

#QMConf2016

#QMResearch



QUALITY MATTERS



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Introducing a Framework for Conducting QM-Focused Research

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✓ Barbara Altman



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- New to QM
- Certified Peer Reviewer
- Served on Review Team
- Had course officially reviewed
- Conducted original research on QM
- Gather data on impact of QM
- Used the QM Research Library
- Familiar with the QM Research pages

Finding the Impact of QM



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What's the mystery?

What is the mystery?



What question are you trying to answer?

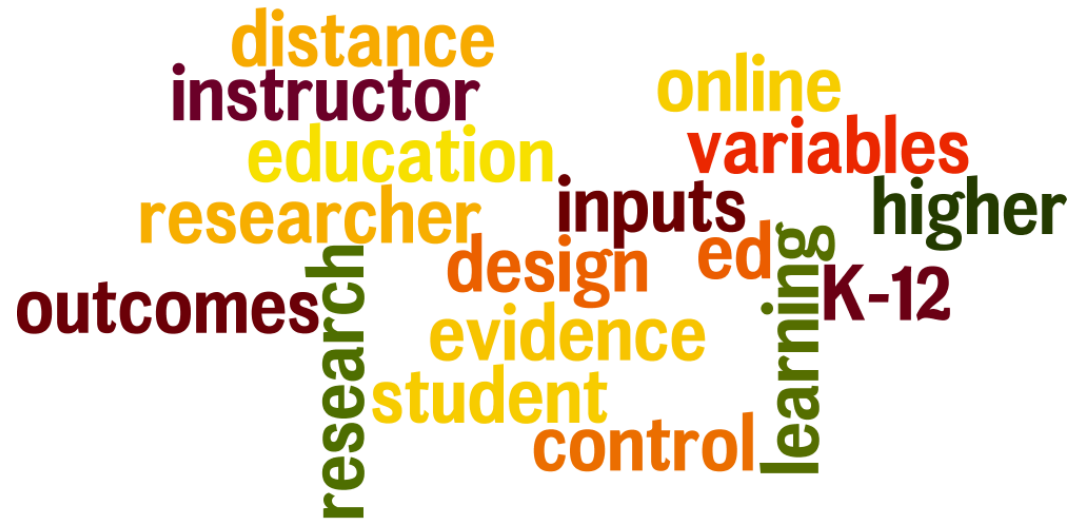


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Checking out what is known

Educational research . . .



QM Is Greater Than Sum of Its Parts

- ✓ It's a Rubric
- ✓ It's Professional Development
- ✓ It's Peer Review

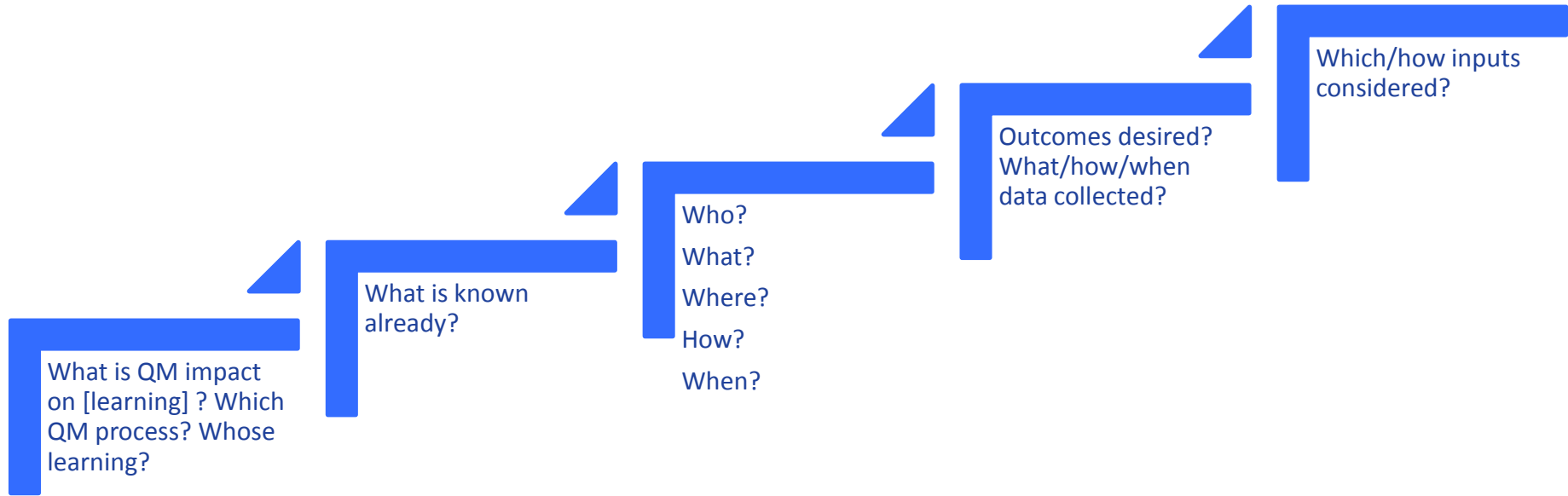


QM *starts* at the course level

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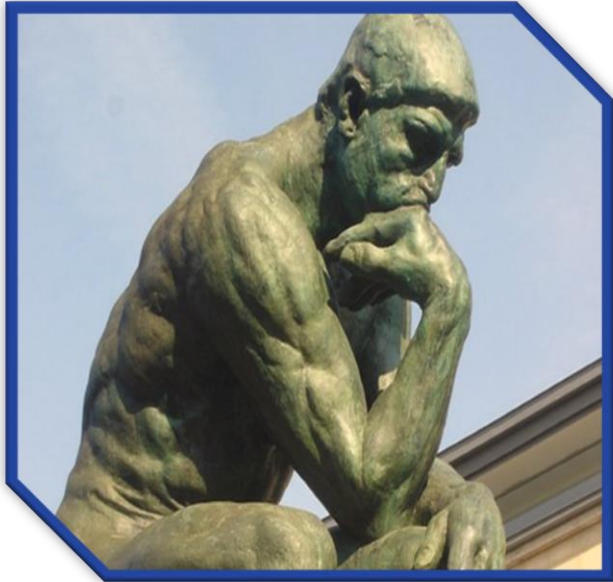
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Developing a doable question



- ***Increased learner satisfaction*** (Aman, 2009; Finley, 2005; Myers, 2015)
- ***Increased motivation and self-efficacy*** (Simunich et al, 2015; Myers, 2015)
- ***Design and teaching interact to produce outcomes*** (You et al, 2014; Hall, 2010; Harkness et al, 2011; Giger et al, 2014, Swan, 2012)
- ***Improved learning measured*** (Runyon, 2006; Swan, 2011; Harkness, 2015; Parscal, 2014)

Impact on faculty



Across learning formats:

- 94% made changes in courses (objectives, alignment, interaction) (Kearns & Mancilla, 2016)

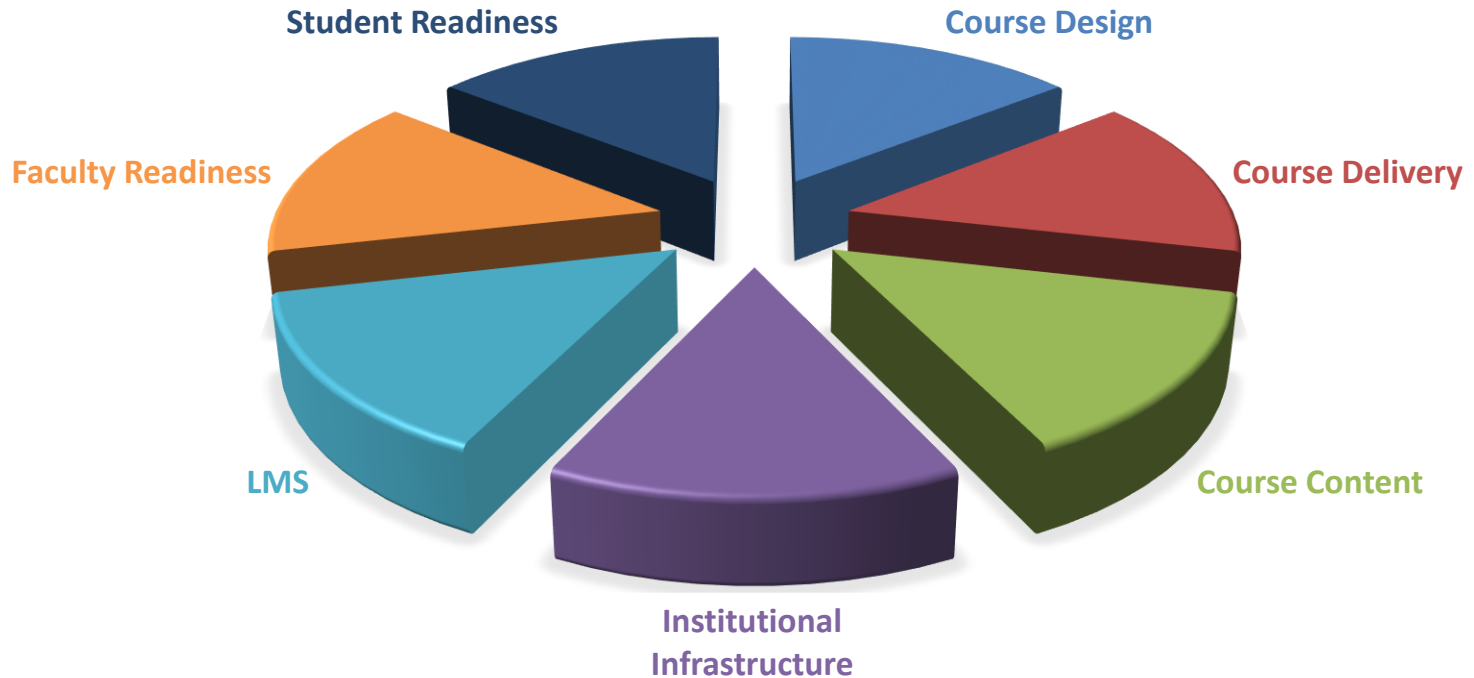
Participating in course review:

- 95% of Course Representatives (CR), 81% of Peer Reviewers (PR) made or planned to make changes as a result of the review experience
- 80% (CRs) and 65%(PRs) planned to also make changes in their F2F course

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Online Quality Pie

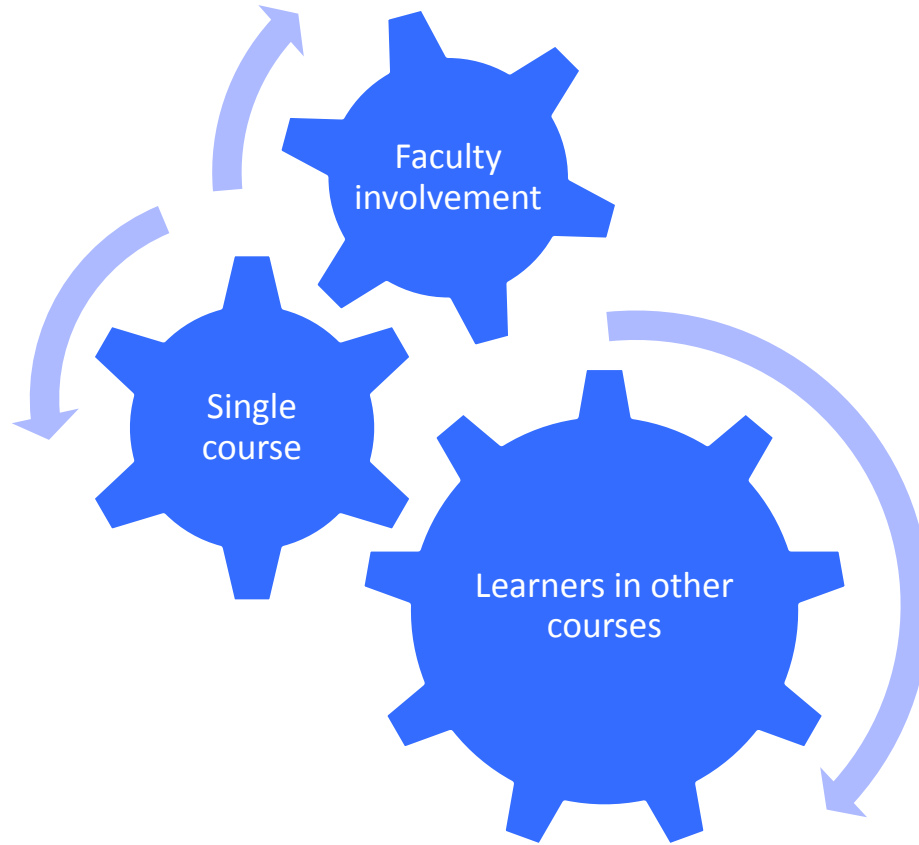


Each course experience is a unique, interactive combination of these factors

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Diffusion of QM



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Scaling your research findings

Seeing a progression . . . **ad-hoc level** then **quality assurance level** moving up to a **continuous improvement level** to a **benchmarking level** and, ultimately, to an **institutional change level**.

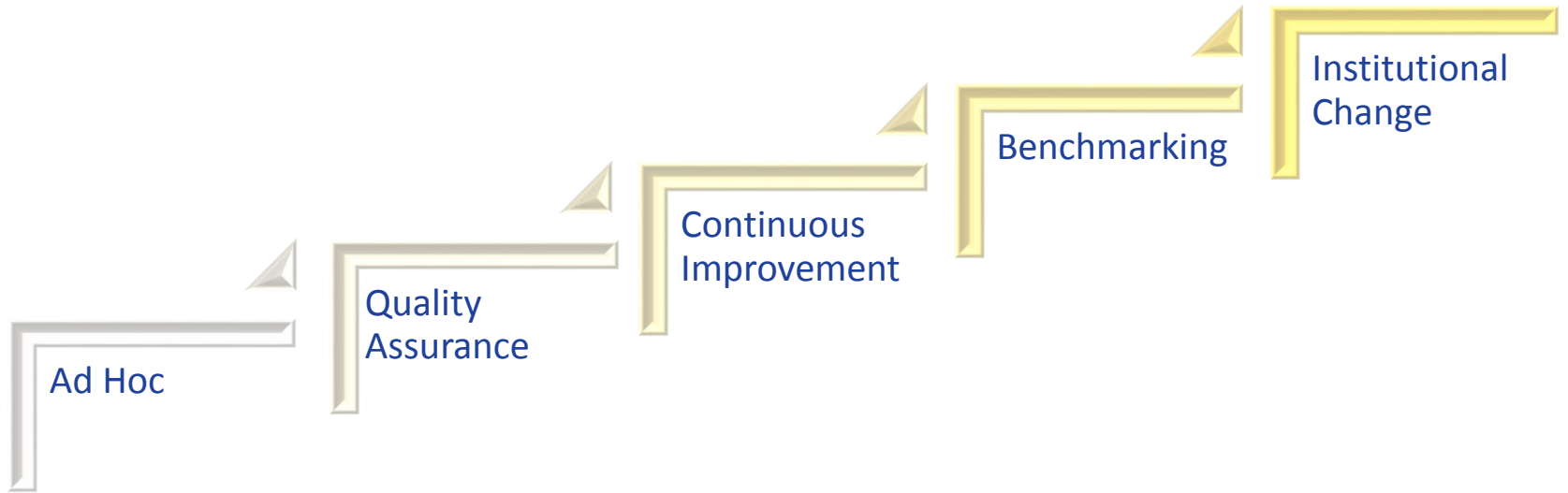
To make valid concluding statements about findings in a study on the “impact of QM” (however defined), the diffusion of QM within the institution needs to be made transparent.

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Steps Towards Excellence

How is QM diffused within an institution?



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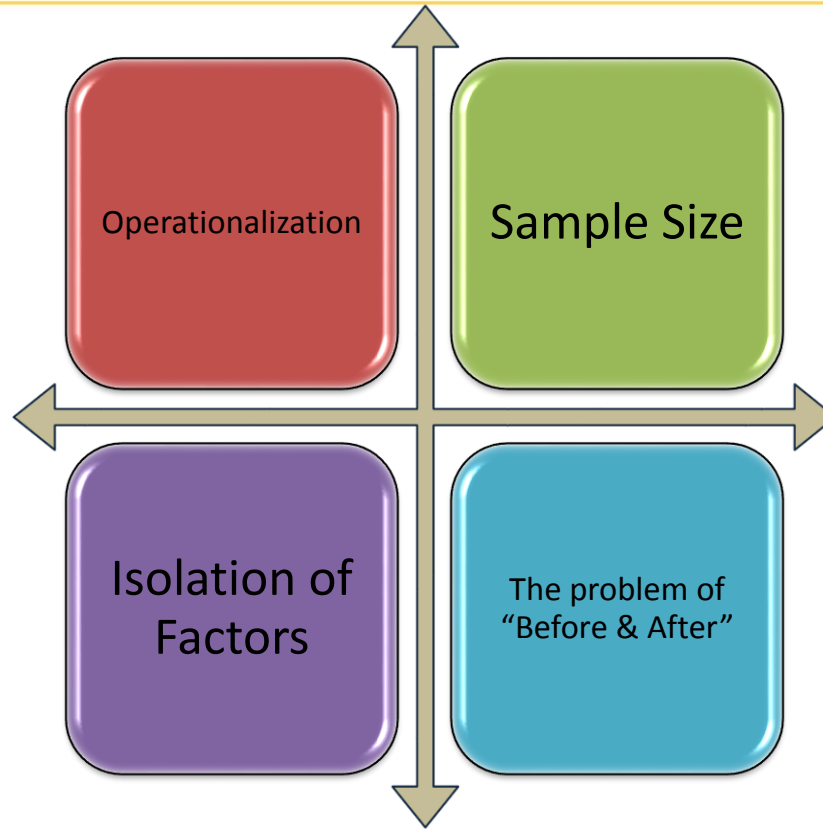
At what step in the “Continuum of Excellence” is the institution where you will conduct a study?

Why important consider when designing a study of QM impact?

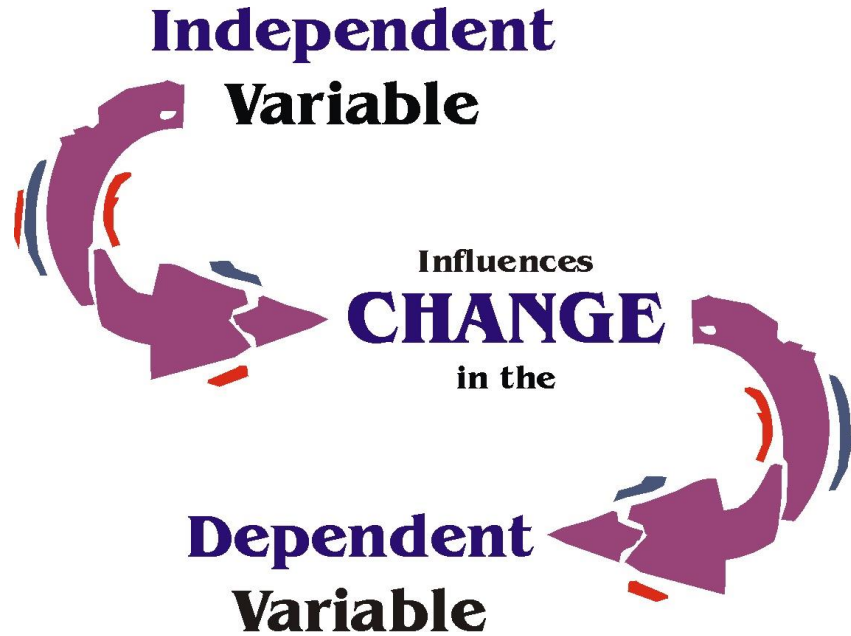
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Aspects that might be more difficult



Relationship between variables



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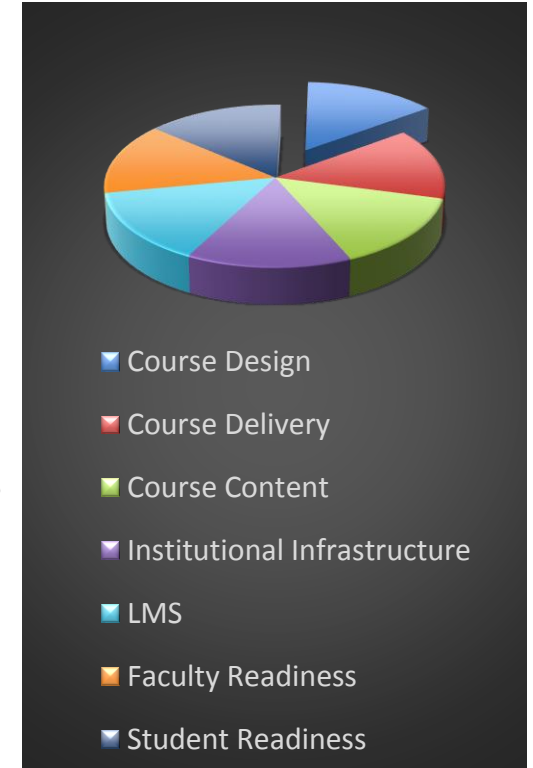
Example: *Course Design*

QM-informed design factors:

- Impact of QM Rubric when developing or redesigning course before study
- Impact of QM informal review before study
- Pre-study assessment of course meeting QM Standards
- Details of any design changes made to meet QM Standards

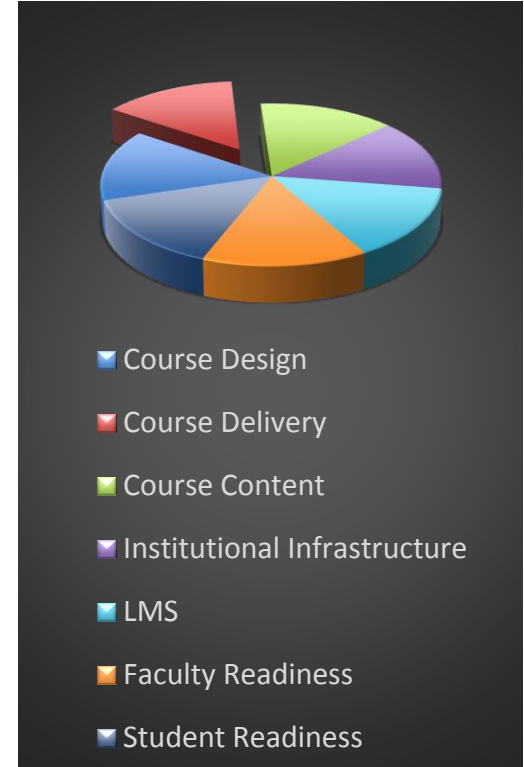
Non-QM design factors:

- Impact of underlying pedagogical framework
- Impact if institutional prescribed inputs



Example: *Course Delivery*

- Teaching presence
- Response time
- Quality of feedback
- “Just in Time” online teaching

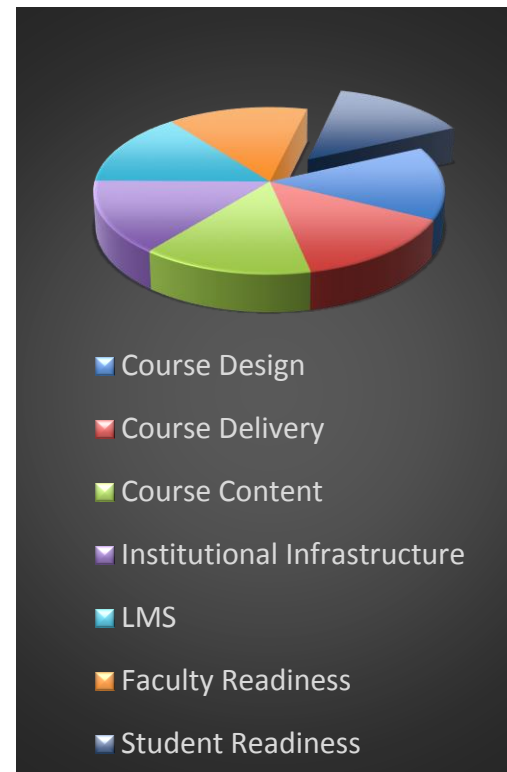


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Example: *Student Readiness*

- Meeting course prerequisites
- Prior online learning experience
- Technology experience
- Proactive/self-directed
- GPA
- Readiness measures



Your Turn!

Asking for a volunteer who would like guidance from group.

Takeways and Resources

- *QM Framework for conducting research and resources* at <https://www.qualitymatters.org/research>
- *QM diffusion: Steps Towards Excellence Framework and Course level inputs: Online quality pie* at <https://www.qualitymatters.org/research/qm-impact-summary>

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A national benchmark for online course design.

www.qualitymatters.org

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