

A Quality Matters Event

QM Research  
Online  
Conference



# Active/Applied Research on Online Learning and Quality Assurance

February 16, 2023 | Online

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# Quality Matters in the Research: Why it Matters

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# Session objectives

- ★ Describe steps in conducting a systematic review of a literature
- ★ Discuss how QM has been applied to improve online learning
- ★ List recommendations for future studies

# Question

*“the research literature”* What does that mean?

# Question

Best sources for online learning literature?



Planning/Creating

Searching/Screening

Reviewing/Evaluating

Extracting/Documenting

Executing/Analyzing

Validating/Writing



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# Key Point re QM and Research

QM has access to official QM usage data

- Official course review data (course designers' worksheet information, interrater agreement stats, course meeting QM Standards)
- Contact information (CMA and Certified Peer Reviewers)
- User experience feedback (prior to scheduled review of the rubric)

QM has NO access to institutional data



# Research Questions

**RQ1:** How have Quality Matters tools and processes been reported in the scholarly literature?

**RQ2:** How have Quality Matters tools and processes been applied to improving online learning?

**RQ3:** How have research recommendations made in the [Research inputs and outputs of Quality Matters](#) (Shattuck, 2015) and [Measuring the impact of the Quality Matters Rubric](#) (Legon, 2015) been applied?





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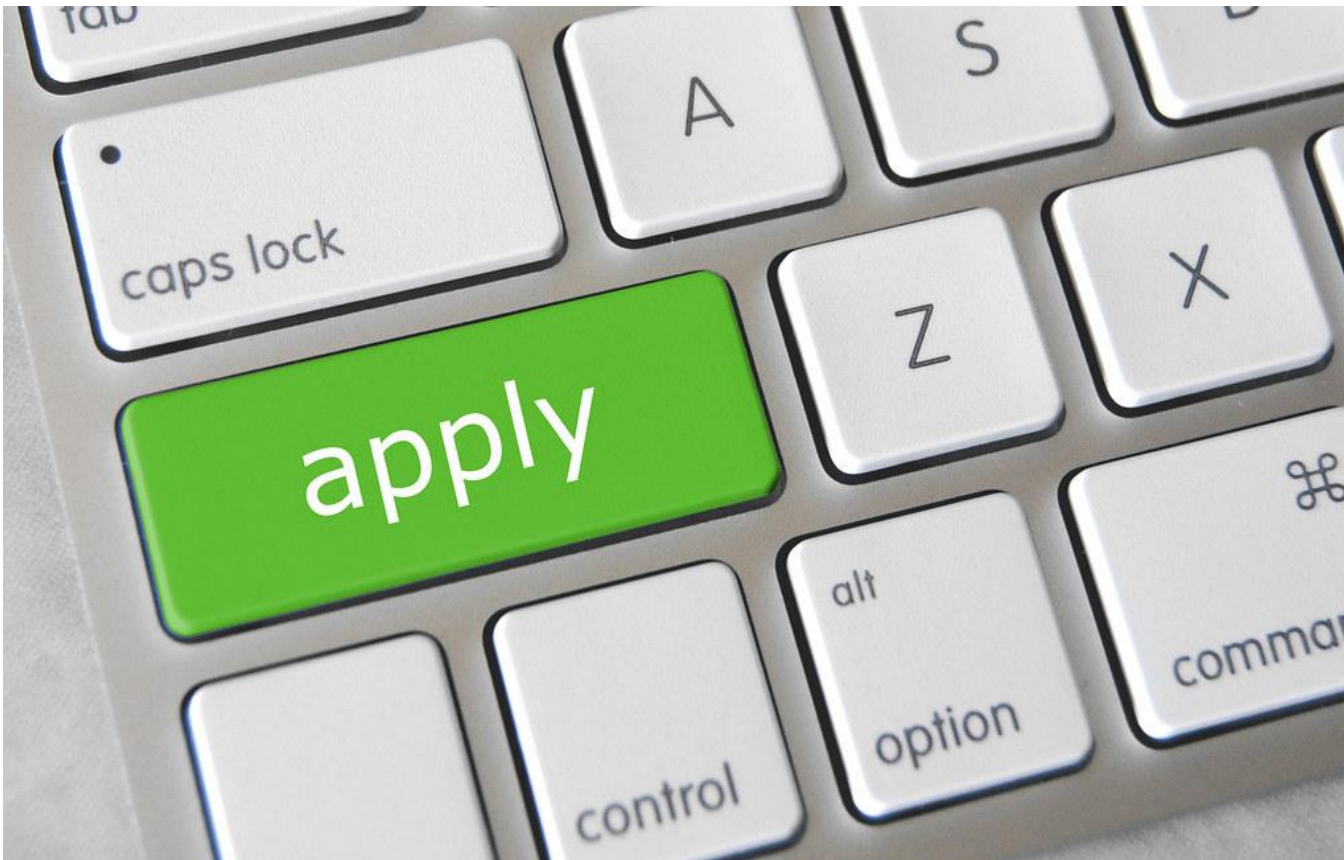


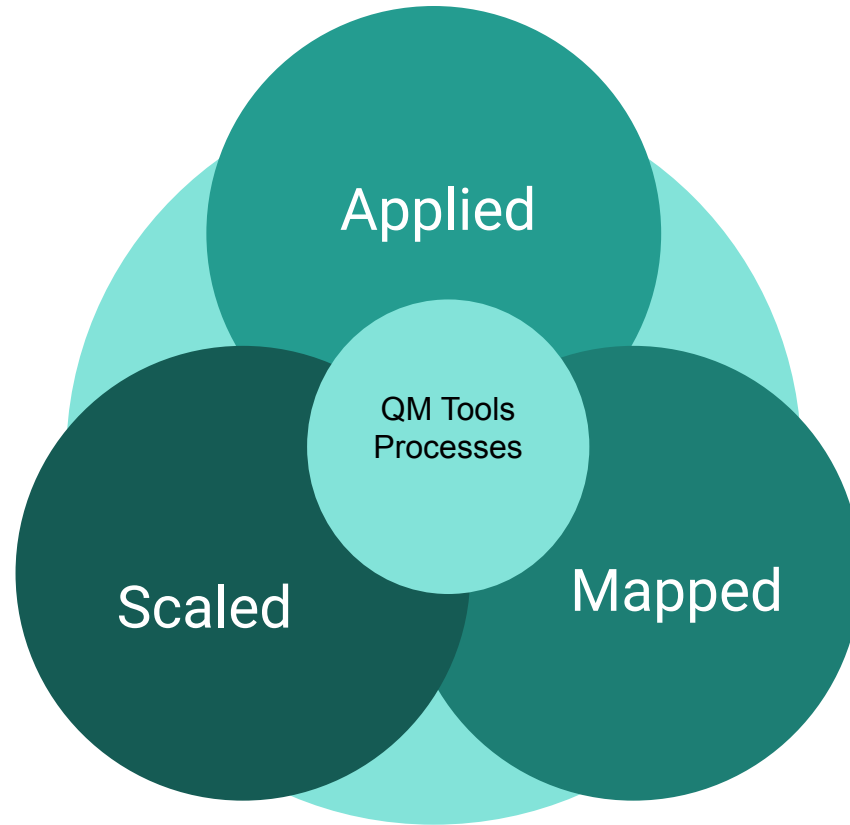


# Results

# RQ1: QM widely cited

1. Purposeful selection: 74 articles (60 different journals) + 27 dissertations/theses
2. Themes emerged
  - Student outcomes/perceptions
  - Faculty members' /ID's experiences/perceptions
  - Professional development
  - QM tools & processes
3. 55 QM-focused; 46 QM-informed
4. Methodologies used: 15 used quantitative; 17 surveys; 14 qualitative; 8 mixed methodologies; and 47 fit the case study category

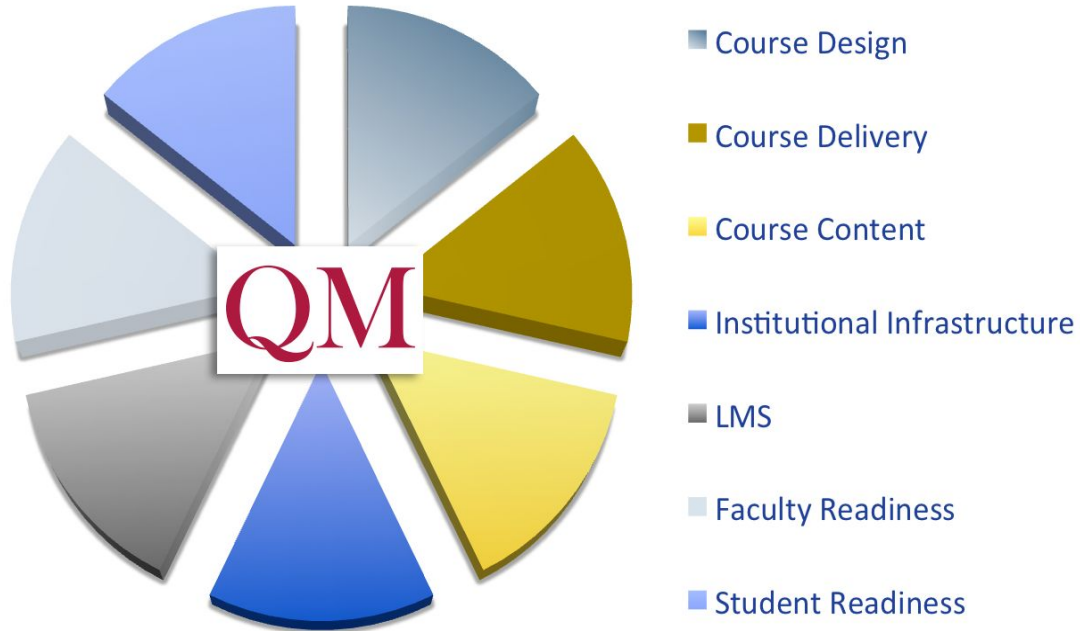




# “Applied”

- for specific content course development
- as control measure for assessing the quality of online course
- as gap analysis tool to improve a course
- as a doable implementation when a course needs intervention
- as adaptable internationally

# Mapped to Quality Pie



# Notable...Gathering study voice & perspective

Perceptions of quality course design (Sadaf et al., 2019); of a quality online course (Bellard, 2020)

Assess their courses (Brown et al, 2018) --some found more interaction with the instructor in their courses (Sun & de la Rosa, 2015), some, despite overall satisfaction, found their courses harder (Crews et al., 2017)





## Notable....Student outcomes

Final exam grades/overall course averages rose over four semesters in a STEM course taught by the same instructor who had made documented course design modification after completing APPQMR and informal review of the course (Hollowell et al., 2017)

Student engagement/course completion increased in a single course taught by the same instructor over a three-year period after a few modifications were made so that the course met QM Standards (Al Naber, 2021)\*\*(more on this later)

## Notable...Faculty members/PD

TPACK an important introduction for increased ease for instructors, especially new to online in grasping and applying QM Standards (Aqui, 2018; Kennedy, 2015; Rod Szabo, 2018)

Faculty members using the QM Standards to design or redesign a course for the first time found the process “somewhat ‘fuzzy’, but became clearer the next time (Robinson & McFadden, 2018; Rucker et al., 2015)

Instructors who had completed 20 hrs training, had participated official QM review, had experienced teaching/taking online better able to have confidence in their effectively producing confirmed by peers reviews (McMahon, 2021)

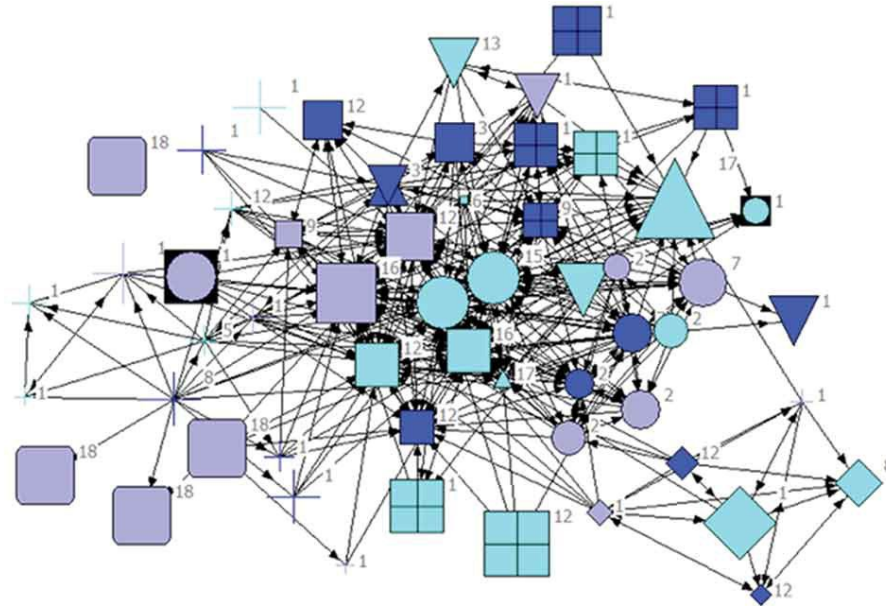
# Notable...LMS/Access

Martin et al., (2016) recommended the eight QM general standards as guides for using learning analytics to enhance student learning

Sun (2016) clustered QM Standards into instruction-related (2 through 5) and technology-related (6 through 8) Standards; viewed course technologies in weak alignments with facilitating objectives specification, material organization, learner engagement, and outcome assessment by students across multiple institutions



# Notable...Implementation



**Number = Participant Role**   **Shape = Participant Location**   **Size = Power Ranking**   **Color = Participant Interest in QM**

■ Interested and Able   ■ Need More Information   ■ Not Interested or Not Able

Cowan, et al.,(2017)

# Notable....Scaled

QM Standards informed the development of sets of localized standards, which include instructor behaviors and teaching strategies (Martin et al., 2016; Pyke, 2021; Reinhart & Banister, 2018; Smith, 2018; Murphy & Stover, 2016)

Instructors transferring QM training to face-to-face (Johnson, 2015; Kerns & Mancilla, 2017; Mascher, 2016)

Selected implementation of QM tools and processes as part of an institution's quality assurance program is more effective if faculty-led, rather than administrative top-down edicts (Altman, 2021; Gregory, 2018)





# FUTURE



loading...



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# DIRL

Diligence (Review, theory, QM validated)

Institutional (data, culture)

Replication (expand)

Longitudinal

# Takeaways

- ❑ Widely cited in the scholarly literature
- ❑ Findings mapped well to quality circle
- ❑ QM-diligence in design and discussion found in some studies; transparency/credibility still needed
- ❑ Local (institutional) implementation strategies impact instructors' perception/willingness to engage with QM
- ❑ Replication & extension a quick place to begin



# What's the muddiest point in the information I shared?



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# Question: Why does it matter?



# Quality Matters in the Research: Why it Matters

A Systematic Review of the Literature (2015-2021)

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