Survey Study of Impact of QM Professional Development on Face-to-Face Teaching

2015 QM Grant Supported Study by **Lorna Kearns & Rae Mancilla** - University of Pittsburgh

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Welcome to session

(Link opens to https://youtu.be/RCxglRVYwSo)

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?

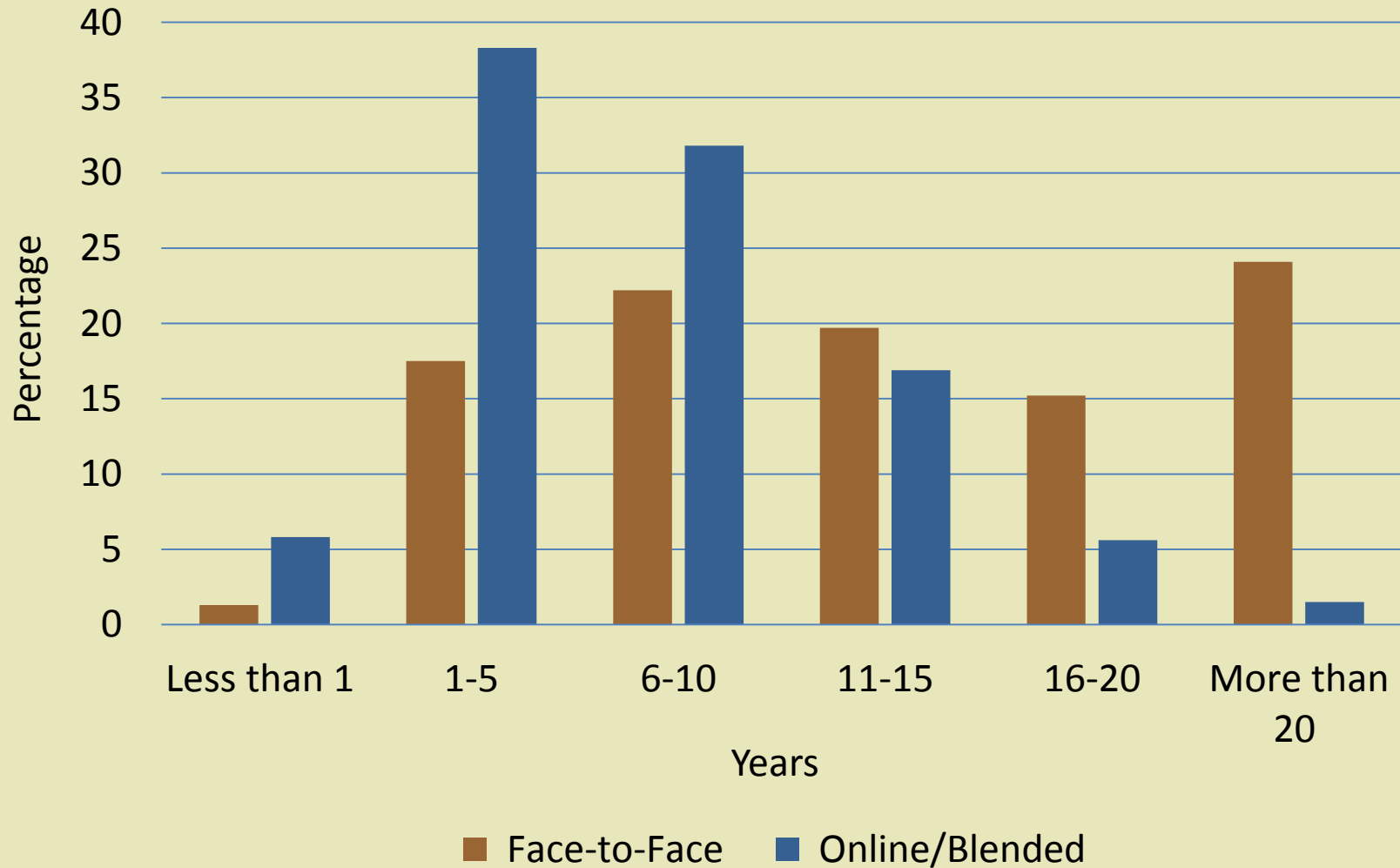Participants: Individuals who participated in at least one QM workshop in the past 3 years (2011-2014)

% of changes made as result of QM PD participation

F2F	Online/Blended	Both
85%	88.5%	80%
n=1836	n=1900	n=1720

Teaching Experience by Instructional Mode

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

Face-to-Face Themes

- Paying attention to *alignment*

- ***Sharing learning objectives with students***

- Conducting *more formative assessment*

- Appreciating the *student point of view*

- Giving *better feedback*

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

Online/Blended Themes

- Enhancing the ***course introduction***

- Viewing the course from the ***student perspective***

- ***Clarifying*** communication and instructions

- Appreciating issues of ***accessibility and inclusion***

- Attending to ***alignment and objectives***

Cross-Cutting Themes

- Paying attention to *alignment*

- Sharing *learning objectives with students*

- Appreciating the *student point of view*

- *Clarifying* communication and instructions

Questions?

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Final Report

Available at

https://www.qualitymatters.org/research