Today’s objectives:

- Discuss large-sized classes research findings
- Review models for course redesign
- Critique discipline-specific examples of course redesign models
- Identify opportunities for SITE assistance with large-sized classes
Course redesign means rethinking the way we deliver instruction by re-conceiving whole courses.

- Redesign the whole course
- Encourage active learning
- Provide individualized assistance
- Build in automated assessment and ongoing feedback
- Ensure sufficient time on task and monitor progress
There are examples around the country that exemplify best practice in how to redesign large enrollment courses.

http://www.thencat.org/
NCAT advocates course redesign as a result of careful consideration of pertinent issues.

- High drop-failure-withdrawal rates
- Student performance in subsequent courses
- Students on waiting lists
- Student complaints
- Other departmental complaints
- Lack of consistency in multiple sections
- Difficulty finding qualified adjuncts
The **Supplemental Model** uses the traditional structure with two significant changes.

Change course for greater student engagement (interacting with materials) and promote students coming to class prepared.

**Change inside the classroom**

**Traditional instruction**

**Supplement outside of classroom**
The **Replacement Model** reduces the number of in-class meetings and provides 24/7 online interactive learning materials.

**Carefully consider why and how often classes need to meet and assume certain activities are better online.**
The **Emporium Model** eliminates all lectures and moves all classes to a lab setting.

Features interactive software and on-demand personalized assistance where students can work longer to master content.
The **Fully Online Model** provides all learning online.

Online materials are supplemental resources and are not substitutes for direct instruction.

- Adopt successful elements of other models
- Instructors design courses
- Instructors teach and interact
- Web-based delivery
The **Buffet Model** modularizes content and customizes learning for each student.

Build in continuous assessments to provide instantaneous feedback.
The **Linked Workshop Model** retains the basic class structure and adds just-in-time workshops.

### Deficiencies
- Corrected with workshops
- Diagnostic assessments

### Workshops
- Instruction on key concepts
- Use concepts during the next core class

### Facilitators
- Students who excelled in the class and are trained by core course faculty

Workshops consist of CBI, small group activities, and test reviews.
Another example exemplifies best practice in how to redesign large enrollment courses.

Next Generation Course Redesign™
The University of North Texas

Began in 2004 “to redesign a few general education courses, and we did so largely because of a collective guilty conscience.”
To be designated NGen, large-group, online, and small-group activities must constitute a certain portion of a course’s contact hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large-group lectures</td>
<td>0-35%</td>
<td>Motivate, clarify, model</td>
</tr>
<tr>
<td>Media-rich online</td>
<td>30-60%</td>
<td>Lower-level learning, low-stakes assessments, guided experiences</td>
</tr>
<tr>
<td>Small-group experiential</td>
<td>30-50%</td>
<td>Analyze, evaluate, synthesize, present and defend hypotheses</td>
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