

A Quality Matters Event

QM Research Online Conference



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Active/Applied Research on Online Learning and Quality Assurance

February 27, 2025 | Online

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Active/Applied Research on Online Learning and Quality Assurance
February 17, 2025 | Online

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Student Perceptions of QM Standards on Engagement and Learning

Daisyane Barreto

Sheri Conklin

University of North Carolina Wilmington

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Let's meet Sarah!



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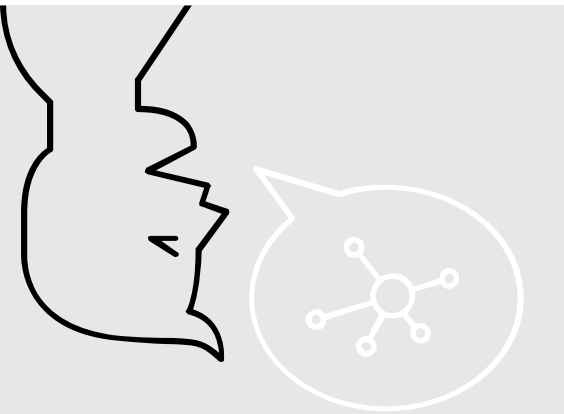
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“

1. What are online student perceptions of the impact of QM standards on their **learning**?
2. What are online student perceptions of the impact of QM standards on their **engagement**?



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Participants

- ▶ Graduate students
- ▶ Non-QM certified programs
 - Nurse Educator
 - Healthcare Administration
 - Instructional Technology
- ▶ Forty-two students completed the survey

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Results:
Students perceptions of *Learning*

1. Accessibility and Usability

(76.80 a lot)

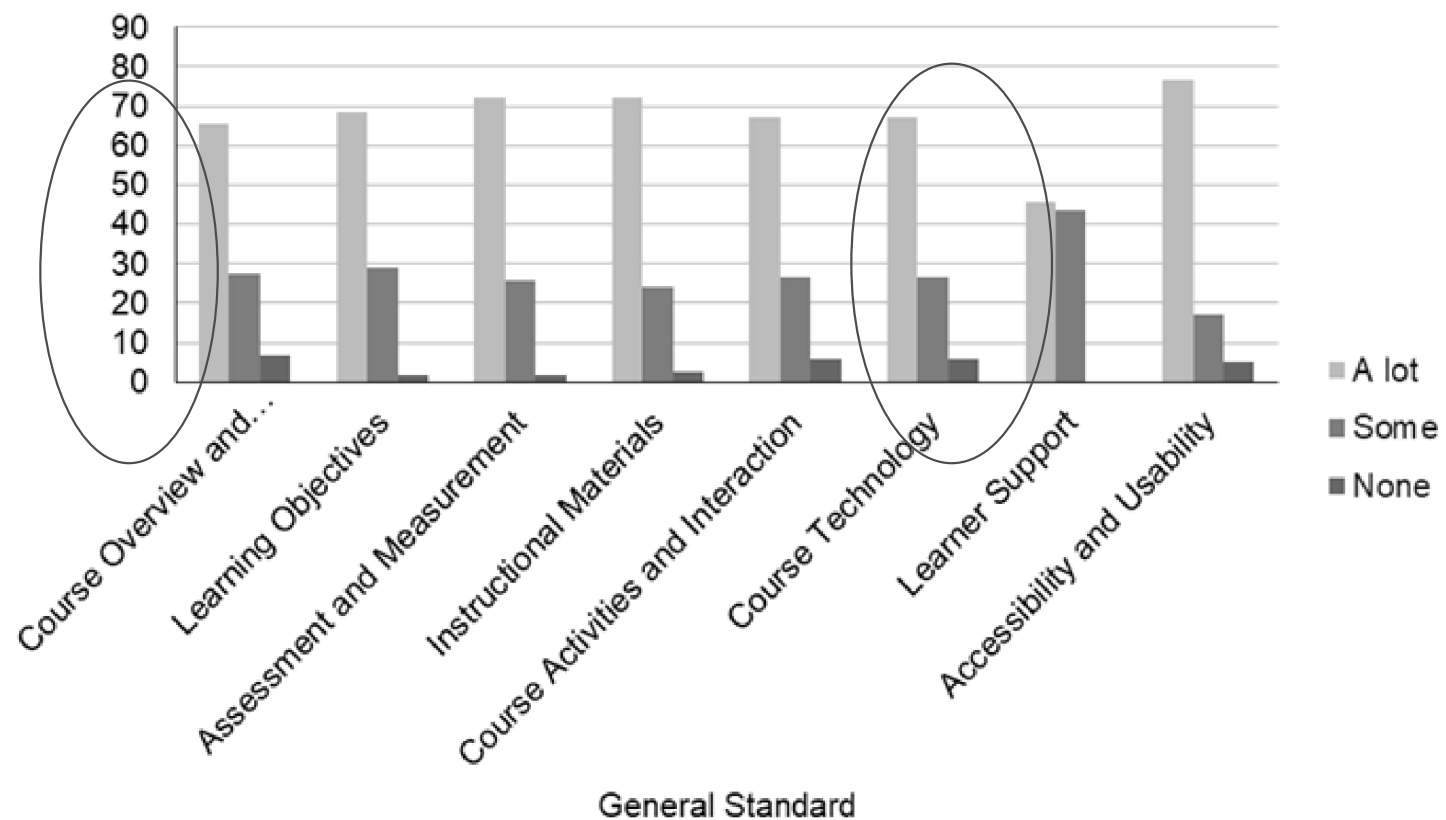
1. Assessment and Measurement (72.21 a lot)

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Student Perception of General Standards for Learning



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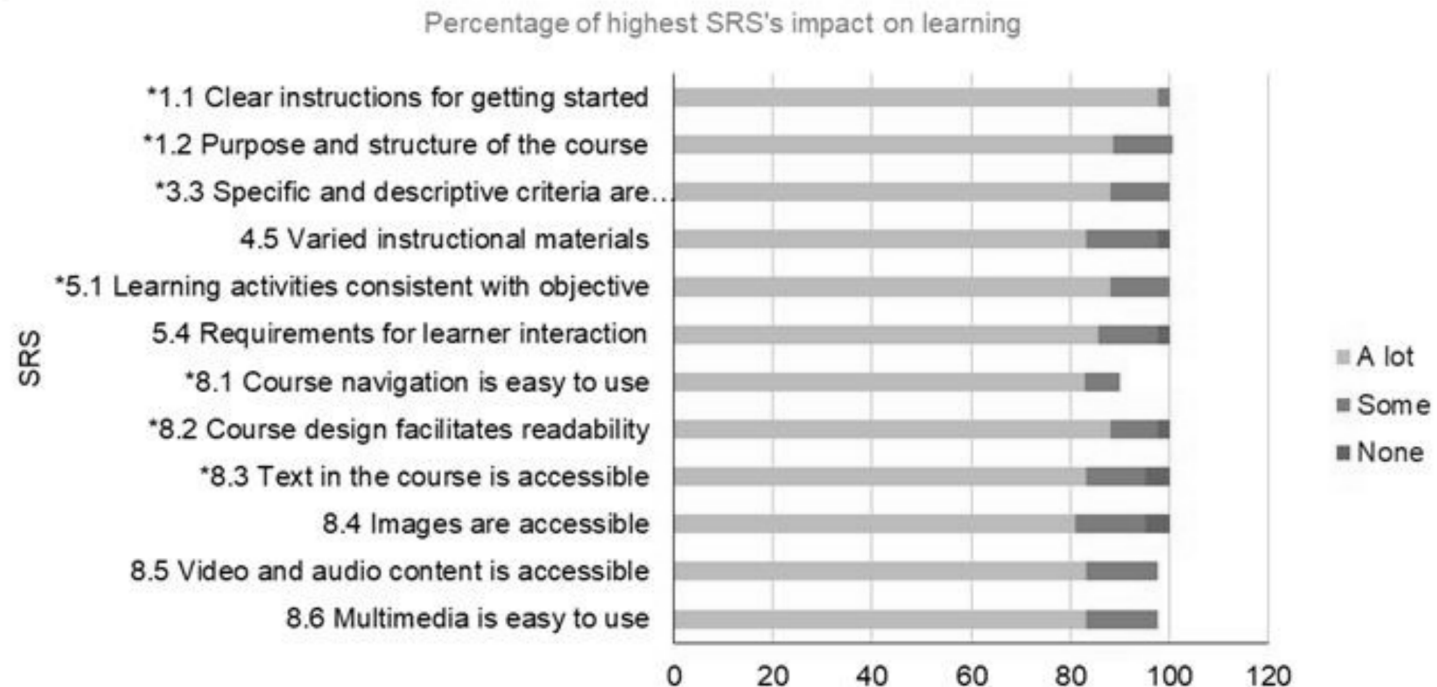
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1. What does this finding mean to you and your course?
1. What changes would you make to your course based on this?

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Results:
Students perceptions of *Learning*

Open ended questions

1. Course Activities and Learner Interaction (58.9 a lot)
2. Accessibility and Usability (58.49 a lot)

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Students' Perceptions of Learning



Because I am a **visual learner**, this kind of resource [video/audio] provides a **visual means to learn** and review the material

The **clear outline** of the course in each module helps me **understand** what is **expected of me**.





Results: Student perceptions of *learning*

Survey categories	Frequenc y	Percentag e
Accessibility and Usability	7	32
Course Activities and Learner Interaction	5	22.7
Instructional Materials	4	18
Assessment and Measurement	3	13.6
Course Overview and Introduction	2	9
Learner Support	1	4.5

Video and audio content in the course is accessible." Because I am a visual learner, this kind of resource provides a visual means to learn and review the material

The clear outline of the course in each module helps me understand what is expected of me. I like that I can look ahead to see what I will be learning as well as what weeks/modules are the "busier" ones.

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Results:
Students perceptions of *Engagement*

1. Course Activities and Learner Interaction
(84.80 a lot)

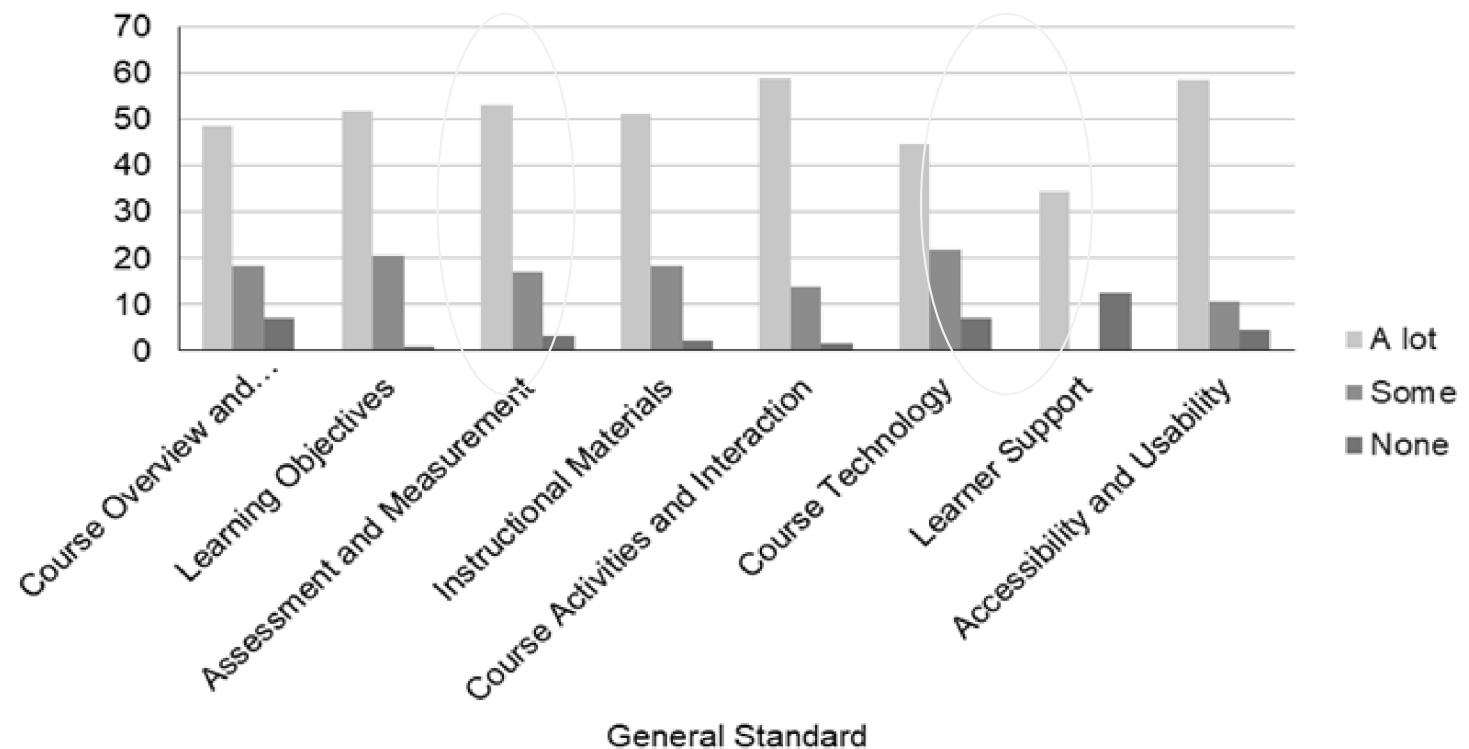
1. Accessibility and Usability
(83.19 a lot)

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Student Perception of General Standards for Engagement



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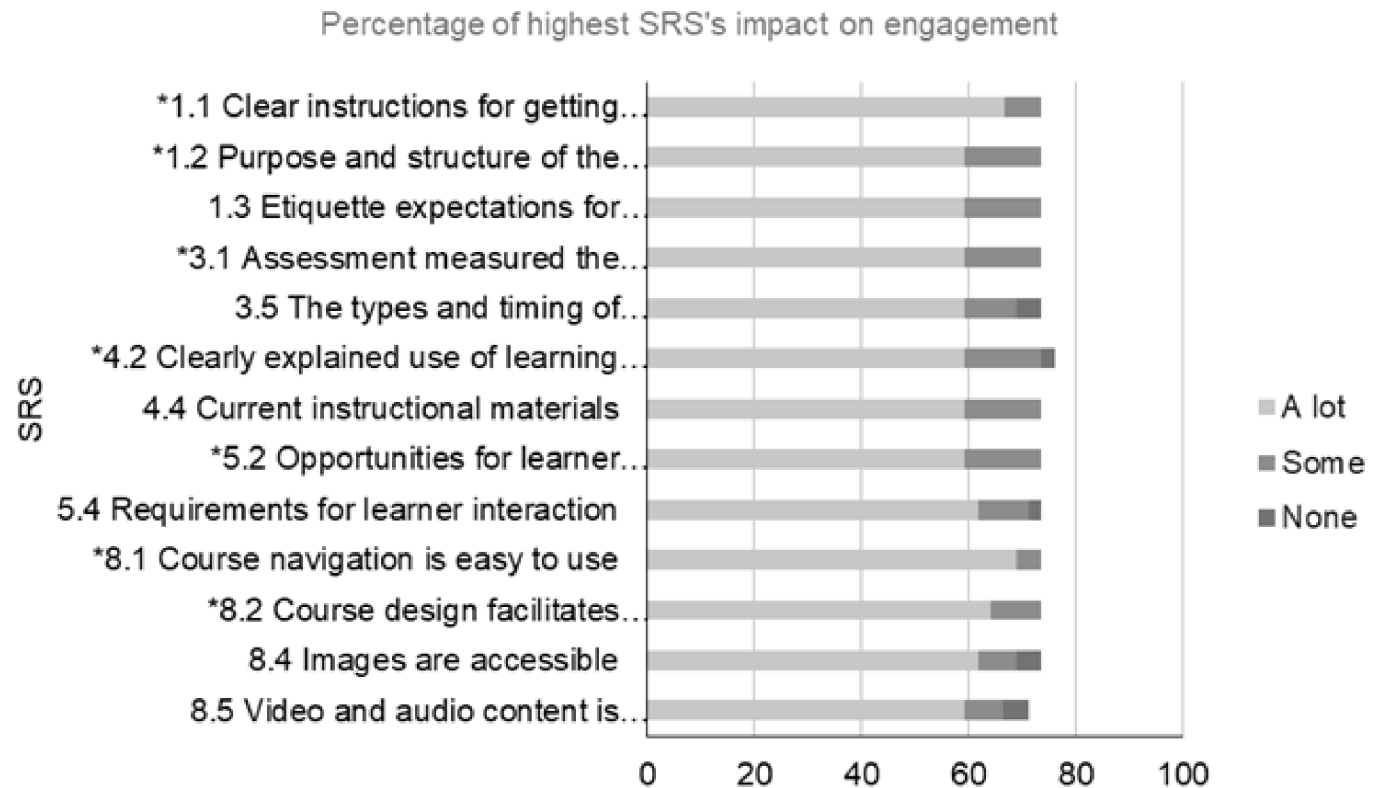


1. What does this finding mean to you and your course?

2. What changes would you make to your course based on this?

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Results: Students perceptions of *Engagement*

Open ended questions

- Course Activities and Learner Interaction (42.8%)
- Instructional Materials (28.5%)

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Students' Perceptions of Engagement



Professor engagement and level of care for the course. The more engagement and quality of feedback from them, the more I want to be engaged in the course.



Discussion: Research and Practice

Assessment and Measurement

- A variety of accessible instructional materials
- Clear expectation of grading policy
- Feedback
- Clear connection between learning objectives and activities/assessments

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Results: Students perceptions of *learning and engagement*

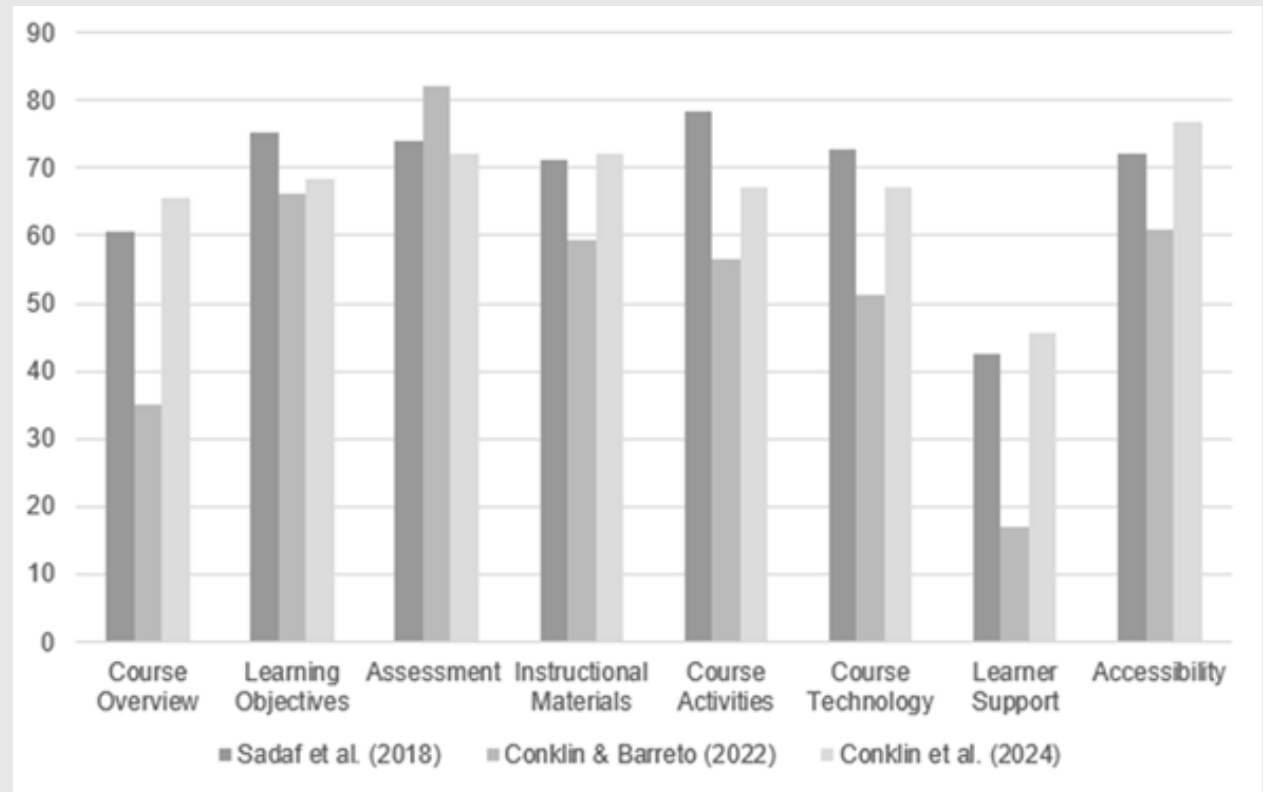
Table	Learning QM 6th edition	Learning QM 7th edition	Engagement QM 6th edition	Engagement QM 7th edition
Course Overview and Introduction	38.05	72.04	40.06	70.53
Learning Objectives	66.31	61.98	69.41	80
Assessment and Measurement	82.10	75.3	81.18	76.1
Instructional Materials	59.26	76.63	49.69	77.55
Course Activities and Learner Interaction	56.58	82.78	63.13	84.8
Course Technology	51.32	65.82	55	68.47
Learner Support	17.10	52.78	15.48	56.53
Accessibility and Usability	61.0	77.25	54.12	83.19

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Learning

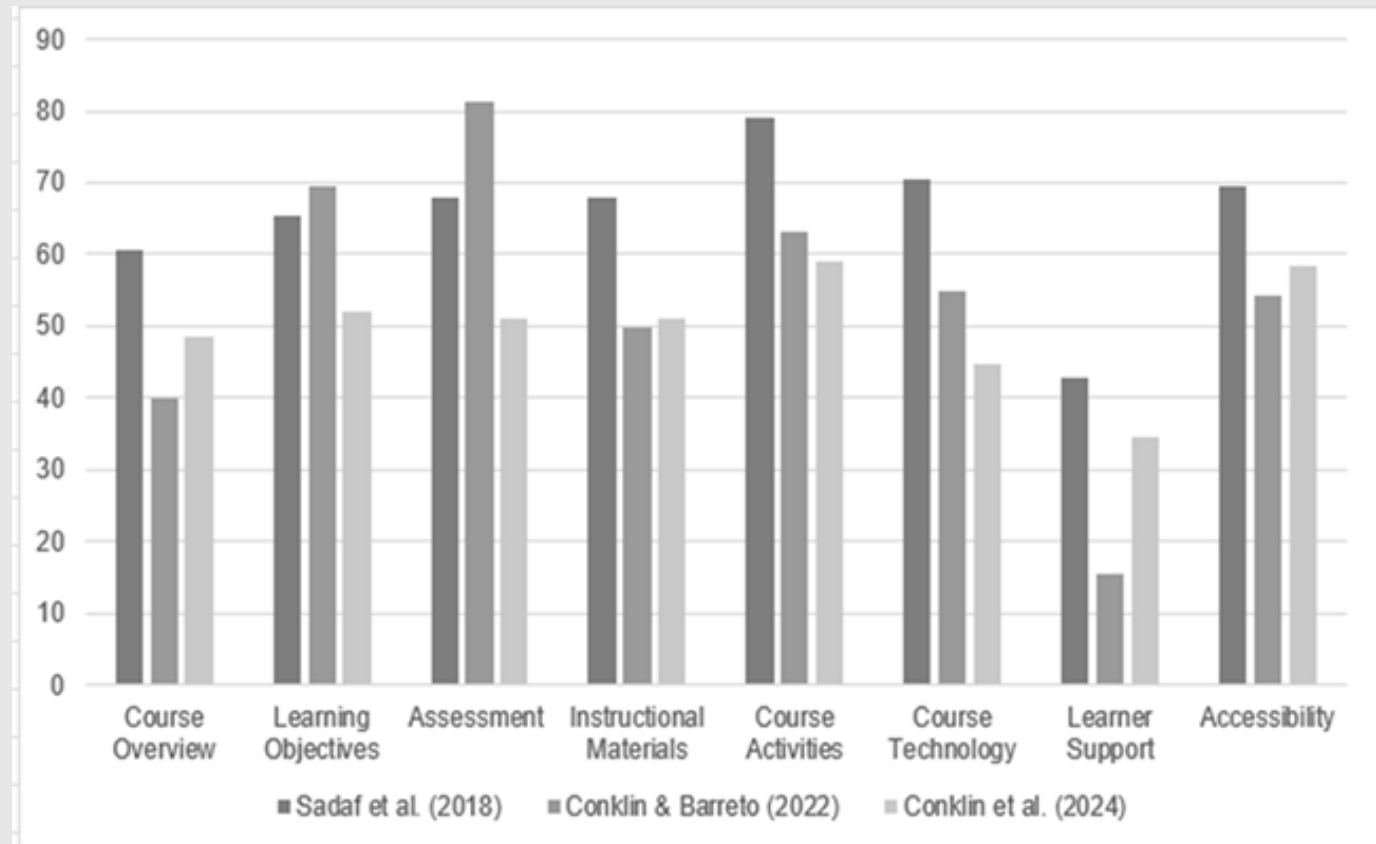


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Engagement



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Limitations

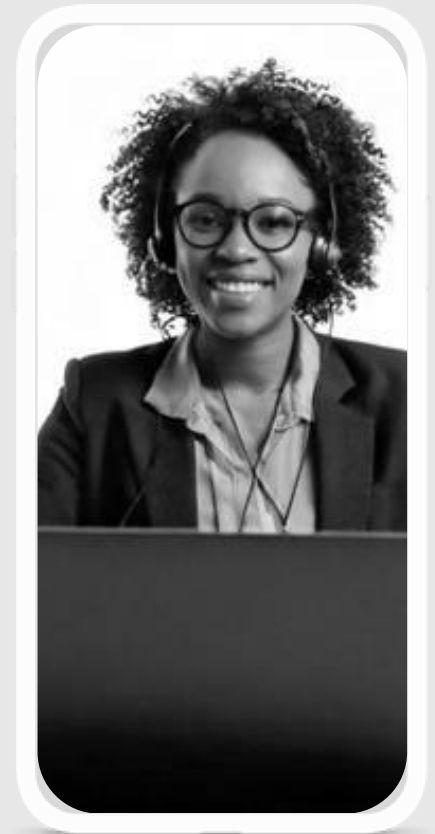
- ▶ Students exposed to QM informed
- ▶ Non QM certified courses

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How can we design an online experience in which Sarah can learn and be engaged?

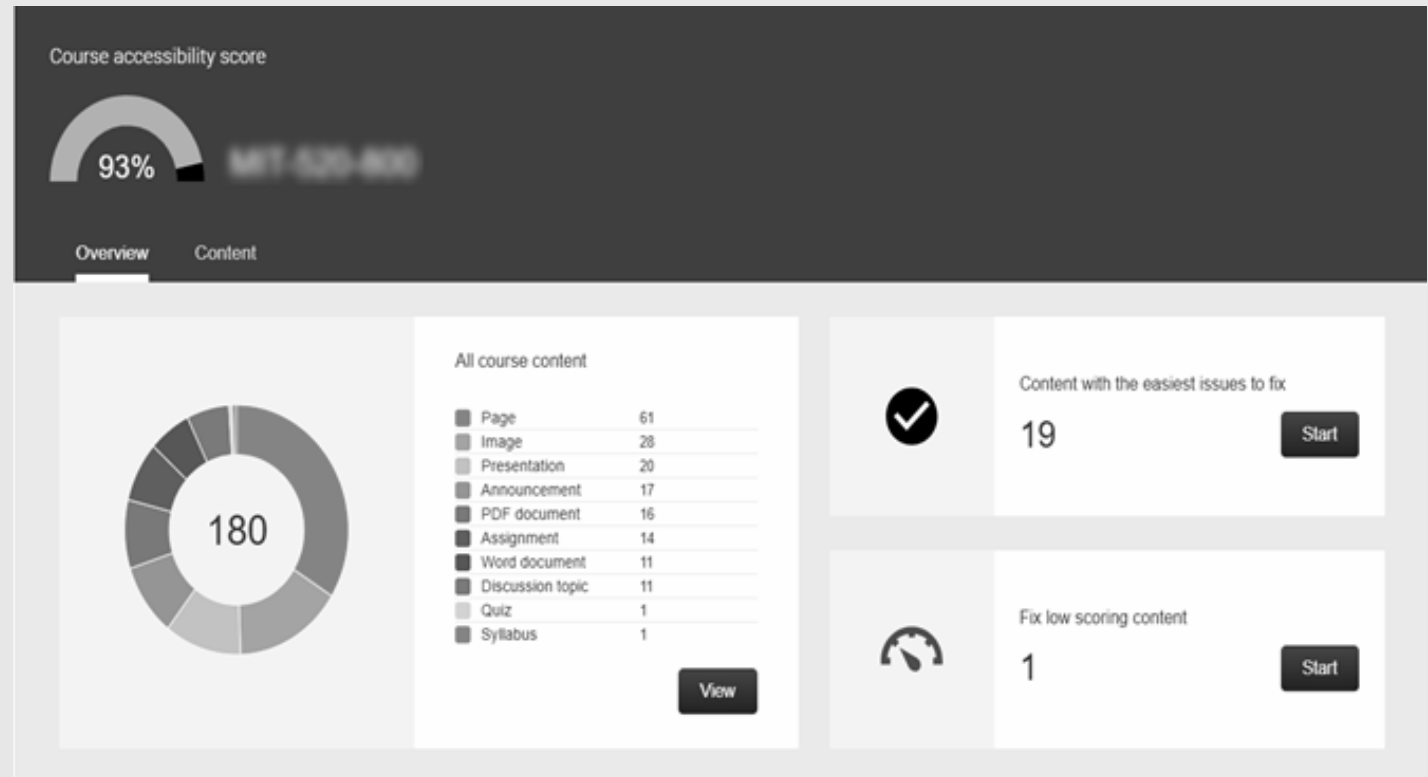


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Accessibility



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Grading Criteria

Criteria	Ratings					Pts
Accuracy of Key Word/Phrase facts and definitions	2 to >1.5 pts Exemplary All facts presented in the story are accurate.	1.5 to >1.0 pts Accomplished Almost all facts presented in the story are accurate.	1 to >0.5 pts Developing Most facts presented in the story are accurate (at least 70%).		0.5 to >0 pts Beginning There are several factual errors in the story.	2 pts
Spelling and Punctuation	1 to >0.8 pts Exemplary There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.		0.8 to >0.6 pts Accomplished There is one spelling or punctuation error in the final draft.	0.6 to >0.4 pts Developing There are 2-3 spelling and punctuation errors in the final draft.	0.4 to >0 pts Beginning The final draft has more than 3 spelling and punctuation errors.	1 pts
Creativity	2 to >1.5 pts Exemplary The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	1.5 to >1.0 pts Accomplished The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	1 to >0.5 pts Developing The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.		0.5 to >0 pts Beginning There is little evidence of creativity in the story. The author does not seem to have used much imagination.	2 pts
Key Words/Phrases	2 to >1.5 pts Exemplary Story contained all 10 key words and phrases	1.5 to >1.0 pts Accomplished Story contained 9 of the key words/phrases	1 to >0.5 pts Developing Story contained 8 of the key words/phrases		0.5 to >0 pts Beginning Story contained 7 or less key words and phrases	2 pts
Key Words/Phrases	1 to >0.8 pts Exemplary All key words appeared alone in a sentence, there were no more than one key word or phrase in a sentence.		0.8 to >0.6 pts Accomplished N/A	0.6 to >0.4 pts Developing N/A	0.4 to >0 pts Beginning All key words or phrases did not appear in a sentence by themselves.	1 pts
Story Length	2 to >1.5 pts Exemplary Story contained 500 to 1500 words.	1.5 to >1.0 pts Accomplished N/A	1 to >0.5 pts Developing N/A	0.5 to >0 pts Beginning Story Contained Less than 500 words.		2 pts
Total Points: 10						

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Showcase alignment

In this module...

We will begin the planning phase in this module. We will spend the next two weeks focusing on the Work Breakdown Structure (WBS). This is a description of tasks arranged in layers of detail. The WBS incorporates all project deliverables and reflects any documents or information that clarifies the project deliverables.

Learning Outcomes

5.1 Develop a WBS for your project (CG 1)

5.2 Identify milestones (CG 1)

CG 1 - Analyze and apply project management concepts and ideas to real-world instructional design problems

Readings/Videos

- Horine, G. (2013). *Project management: Absolute beginner's guide*. Pearson Education. (Chapter 6) (MO 5.1)
- Read blog Tristanco, C. (2023, April 27). *What are milestones in Project Management?* ProjectManager.
<https://www.projectmanager.com/blog/milestones-project-management> (MO 5.2)

Assignments

- Submit the WBS checkpoint (MO 5.1, 5.2)

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Alignment between Course Activities and Learning Outcomes

Screen design (Dreamweaver/Adobe Portfolio) Project (Draft)

For peer review, you will submit a draft of your screen design (Dreamweaver/Adobe Portfolio) project assignment. You can find a comprehensive description of the Screen Design (Dreamweaver) Project assignment in: [Module 7: Screen Design \(Dreamweaver/Adobe Portfolio\) Project](#)

A draft version means you should have at least 50% completion of your project for peer review. Still, submitting your write-up is optional at this point. Peer review is a process that allows you to provide and receive constructive feedback from your peers on your work. Other benefits of this peer review processing include:

- taking advantage of the drafting process in ways you probably wouldn't have if you didn't have the peer review due date ;-)
- having a glimpse into how other students are approaching or developing their project
- the opportunity for meaningful feedback among peers.

Please **post a project draft** by the due date marked in this discussion thread so your peers can see your work and provide feedback. If using **Dreamweaver**, your submission to your peers should include a **zipped folder with the redesigned html pages, css file, image(s) so others can review your project**. Peer feedback is due **April 30**.

Peer review & Instructions:

You will share and receive feedback from peers assigned to your group activity. This will facilitate the interaction in the discussion and peer feedback/response. Review each of your classmates assigned to your group and provide feedback.

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Questions

Feel free to access
the article: *Student
Perceptions of Quality
Matters Standards on
Engagement and
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