

# Participation in QM Professional Development and Its Impact on Face-to-Face Teaching

Lorna Kearns  
Rae Mancilla  
University of Pittsburgh



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# Agenda

- Report on a study examining how participation in a Quality Matters professional development program influenced instructors' f2f, online, and blended teaching practice



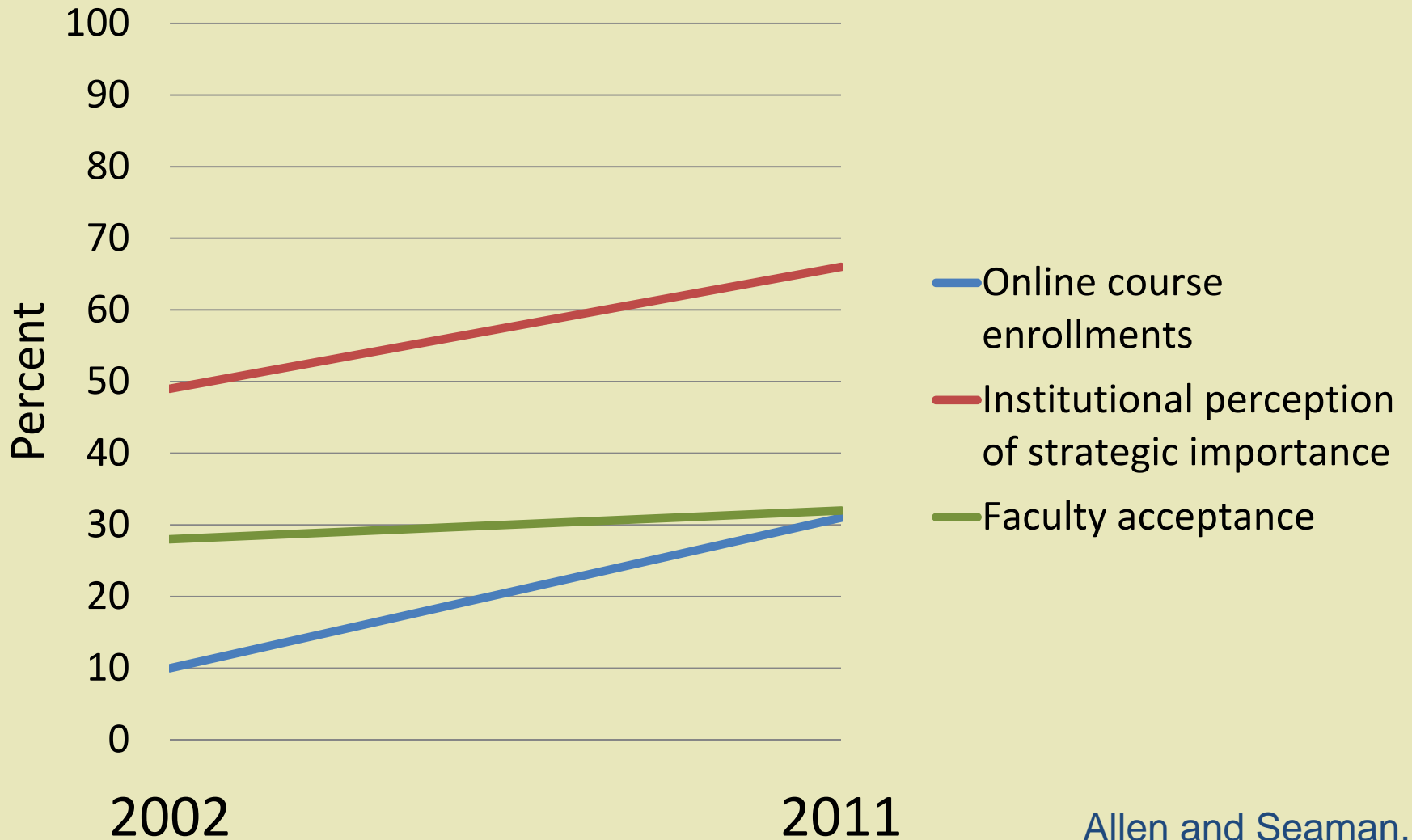


# Four Levels of Evaluation

1. Reaction
2. Learning
3. Behavior
4. Results



# Online Learning in Higher Education



Allen and Seaman,  
2013 & 2014



## What We Know

- Developing and teaching an online course gives instructors an opportunity to reflect on f2f teaching.
- Participating in a faculty development program for online teaching influenced assumptions about teaching.
- Some instructors transfer strategies they use online to their f2f classrooms – “reverse benefits.”



# Our Study

- Research Questions
  1. To what extent do instructors report a change in their face-to-face and blended/online teaching practice as a result of participating in a QM professional development workshop?
  2. What types of changes do they report?
- Methodology: Survey
- Participants: Individuals who had participated in at least one QM workshop in the past three years



# Response

- Sent survey to **22,859** individuals
- Received **2,148** responses (**9.4%** response rate)

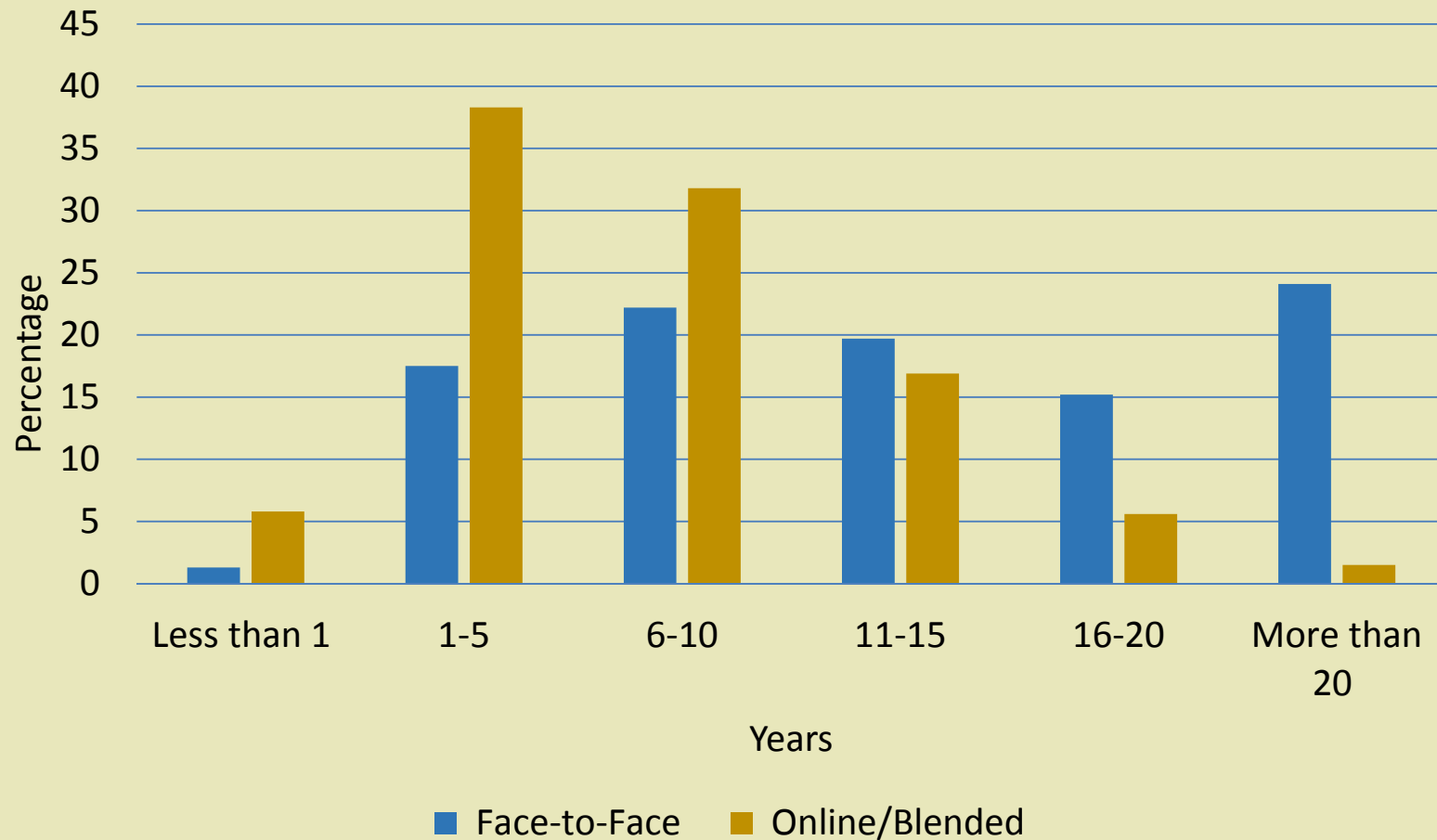
F2F	Online/Blended	Both
87.5%	88.5%	80%
n=1878	n=1900	n=1720





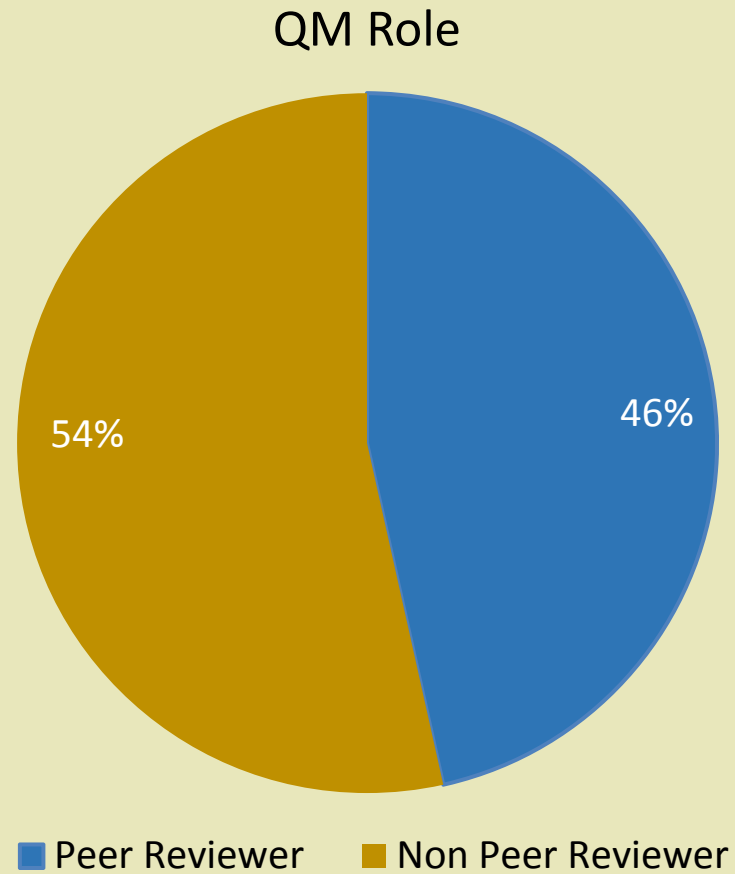
# Teaching Experience

Teaching Experience by Instructional Mode





# QM Peer Reviewers





# Changes in F2F Teaching

	%
Reflected on my teaching goals and objectives	70.3
Redesigned a learning activity or assessment	60.0
Became more aware of how I communicate with my students	50.6
Added and/or eliminated course elements	47.5
Added between-class activities such as videos, quizzes, and online discussion	44.3
Restructured the sequencing of course elements	39.7
Questioned my assumptions about how students learn	35.1
Changed the way I conduct class sessions	27.4
Added more group activities	27.3



# Most Common F2F Impacts

1. Reflection on goals and objectives
2. Redesign of learning activities or assessments
3. Awareness of communication with students



# Critical Moments: F2F

- **Re-purposing Instructional Materials**

“I augment my face to face class with online resources, the same that my online students have access to. We use Blackboard at our institution and now I have a Blackboard site for my face to face classes that mirrors my online section(s).”

- **Aligning Course Materials and Outcomes**

“In making the course objectives align more closely with the unit/module objectives, my course alignment has improved greatly. Makes more sense to students when they can see how each activity/assignment is linked to a unit/module objective, and then to a course objective.”



# Changes in Online/Blended Teaching

	%
Standard 1: Course Overview and Introduction	71.3
Standard 2: Learning Objectives (Competencies)	66.9
Standard 5: Course Activities and Learner Interaction	63.1
Standard 3: Assessment and Measurement	58.0
Standard 8: Accessibility and Usability	57.1
Standard 4: Instructional Materials	55.1
Standard 7: Learner Support	46.8
Standard 6: Course Technology	42.3
None of the Above	6.3



# Most Common Online/Blended Impacts

1. Standard 1: Course Overview and Introduction
2. Standard 2: Learning Objectives
3. Standard 5: Course Activities and Interaction



# Critical Moments: Online/Blended

- **Adopting a Learner-Centric Orientation**

“Taking the QM courses have really helped me evaluate my courses from the student's viewpoint. I routinely try to view the course from a student's point of view and determine if the instructions are clear, links are valid, and other important information I find easy to access.”

- **Awareness of Accessibility Compliance**

“I am now more careful about making sure that my material is accessible to students and that the organization of the material makes sense as is user-friendly. I have had several visually-impaired students over the years and accessibility is critical.”





# Other Findings & Future Directions

Significant positive correlations between QM workshops:

- Number of F2F impacts
- Number of changes made in online/blended courses

Thematic analysis on open-ended questions about impact of QM workshops on F2F and online/blended teaching practice



# Discussion Questions

- What has your experience been with the phenomenon of “reverse benefits?”
- What faculty development opportunities does it present?
- Can it be leveraged to promote faculty participation in online teaching?



# Thank You

Lorna Kearns: [lrkearns@pitt.edu](mailto:lrkearns@pitt.edu)

Rae Mancilla: [ram199@pitt.edu](mailto:ram199@pitt.edu)



# References

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