

Student Perspectives 2.0

Preview and Invitation

February 25, 2025

Penny Ralston-Berg, Senior Instructional Designer, QMC



PennState

Hat Tip to Collaborators



BOISE STATE UNIVERSITY



Oregon State University

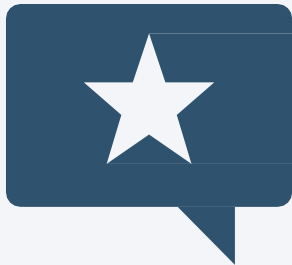


PennState

Key Questions



Do learners agree with the items included in the QM Rubric?



Do they rate QM SRS at the same level of importance?



Do students value RSI?

Initial Snapshot

124
respondents

6
institutions

Ages 19 to 75

Completed high school to terminal degree

- Majority completed college BA/BS

Majority

- Identify as female
- English as native language
- Enrolled full-time
- Employed full-time



PennState

Initial Snapshot

124
respondents

6
institutions

Taken 0 to 9+ courses

- Majority 9+



Technology comfort level

- Very uncomfortable to very comfortable

24% identified as a student with a disability

50% first generation college student



PennState

Delivery Modes

Asynchronous

Synch

Hybrid

HFlx

F2F

Experienced a mix of modalities



PennState

Open Response Questions



Learner-Centered Design



- Clear expectations
- Designed experience
- Relevant content
- Meaningful activities
- Accessible media and tech
- RSI (regular and substantive interaction)

Challenges of Online Learning

- Confusing navigation
- Unrealistic workload
- Lack of clarity
- Learner self-discipline
- Learner time management
- Tech/Internet access
- Feelings of isolation



The Classics

What debates or issues do you think made a comeback?



Classic Debates

Asynchronous vs. Synchronous

Group work: love vs. hate

Discussions vs. busy work

Passive vs. active learning



Methods for QM Standards

Translate QM Rubric

- Learner-centered language
- Qualtrics survey

Add RSI Items

- Regular and substantive interaction
- U.S. federal requirement for distance education courses

Learners Rank Items

- 3-Essential, could not succeed without it
- 2-Very important
- 1-Important
- 0-Not at all important

Initial Results

All QM items important

Some rankings were
different:

- Some QM Rank of 3 (highest) were ranked lower
- Some QM Rank of 1 (lowest) were ranked higher

Top 10 SRS Initial Findings

QM SRS	Item	Mean	SD	QM Rank
SRS 1.1	Clear instructions tell me how to get started and where to find different parts of the course.	2.73	0.54	3
SRS 8.1	Navigating through the course is easy and intuitive.	2.64	0.59	3
SRS 8.2	The design of the course makes it easy to read the content.	2.62	0.56	3
SRS 3.3	The rules for grading my work are clear and detailed. It's easy to understand what is expected of me and how it relates to the course grades given.	2.60	0.62	3
SRS 8.3	The text in the course is accessible to everyone, including those with disabilities.	2.60	0.67	3



Top 10 SRS Initial Findings

QM SRS	Item	Mean	SD	QM Rank
SRS 4.1	The instructional materials really help in achieving the expected learning for the course.	2.56	0.67	3
SRS 3.2	The course explains its grading policy clearly, gives it to me at the start, and uses the same policy throughout the course.	2.53	0.67	3
SRS 8.5	All video and audio content in the course is accessible to everyone, with captions or transcripts available.	2.50	0.72	2
SRS 1.3	The communication guidelines for the course are clearly laid out.	2.50	0.69	2
SRS 8.6	The multimedia elements in the course are user-friendly and simple to use.	2.49	0.72	2



Differences with QM Rankings (Lower)

QM SRS	Item	Mean	SD	QM Rank
SRS 5.2b	Learning activities encourage me to interact with my other students.	1.50	1.10	3
SRS 5.2a	These activities encourage me to interact with my instructor.	1.75	0.92	3
SRS 7.3	The course includes information or links about the institution's academic support services and resources.	1.82	0.96	3
SRS 2.2	The learning objectives for each module/unit describe outcomes that I am able to achieve and are consistent with the objectives of the entire course.	1.84	1.06	3
SRS 2.1	The course learning objectives describe outcomes that I am able to achieve.	1.85	1.01	3
SRS 7.2	The course clearly describes or provides a link to the institution's policies on accessibility and services for accommodation.	1.85	0.99	3

Differences with QM Rankings (Higher)

QM SRS	Item	Mean	SD	QM Rank
SRS 1.7	Any prior knowledge or specific competencies needed for the course are clearly stated.	2.11	0.91	1
SRS 3.6	Instructions include guidance on how to maintain academic integrity, which helps me understand the standards expected.	2.06	0.93	1
SRS 1.8	The instructor's self-introduction is welcoming and accessible on the course site.	1.99	1.02	1
SRS 1.6	The technical skills and digital information literacy skills I am expected to have are clear.	1.89	0.99	1
SRS 7.4	The course includes information or links to the student services and resources available at the institution.	1.81	1.02	1
SRS 8.8	Accessibility statements from vendors are provided for all the technologies used in the course.	1.75	1.08	1

RSI Initial Findings

RSI Survey Item	Mean	SD
The instructor shares weekly announcements through the course or via email.	1.96	1.02
The instructor actively participates in online class discussions by summarizing, guiding, or asking questions.	2.06	1.03
I receive feedback quickly enough to make changes before I finish upcoming assignments.	2.56	0.72
I receive feedback on my work at least once a week during the course.	2.19	0.90
I can ask questions of the instructor.	2.69	0.57
The feedback I receive on my work is detailed, meaningful, and directly related to the content we are studying at the time.	2.56	0.64



Open Response: Other Valuable Features?

None - you covered it!

- Editing; quality of written material
- Ways to report mistakes or bugs
- Online study groups
- Online time with instructor; options for face-to-face
 - Asynchronous as advertised
- Free software and training if required or course
- Video content
- Ability to work at your own pace
- AI tools and how to use them





Questions?

Observations?

Common themes?

Image: DALL-E/ChatGPT

Would you like to participate?

Details and interest form:



<https://bit.ly/studentquality2>

Penny Ralston-Berg
plr15@psu.edu

Resources for Learner-Centered Design

FREE resources:

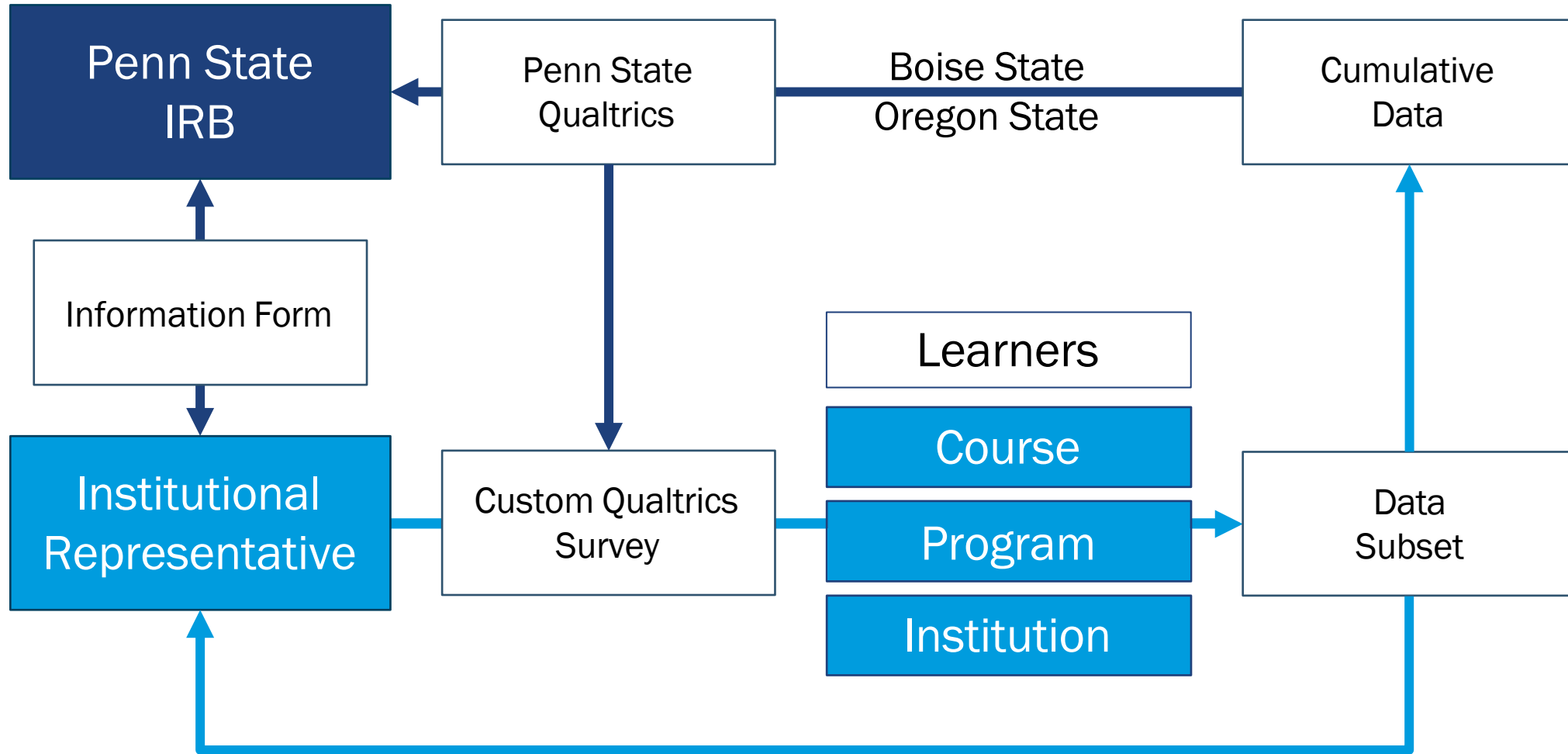
<https://hidocmodel.com>

Penny Ralston-Berg
plr15@psu.edu



PennState

Delivery



References

- Barczyk, C. C., Hixon, E., Buckenmeyer, J., & Ralston-Berg, P. (2017). The effect of age and employment on students' perceptions of online course quality. *American Journal of Distance Education*, 31(3), 173-184.
- Hixon, E., Barczyk, C., Ralston-Berg, P., & Buckenmeyer, J. (2016). Online Course Quality: What Do Nontraditional Students Value?. *Online Journal of Distance Learning Administration*, 19(4).
- Hixon, E., Barczyk, C., Ralston-Berg, P., & Buckenmeyer, J. (2016). The Impact of Previous Online Course Experience on Students' Perceptions of Quality. *Online Learning*, 20(1), 25-40.
- Ralston-Berg, P. (2014). Surveying student perspectives of quality: Value of QM rubric items. *Journal of Online Learning Research and Practice*, 3(1).
- Ralston-Berg, P., Buckenmeyer, J., Barczyk, C., & Hixon, E. (2015). Students' Perceptions of Online Course Quality: How Do They Measure Up to the Research?. *Internet Learning Journal*, 4(1).