

## Implementation of Quality Matters Standards on Blended Courses : A Case Study

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### Abstract

This research presents the implementation of broad multidimensional reference model of Quality Matters for E-Learning standards for blended courses in such a way that learning outcomes of the module could be met. In this research paper the importance and tasks of Quality Matters for the course development and its relationship with E-Learning was defined and analyzed in the learning environment with special reference to King Khalid University for the graduate students in department of information systems. This study clearly defined that the Reference Model of Quality Matters for E-Learning standards could be applied for all types of Modules such as Supportive, Blended or Full Online in learning paradigm that aid in meeting learning outcomes of the course. Also this study magnified the patterns how QM standards facilitated E-Learning in King Khalid University. The reference model of Quality Matters is not restricted to any particular course or discipline.

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### I. Introduction

KING KHALID UNIVERSITY introduced an e-learning centre in 2005 and in 2008 pioneered Blackboard Collaborate™ [BBCL] to achieve local and international online education. E-Learning [EL] with Quality Matters attempted present in King Khalid University put efforts to organize, build and construct learning modules at an international level. In this view in 2011 and 2012 E-Learning (EL) was introduced King Khalid University.

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### Appendix I QM Questionnaire

1. Instructor Name:	Institution:	
2. Course Name & Number (e.g., CIS101):		
3. Course Access URL:		
4. Discipline Area(s):		
5. Who is the creator of this course?		
a. Faculty Member		
b. Commercial Content Provider		
c. Instructional Design Team (list members and their roles):		
6. Is the course stand-alone or part of a sequence?		
7. On which platform (LMS/CMS), if any,		
8. Are students required to complete a tutorial on the use of the LMS/CMS prior to beginning the course?	Yes	No
9. Which software is used to deliver the course?		
10. What are Face-To-Face Components? At what extent the face to face components were effective?		
11. What are Online Components? At what extent the online components were effective?		
12. Attach a list of the course-level objectives and the module objectives for one or more course units.		
13. What is the source(s) of the course objectives or expected outcomes? At what extent the course objective were met?		
14. Is the syllabus the standard syllabus developed by institution? At what extent the syllabus development was effective.	Yes	No
15. Does the course use a standard textbook?		
16. List the major instructional materials required in the course. At what extent this material was effective to meet learning objective for the module?		
17. Does the course use audio/visual components? At what extent Audio and Visual components were effective.		
18. Are there any special computer skills or technologies required in order for the reviewers to access the course?	Yes	No
19. Does the course use support materials (other than audio/visual) provided by the textbook publisher?	Yes	No
20. Does the course use any synchronous instructor/student interaction?	Yes	No
21. Is any course content or instructor communication done by individual emails or by posting online?	Yes	No
22. Are there any unresolved copyright issues apparent with regard to the materials used in this course?	Yes	No
23. Are any course materials or activities located outside the course website?	Yes	No
24. How often per week are students required to interact online with the instructor or other students?		
25. Is student-to-student interaction (e.g., on discussion boards and forums, or various forms of group work) appropriate in his course? Yes No At what extent Student- student and student- teacher communication was effective for the learning of course?		
26. Provide a copy of (or link to) any policies of your institution that set standards of accessibility that either explicitly or implicitly apply to online instruction.		
27. Quality Matters encourages instructors and design teams to become familiar with the QM standards prior to submitting a course for review.		
28. Did you have any prior exposure to the Quality Matters Rubric? To what extent Quality Rubrics were applied in the course?	Yes	No
29. Identify any particular areas and/or issues in this course. That you want to ask for feedback from the review team:		
30. Please provide any other information you want to communicate to the Review Team about your course.		

**Appendix II**  
**Standards for Evaluation for Blended E-Learning Courses**

Standard	Reference	Point
<b>General Course Information and Objectives</b>		
Start Here" button or icon on the course menu contains instructions on how to get started such as (welcome message, introduction, communication policy, clarify in course menu).	QM 1.1	10
Give a summary that explains the purpose of the course and its various components (clarify course objectives, course information, previous requirements of the course, instructions, course plan, lecture schedule).	QM 1.2 & 2.3	10
The course grading policy is stated Clearly	QM 3.2	10
The self-introduction by the instructor and communication methods between the instructor and students are available online. In addition the instructor's plan for response time and feedback on activities is clearly stated.	QM 1.7 & 5.3	10
<b>Lectures and Materials</b>		
The instructional materials are varied, including the textbook(s), PowerPoint presentations, websites, lecture notes, periodicals, outlines, and multimedia.	QM 4.5	10
<b>Learning Activities</b>		
Learning activities provide opportunities for students to interact with instructor, content and students in addition to mention whether if this activity is graded or not.	QM 5.2	10
<b>Online Assessments</b>		
Use a variety of assessments (tests, quizzes, assignments).	QM 3.1	10
<b>Technical Part</b>		
Navigation throughout the online components of the course is logical, consistent and efficient. In addition to included the lectures in its specific component.	QM 6.3	5
A clearly worded statement lists the required software and plug-ins, along with instructions for obtaining and installing them	QM 6.4	5
<b>Total</b>		<b>80</b>

Source: Self Computed

	<p style="text-align: right;">Estd. : 1987</p> <p style="text-align: center;"><b>भारतीय वित्त संस्थान</b> <b>INDIAN INSTITUTE OF FINANCE</b></p> <p style="text-align: center;">45 A Knowledge Park III, Greater Noida 201310, NCR Delhi, INDIA 9999321585-86, 9811971002, 0120-2323683, info@iif.edu</p> <p>www.iif.edu</p>
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