

Course  
Redesign  
at  
Southeast

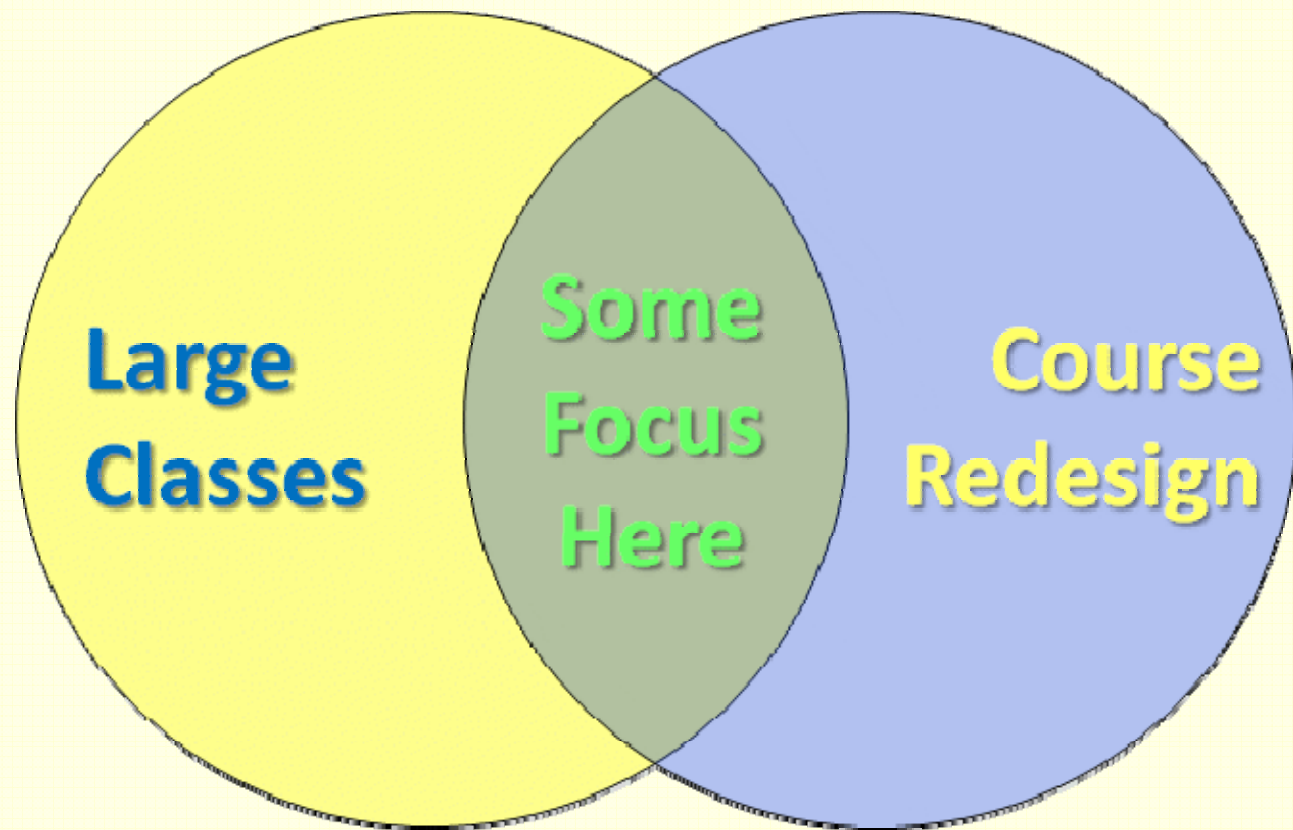
# A little history

- Summer 2010 - [Academic Change Task Force](#) (originally called Course Redesign)
  - Course redesign subcommittee – Now an AQIP project – Oversees and reports
- Fall 2010 - [Faculty Innovators Course Redesign Subcommittee](#)
  - Facilitates the Course Redesign process
- Fall 2010 - [NCAT](#) and State of Missouri
  - Statewide Course Redesign initiative

# More History

- Fall 2010 – First 5 courses begin formal redesign
  - UI100
  - EN100
  - PS103
  - US107
  - MA 101/102
- Spring 2011 – ITC and FFR funding deadlines
- Spring 2011 – Call for new course redesign proposals

It's not just big classes.



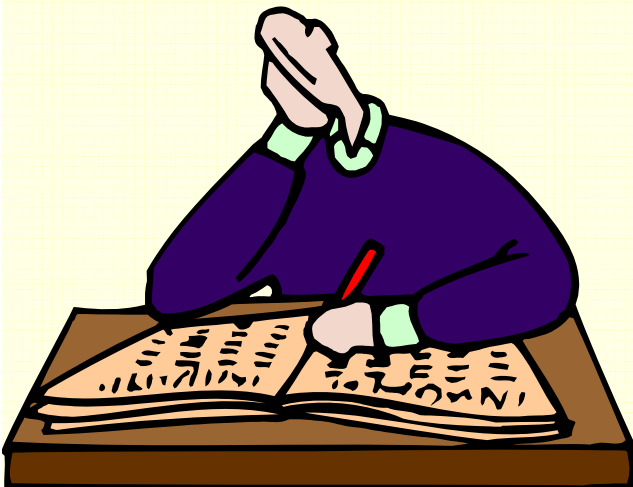
# Our definition

Course redesign is the process of **rethinking the way we deliver instruction** in light of the possibilities that new technology offers in order to achieve better learning outcomes. Course redesign embraces modern methods of web-based information management and knowledge generation, characterized by electronic, decentralized, global, instantaneous knowledge generation so as to facilitate student learning.



# Our definition

The purpose of course redesign is to improve student learning. Consequently, redesign must adhere to sound pedagogical principles. Good pedagogical practice enhanced by technology supports shifts in the nature of the teaching-learning enterprise, making it more active and learner-centered. The primary goal is to **shift students from a passive, note-taking role to an active learning orientation** in order to enhance learning outcomes.



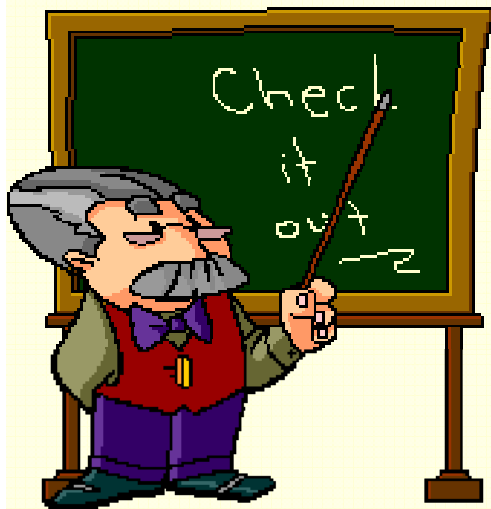
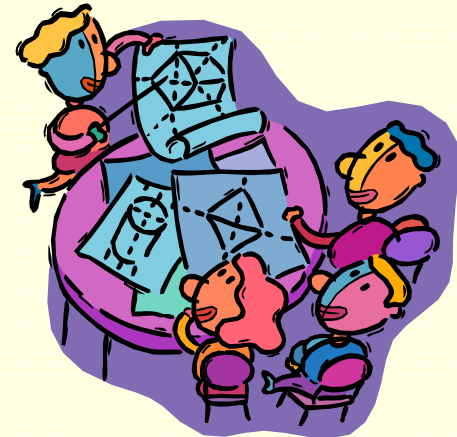
# Why change?

- High D/F/W rate
- I can't cover all the material I want to
- Students don't retain material
- Students can't apply material to new situations
- Excessive grading load
- Boredom (mine or students')



# What students do

- Memorize facts
- Learn basic concepts
- Understand concepts
- Apply concepts
- Build knowledge and synthesize
- Create new ideas



# Ways students learn (and your input)



# Highest and Best Use



“These are defined as lands which have higher values for their non-timber amenities such as for recreation and conservation.”

US Fish and Wildlife Service



# Criteria for Course Redesign

- Assess student learning
- Use active learning methods
- Take advantage of technological efficiencies
- Use faculty time differently to increase effectiveness of teaching and learning
- Use one of the 6 well-vetted models used in Course Redesign.

# 6 Models

- Supplemental
- Replacement
- Emporium
- Fully Online
- Buffet
- Linked Workshop

# Supplemental

- [Indiana U/Purdue Intro to Sociology](#)
  - Went from 3 to 2 sections
  - Collaborative research with student survey
  - Online testing with individual feedback
  - Online collaboration
- Reduced D/F/W rate from 38.9% to 24.8%
- Reduced cost per student

# Replacement

- UI 100 pilot redesign:
  - One day large lecture
  - One day small seminar breakouts
  - One day online activities replace F2F

# Replacement

- M. Taylor FFR grant –
  - Unit pretest
  - Online “lecture” materials
  - Post-test
  - F2F group activities
  - Outside class group data analysis, F2F and with Forum
  - Reconvene in class for discussion
  - Summarize and explain concepts in class wiki

# Emporium

- [Developmental Math, Jackson State CC, Tennessee](#)
  - Eliminated lectures
  - All instruction in emporium with MyMathLab
  - Increased student post-test scores at all levels
  - Increased retention
  - Reduced cost per student

Jackson State CC Math Emporium



son State CC Math Emporium



# Fully Online

We have lots of these.  
Active learning, engagement,  
problem solving, discussion  
are all possible.



What could you  
do in your  
course?

