



# Minnesota eLearning Summit

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Minnesota eLearning Summit

2016

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Jul 27th, 3:00 PM - 4:00 PM

## Impact of Training and Course Reviews on Faculty and Student Satisfaction

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Nima Salehi, "Impact of Training and Course Reviews on Faculty and Student Satisfaction" (July 27, 2016). *Minnesota eLearning Summit*. Paper 35.

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# **Impact of Training & Course Reviews on Faculty and Student Satisfaction for Online Courses**

Nima Salehi

MN eLearning Summit, July 2016

<http://z.umn.edu/qmimpact>



UNIVERSITY OF MINNESOTA

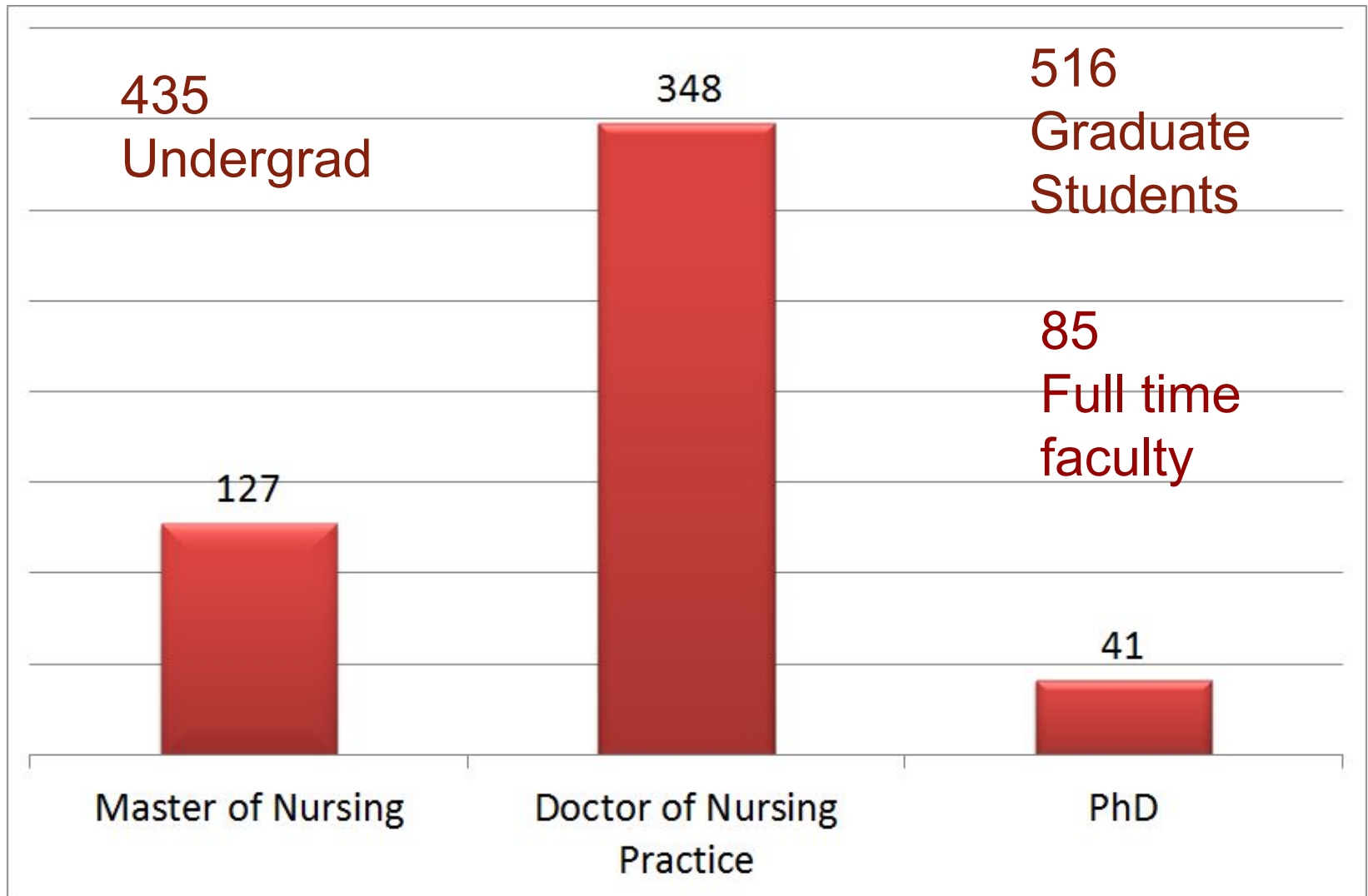
School of Nursing

# Presentation Agenda

- Faculty development workshops
- Quality Matters reviews
- Goals of Research Project
- Survey Data and Focus Group Results
- Impact and Course Design Changes



# School of Nursing Graduate Program



# Faculty Development Support

- Office of eLearning, CEI
  - Counseling, Grant funding, Workshop design
  - Larry Coyle, Bob Rubinyi, Sue Englemann
- Academic Technology Support Services
  - Media production, Feedback and Counseling
  - Susan Tade, Lauren Marsh, Sarah Schoen



# Faculty Development Workshops

- Monthly 1 hour Moodle workshops
- Best Practices in Online Course Design
  - 1 month, 13 hour commitment, course project
- Applying the Quality Matters Rubric
  - 2 week online, 24 hour commitment



# BP & QM Workshops Goals

- Learning objectives alignment
- Greater faculty satisfaction
- Greater student satisfaction
- Quality certification of courses



# Quality Matters Reviews

- QM = Nationally recognized course design review rubric
- Examines course design
- Does NOT review teaching strategies
- Goal of 10 Core DNP course reviews





# QM Informal/Formal Reviews

- Faculty & Instructional Designer
  - Initial revisions
- QM informal review - internal (2)
  - Course revisions
- QM formal review (3)
  - Course revisions



# Review Process

Course #	Internal Review	Revisions	External Review
N5115	Spring 2016	Summer 2016	Fall 2016
N6102	Spring 2016	Summer 2016	Fall 2016
N6110	Fall 2016	Spring 2017	Spring 2017
N6502	Summer 2016	Fall 2016	Spring 2017
N7200	Summer 2016	Fall 2016	Spring 2017
N7400	Summer 2016	Fall 2016	Spring 2017
N7600	Summer 2016	Fall 2016	Spring 2017
N5222	Fall 2016	Spring 2017	Summer 2017
N6501	Fall 2016	Spring 2017	Summer 2017
N7202	Fall 2016	Spring 2017	Summer 2017
N7300	Fall 2016	Spring 2017	Summer 2017
N5226	Spring 2017	Summer 2017	Fall 2017
N5229	Spring 2017	Summer 2017	Fall 2017
N7900	Spring 2017	Summer 2017	Fall 2017
N5200	Spring 2017	Fall 2017	Spring 2018
N5228	Summer 2017	Fall 2017	Spring 2018



# Research Team

- Center for Educational Innovation
  - Larry Coyle, JD Walker, Bob Rubinyi
- School of Nursing
  - Chris Mueller, Jehad Adwan, Madeline Kerr, Nima Salehi

# Research Questions

1. What is the impact of faculty training and development on online/hybrid course design?
2. What is the impact of training and development on faculty satisfaction?
3. What is the impact of faculty development and enhanced course design on student satisfaction?

# Data

Students from 2 Graduate Nursing courses

- Student surveys - pre and post QM review
  - Pre-survey - 18 students
  - Post - After QM review - 11 students

Faculty who completed BP & QM workshops

- Faculty survey - 14/25 participants
- Faculty focus group - 9 participants

# Student Satisfaction

## [OLC Quality Framework Indicators](#) (5 Pillars)

### Student Satisfaction

#### clarity

1. instructions are clear and course navigation facilitates ease of use

#### alignment

2. seeing alignment among objectives, activities, and assessments
3. activities and assignments are used for improving learning
4. adequate and fair systems assess course learning objectives

#### engagement

5. seeing opportunities for engagement with instructor
6. seeing opportunities for engagement with peers.

# Student Data - Limitations

- Small sample size in both courses where data was used
- Courses were already well designed and aligned

# Student Satisfaction

Questions	N	Min	Max	Mean	SD
Clarity of instructions & course navigation	27	11	20	17.19	2.7
Alignment among objectives, activities, and assessments	29	3	8	6.69	1.39
Activities and assignments improve learning	29	1	4	3.38	.82
Adequate and fair assessment of learning objectives	28	1	4	3.39	.83
Engagement with instructor	28	2	8	6.36	1.66
Engagement with peers	29	2	8	6.59	1.5



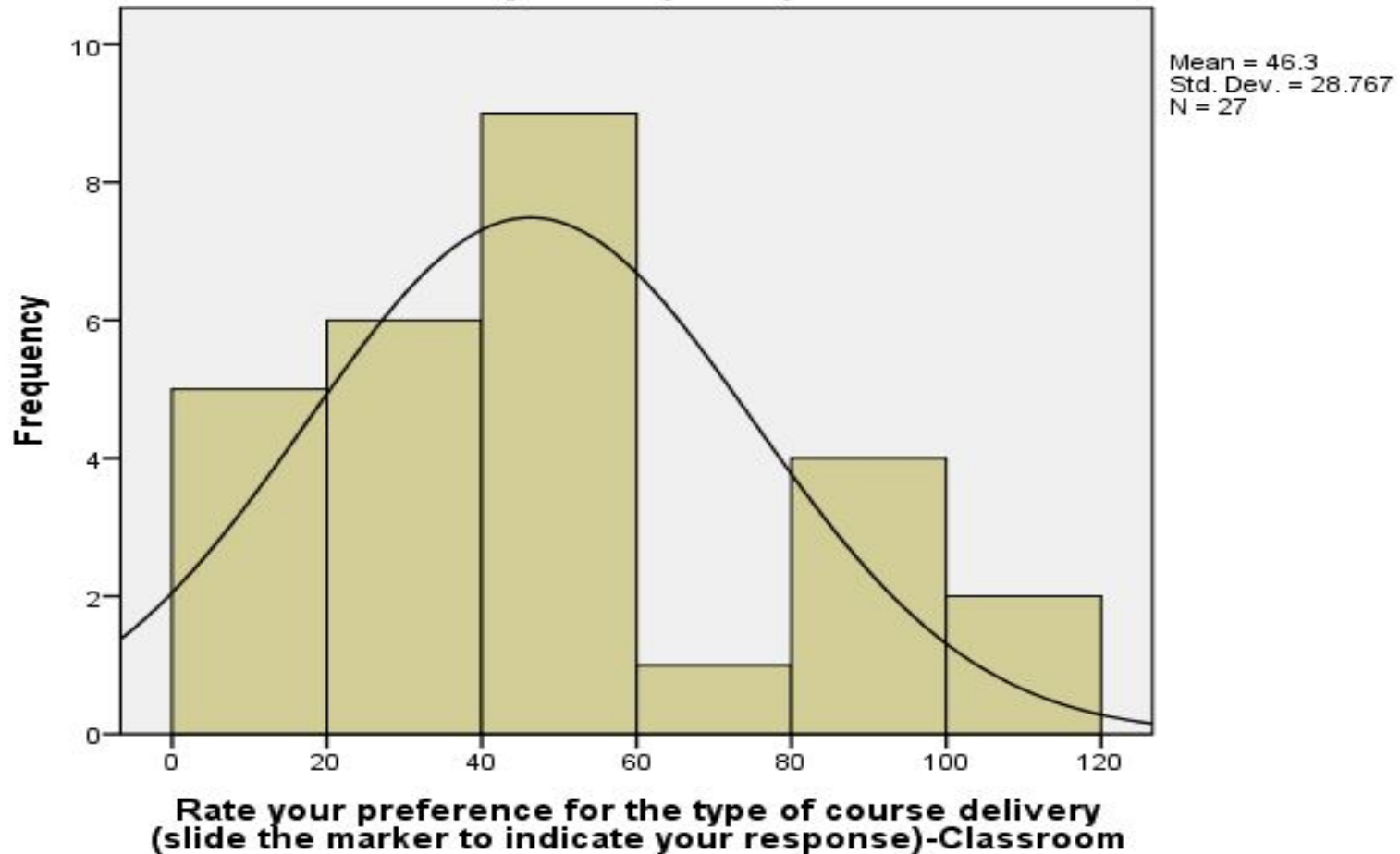
# Learning Tools: Helpful/Easy?

<b>Tools</b>	<b>Helpful/Easy to Use</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>
Forums	Helped achieve learning objectives	28	1	4	3.21	.83
	Easy to use and access	28	3	4	3.61	.50
Google Docs	Helped achieve learning objectives	14	1	4	3.00	.88
	Easy to use and access	15	1	4	3.13	.99
Media content	Helped achieve learning objectives	27	2	4	3.26	.59
	Easy to use and access	28	2	4	3.39	.57
Voice Thread	Helped achieve learning objectives	25	1	4	3.36	.76
	Easy to use and access	26	3	4	3.42	.50

# Preference for Course Delivery:

## Classroom Only

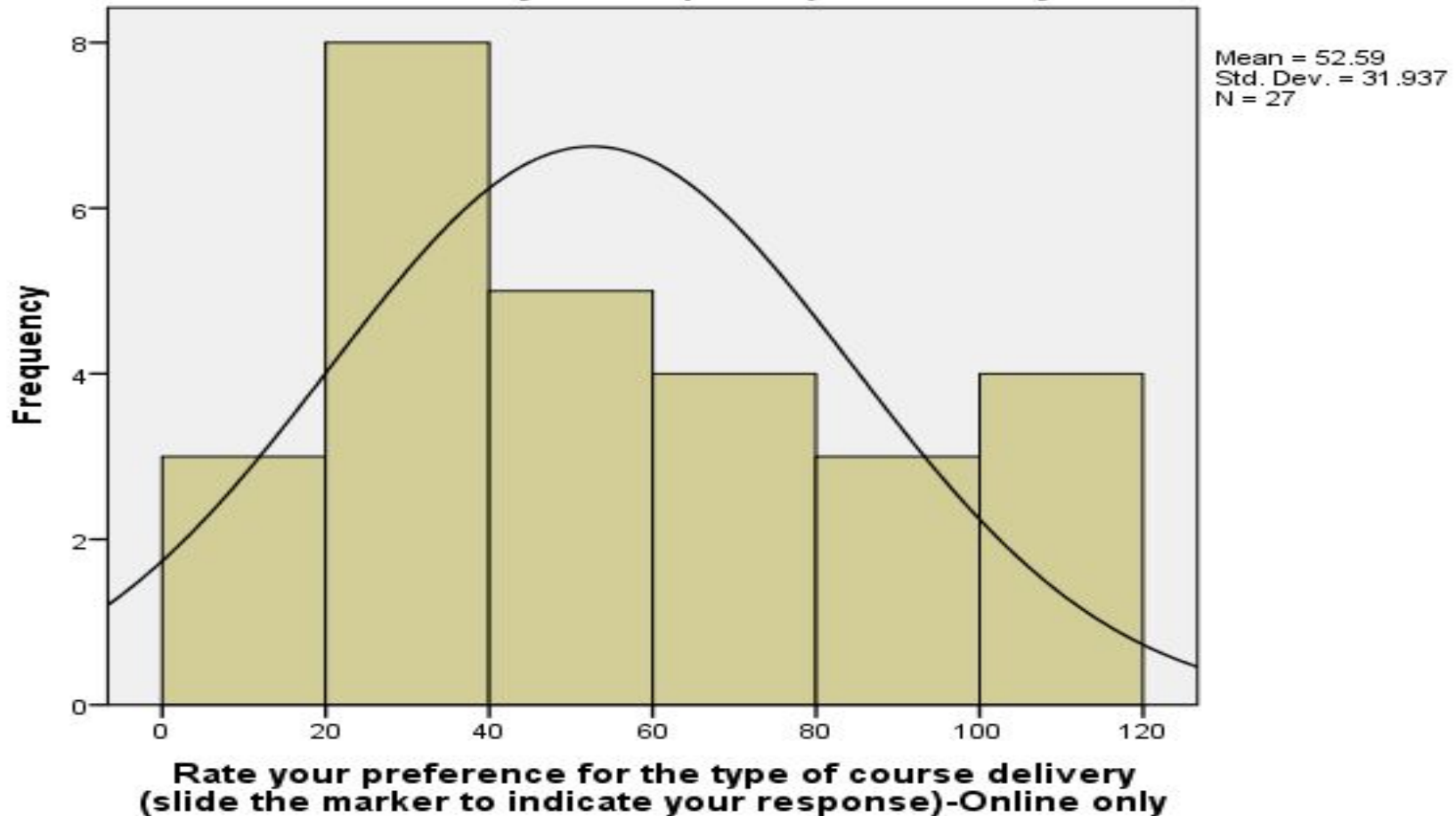
Rate your preference for the type of course delivery (slide the marker to indicate your response)-Classroom



# Preference for Course Delivery:

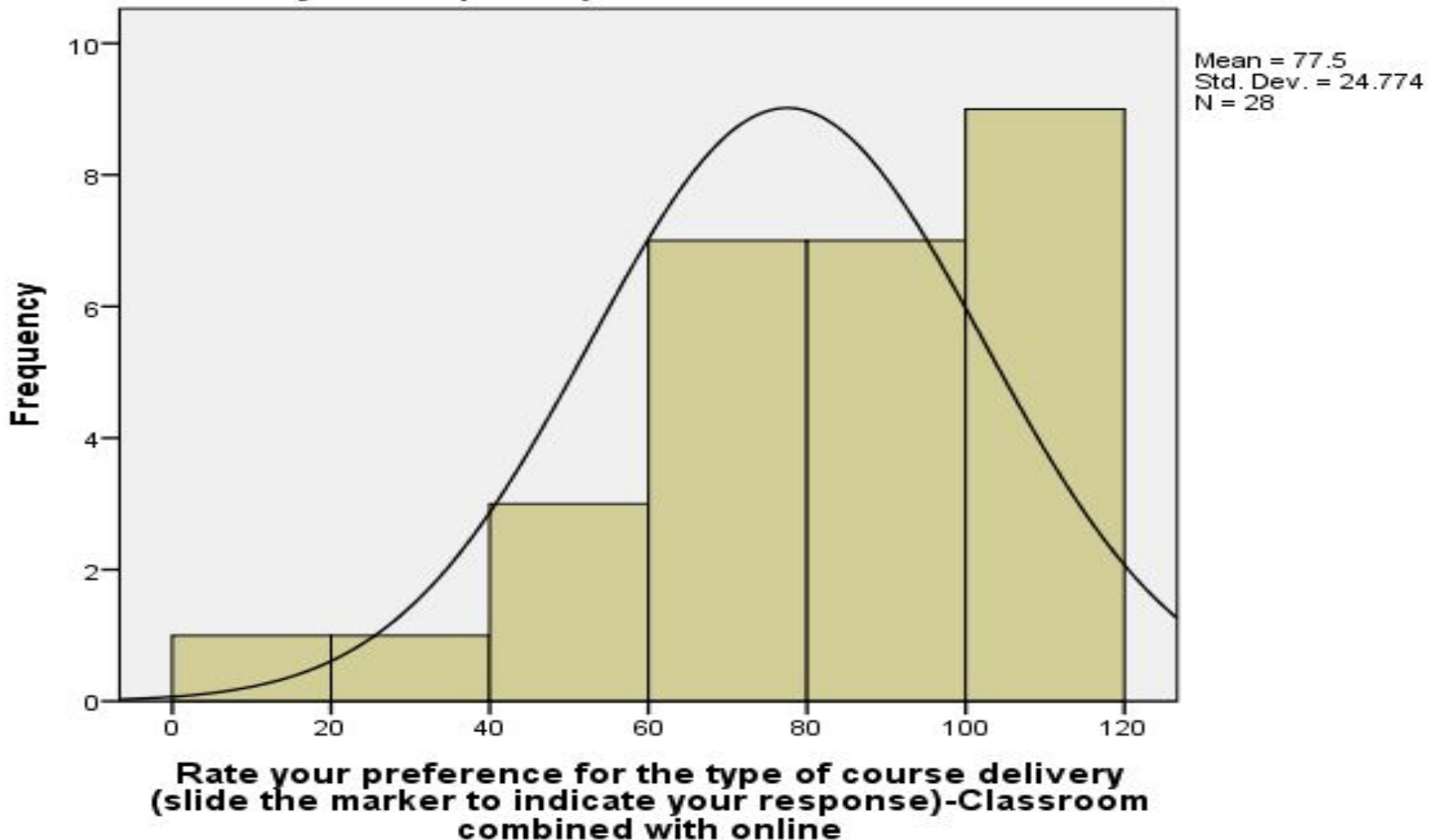
## Online Only

Rate your preference for the type of course delivery (slide the marker to indicate your response)-Online only



# Preference for Course Delivery: Classroom and Online Combo

Rate your preference for the type of course delivery (slide the marker to indicate your response)-Classroom combined with online



# Takeaways

- Students satisfied with current design and with QM improvements
- Effect of QM implementation statistically insignificant
- Students find current technology learning tools to be helpful and easy to use.
- Students show a preference for hybrid course designs

# Student Comments

“The course learning objectives were well addressed and met. I do appreciate the way the course was set up in Moodle and how each module was laid out the same way – that made accessing documents and what to work on clear!”

# Faculty Satisfaction

## OLC Quality Framework Indicators

- knowledge about quality standards for course design
- confidence in their ability to apply quality standards
- ability to align objectives and learning activities
- perceived value of of quality standards and best practices workshops

# Faculty Survey

How **knowledgeable** are you about how to achieve this standard in your online course? 5 = very knowledgeable

Question	5	4	3	2	1
Learners are asked to introduce themselves to the class.	13	0	0	0	0
The self-introduction by the instructor is appropriate and is available online.	10	3	0	0	0
Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	9	4	0	0	0
Instructions make clear how to get started and where to find various course components.	9	2	2	0	0
Learners are introduced to the purpose and structure of the course.	8	4	1	0	0
Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	8	4	1	0	0



# Faculty Survey

How **confident** are you about how to achieve this standard in your online course? 5 = very confident

Question	5	4	3	2	1
Learners are asked to introduce themselves to the class.	10	1	1	0	1
The self-introduction by the instructor is appropriate and is available online.	9	3	1	0	0
Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	9	4	0	0	0
Learners are introduced to the purpose and structure of the course.	7	5	1	0	0
Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	7	4	2	0	0
Instructions make clear how to get started and where to find various course components.	7	5	1	0	0

# Faculty Survey

**Comments:** What was most rewarding aspects of Quality Matters or Best Practices workshop?

- Learning what the standards are
- Alignment of course objectives and activities to promote student learning
- Discussion and mentoring with peers
- Seeing what other faculty did
- Time and focus on improving a course with some concrete steps

# Faculty Focus Group

Facilitated by JD Walker and Paul Baepler from CEI

## **Pros of workshops**

- QM – the concept of alignment, and the opportunity to bring the elements of a course into alignment.
- Getting the sense for what it's like to take a course as a student
- BP - the application of course design principles to particular cases, like example courses, having one-on-one consultations
- The two workshops elevated the teaching mission of the School appropriately.

# Faculty Focus Group

## Cons of workshops

- Time commitment; not having enough time for the work
- QM website was itself difficult to use, navigate, etc.
- Workshops dealt only with the structure of courses and not with delivery
- Posting X times per day, week, etc was perceived by some (not all) as rote busy work

# Focus Group Ideas

## Ideas for future: What could SoN do?

- Learning from peers: have peers give feedback on a course
- Share techniques and approaches at the end of a term
- Be embedded in a course to observe another's teaching
- A repository of resources and contacts, so faculty know who has worked with what technologies, techniques, etc.
- Feedback on whether your course is aligned
- Set aside a group of courses each semester for review (proactive, rather than reactive to the squeaky wheel)
- Have an office to promote scholarly teaching (similar to the research office)
- Give faculty dedicated time off to improve their teaching

# Impacts

- QM reviews enhanced clarity and ADA compliance in courses
- Greater faculty understanding of course alignment
- Changes to School of Nursing templates/course standards
  - Student resource links and privacy policies included
  - Greater copyright compliance of media images
  - More standard format across courses
- Faculty showcases share course development projects
- Developed a workshop “Online Teaching Strategies”

# Research Questions

1. What is the impact of faculty training and development on online/hybrid course design?
2. What is the impact of training and development on faculty satisfaction?
3. What is the impact of faculty development and enhanced course design on student satisfaction?

# Questions

## Acknowledgements

Thank you to the Office of eLearning, the Center for Educational Innovation and the Academic Technology Support Services for their assistance with workshop development and research project implementation.