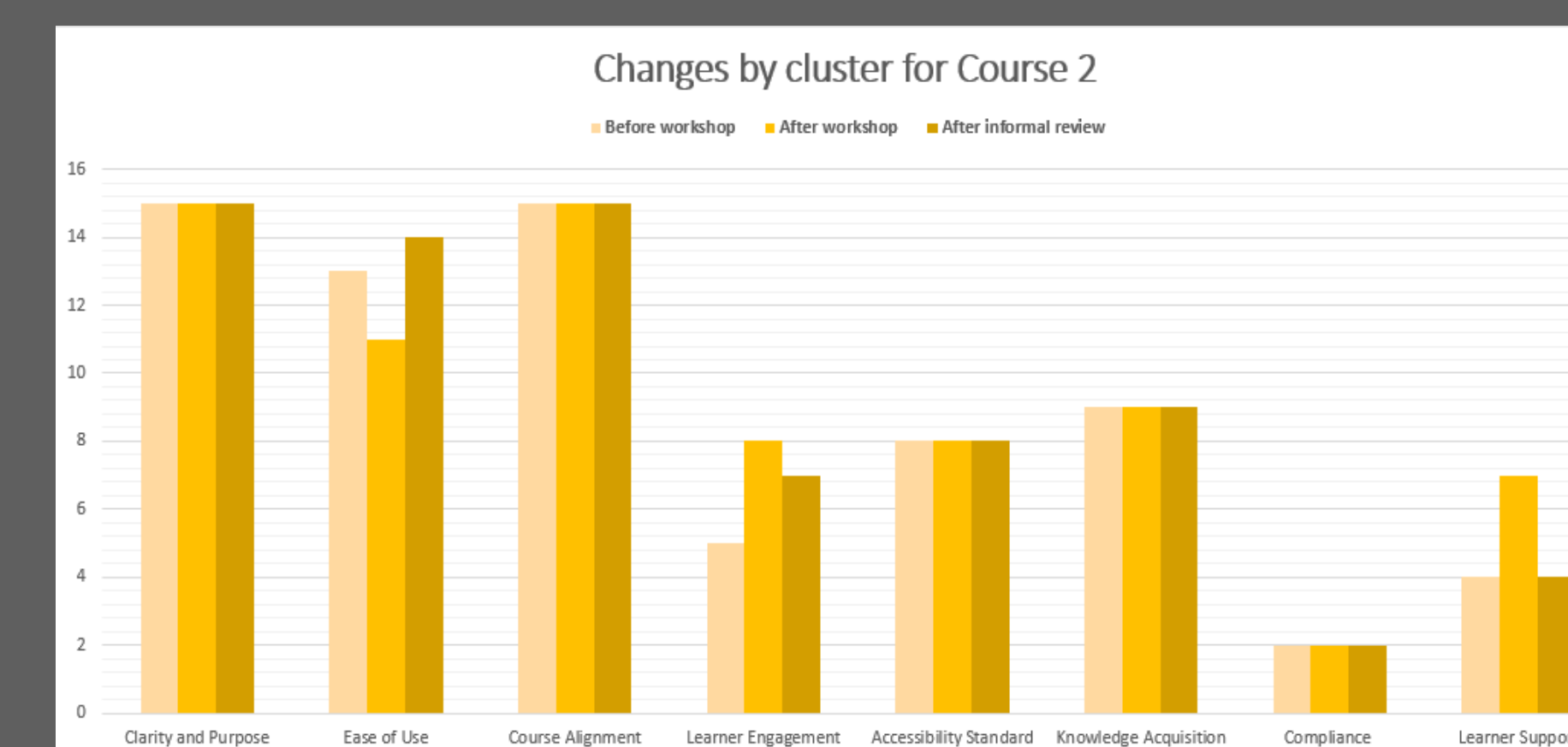
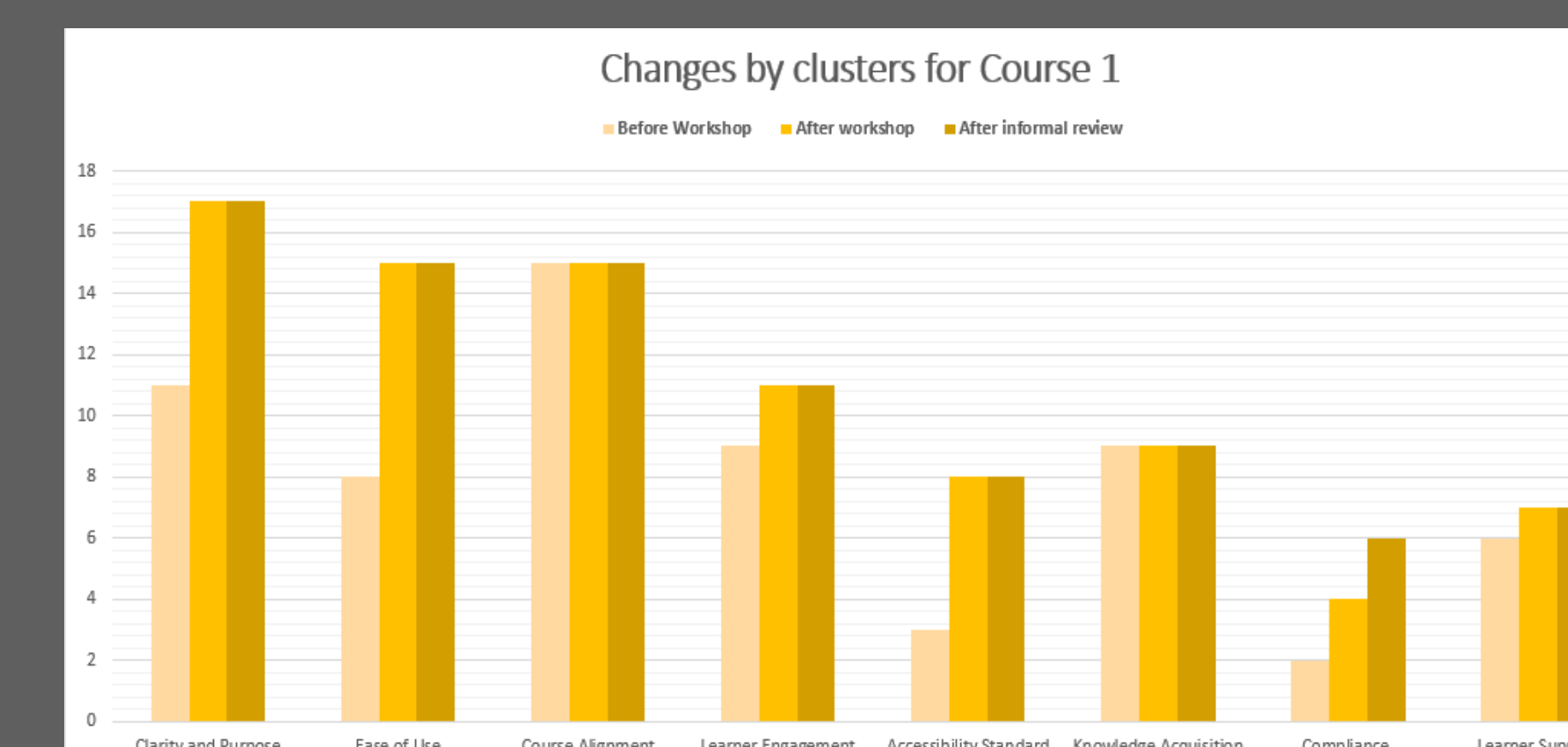
- Clarity of Purpose (23 points)
- Ease of Use (15 points)
- Course Alignment (18 points)
- Learner Engagement (11 points)
- Accessibility (10 points)
- Knowledge Acquisition (9 points)
- Compliance (6 points)
- Learner Support (7 points)

Cluster Index



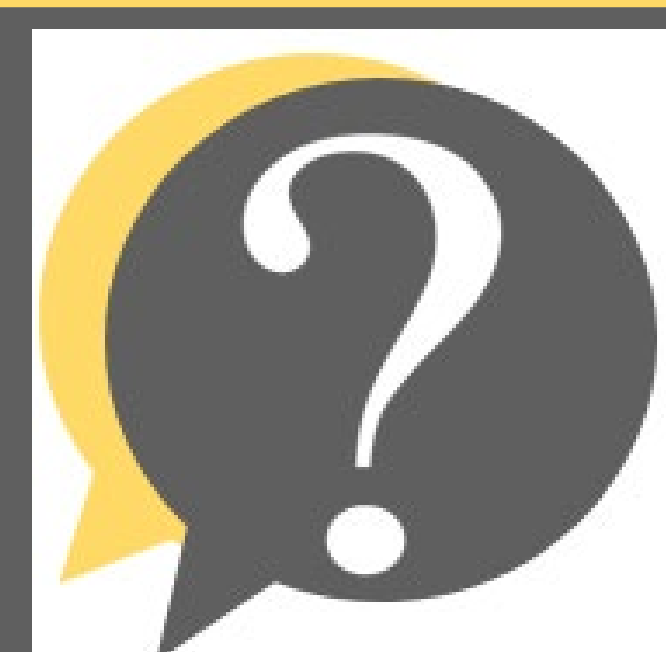
Instructor Interviews

Results



Most changes to all three courses were made after the workshop. The top 3 areas of change were the following:

- Ease of Use
- Learner Engagement
- Learner Support



Research Question

1. Does QM professional development workshops have an impact on course design?
2. What types of changes do instructors report as a result of developing expertise with the QM approach?

Conclusion

- Finding:** APPQMR impacted course design
- Limitation(s):** Small Sample Size
- Further Research:** Enhance the sample size

Reference

Legon, R. (2015). Measuring the impact of the Quality Matters Rubric. A discussion of possibilities. American Journal of Education, 29(3), 166-173