A Preliminary Study: Application of Quality Matters Standard 5 (Course Activities and Learner Interaction) to Development of an Online Business Management Course

James G. Ward  
Fort Hays State University, jgward@fhsu.edu

Yaprak Dalat Ward  
Fort Hays State University, y_dalatward@fhsu.edu

Linda A  
Fort Hays State University, g_a@fhsu.edu

Follow this and additional works at: https://scholars.fhsu.edu/appliedbusiness_facpubs

Part of the Business Commons, and the Higher Education Commons

Recommended Citation  
https://scholars.fhsu.edu/appliedbusiness_facpubs/1

This Article is brought to you for free and open access by the Applied Business Studies at FHSU Scholars Repository. It has been accepted for inclusion in Applied Business Faculty Publications by an authorized administrator of FHSU Scholars Repository.
A Preliminary Study: Application of Quality Matters Standard 5 (Course Activities and Learner Interaction) to Development of an Online Business Management Course

James (Skip) Ward, Fort Hays State University · Yaprak Dalat Ward, Fort Hays State University · Linda A, Fort Hays State University

Abstract

Quality Matters (Quality Matters [QM] Higher Education Rubric Workbook, 2014) is a national benchmark for online course design, and serves as a continuous improvement model for assuring quality of online courses through a faculty review process. QM is also described as "a faculty-centered, peer review process that is designed to certify the quality of online and blended course" (QM Higher Education Rubric Workbook, para. 1). QM has eight research-based rubric areas: 1) Course Overview and Introductions; 2) Learning Objectives or Competencies; 3) Assessment and Measurement; 4) Instructional Materials; 5) Course Activities and Learner Interaction; 6) Course Technology; 7) Learner Support; 8) Accessibility and Usability." (QM Higher Education Rubric Workbook, p. 1).

The purpose of this preliminary study was to develop a sample model course demonstrating the use of QM General Standard 5, Course Activities and Learner Interaction.

Research Design/Methodology

This preliminary study of developing a sample course model aimed to answer the following question: What are the potential issues designers may encounter regarding developing Course Activities and Learner Interaction in the application of the QM High Education Rubric?

The following questions were supported by annotations within the QM High Education Rubric. The course was designed to address each of the following four questions:

Question 1. Are activities aligned to promote the achievement of stated learning objectives or competencies? All learning activities in the course were aligned for learners to deliver a persuasive speech. Activities include the making of a class presentation or group presentation, as guided by the rubric. At all times, the faculty researcher was certified that courses to receive a QM Certification for quality course design” (p.1).

Conclusions

QM Higher Education Rubric (2014) serves as an excellent guide for standardizing best practices and no doubt can be extremely beneficial for novice as well as experienced faculty as part of a course improvement plan since learner characteristics continuously change due to technological developments and generational differences.

As stated in the QM Higher Education Course Design Rubric Standards (2017), the rubric is intended for use with courses that are delivered fully online or have a significant online component (hybrid and blended). Course Designers use the Rubric to aid in the creation of courses designed to meet Standards from the outset” (p. 1). This preliminary study revealed that applying the QM rubric standards will facilitate course development and will ensure that active learning is included in the course. Moreover, the standards will serve as tool for improving existing courses as noted in the QM Higher Education Course Design Rubric Standards website, “the Rubric is also used to assess the level to which a course meets Standards and highlights for area improvement. A score of 85% (with Essential Standards being met) qualifies a course to receive a QM Certification for quality course design” (p.1).

References

