

Roadmap to Redesign

**More Students, But Improved Learning:
Large-enrollment Course Redesign**
Campus Technology 2006, Boston



Presenters

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Introduction

- A. Activities related to large-enrollment classes in the University of North Carolina system
- B. Background of large-enrollment classes at East Carolina University
- C. Selection of PSYC 1000 Introduction to Psychology for redesign



Infrastructure

A. Creation of Interdisciplinary Team

- Office of the Provost
- Center for Faculty Development
- Instructional Technology Consultant from Harriot College of Arts and Sciences
- Publishing Company Representatives
- Department Representatives)

B. Administrative and departmental support

- Office of the Registrar
- Institutional Assessment
- Three Technology Support Systems: ITCS; Instructional Technology Consultant from home college; Academic Outreach (Blackboard)
- Departmental Administration and Faculty: topics identification and agreement, pre/posttest approval, scheduling, equipment, assistantships

C. Challenges encountered and overcome

- Space Issues - limited large classroom space and breakout rooms
- Equipment and Technology Coordination
- Registrar issues
- Data Collection and Assessment

Course environment



Technology & software

Strategy: Online interactive multimedia components, quizzing, and small group breakout sessions helped replace master lectures by instructor, making possible fewer master classes per week and generating cost savings

- Use of master classroom
- Use of publisher resources
- Equipment for SIs/breakout sessions
- Bb 6 course management system
- Mastery quizzes
- Audience response system
- Training
- Other issues relating to technology

Revision of redesign

- **Supplemental/Replacement Model**
- **One master lecture class/week**
- **One breakout discussion sessions/week, tracked by Sis**
- **Mastery quizzes in MyPsychLab for each chapter (up to 15 opportunities each)**
- **Assignments on publisher Allyn Bacon's MyPsychLab web site**
- **Blackboard 6 in pilot**
- **5 in-class tests including exam**
- **Supplemental/Replacement Model**
- **Two master classes per week (MW)**
- **One REQUIRED breakout discussion session/week led by SIs, using structured activities and class plan, weekly test administered**
- **Mastery quizzes in Bb6 course for each chapter (up to 10 opportunities per quiz, each generated randomly using large test bank of questions)**
- **Publisher's supplemental materials**
- **ECU's Blackboard 6 course management system**
- **10 weekly tests in breakout sessions; mid-term exam in breakout session, final exam in master class**
- **Participation in research project**

Teaching the redesigned course

Selection of text and publisher's resources

- Difficulty level of text
- Use of MyPsychLab
- Coordination with Blackboard

Realities of teaching the redesigned class

- Master lecture decision making (time/content restrictions of design)
- Coordination of master lecture, multiple quizzing, and breakout sessions

Challenges encountered and overcome

- Availability of space and access to technology in master classroom
- Instructor interaction with students
- Incorporation/coordination of quizzing and other resources available
- Registration and attendance issues affecting teaching and learning
- Monitoring and issues of technology misuse by students

Interactive components

The screenshot displays the CourseCompass web application interface. The browser address bar shows the URL: <http://www.coursecompass.com/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/cox>. The page title is "CourseCompass".

The main navigation bar includes "Home", "Help", and "Logout". Below this, there are tabs for "My CourseCompass", "Courses", "Support", and "Research Navigator".

The left sidebar contains several interactive components:

- Announcements
- Power Points
- E-Book & Course Info
- External Links
- Course Map
- INSTRUCTORS
- Control Panel
- How Do I...?

The main content area displays the course page for "PSYC 1000/014 PSY - E-BOOK & COURSE INFO - CHAPTER 01 TYPES OF INTELLIGENCE (WHAT DOES IT MEAN TO BE SMART?) (PAGES 346-347)".

The page features several interactive components:

- Pre-Test**: A section with a "PRE-TEST" icon and a link to complete the short pre-test before exploring the chapter.
- Post-Test**: A section with a "POST-TEST" icon and a link to complete the sample chapter test after reading, reviewing, and studying the chapter content.
- Study Plan**: A section with a "Study Plan" icon and a link to see a customized study plan for each student, identifying areas of weakness and strength.
- Types of Intelligence: Chapter Opener (pages 346-347)**: A section with a folder icon and a link to the chapter opener.
- Is There More Than One Way to be Smart? (pages 348-362)**: A section with a folder icon and a link to the chapter content.
- What Makes Us Smart? Nature and Nurture (pages 362-375)**: A section with a folder icon and a link to the chapter content.
- Diversity in Intelligence (pages 375-385)**: A section with a folder icon and a link to the chapter content.
- Consolidate! Chapter Summary and Review (pages 385-387)**: A section with a folder icon and a link to the chapter content.
- Chapter 9 Mastery Quizzes**: A section with a folder icon and a link to the chapter mastery quizzes.

An "OK" button is located at the bottom right of the page.

Assessment

- A. Pre/post test results
- B. Retention
- C. Student surveys

Pre-/Post test results

Spring 2005	Number	Pretest Mean	SD	Posttest Mean	SD
Traditional Sections (8)	655	43.30	10.137	46.50*	11.047
Redesigned Sections (2)	382	41.49	9.559	47.56*	12.467
Fall 2005					
Traditional Sections (4)	224	42.30	9.633	50.95*	12.149
Redesigned Section (1)	152	42.05	9.764	47.37*	13.306

* indicates significance difference
p<.05.

ECU R2R interdisciplinary team

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