

# Course Transformation Academy

## COURSE REDESIGN PLAN

**Course # and Title:** PE 101 and PE 101L; Fitness for Life

**Team Leader:** Kathy Ginter

### **1. Describe the problems or challenges you are trying to solve with course redesign.**

- Attendance rate
- Failure rate
- Confusion between lecture and lab
- Use of Blackboard

### **2. Describe the strategies you are using to address the course's problems/challenges.**

- Use week 1 to introduce blackboard and clicker/response card use
- Lecture MWF the first 7 weeks
- Eliminate points for Tegrity lectures
- Separation of participation points (ID swipe) and in-class quiz (clicker) points
- Use last week of lecture to introduce laboratory assignments and use of certain websites needed for class
- In process (paperwork filed) of combining lecture and lab credits into one, 3-credit course.
- Weekly folders with all assignments within as well as due dates and times on the outside of the weekly folder (and inside the folder with each assignment)

Previously the lecture class met on Mondays and the labs met on Wednesdays and Fridays, with students having to watch the lecture video and also workout two other days of the week. It became confusing to the students on where they were to go on what day as they seemed to forget, leaving attendance numbers low. Course information was forgotten over the week and information did not flow smoothly. Another issue was the use of Blackboard as most of our students have just arrived to campus and they were unfamiliar with Blackboard. They had trouble using Blackboard and finding all the information they needed. We decided to take several days to explain Blackboard, have students bring their computers to class and work with the students on finding information in Blackboard. We also took them step by step, using their computers to register their clickers as this seemed to be a problem prior to this semester.

### **3. Describe what NCAT model your course redesign approach is most consistent with and why.**

We are prepared for 200 students each hour for six, 1- hour classes. We modified several models as the models were not specifically designed for what we wanted to do and change. We wanted to change the lecture course and have the same amount of material introduced

three times per week over a 7 week period rather than one time per week over the semester (compressing the time rather than expanding it out). We implemented Tegrity for the lecture (at no points awarded due to issues with Tegrity in the past which lead to frustration of faculty and students). The classroom is used for in-class quizzes over the reading materials and video lectures. These quizzes seem to illicit discussion among students which enhances learning. We also needed to take a bit of time away from our course material and teach the incoming freshman differences in expectations between high school and college, as well as how to use the resources here on campus (Blackboard, response cards), as these two items in particular were the crux of many problems and frustrations students seemed to have during the first 6 weeks. We also split points between participation and knowledge by using the ID swipe for participation and clicker for knowledge so that if a student forgot or lost one or the other they could still receive points for the day.

At the end of the 7-week period we will spend a week in transition between classroom and lab, introducing students to the software they will be using and starting the pre-testing phase of the lab. The lab will then meet on MWF throughout the rest of the semester.

#### **4. Describe your assessment plan below and complete the Assessment Plan (Excel file).**

As our courses are merged together, using only certain sections for comparison became a larger burden than we wanted to undertake therefore we are comparing data from previous semester to the 2015 semester.

We will be examining:

- Attendance
- Test scores
- Frustrations
- Number of unregistered clickers