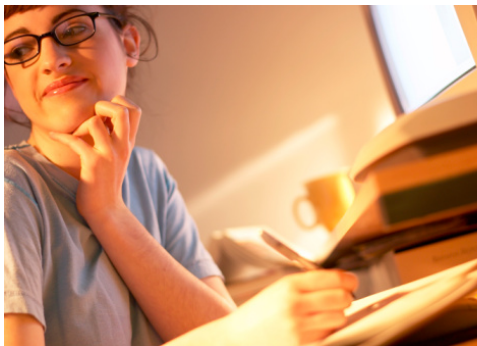




# A Quality Matters “Quickie”

An Introduction to Quality Matters

# When discussing online courses, who does quality matter to...



+ S \_\_\_\_\_

+ F \_\_\_\_\_

+ A \_\_\_\_\_

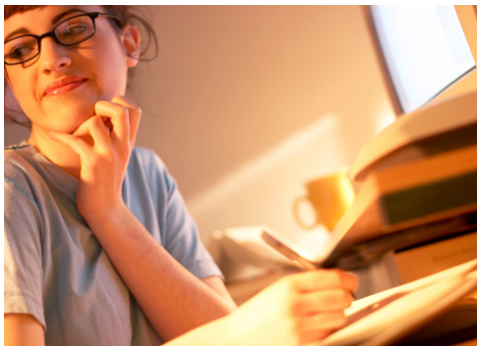
+ U \_\_\_\_\_

+ A \_\_\_\_\_ A \_\_\_\_\_

+ L \_\_\_\_\_

+ T \_\_\_\_\_ -P \_\_\_\_\_

# When discussing online courses, who does quality matter to...



- + Students
- + Faculty
- + Administrators
- + University
- + Accrediting Agencies
- + Legislators
- + Tax-Payers

# Why do we want quality online courses?

- + Improve student learning outcomes
- + Improve student retention
- + Prevent cheating
- + Promote interest in the content
- + Promote lifelong learning



When it comes to online courses,  
how do we...

- + Define quality?
- + Assess quality?
- + Measure quality?
- + Evaluate quality?



# What is Quality Matters (QM)?

- + It is a faculty-centered, peer review process designed to certify the quality of online courses and online components
- + It uses a **set of tools (*standards*)** for designing and reviewing online and blended courses
- + It is:
  - + Continuous – quality improvement process
  - + Centered – research, student learning and quality
  - + Collegial – faculty driven
  - + Collaborative – review is conducted among peers

# What Quality Matters is NOT

## + It is *NOT*:

- + About individual instructors (it is about the course design)
- + About faculty evaluation (it is about course quality)
- + A pass/fail test (it is a diagnostic tool)
- + About creating the “perfect” course (create an effective course, better than average – 85%)



# The Origins of Quality Matters

- + Began as a Fund for the Improvement of Postsecondary Education (FIPSE) grant project in 2003.
- + Why: The project was to develop an instrument and process through which a quality online course could be recognized by a community of peers in online learning.
- + How: The project was research-based, collaborative and peer-centered.
- + Results: The project outcome was a rubric tool and a process for applying the rubric in peer reviews of online courses.



# Subscription to Quality Matters



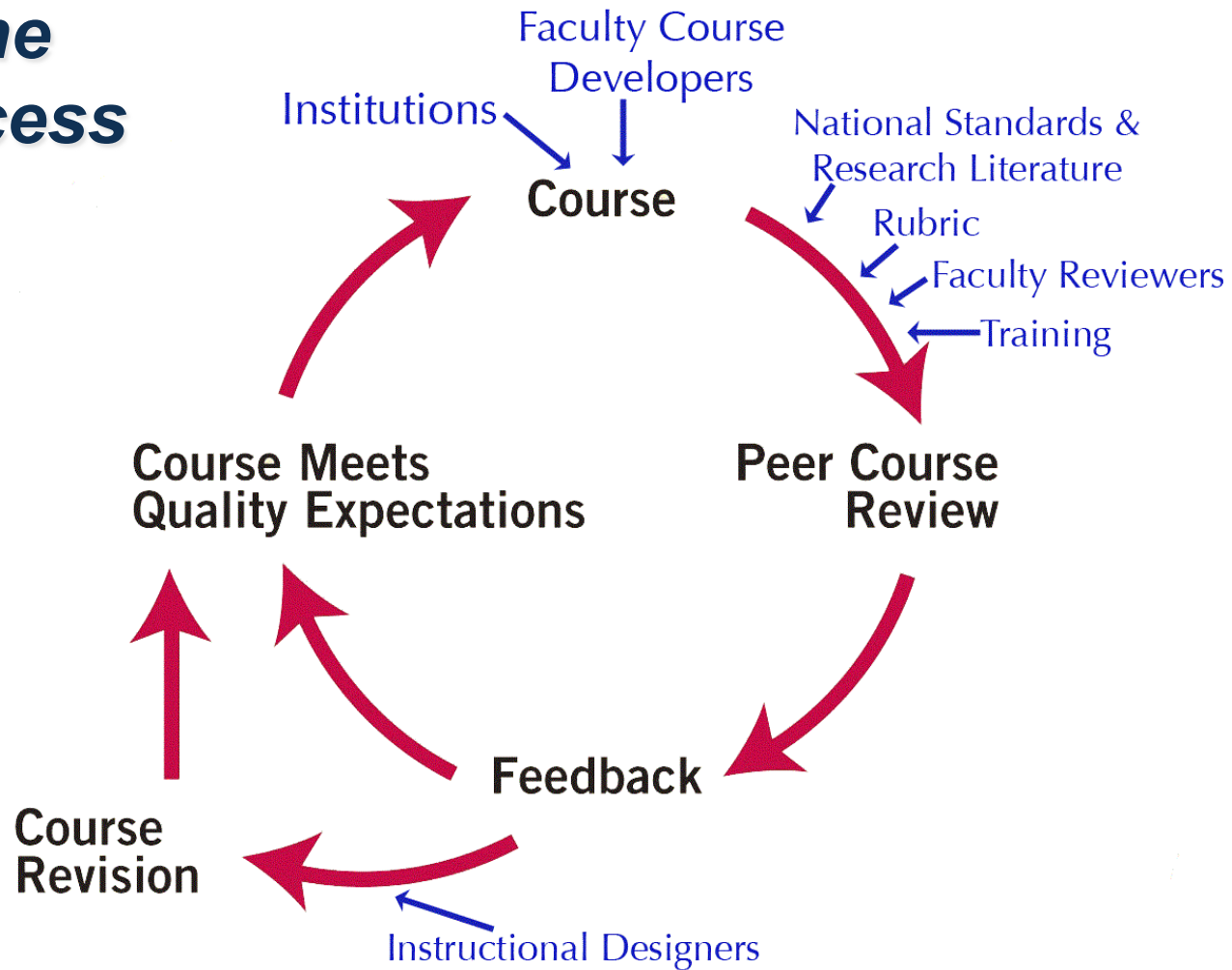
- + University of Arizona has a state wide subscription(\$1,000)
- + The subscription entitles us to:
  - + Access to the Quality Matters Rubric
  - + Discount on Professional Development
  - + Participation in the QM User Group
  - + License to conduct QM Applying the Rubric Workshop
  - + Licensed to conduct official course reviews eligible for QM recognition

# Did someone say Professional Development (aka. “training” )?

- + Yes – some of the online professional development courses offered are:
  - + Applying the QM Rubric
  - + QM Peer Reviewer Certification
  - + Improving Your Online Course
  - + Designing Your Online Course
  - + Designing Your Blended Course
- + How much?
  - + Time – Two week sessions
  - + Cost - \$150 - \$200
- + <https://www.qualitymatters.org/professional-development/courses>

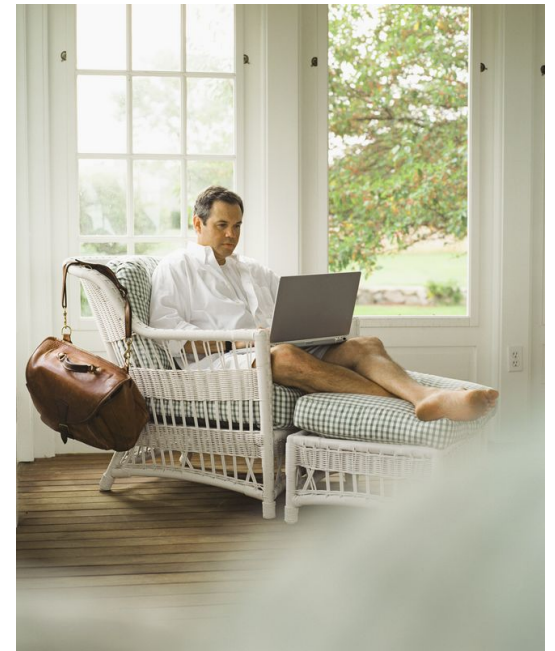


# The Process



# Factors Reviewed in the Process

- + Reviewed:
  - + Course Design
- + Not Reviewed:
  - + Course Delivery (faculty performance)
  - + Course Content
  - + Course Management System
  - + University Infrastructure
  - + Faculty Training and Readiness
  - + Student Engagement and Readiness



# The Purpose of the Quality Review

- + Must score more than average; more than “good enough” (85%)
- + Must make an attempt to capture what is expected in an effective online course
- + The score is based upon the QM Rubric which is based on research and widely accepted standards



# The Rubric

- + Eight General Standards
  - + **Overall design** of the course is clear
  - + **Learning objectives** are clearly stated and explained
  - + **Assessment strategies** and measure are well integrated
  - + **Instructional materials** and resources are sufficiently comprehensive
  - + **Meaningful interaction** in the course
  - + **Navigation and technology** are intuitive
  - + **Support** provided for student success
  - + **Accessibility** (UDL standards)

# COURSE OVERVIEW AND INTRODUCTION



- + Instructions make clear how to **get started** and where to find various course components.

IDEAS? \_\_\_\_\_

- + Students are introduced to the **purpose and structure** of the course.

IDEAS? \_\_\_\_\_

# LEARNING OBJECTIVES (COMPETENCIES)



- + The **course learning objectives** describe outcomes that are measurable.
- + The **module learning objectives** describe outcomes that are measurable and consistent with the course-level objectives.
- + HOW DO YOU DO THIS? \_\_\_\_\_



# LEARNING OBJECTIVES (COMPETENCIES)



- + All learning objectives are stated clearly and written from the **student's perspective**.
- + **Instructions to students** on how to meet the learning objectives are adequate and stated clearly.
- + The learning objectives are **appropriately designed** for the level of the course.
- + HOW DO YOU DO THIS? \_\_\_\_\_

# ASSESSMENT AND MEASUREMENT



- + The types of **assessments selected measure** the stated learning objectives and are consistent with course activities and resources.
- + The course **grading policy** is stated clearly.
- + Specific and descriptive criteria are provided for the **evaluation of students' work** and participation and are tied to the course grading policy.
- + IDEAS? \_\_\_\_\_

# INSTRUCTIONAL MATERIALS



- + The **instructional materials** contribute to the achievement of the stated course and module/unit learning objectives.
- + The **purpose of instructional materials** and how the materials are to be used for learning activities are clearly explained.
- + IDEAS? \_\_\_\_\_

# LEARNER INTERACTION AND ENGAGEMENT



- + The **learning activities** promote the **achievement** of the stated learning objectives.
- + **Learning activities** provide opportunities for **interaction** that support active learning.
- + The instructor's plan for classroom **response time** and feedback on assignments is clearly stated.
- + IDEAS? \_\_\_\_\_

# COURSE TECHNOLOGY



- + The **tools and media** support the course learning objectives.
- + Course **tools and media** support **student engagement** and guide the student to become an active learner.
- + **Navigation** throughout the online components of the course is logical, consistent, and efficient.
- + IDEAS? \_\_\_\_\_

# LEARNER SUPPORT



- + The course instructions articulate or link to a clear description of the **technical support** offered and how to access it.
- + Course instructions articulate or link to the institution's **accessibility policies** and services.
- + IDEAS? \_\_\_\_\_

# ACCESSIBILITY



- + The course employs accessible technologies and provides guidance on **how to obtain accommodation.**
- + IDEAS? \_\_\_\_\_

# Underlying Principles of QM

- + Based on national standards of best practices, research literature and instructional design principles.
- + Not to create the “perfect” course, but better than “good enough” (85%)
- + A continuous quality improvement process involving the faculty to successfully meeting expectation
- + Faculty driven, peer review process, not an evaluation
- + Promote student learning



# Interested in Quality Matter?

- + LATTe (Learning and Teaching with Technology) Group
  - + There is a subgroup on Quality Matters
- + Statewide network
- + Contact:
  - + Melody Buckner at [mbuckner@arizona.edu](mailto:mbuckner@arizona.edu)
  - + Chris Johnson at [cgj@email.arizona.edu](mailto:cgj@email.arizona.edu)

Website:

<http://www.qmprogram.org>

