

Faculty Peer Review Models in Online Course Evaluation

eLCC Faculty Professional Development Day

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Quantity & Quality

QQ
QQ
QQ

vs.

Q





QM trainings

CETL workshops

Cohorts

Peer review certification

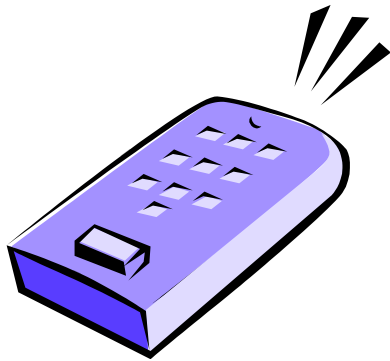
Faculty development presentations

Research

Publication & presentation – provost support

Peer Review

Faculty to Faculty



Research: Levels of Course Review & Levels of Training



Self review



Informal review

Full QM certified review






School of Nursing



Research Problem

How to provide efficient and effective ways to implement the QM program at UNC?

Issues –

- formal or informal **review**
 - number of QM faculty peer/staff **experts**
 - instructional design **resources**
 - time** for faculty
 - experience** teaching online
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Research questions address:

Experiences of participants learning the QM model and employing the rubric

Differences in course self-review scores versus different levels of QM training

Incorporating recommended changes into their courses without additional assistance with instructional design



Methodology

Mixed methods

Descriptive and Qualitative design --
to gather information about the faculty
experience with:

- ▶ QM training
- ▶ Course review & UNC peer feedback
- ▶ Updating their courses
- ▶ QM formal review feedback



Methodology

Participants: 6 faculty (9 anticipated) from
Nursing, Art, & Theatre

2 or more years teaching online

course available not based on QM standards

3 levels of training:

self training – QM materials given

short training – 3 hours, some practice

long training – 3 hours plus 3 hours practice


Methodology: Procedures

1. **Learn** to use QM rubric for course
 2. **Review** one course (UNC peer review also)
 3. Receive **feedback** (self and informal review)
 4. **Update** the course
 5. **Formal** QM review of updated course
 6. Receive **feedback** from official review
- ▶ No help from instructional designer until study over; if desired, got help until course passed official review & was certified


Results: Scores on Rubric

Participant / UNC reviewer agreement	Group	Possible influences
62.25%	Self training	
72.5%	Short training	Most experienced online instructors
70%	Long training	

Using the **rubric**

- ▶ Majority of participants were able to **assess** their courses with 60–70% accuracy.
 - ▶ Majority of participants were able to **make needed changes** sufficient to reach or approach level required by QM course certification.
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Experiences of participants

1. After QM training
 2. After self-review of courses
 3. After receiving UNC peer feedback
 4. After updating their courses
 5. After receiving QM official feedback
 6. At the end of study
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Experiences of participants


The **rubric** was very helpful since it “assisted the review process by identifying specific **criteria expected** within the course.”

The QM system is **geared toward the typical 3 credit didactic course that is online**. There should be some other approach for courses that are quite different in nature.

Experiences of participants

After updating their courses, none sought help from instructional designers, but two asked colleagues and two asked students about certain aspects as part of course planning for the future.

“I found it difficult to **find time** to do this until the end of the semester as I prepare for the next semester.”



Lessons Learned



Time

Support



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