The Use of Quality Matters™ and the Instructional Design Process

Meridith Bergeron, M. Ed.

University of Florida, Gainesville, Florida, USA (Student)

Our Lady of the Lake College, Baton Rouge, Louisiana, USA

(Director of Educational Technology)

Background

The demand for online courses has been growing. With the rise of online learning, there has been an increasing need for accountability and transparency in distance education, most importantly in Higher Education. The use of quality assurance programs has stemmed from accreditation requirements and the need for colleges and universities to uphold transparency and maintain quality in offered programs. This best practices session will address the main points of the Quality Matters Framework, how Instructional Technologists implement Quality Matters in the instructional design process, and the perceptions of faculty teaching Doctorate level courses following the Quality Matters Framework.

Major Points

Quality Matters is a not-for-profit subscription service that was initiated in 2003 by MarylandOnline with funding from the Improvement of Postsecondary Education (FIPSE). It has been adopted by a large and broad user base that includes institutions of Higher Education and K12 schools. Publishing Companies, Corporations and Government entities also use Quality Matters framework to design online content.

Instructional Technologists at Our Lady of the Lake College utilize the Quality Matters rubric for initial course design and course redesign. The program is also used as a peer evaluation process that aims to ensure the quality of online and blended programs.

Our Lady of the Lake College has utilized the Quality Matters framework in developing the fundamental Doctorate of Nurse Practitioner-Nurse Anesthesia (DNP-NA) courses that are delivered via distance learning in the first two semesters of the program.

Faculty developing DNP-NA courses actively engage in course design with Instructional Technologists that follow the Quality Matters Framework. Once courses are developed, they are peer reviewed to ensure validity and functionality in the online environment. Upon completion of peer review, the courses are vetted through curriculum committee. Once approved, the courses are disseminated and taught through the online learning environment.

Perceptions of faculty developing and teaching DNP-NA courses following the Quality Matters Framework are thoroughly examined and provide insight into future course design and development.

Summary

There has been an increase in demand for online courses in Higher Education. This demand has generated a need for accountability and transparency. Our Lady of the Lake College utilizes the 5th Edition of the Quality Matters Rubric. This not-for-profit subscription service allows Instructional Technologists to work with faculty and course designers to design course content to better align with quality assurance standards. Perceptions of faculty developing and teaching DNP-NA courses following the Quality Matters Framework are thoroughly explored and provide insight for future course design and development.

References

Parscal, T., & Riemer, D. (2010). Assuring quality in large-scale online course development. *Online Journal of Distance Learning Administration*, *13*(2). Retrieved from http://www.editlib.org/p/76553

Quality Matters Consortium (2014). Quality matters rubric, fifth edition. Retrieved from https://www.qualitymatters.org/rubric

Zygouris-Coe, V., Swan, B., & Ireland, J. (2009). Online learning and quality assurance. *International Journal on E-Learning*, *8*(1), 127–146. Retrieved from http://www.editlib.org/p/25228