Quality Matters- Informed Course Design for promoting students' engagement.

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Learning objectives

- Discuss research findings related to the effect of implementing QM standards on student engagement.

- Identify the eight QM General Standards (GSs).

- Identify QM- based strategies they are already using in their courses.

- Identify new QM- based strategies they could integrate into their courses to promote students' engagement.

- Recognize areas in their online courses that don't match with QM standards.

- Identify QM-related resources at CSU.

Student engagement

- "The extent to which students actively engage by thinking, talking, and interacting with the content of a course, the other students in the course, and the instructor" (Dixson, 2015, p. 2).

- Provides evidence of the effort required for students' cognitive development and their ability to create knowledge in a way that leads to a high level of student success.

  (Banna, Lin, Stewart, & Fialkowski, 2015; Meyer, 2014)

Student engagement & course design

- Intentionally designing courses to increase students' interaction can positively impact students' overall learning in online courses.

(Knapp & Paull, 2013)

- Well-designed online courses correlate positively to student attainment of learning outcome.

(Alizadeh, Mehran, Koguchi, & Takemura, 2019)

Quality Matters

- Faculty-centered, peer review process designed to certify the quality of online courses and online components.

(MarylandOnline, 2020a)

- A research and standards-based online education and **course design** quality assurance system.

- QM Peer Review and certification.

Quality Matters and Student Engagement Research

- Increased student engagement, students' GPA, and course retention.

  (Hollowell, Brooks, & Anderson, 2017, Fedynich, Bradley, & Bradley, 2015)

- Improved faculty and student perceptions of the quality of online courses (Huun and Hughes, 2014).

- Increased students' motivation, positive attitudes, and knowledge gain (Young, 2014).

Quality Matters Resources at CSU

- CSU Course Template.

- Applying the Quality Matters Rubric (APPQMR) Workshop

- Faculty Online Teaching and Design Course
- CSU Quality Matters page

  - Quality Matter Program

  - QM Implementation Plan at CSU

  - Ohio QM Consortium

- The Online Course Assessment Tool (OCAT)

Quality Matters Rubric and Standards

- Eight General Standards (GSs) with 42 Specific Review Standards (SRSs)

    - GS1 Course Overview and Introduction

    - GS2 Learning Objectives

    - GS3 Assessment and Measurement

    - GS4 Instructional Materials

    - GS5 Learning Activities and Learner Interaction

    - GS6 Course Technology

    - GS7 Learner Support

    - GS8 Accessibility and Usability

QM SRSs and QM-Based Course Template
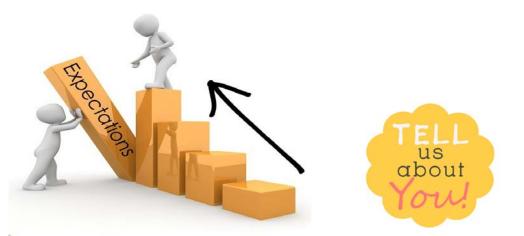
- **SRSs easiness of implementation**
  - 16 (38%) are easily achievable through a template.
  - 20 (48%) are achievable but required some intervention from the instructor.
  - Six (14%) are difficult to achieve through a course template.

- **A practical approach**

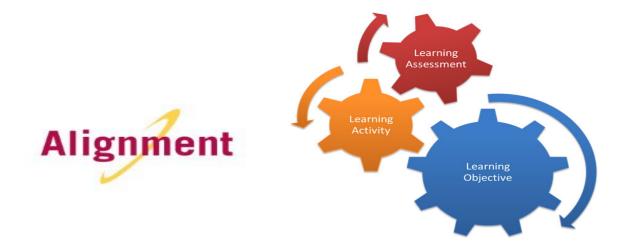|	
GS 1	GS 5
GSs 2-6	GS 6
SRSs 3.2, 3.3	SRS 6.4 and GS 7
SRS 4.3	GS 7

GS 1: Course Overview and Introduction

- 1.1 How to get started and where to find course components.
- 1.2 Purpose and structure of the course.
- 1.3 Expectations for online discussions, email, and other forms of interaction.
- 1.4 Course and institutional policies.
- 1.5 Technology requirements and information about how to obtain the technologies.
- 1.6 Expectations for computer skills and digital information literacy.
- 1.7 Expectations for prerequisite knowledge or required competencies.
- 1.8 Instructor self-introduction.
- 1.9 Student self-introduction.

GS 2: Learning Objectives

- 2.1 Measurable course learning objectives.
- 2.2 Measurable module/unit-level learning objectives, consistent with course-level objectives.
- 2.3 Prominently located and clearly stated learning objectives, written from the learner's perspective.
- 2.4 Clearly stated relationship between learning objectives and learning activities.
- 2.5 Learning objectives suited to the course level.

Alignment

Learning Assessment

Learning Activity

Learning Objective

GS 3: Assessment and Measurement

- 3.1 The assessments measure the achievement of the stated learning objectives or competencies.

- 3.2 The course grading policy is stated clearly at the beginning of the course.

- 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

- 3.4 The assessments used are sequenced, varied, and suited to the level of the course.

- 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

GS 4: Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

- 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

- 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

- 4.4 The instructional materials represent up-to-date theory and practice in the discipline.

- 4.5 A variety of instructional materials is used in the course.

Alignment:

The instructional materials used in the course align with the course and module/unit-level learning objectives or competencies (2.1 and 2.2) by contributing to the achievement of those objectives or competencies and by integrating effectively with the tools (6.1), assessments (3.1), and learning activities (5.1) selected for the course.

Alignment

GS 5: Learning Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

- 5.2 Learning activities provide opportunities for interaction that support active learning.

- 5.3 The instructor's plan for interacting with learners during the course is clearly stated.

- 5.4 The requirements for learner interaction are clearly stated.

GS 6: Course Technology

- 6.1 The tools used in the course support the learning objectives or competencies.

- 6.2 Course tools promote learner engagement and active learning.

- 6.3 A variety of technology is used in the course.

- 6.4 The course provides learners with information on protecting their data and privacy.

Alignment

The tools selected for the course align with the course and module-level objectives by effectively supporting the course's assessments, instructional materials, and learning activities.

GS 7: Learner Support

- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

- 7.2 Course instructions articulate or link to the institution's accessibility policies and services.

- 7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

- 7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.

GS 8: Learner Support

- 8.1 Course navigation facilitates ease of use.

- 8.2 The course design facilitates readability.

- 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

- 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.

- 8.5 Course multimedia facilitate ease of use.

- 8.6 Vendor accessibility statements are provided for all technologies required in the course.

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Thank You