

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

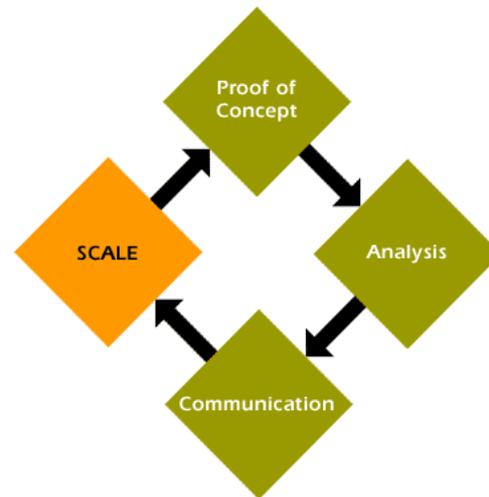
Ensure sufficient time on task and monitor progress

There are examples around the country that exemplify best practice in how to redesign large enrollment courses.



The **National Center** for
Academic Transformation

Experts in improving learning and
reducing cost in higher education.

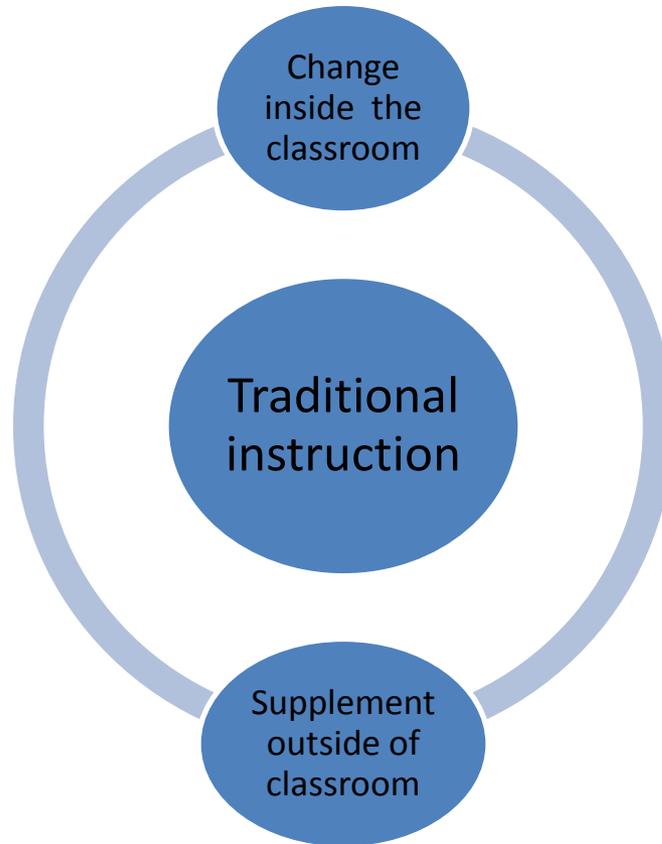


<http://www.thencat.org/>

NCAT advocates course redesign as a result of careful consideration of pertinent issues.

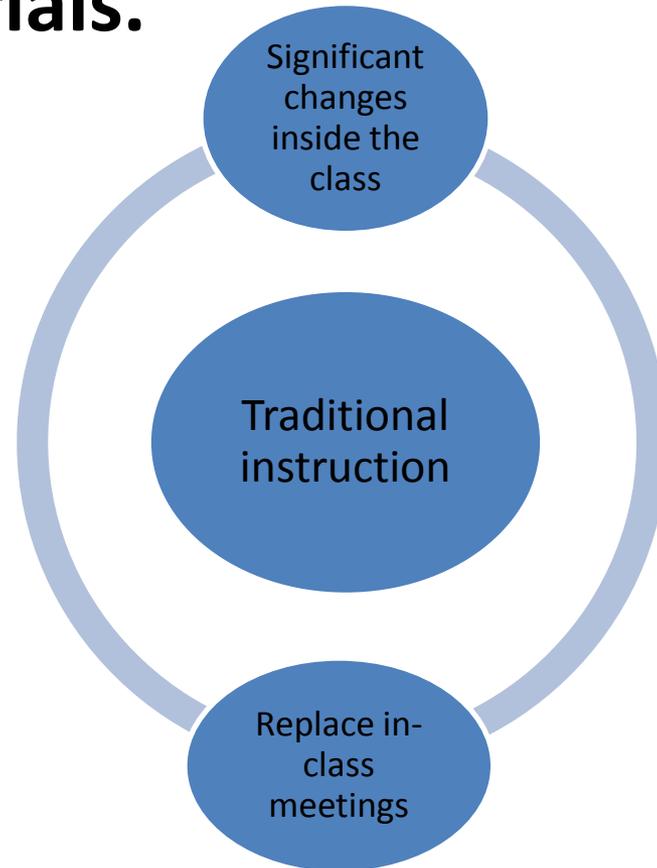
- **High drop-failure-withdrawal rates**
- **Student performance in subsequent courses**
- **Students on waiting lists**
- **Student complaints**
- **Other departmental complaints**
- **Lack of consistency in multiple sections**
- **Difficulty finding qualified adjuncts**

The Supplemental Model uses the traditional structure with two significant changes.



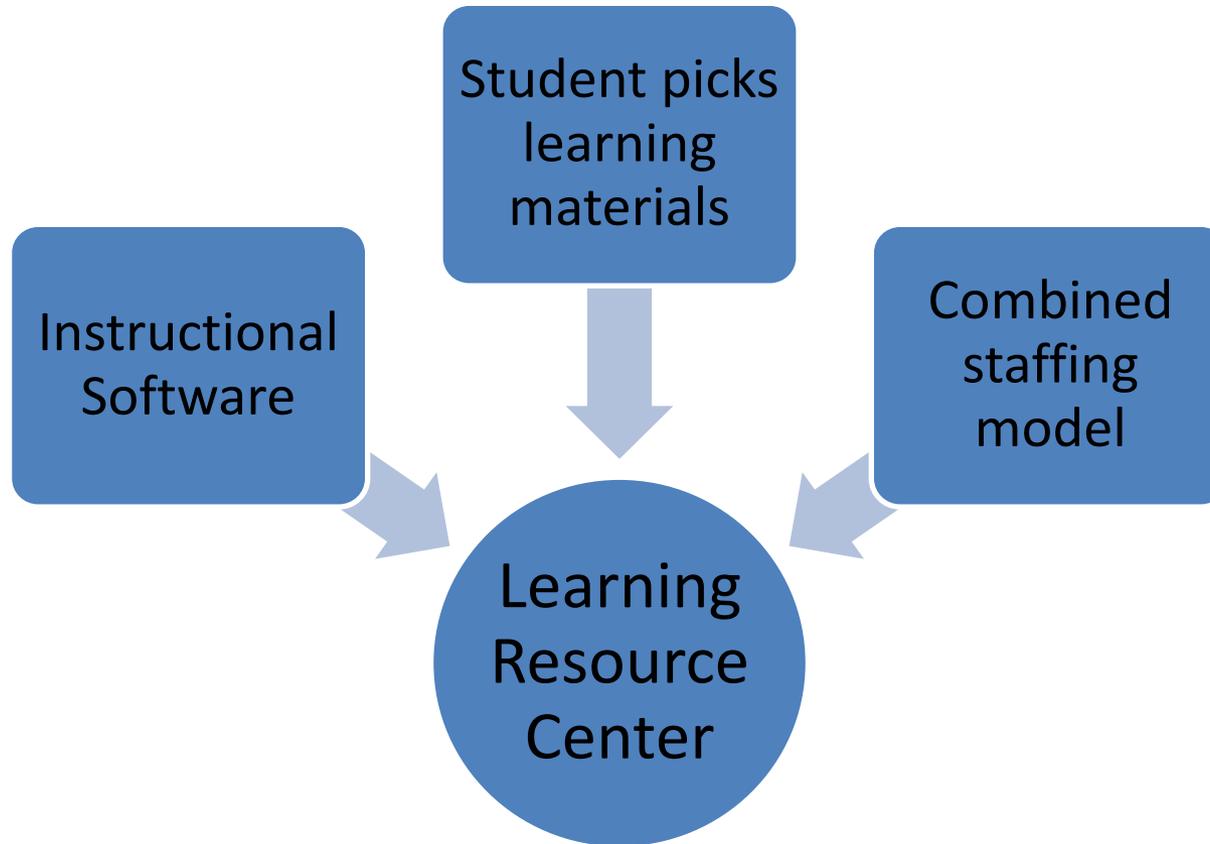
Change course for greater student engagement (interacting with materials) and promote students coming to class prepared.

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



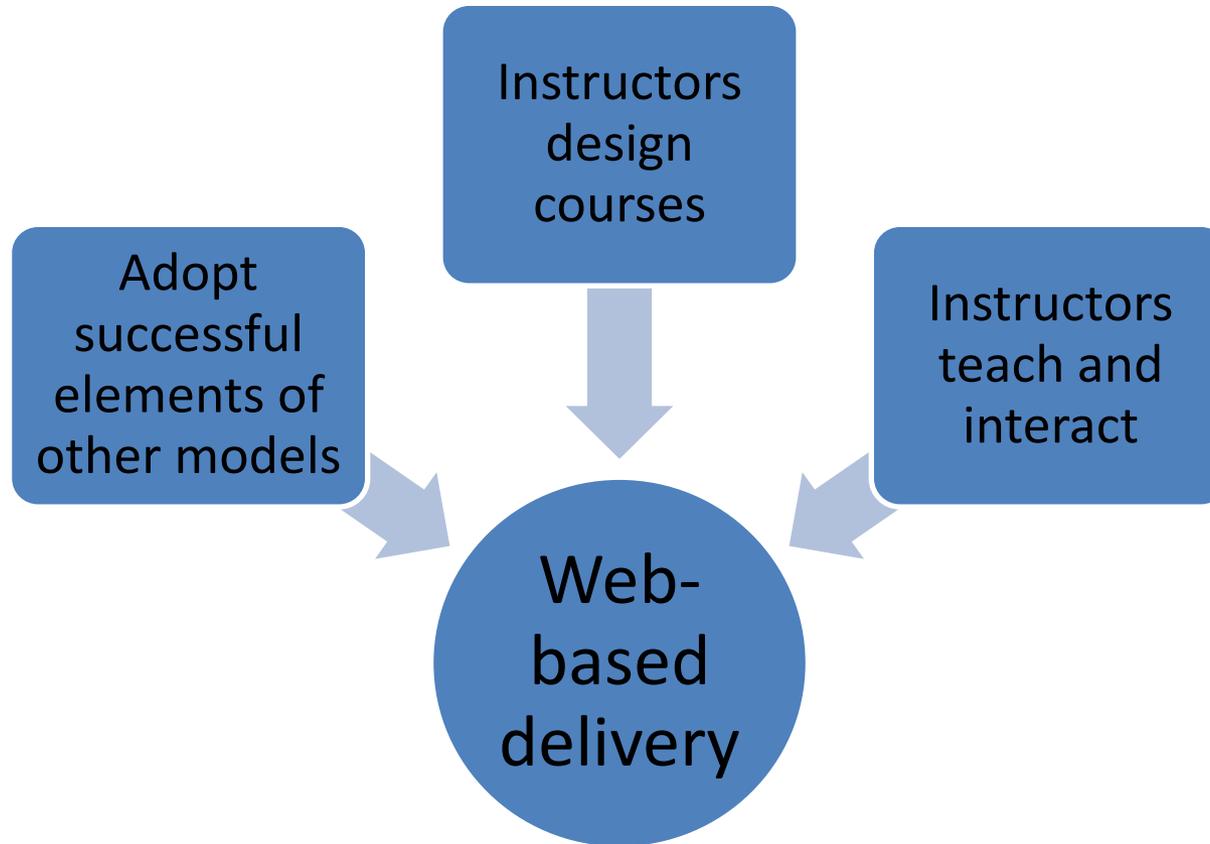
Carefully consider why and how often classes need to meet and assume certain activities are better online.

The Emporium Model eliminates all lectures and moves all classes to a lab setting.



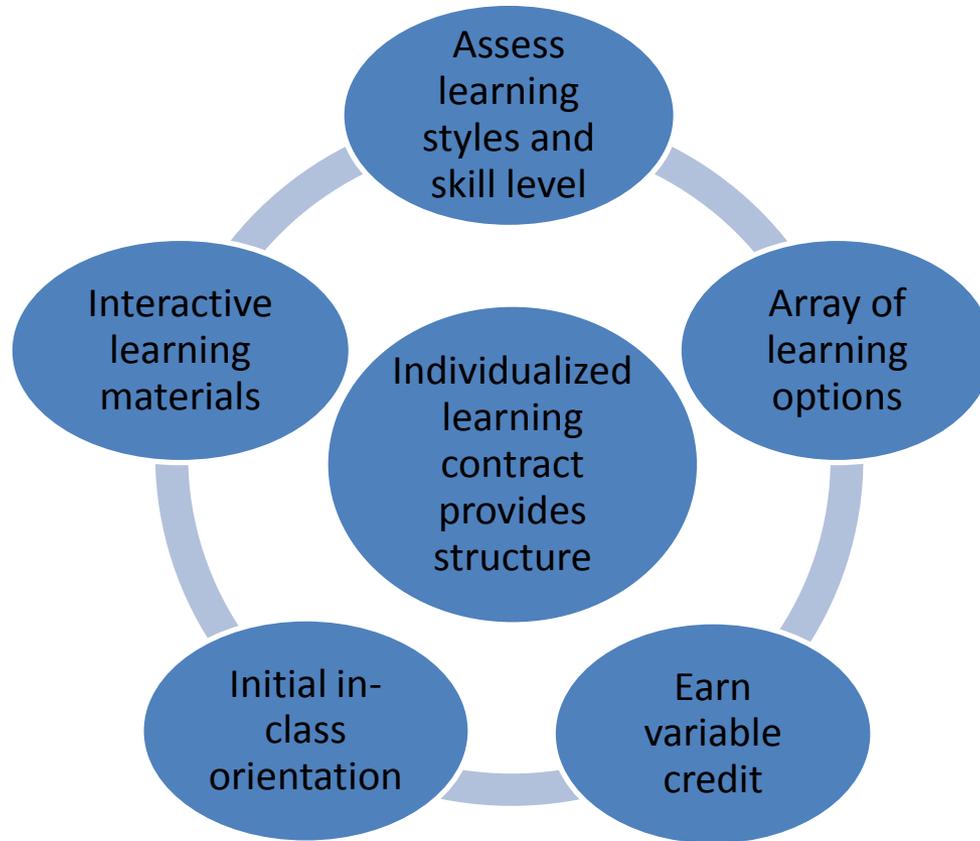
Features interactive software and on-demand personalized assistance where students can work longer to master content.

The Fully Online Model provides all learning online.



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

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	Workshops	Facilitators
<ul style="list-style-type: none">• Corrected with workshops• Diagnostic assessments	<ul style="list-style-type: none">• Instruction on key concepts• Use concepts during the next core class	<ul style="list-style-type: none">• 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.

Large-group lectures

- 0-35% of course
- Motivate, clarify, model

Media-rich online

- 30-60% of course
- Lower-level learning, low-stakes assessments, guided experiences

Small-group experiential

- 30-50% of the course
- Analyze, evaluate synthesize
- Present and defend hypotheses