

WELCOME

COURSE SHARING WORKSHOP

October 4, 2012



MISSOURI LEARNING COMMONS

COURSE SHARING WORKSHOP

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October 4, 2012



A BIT OF HISTORY


August 2010: Governor's Higher Education Summit

- Focused on four areas, one of which was “**increased cooperation and collaboration**” across the state.



A BIT OF HISTORY

October 2010: Statewide Conference on Academic Transformation and Collaboration

- Provosts committed to contracting with the National Center for Academic Transformation (NCAT) to engage in a statewide course redesign initiative.
 - Partially funded by New Generation Learning Challenges Grant. Project name: Missouri Learning Commons.
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OBJECTIVES OF PROJECT

Redesign 13 high-enrollment introductory courses

- Improve learning outcomes
- Reduce costs

Share methodology of teaching courses with rest of institutions

Provide access to course materials to rest of institutions



MISSOURI COURSE REDESIGN INITIATIVE - COURSES

- *College Algebra (SEMO)
 - *Principles of Biology (MU)
 - *Intro to Psychology (MSU)
 - *Chemistry I (S&T)
 - *Information Systems (UMSL)
 - *Spanish I (SEMO)
 - *Oral Communication (MSSU)
 - *Principles of Management (NMSU)
 - Introduction to Business (MWSU)
 - Developmental Algebra (HSSU)
 - College Algebra (UMKC)
 - Intermediate Algebra (UCM)
 - Health and Fitness (Truman)
 - Basic English (Lincoln)
 - Human Anatomy (UCM)
- *Presentations at today's workshop

OVERVIEW OF COURSE REDESIGN

What is course redesign?



WHAT IS COURSE REDESIGN?

Process of redesigning a course


- to improve learning outcomes and
- to lower costs

by taking advantage of technology.


It is about rethinking the way we deliver instruction using new technology.



FIVE PRINCIPLES OF REDESIGN (NCAT MODEL)

1. Redesign the whole course.
 2. Encourage active learning.
 3. Provide students with individualized assistance.
 4. Build in ongoing assessment and prompt (automated) feedback.
 5. Ensure sufficient time on task and monitor student progress.
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1. REDESIGN THE WHOLE COURSE

- The whole course—rather than a single class or section—is the target of redesign.
 - All faculty can incorporate feedback from the teaching and learning process to improve the course.
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2. ENCOURAGE ACTIVE LEARNING

- Lectures are replaced with an array of interactive materials and activities.
 - Technology-based resources help students engage with course content.
 - Active learning environments are created within lecture hall settings.

3. PROVIDE STUDENTS WITH INDIVIDUALIZED ASSISTANCE

- Models replace or supplement lectures with activities in labs staffed by faculty, teaching assistants and/or peer tutors.
 - Help also may be available online.
 - An expanded support system helps students feel that they are a part of a learning community.
 - Community is critical to persistence, learning, and satisfaction.
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4. BUILD IN ONGOING ASSESSMENT AND PROMPT (AUTOMATED) FEEDBACK.

- Increased feedback leads to increased learning.
 - Models uses computer-based automated assessment strategies – provides more frequent feedback.
 - Students receive specific information on their performance, leading to more efficient time on task and better learning.
 - Faculty can monitor student performance and can take timely corrective action.
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5. ENSURE SUFFICIENT TIME ON TASK AND MONITOR STUDENT PROGRESS.

- Redesigns add greater flexibility in the course, but courses are NOT self-paced.
- Students (especially freshmen) need structure.
 - Courses include a concrete learning plan that requires students to master specific learning objectives according to a schedule.

MODELS OF REDESIGN

- 1. The Supplemental Model**
 - 2. The Replacement Model**
 - 3. The Emporium Model**
 - 4. Fully Online Model**
 - 5. The Buffet Model**
 - 6. The Linked Workshop Model**
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THE SUPPLEMENTAL MODEL

The supplemental model retains the basic structure of the traditional course and

- supplements lectures and textbooks with technology-based, out-of-class activities, and
- may also change what goes on in the class by creating an active learning environment within a large lecture hall setting.



THE REPLACEMENT MODEL

The replacement model reduces the number of in-class meetings and

- replaces some in-class time with out-of-class, online, interactive learning activities
- may make significant changes in remaining in-class meetings.



THE EMPORIUM MODEL

The emporium model replaces lectures with a learning resource center model featuring

- interactive computer software
- on-demand personalized assistance.



FULLY ONLINE MODEL

The fully online model eliminates all in-class meetings and moves all learning experiences online, using

- Web-based, multi-media resources
- commercial software
- automatically evaluated assessments
- alternative staffing models.

THE BUFFET MODEL

The buffet model customizes the learning environment for each student based on

- background
- learning preference, and
- academic/professional goals.

Offers students an assortment of individualized paths to reach the same learning outcomes.



THE LINKED WORKSHOP MODEL

Provides developmental instruction by linking workshops that offer students supplemental academic support for core college-level courses.



TODAY'S SCHEDULE

10:00 am

Principles of Biology (MU) – Replacement

Oral Communication (MSSU) – Replacement

College Algebra (SEMO) – Emporium

11:30 am

Chemistry I (S&T) - Buffet

Intro to Psychology (MSU) – Replacement

Principles of Management (NMSU) - Replacement

2:00 pm

Spanish I (SEMO) – Replacement

Information Systems (UMSL) – Replacement



QUESTIONS?

