What the Research Says
Exploring how QM Professional Development Participants apply Quality Course Design Principles to their Online and Face-to-Face Courses.¹

TOP TAKEAWAYS

94%
Indicated they modified their teaching practices after participating in one or more QM workshops.

“Looking at objective alignment has caused a measurable change in every course I teach because it forced me to look at the assumptions I was making about what [the students] were learning based on what they were being given.”

99%
Expressed that QM had a positive impact on their pedagogy.

TOP 3 AREAS OF KNOWLEDGE TRANSFER

Improving F2F design and teaching after taking QM professional development²

1 Improved Alignment
Redesigning Assessments
“Although I had moderately effective learning objectives and interesting activities, my courses were missing alignment – especially in terms of assessment. One course at a time, I examined and aligned [the assessment in] my courses.”

Reflecting on Objectives
“Before the QM course, I did not list the learning objectives with the exercise itself. By including it, the students (and I) are reminded of the purpose behind the exercise”.

Content Alignment
“Looking at objective alignment has caused a measurable change in every course I teach, because it forced me to look at the assumptions I was making about what [the students] were learning, based on what they were being given.”

2 Communicating Expectations
Clear Directions & Expectations
“I have thought more about how my directions may be interpreted by students. [QM] has caused me to be very specific and think from a student’s perspective so that things are not vague.” “Prior to my QM training, I relied on lots of assumptions without realizing it.”

Providing Support Options
“After adopting QM, I quickly embedded many more resources and information in my syllabus to [make sure learners] had access to key institutional, academic, and student support services.”

Designing a Learning Path
“I’ve adapted a linear approach to [course design] so that students are able to progress through the course in an intuitive, sequenced way.” “I created a document that for each module details the learning objectives, tasks, and assessments.”

3 Interaction & Active Learning
Student Interaction
“I found that adding discussion boards, with specific guidelines for interactions, allows students to provide more in-depth responses than they do in class.”

Active Learning
“I have students write reflection papers based on guest speaker presentations, rather than simply having them listen to the presentation.”

Formative Assessments
“I put self-assessment instruments in my face-to-face course websites so the students could rate themselves in preparation for exams.”

² 85% of survey respondents taught F2F and reported these improvements in their teaching.

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