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

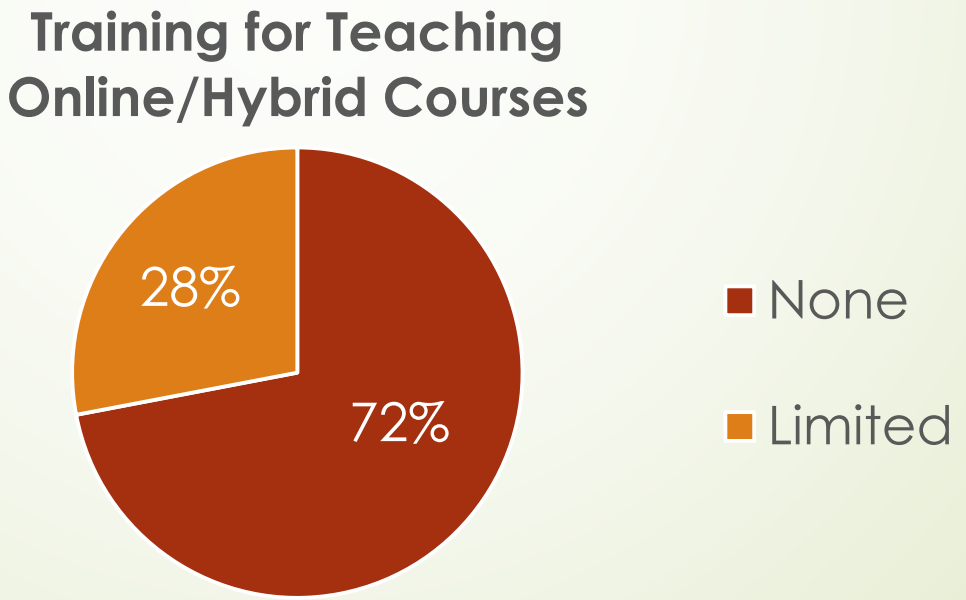
Context of the Study

- 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

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



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

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

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

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Questions?

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