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

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Abstract

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 Higher 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 (course activities and learner interaction) supports active learning by means of VoiceThread (VT) as indicated below.

Objectives: Analyze key concepts related to Koch view of spontaneous know sharing to your own business experience. Activity: Select two of the following items concerning knowledge processes: Spontaneous knowledge sharing; external networks; knowledge processes; Spontaneous knowledge sharing; external networks; knowledge processes; Spontaneous knowledge sharing; external networks; knowledge processes; Spontaneous knowledge sharing; external networks; knowledge processes. Place your comments in the Discussion Board.

The faculty researcher intentionally developed interaction activities including learner–learner, learner–instructor, and learner–content interaction clearly stated. This interaction provides clear information about when learners will receive feedback from the instructor. A score of 85% (with Essential Standards being met) qualifies a course to receive a QM Certification for quality course design (p.1).

Recommendations for Further Study

2. A preliminary study exploring the application of other seven QM Higher Education Rubric standards.

References

