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From Then To Now: My Story Of The Process Of Course Redesign

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My Story of Course Redesign

THEN

• Capstone ‘07

TO

• Capstone ‘08

NOW

• SoTL Applied
Christian Liberal Arts University, oldest religious institution in Tennessee

NCATE Accredited

Conceptual Framework, “A student teacher dynamic of sensitivity, reflection and faith.”
MED Program

- Students are licensed, experienced teachers
- Students represent all grade levels in area public and private schools
- Courses emphasize deepen knowledge and skills of teaching and learning
MED Capstone

- Provides the opportunity for students to synthesize MED program objectives in a practice-related manner.

- Hands-on demonstration of integration of faith-based thinking, a variety of pedagogies, processes, research and technological skills.

- Vehicle to take to educational community at large
Goal: “Use the lens of faith to integrate knowledge of teaching strategies and assessment.”

Procedure: Writing Integrative Questions, integrating knowledge on culminating poster

Materials: Technology, Personal Research

Assessment: Culminating Poster Presentation
The Reason for the Project
What’s Wrong?

- Summative Evaluation
- Connect
- Active Learning
- Practice & Feedback
- Monitor & Adjust
Many Questions

Increased Student Anxiety

The Line

Limited independent thinking
“Then” Question

How can the evidence I have inform course redesign to improve student transfer of learning to schools?
Methodology: Redesign Process

- Identified and analyzed multiple evidences
  - Informal observations, conversations, feedback, intuitions, course goals, alignment of daily pedagogies, evaluation of student work, and Student Course Evaluation Forms

- Reviewed Boyer (1990)

- Related analysis to literature for reasoned change
Personal Reflections/Informal Observations/Formative Data

- **Problems with Instruction**
  - Design assumed too much previous knowledge
  - Lacked modeling
  - Explanation of course processes confusing
  - Excessive downtime answering student questions
  - I lacked time to thoughtfully evaluate culminating posters
Informal Conversations with Colleagues and Students

- Need new course review strategies
  - Power Point Review time consuming
  - Personal research articles and group PPT for review did not engage all students,
  - Developing Online Course Reader time intense and not useful – too repetitive

- Confused about Process for Culminating Poster
Multiple Evidences

Observed Problems with Student Performance

- Uneven engagement in collaborative work
- Technological skills varied widely
- Given criteria unable to select quality research articles, material repetitive
- Limited evidence of independent thought to revise teacher examples
Use of Rubrics

- Some students did not use rubric to guide poster production
- Feedback not followed in final planning
- Rubric did not reveal individual student ability to perform technological skills
- Students’ use of peer evaluations was not critical.
Multiple Evidences

Student Evaluation Forms Supported observations and intuitions

Indicators with a score of less than 4 on a 5 point scale were chosen for improvement in the redesign

- Organization of instruction, confusion
- Clarity of purpose for each session and activity
- Overall value of lectures and discussion
- Student selected supplemental readings not valued
“THEN” Boyer (1990)

- DISCOVERY
- TEACHING AND LEARNING
- INTEGRATION
- ENGAGEMENT
Compared Design of Capstone ‘07 to Literature

- Big Questions in Education
- Writing Integrative Questions Across Disciplines (www.uu.edu/centers/faculty)
- Designing Poster Presentations Across Disciplines
Integration

- Each program course to Big Questions of Education
- Research to Extend personal knowledge
- New Process for Writing Integrative Questions
Teachers are reengaged in knowledge and skill of teaching and learning

Nature of Capstone is “Consequential”

Improves teaching and learning

Teaching improvement impacts school communities
Use Data Analysis in Redesign

- Correct instructional problems
  - Plan in depth step by step sequence
  - Plan clear communication of purposes
  - Provide multiple models
- Design new review processes
- Improve collaborative assignments
- Emphasize use of rubrics
Capstone ‘08 – Out of “Crisis”

- Students Questioned for Understanding
- Atmosphere Relaxed and Productive
- Electronic Line
- Lingering Poster Conversations
How can the evidence I have inform course redesign to improve student transfer of learning to schools?

They got it! . . . Review of same multiple evidences, previous problems eliminated, all indicators above 4

Really?
Understanding of SoTL Challenged when proposal was accepted

- Expanded reading on SoTL
- Investigated higher education pedagogies
- Questioned rigor of data and analytical procedures
- Questioned knowledge about teaching behaviors that impact learning
• Biggs (1999)
• Strengthen commitment

SCHOLARSHIP OF DISCOVERY

SCHOLARSHIP OF INTEGRATION

SCHOLARSHIP OF TEACHING AND LEARNING

SCHOLARSHIP OF ENGAGEMENT

• Use Socratic Questioning in education
• Plan for Rigor

SoTL “NOW”
NOW the Scholarship of Discovery outside my disciple.

- For ex. A Model for developing independent learners used in the field of engineering that extends my well crafted disciplinary knowledge.

NOW in the Scholarship of Integration leads me to connect with look pedagogies outside my discipline

- For ex. Socratic questioning probing students assumptions as they integrate knowledge through the lens of faith.
“Now” is SoTL

NOW in The Scholarship of Engagement leads me to consider deliberate ways to collaborate with graduates to take this knowledge beyond their classrooms.

- For example, introduce the idea of “consequential learning” into an earlier course integrate this knowledge into the Capstone course.
NOW in The Scholarship of Teaching and Learning I recognize the need to clean up “messy intuitions” and expand data gathering on student learning.

- For ex. Search multiple literatures for ways to obtain more rigorous evidence of student learning.
  - Feldman & Paulsen, (1994) correlate teacher actions to student learning
SCHOLARSHIP OF DISCOVERY
SCHOLARSHIP OF INTEGRATION
SCHOLARSHIP OF ENGAGEMENT
SCHOLARSHIP OF TEACHING AND LEARNING

Next . . . What will you do?
Discuss Analysis of Teaching for Learning

- Used Feldman & Paulsen (1994) research based hierarchy of teacher actions that correlate to student learning

- Arranged questions from UU Student Evaluation Form into a hierarchy grid.

- Added student evaluation data across Capstone ‘07 & ’08 into grid.
The added step of comparing data on hand with a research based hierarchy confirmed changes made contributed to student learning.

Next time, expand the redesign to include formal and informal data collection procedures.
References


Loughborough: HEA Engineering Subject Centre. Retreived November 1, 2008 from [http://www.engsc.ac.uk/](http://www.engsc.ac.uk/)


[http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID+398](http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID+398)


Websites for Teaching and Learning

[http://www.newhorizons.org/strategies/front_strategies.htm](http://www.newhorizons.org/strategies/front_strategies.htm)
Appendices

- Table 1: Capstone Then to Later
- Table 2: Indicators with Highest Correlation to Student Learning