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What is Course Transformation? Understanding the Process of Course Redesign for Improved Student Learning

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Overview

- Higher education challenges
- Course redesign movement and goals
- PSY 121 background
- Opportunity for improvement
- Redesign process
- What comes next?
- Important considerations
- Experiences and lessons learned so far

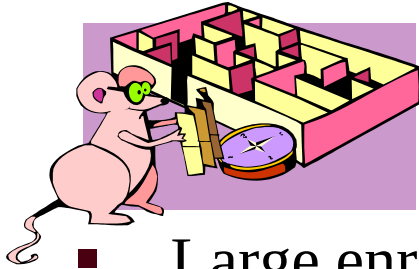


Higher Education Challenges

- Continual decline in funding
- Rising expectations
- Growing up in a technologically advanced world
- Recognition that lecture-based classes are less effective
- Greater understanding of how students learn
- Rapidly improving technology geared toward student learning



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PSY121: The White Rat

- Large enrollment general education course
- High DFW rate
- Less than desirable learning outcomes and poor retention
- Overreliance on adjunct (per course) instructors
- Blended design piloted in two sections several years ago with mixed results
- Faculty desire to improve learning outcomes and create a more positive learning experience for students



Course Redesign Movement Goals

- Improved student learning outcomes
- Improved retention
- Decreased instructional costs



Opportunity to Improve

How to Start?

- Provost initiative
- Faculty conversations
- Development of redesign team
- Develop relationships with administration and identify sources of funding
- Determine approach (NCAT, N-Gen, other)
- Identify potential publishers and begin to review their resources



Opportunity to Improve

- Standardize course content areas*
- Develop learning objectives for units and determine how objectives will be met*
 - Lecture/discussion, on-line quizzing, blogging/discussion boards, video demonstrations, individual and/or group assignments, etc.

**without impinging upon academic freedom*



Next Steps

- Work with publisher and academic support staff to identify activities for learning objectives
- Pilot section of 300 students in Spring 2012
- Evaluate effectiveness and revise as necessary (Summer 2012)
- Full implementation in Fall 2012
 - All regular sections of PSY 121 will be taught in redesigned format
- Evaluation and revisions as necessary



Important Consideration: Continued Support

- Dedicated and committed faculty team
- Support of the Administration
 - Financial
 - Reassigned time
 - Classroom upgrades/software
 - Liaison with Registrar
 - Scheduling considerations
 - Negotiating for appropriate space
- Technological support
 - University
 - Publishing Company

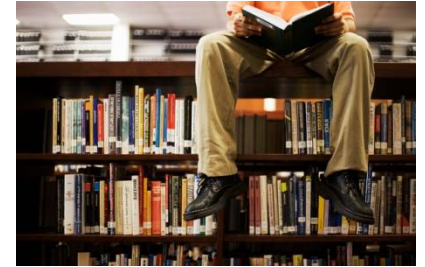


Lessons Learned so far.....

- No one approach to course redesign works for all
- Stakeholders' prioritization of goals is not always analogous
 - Some cost savings may not be enough even when you are cost effective at the start
- A strong committed team with support makes it possible
- Publishers' products are key to the feasibility of the project
- A rigorous assessment plan is key
 - Inform revisions of the course
 - Provide evidence for continued support



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