

4th BMIC

BUSINESS MANAGEMENT INTERNATIONAL CONFERENCE



co-organized by



4th Business Management International Conference (BMIC 2017)

Theme: Challenges of Creative and Innovative Management

November 1-2, 2017

Holiday Inn Pattaya, Chonburi, Thailand

Burapha Business School (BBS)

Faculty of Management and Tourism, Burapha University



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Assistant Professor Sakchai Setarnawat (Ph.D.)

Dean, Faculty of Management and Tourism

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This certificate is awarded to

Daryono

the author of the research paper titled

University Innovation Through Quality Matters (Qm)

presented at "The 4th Business Management International Conference on

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November 1, 2017

at Holiday Inn Pattaya, Thailand



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The 4th Business Management International Conference

"Challenges of Creative and Innovative Management"

University Innovation Through Quality Matters

Daryono^{ab}, Adi Indrayanto^b, Sigit Dwi Nugroho^c,
Syaiful Bakhri^a, Ahyar^{Yuniawanc}, Fuad Mas'ud^c
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Abstract

Universities face increasing demands from both internal and external stakeholders for meaningful quality assurance to demonstrate the value and impact of their efforts. The quality assurance of online education are, perhaps, even higher, in view of its increasing importance and the rapid growth of student interest. The Quality Matters Program, focusing on online course design and a peer-based, course review process, is one manifestation of this need. Given the resources and time required to make the Quality Matters process work, validate its positive impact on those who participate, on the design of courses, and on the assurance of quality, Quality Matters is a continuous improvement program for educational institutions to assure the design quality of both online courses and online components of traditional courses.

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Keywords: Quality Matters, quality improvement and assurance, assessment, learning.

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academics? For example, I frequently use the SACK model to differentiate between educational domains (Skills, Attitudes, Concepts and Knowledge). We need to provide academics with essential teaching skills, change their attitudes from teacher-centred to student-centred to facilitate deep rather than rote learning, establish fundamental educational conceptions and provide knowledge of best practice. Small-group teaching in context does lead to better learning outcomes but it does have heavy resource implications in terms of staff numbers and class rooms.

The term 'cultural diversity' embraces differences of ethnicity, religion, language, and heritage; differences in national origin (including both the dichotomy between 'local' and 'overseas' students, and the manifold diversities within such student groups); and differences in experience (such as previous education). The result is that students approach education from different starting points. Yet, passionate and rigorous teaching must have defined goals, and thus the diverse body of students should share in an educational process aiming at a common outcome.

Two key challenges for educators in the modern university are:

- 1 To generate a meaningful exchange of ideas and interrelationships between students of different cultural backgrounds;
- 2 To meet the educational needs of all students effectively, and achieve unified goals, regardless of cultural background.

The University is committed to providing an excellent campus-based education and to the centrality of teacher-student interaction in this increasingly technological era. If the notion of a campus as an exciting place for students and their teachers is to survive, however, the teacher-student relationship needs regular re-thinking and re-emphasizing. Many of the academic staff teaching in universities are there because of the high quality of the teaching they experienced as students

II. LITERATURE REVIEW

It is our sincere hope that those using the

QM rubric will resist the temptation to use it as a simple behavioral checklist and instead use it as a launching pad to constructivist peer discussion leading to course improvement for the specific course under review



Figure 1. Quality Matters Framework
(Adopted from : Kay Shattuck, D.Ed. Director of Distance Learning Programs Blackboard Administrator Carroll Community College Westminster MD 410-386-8419)

This mirrors what much of the distance education literature suggests as the direction offered by the interactivity available with today's communication technologies (Saba, 2005). General Review Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process:

Eanes (2001)	provided a "task-oriented question construction wheel based on Bloom's taxonomy" that provides support for well constructed online assessment.
McLoughlin (2001)	suggested that evaluation tasks be associated with

Wisher, Curnow, & Seidel (2001)

Youngblood, Trede, & DeCorpo (2001)

Macdonald & Twining (2002)

	identified in the webbased online learning literature and applied those to a course which was "initially a failure" (p. 243). Issues addressed were confusion of the learner when "haphazard integration" of CMS features "did not match course objectives"(Oliver, 1999; Kearsley, 1997; Collis, 1999; Grabowski & Small, 1997 were cited); "practice components were often weak or missing (Gilbert & Moore, 1998; Kidney & Puckett, 2003 were cited) (pp. 244-245) ; activities and resources did closely match instructional purposes (Kidney & Puckett, 2003; Koszalka & Bianco, 2001; Simonson et al., 2003 cited); and "learners did not see a connection between the activities they were completing" and the overall objective (p. 251).
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Table 1. Literature Support

iii.

RESULT AND ANALYSIS

The emerging Quality Matters-focused research follows trends of other online distance education research: It is dominated by non-interactive survey and questionnaire data collection "predictor variables" of student retention (defined as returned the following semester) that were extrapolated from institutional data (n=20,569) by the use of educational analytics. While the QM-focused research is to be applauded for establishing exciting baseline information in the first decade of QM's existence, specific challenges to be addressed are evident:

There is too much reliance on simple surveys without control or analytical follow-up. Using deeper learning analytical methodologies would add value to study outcomes. There are still

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studies utilizing the publicly available, original 2005 QM Rubric, which has now been refreshed and refined three times (2006, 2008, 2011).

Without using the current, official version of the QM Rubric, it is impossible to access the annotations (explanation and examples for each standard) which provide invaluable information to a reviewer on the 41 specific standards. In addition, lack of understanding of all facets of the QM process can result in the findings being misconstrued.

The QM project views support from the research literature as highly important for informing the continuous improvement process and for justifying changes made to effect improvements. It is hoped that compiling the available research literature as it relates to the QM rubric will have the following beneficial effects: 1.

Identify 'gaps' where research support is lacking or insufficient for general or specific review standards; 2. Suggest promising areas of research where additional empirical or conceptual support would improve the QM rubric and process specifically and advance the field in general; 3. Uncover new areas or promising directions based on current research trends.

IV. RECOMMENDATIONS

Studying student perceptions of quality and satisfaction with the experience of an online course is important; however, it is time for QM-focused research to include methodologies that can cross-tabulate or at least segregate other known factors, such as the impact of teaching, learner readiness, or student support services. Those factors can cloud an understanding of the impact of course design. Learning analytics methodologies would greatly assist with this goal.

Designing a study that is supported by a scholarly review of the literature is a must for QM-focused research to move from primarily exploratory in nature into theoretical and deeper. Expanding research by collaboration and inter-institutional sharing among colleagues in the QM community would promote the underlying principles of QM: collegiality, collaboration, and continuous improvement to promote student learning. The Scholarship of Teaching and

Learning provides an excellent venue for the public process of instructors collaborating in the study of teaching and learning.

v. SUMMARY

It is an exciting time in the field of online learning, but care must be taken to move forward. Quality Matters, a program designed, implemented, and evaluated for quality improvement and assurance, is an important component in an institution's quality improvement and assurance efforts. We hope is that this article will inform further research on improving online learning.

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