

“I Think I Can” Observations from the Road to Lake Wobegon

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Presenters

Elizabeth McMahon, MSEd

Northland Community and Technical College

- Online Faculty
- QM Certified Master Reviewer, Course Review Manager, and Facilitator
- Lead Co-Coordinator, Minnesota Online Quality Initiative

Emily Stark, PhD

Minnesota State University, Mankato

- Associate Professor
- Online Faculty
- QM Certified Master Reviewer
- QMC



QM AFFILIATE INSTITUTIONS IN MINNESOTA





MINNESOTA ONLINE QUALITY INITIATIVE



"The Minnesota Online Quality Initiative provides faculty and staff from participating institutions information and resources to promote quality course design and provides opportunities to build collaborative relationships and shared expertise through statewide collaboration. The primary goal is to improve the quality of courses and learning experiences for students in online and blended courses."

~ <http://Minnesota.qualitymatters.org>

Minnesota State College and University System

- 435,000 + students/ 54 campuses
- 2 Faculty Unions

University of Minnesota

- 70,000 students/ 5 campuses
- Participation is **voluntary** for individuals & institutions
- Higher Ed Systems collaborate for professional development and course reviews



Minnesota
STATE COLLEGES
& UNIVERSITIES

Minnesota Department of
Education

Joint subscribers since 2008

More About Us

Key Word: Voluntary

- 1270 individuals trained
 - QM involvement is voluntary:
 - Use of the Rubric to guide course design
 - Professional Development
 - Review processes
 - Limited faculty support for course design at many institutions
 - 341 QM Certified courses from 28 institutions
-



PEER REVIEW SERVES MULTIPLE PURPOSES



Professional Development

- Learn from other reviewers
- Gain in-depth knowledge of QM Rubric
- Gain leadership experience
- Exposure to what others are doing



Course Improvement

- Reviewers provide feedback to improve the courses of others
- Reviewers improve their OWN courses



ADVICE THROUGH “QM GLASSES”

About Our Peer Reviewers



- Provide recommendations based on QM Standards AND professional experience to improve course being reviewed
 - Experienced Online Faculty
 - Certified as Peer Reviewers
 - Use QM Standards and Annotations
- Approximately 160 PRs and MRs have participated in formal review of over 500 courses (406 of them subscriber-managed)

All are external to institution – puts more “eyes” on the course.

Research Questions

How do online instructors rate their own abilities to meet QM standards?

Are online instructors overestimating their abilities?



The 'Lake Wobegon Effect'

"...all the women are strong, all the men are good-looking, and all the children are above-average." --Garrison Keillor, *A Prairie Home Companion*

We overestimate our own positive traits and are overconfident in our abilities.

Dunning, Heath, & Suls, 2004; Epley & Dunning, 2000

Survey Demographics...

Survey was administered in May 2015 to individuals who met at least one of these criteria in previous 12 months:

- Took QM Training
- Submitted course for formal QM review
- Served as a Peer Reviewer

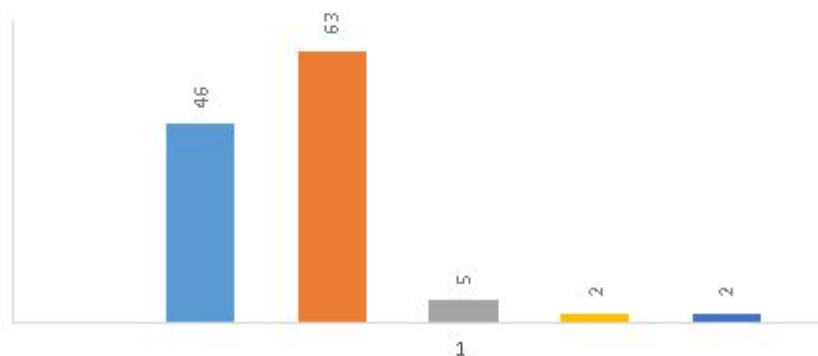
Responses

Institutions = 28

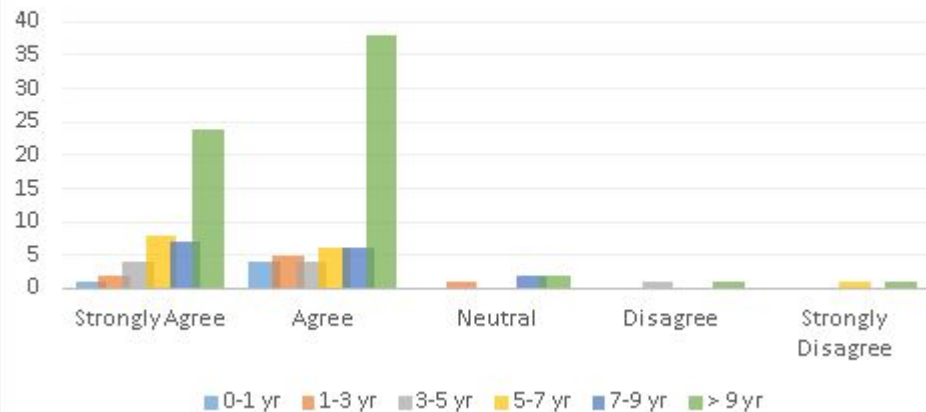
Individuals = 120

I KNOW HOW TO TEACH ONLINE COURSES EFFECTIVELY

Strongly Agree Agree Neutral Disagree Strongly Disagree



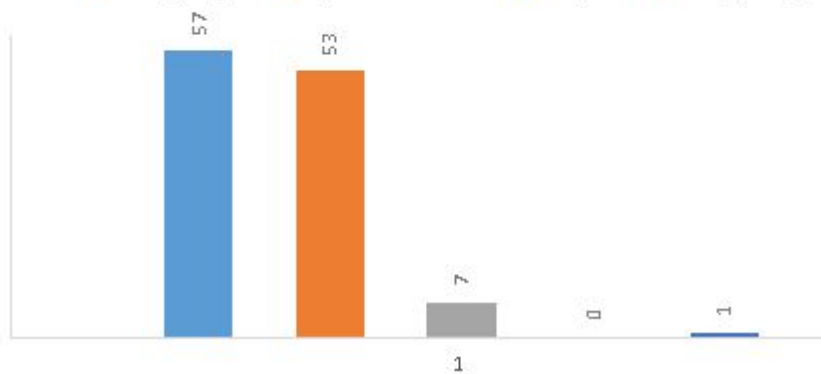
I know... online teaching (Years experience)



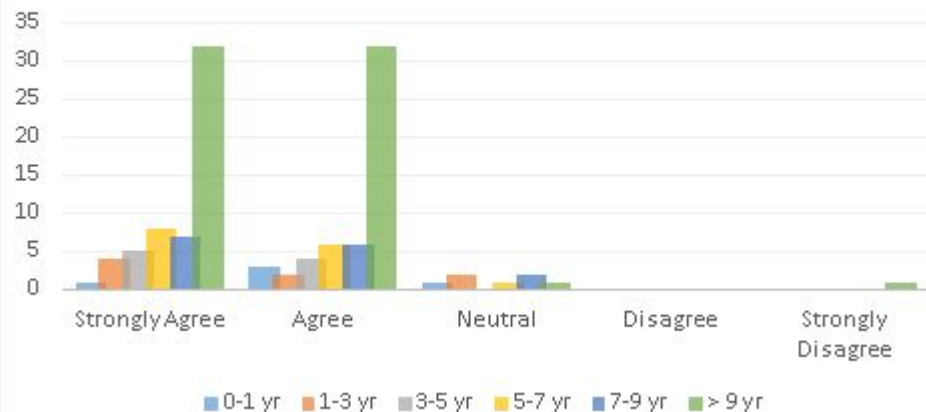
... how to teach online courses effectively.

I KNOW HOW TO WRITE MEASURABLE LEARNING OBJECTIVES

Strongly Agree Agree Neutral Disagree Strongly Disagree

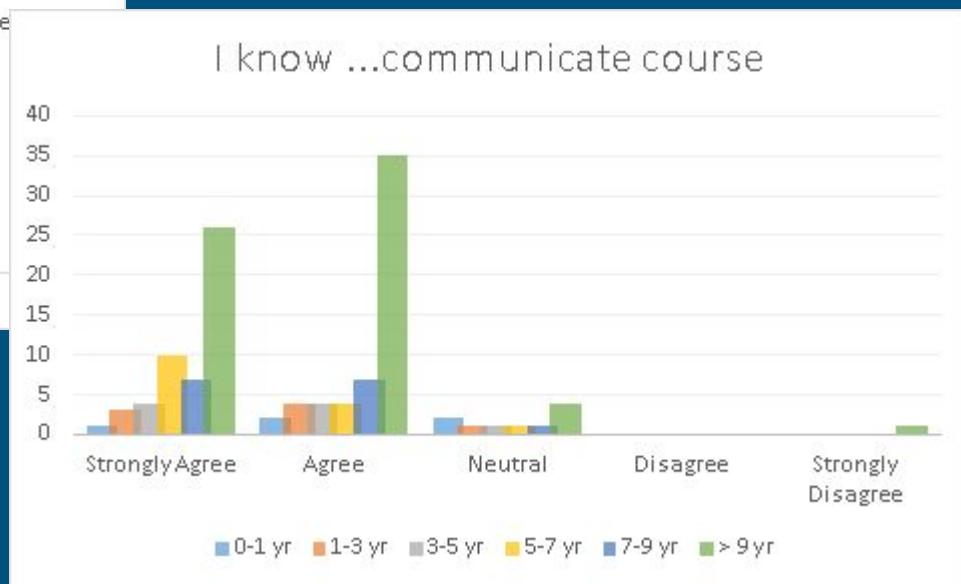
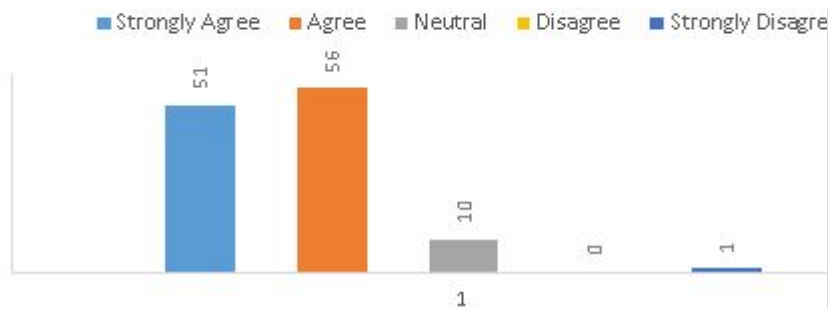


I know... learning objectives (Years experience)



...write measurable learning objectives.

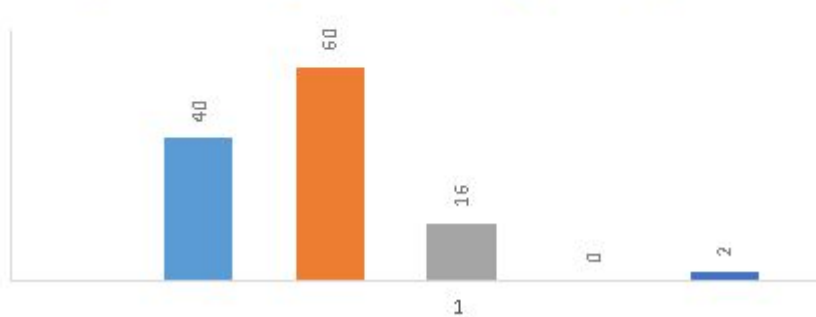
I KNOW HOW TO CLEARLY COMMUNICATE COURSE INFORMATION IN AN ONLINE FORMAT.



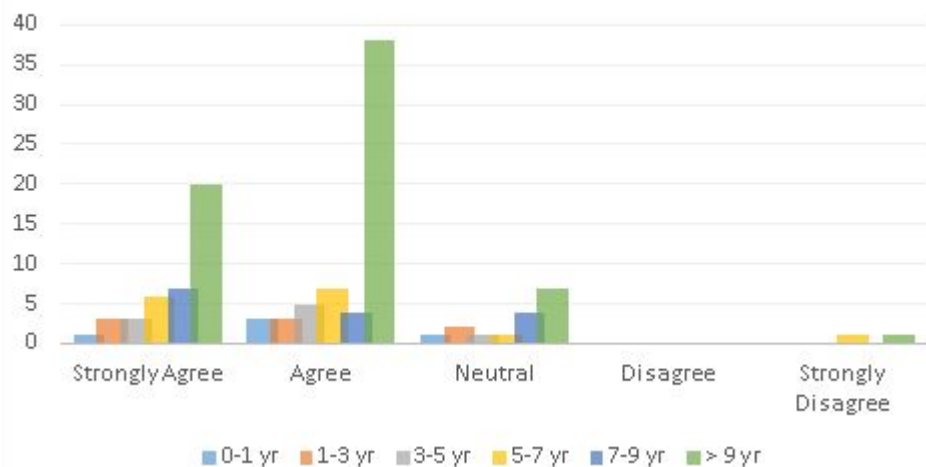
...clearly communicate course information in an online course.

I KNOW HOW TO EFFECTIVELY ASSESS STUDENTS IN AN ONLINE COURSE.

Strongly Agree Agree Neutral Disagree Strongly Disagree



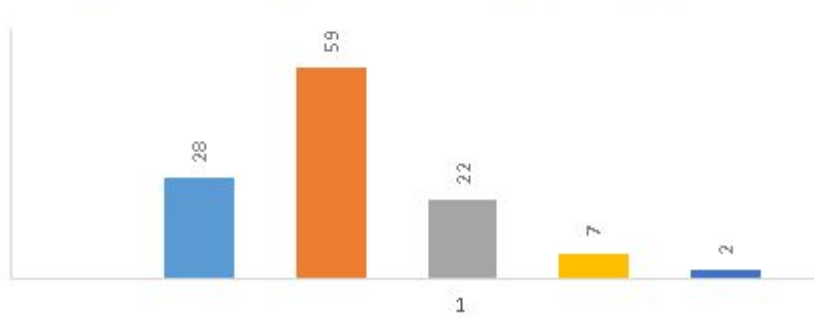
I know... assessment (Years Experience)



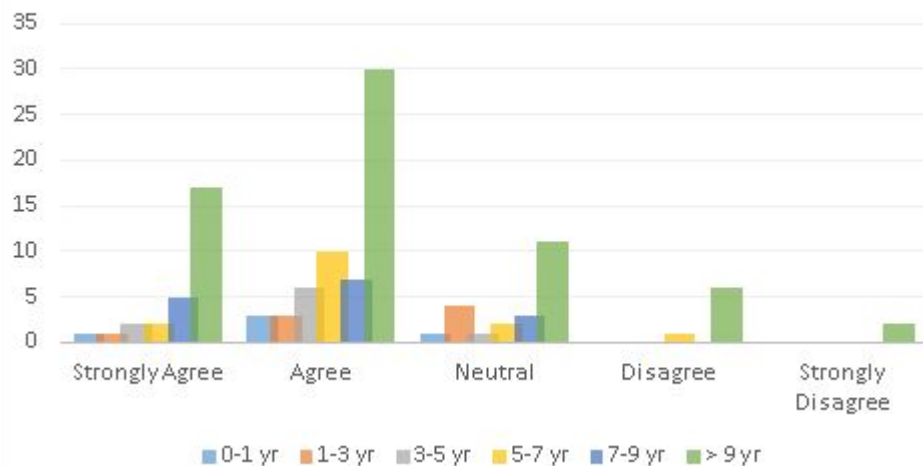
...effectively assess students when teaching online.

I KNOW HOW TO MEET ACCESSIBILITY GUIDELINES WHEN TEACHING ONLINE.

Strongly Agree Agree Neutral Disagree Strongly Disagree



I know.. accessibility (Years experience)



...meet accessibility guidelines when teaching online.

Are they right?

Or,

Are they over-estimating their
ability?

Let's look at the Formal
Course Review Outcomes.



MOQI Course Reviews

First 100 Courses Certified with
Current HE Rubric

37%

Met on Initial Review

63%

Met on Amendment

	QM Managed	All Subscriber Managed	Other Subscriber Managed	MOQI Subscriber Managed
Met- initial review	64% 162/153	65% 290/447	73% 253/347	37% 37/100
Met- Amend ment	33% 84/253	35% 155/447	26% 92/347	63% 63/100

Comparison of Review Type Outcomes

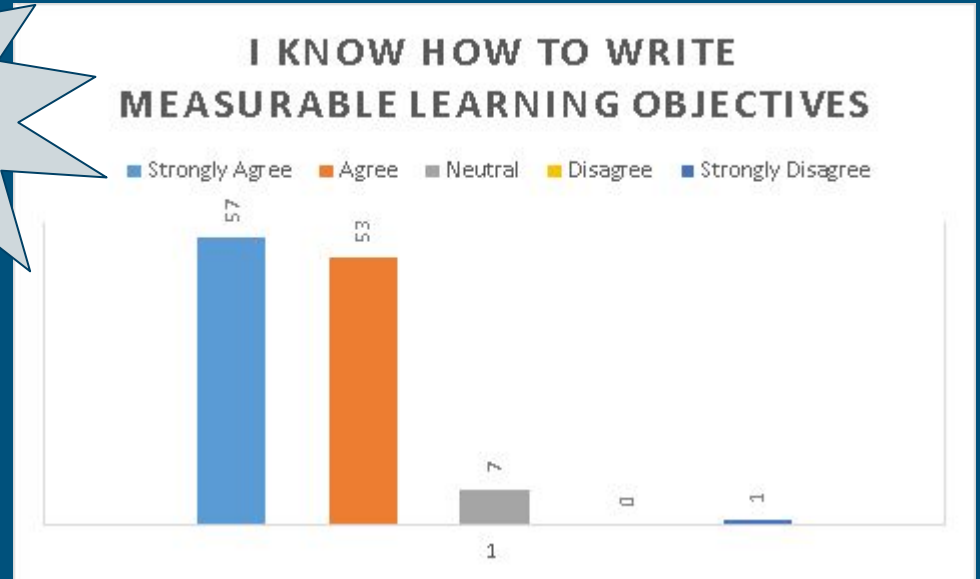
	4-yr Institutions	2-yr Institutions	Total MOQI Subscriber Managed
Met- initial review	44%	34%	37% 37/100
Met- Amendment	56%	66%	63% 63/100

Comparison of MOQI results from 2 yr and 4 yr institutions

Learning Objectives

2.2 ..module/unit
learning objectives
measurable and
consistent...

87%



Communication

1.5 minimum technical requirements clearly stated

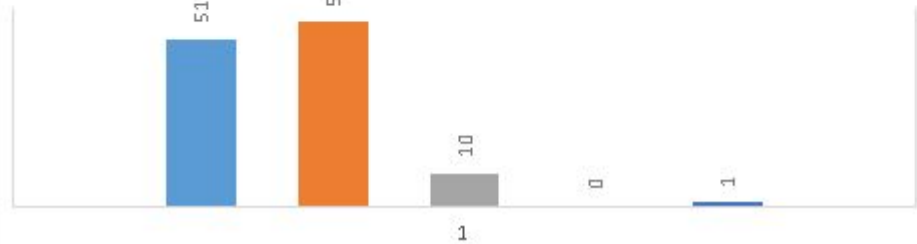
82%

1.6 pre-requisite knowledge clearly stated

1.7 minimum technical skills clearly stated

I KNOW HOW TO CLEARLY COMMUNICATE COURSE INFORMATION IN AN ONLINE FORMAT.

Strongly Agree Agree Neutral Disagree Strongly Disagree

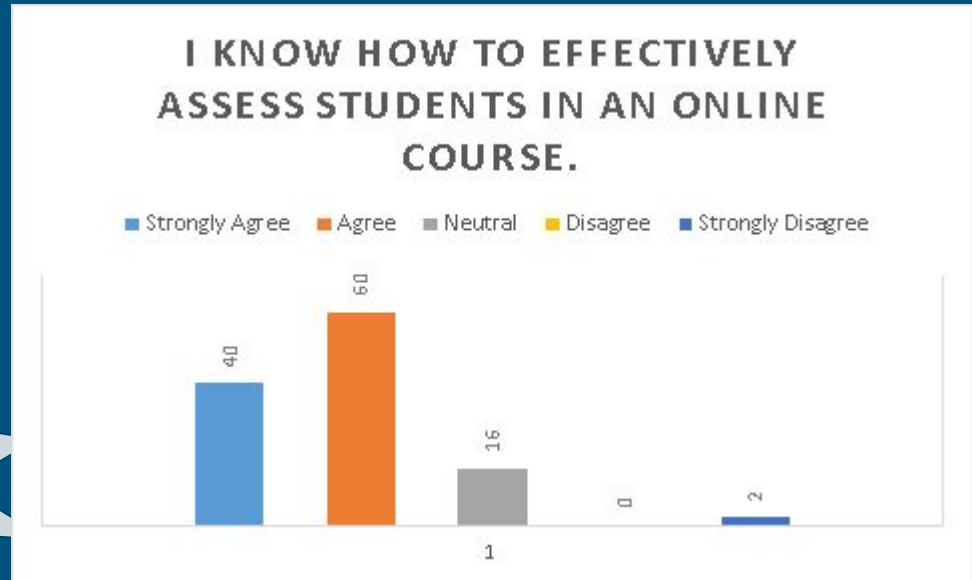


Assessment

3.1 Assessments measure objectives.

3.3 Specific and descriptive criteria provided about assessment.

79%



Accessibility

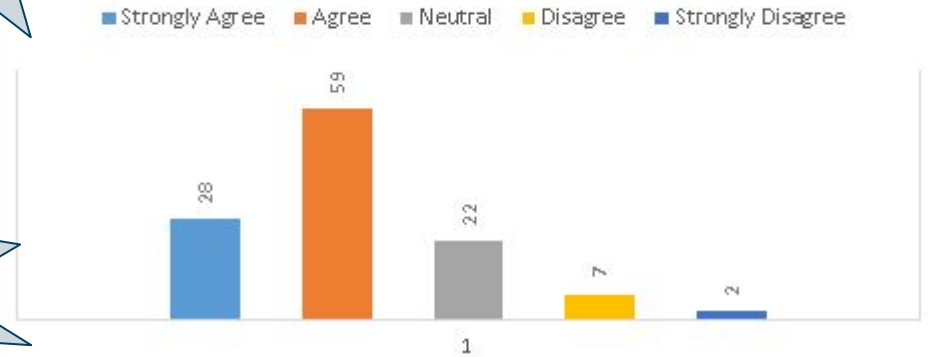
8.3 Course provides alternative access.

64%

8.2 Information about accessibility.

70%

I KNOW HOW TO MEET ACCESSIBILITY GUIDELINES WHEN TEACHING ONLINE.



How many do a Pre-review
before formal review?

How many require
Professional Development
before a formal review?

QUALITY MATTERS

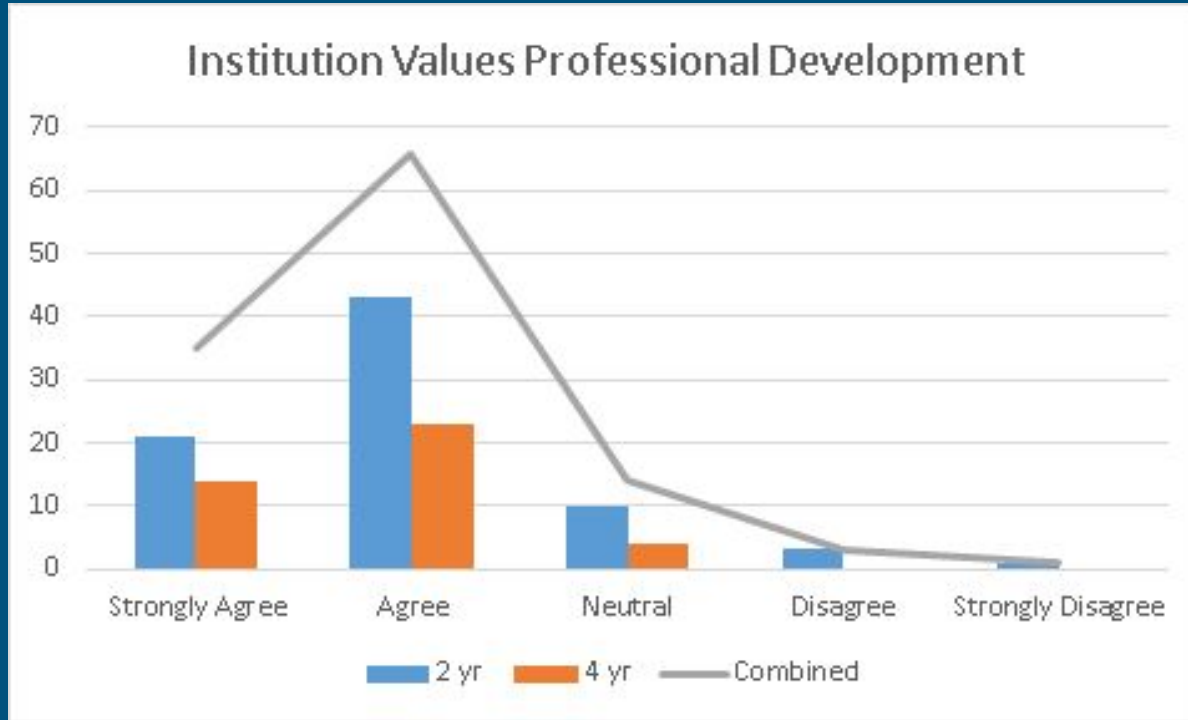


For more information visit www.qualitymatters.org or email info@qualitymatters.org

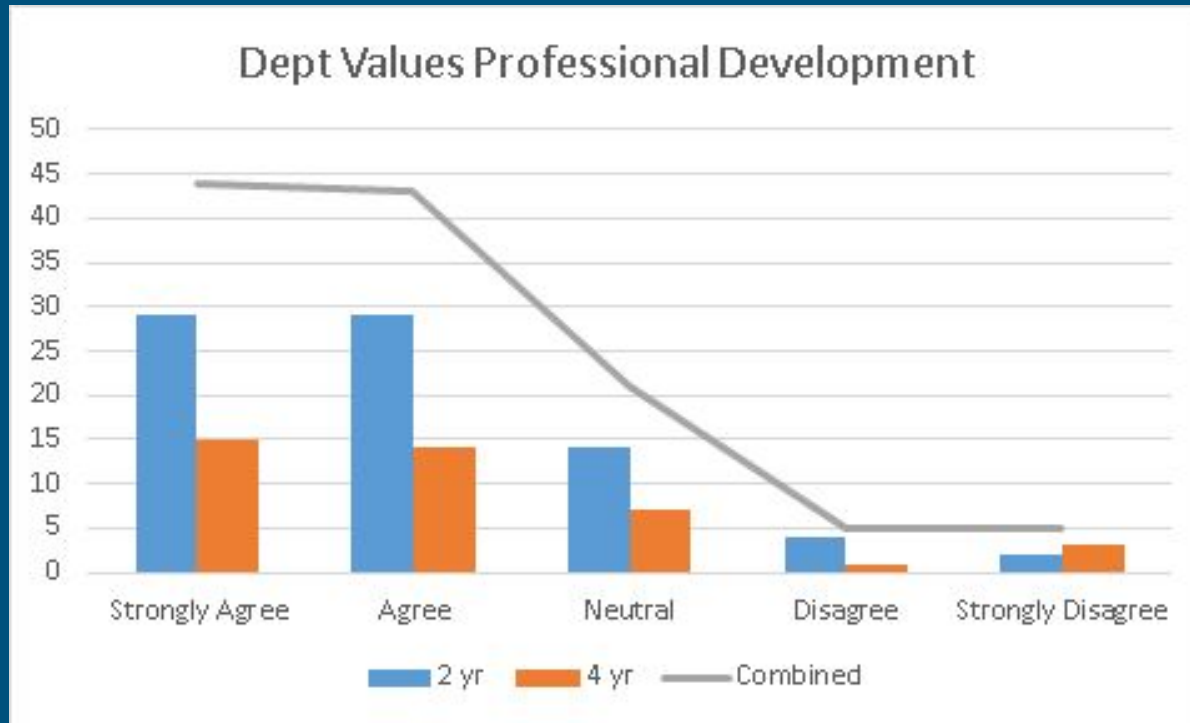
Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■■■

Standards		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Learner Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

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My institution values professional development for improving course design.



My department values professional development for improving course design.

How does a
department promote
and value professional
development?

How does an
institution promote
and value professional
development?

Recommendations

- How to motivate faculty to participate in professional development?

- Self-Determination Theory (Deci & Ryan, 1985; 2000)
 - Three conditions that foster motivation:
 - Relatedness
 - Competence
 - Autonomy

Recommendations

- Encouraging reflection on your own teaching strengths and weaknesses
 - Present professional development as a way to build on strengths
 - Safe space to talk about development, best practices
 - Encourage self-assessments and student assessment to gain feedback
- Professional development that is presented / marketed as meaningful and useful to mid-career and veteran faculty

What are you
doing to promote
and value
professional
development?

Contact Us

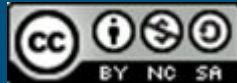
Feel free to share your own ideas, successes and challenges related to professional development with us.

Elizabeth McMahon

elizabeth.mcmahon@northlandcollege.edu

Emily Stark

emily.stark@mnsu.edu



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