Large Course Redesign Project Report  
(To be submitted by Friday, August 12th 2011)

Course title(s): General Psychology (PSYC 1101)  
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1. Project Abstract/Description
(A brief synopsis of reasons you wanted to redesign, what the redesigned format looks like, what the impact is, and how you are going to sustain/expand the new format, etc. Example at http://www.thencat.org/RedesignAlliance/C2R/R3/UNCC_Abstract.htm)

Our main reasons for redesigning the course were to increase efficiency of classroom space usage, to serve greater numbers of students, to increase consistency of instruction across sections of the course, and to encourage students to take greater ownership of their own learning process and outcomes. We took a twice-a-week, face-to-face lecture course, with 300 students per section, and redesigned it as a hybrid 50% online course. In the new format, we meet face-to-face once a week for 1 hour and 15 minutes, and during the remaining course time, students do online activities within the MyPsychLab website (Pearson Education).

During the pilot semester (Spring 2011), we offered two sections of the new Hybrid design, and we also offered a traditional section and a fully online section. Student outcomes were comparable in the hybrid and traditional course formats. In the fall of 2011, we look forward to a fuller comparison of formats through the use of common exams for all sections/formats of the course. We intend to offer at least 3 sections of the hybrid format each semester for the foreseeable future. We are examining whether it would be desirable to continue offering one traditional section of the course each semester, and we do plan to continue to offer a fully online section each semester as long as resources exist.

2. Representative Images of the Project  
(Two or three images/screenshots of new course materials or student learning scenes)

The student calendar and assignment page in MPL allows students to see when assignments are due and to click on links to each assignment. Scores are recorded in the class gradebook and may be reviewed by the student.
The Study plan for each chapter presents 10 – 25 questions in a pre/post test format. After completing the pre/post test the student is given links to learning activities associated with those sections of the chapter for which they did not earn a passing score.

Media Assignments consist of videos, interactive demonstrations, or simulations. After completing the activity 3 multiple choice questions are presented to measure understanding of the information presented in the activity.

2. Impact on Student Learning

1. Improved Learning
(Comparison of student achievement between redesigned format and traditional format, and factors/teaching methods that might have resulted in the difference)

The three sections of the course that participated in the pilot included two hybrid sections that were 50% online (N= 577) and 1 section that was traditional (N=297).

Table 1. Comparison of final course grades between hybrid and traditional sections of General Psychology for Spring 2011.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>INC</th>
<th>W</th>
<th>DWF%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid</td>
<td>577</td>
<td>57</td>
<td>192</td>
<td>152</td>
<td>64</td>
<td>67</td>
<td>4</td>
<td>41</td>
<td>30%</td>
</tr>
<tr>
<td>PCT</td>
<td></td>
<td>10%</td>
<td>33%</td>
<td>26%</td>
<td>11%</td>
<td>12%</td>
<td>1%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Traditional*</td>
<td>296</td>
<td>14</td>
<td>67</td>
<td>102</td>
<td>71</td>
<td>34</td>
<td>0</td>
<td>8</td>
<td>30%</td>
</tr>
<tr>
<td>PCT</td>
<td></td>
<td>5%</td>
<td>23%</td>
<td>34%</td>
<td>24%</td>
<td>11%</td>
<td>0%</td>
<td>3%</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td>873</td>
<td>71</td>
<td>259</td>
<td>254</td>
<td>135</td>
<td>101</td>
<td>4</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

2. Improved Retention
(Comparison of DFW between redesigned format and traditional format, and factors/teaching methods that might have resulted in the difference. Please describe your definition of DFW.)
Retention was better in the traditional section compared to the two hybrid sections. However the hybrid section taught on Wednesday had the same withdrawal rate as the traditional. The Monday hybrid course had three times as many students withdraw. An analysis of the withdrawal dates for the three sections also revealed differences.

1. Some students may have had an initial adverse reaction to the hybrid format and withdrew early in the term, before the midterm (MT) grade reports. These students may have experienced an initial adverse reaction to the format.

2. Some students withdrew after receiving an unsatisfactory midterm (MT) grade report which may point to poor performance rather than the hybrid format.

3. Due to the different days on which the hybrid course met it appears the day of the course may have influenced the withdrawal more than either poor performance or concern with the course format. An additional concern is that the Monday course missed more days early in the term due to snow closings.

| SEC 001 | 295 | 10 | 3% | 4 | 1% | 6 | 2% | 0 | 0% |
| SEC 002* | 296 | 8 | 3% | 3 | 1% | 4 | 1% | 1 | <1% |
| SEC 003 | 282 | 31 | 11% | 14 | 5% | 16 | 6% | 1 | <1% |

* Traditional Section

The DWF rate is defined as student who earned a grade of D or F or withdrew from the course before the deadline. Another analysis of the students who withdrew will determine how many of these students fell into the following categories: withdrew from all courses, withdrew from a single course, and the student status of those who withdrew and the date on which they withdrew from the course. This may reveal the reason for withdrawing. This analysis is planned but not yet started.

3. Other Impacts on Students
(Student perception on the new format measured through surveys or student evaluations)

Three surveys were administered to the students. Survey 1 & 2 were not anonymous, survey 3 was administered through the publisher it was anonymous although we were given the names of those who participated. Survey 1 was administered during the first three weeks to all three sections of the course. Survey 2 was administered to the hybrid sections only two weeks after midterm grades were sent to students. The third survey was conducted by the publisher and was available to students in all three sections during the last three weeks of the semester.

Overall the responses were positive. In some instances students reported specific difficulties with the course or the use of MPL. These comments are being addressed in the Fall 2011 course design. Sample of responses to specific survey questions are shown below. Section 002 is the traditional section, sections 001 and 003 are the hybrid sections. The hybrid section are combined in the Hybrid column.

<table>
<thead>
<tr>
<th>How has MyPsychLab contributed to your success in the Introduction to Psychology or General Psychology course? (check all that apply)</th>
<th>001 N=182</th>
<th>002* N=199</th>
<th>003 N=150</th>
<th>Hybrid N=332</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyPsychLab has significantly helped increase my grade and comprehension of material in this course.</td>
<td>75</td>
<td>12</td>
<td>71</td>
<td>146</td>
</tr>
<tr>
<td>MyPsychLab has helped me slightly in the improvement of grades and overall comprehension of material.</td>
<td>70</td>
<td>12</td>
<td>51</td>
<td>121</td>
</tr>
<tr>
<td>MyPsychLab has helped me in areas where I need additional study material.</td>
<td>22</td>
<td>13</td>
<td>19</td>
<td>41</td>
</tr>
</tbody>
</table>
MyPsychLab has had no impact on my grades or comprehension of material in this course.
14 | 21 | 8 | 22
I have not used MyPsychLab in this course.
0 | 139 | 0 | 0
No response
1 | 2 | 1 | 2
*Section 002 had MPL available but it was not required
182 | 199 | 150 | 332

If you used the Study Plan with the pre/post tests, what features of it do you enjoy most? (check all that apply)

<table>
<thead>
<tr>
<th>Feature</th>
<th>001 N=182</th>
<th>002 N=199</th>
<th>003 N=150</th>
<th>Hybrid N=332</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Feedback</td>
<td>162</td>
<td>12</td>
<td>123</td>
<td>285</td>
</tr>
<tr>
<td>Save function</td>
<td>45</td>
<td>12</td>
<td>26</td>
<td>71</td>
</tr>
<tr>
<td>Timing function</td>
<td>32</td>
<td>11</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Review or Hint boxes with clues to correct answers</td>
<td>57</td>
<td>18</td>
<td>58</td>
<td>115</td>
</tr>
<tr>
<td>I do not use the Study Plan feature</td>
<td>0</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>305</td>
<td>211</td>
<td>231</td>
<td>536</td>
</tr>
</tbody>
</table>

Would you recommend MyPsychLab to friends and other students?

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>001 N=182</th>
<th>002 N=199</th>
<th>003 N=150</th>
<th>Hybrid N=332</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>139</td>
<td>101</td>
<td>120</td>
<td>259</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>63</td>
<td>29</td>
<td>72</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>35</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>182</td>
<td>199</td>
<td>150</td>
<td>332</td>
</tr>
</tbody>
</table>

Some of the open ended comments we will address in the Fall 2011 term. Our planned adjustments are in italics

1. Make it easier to see all the grades at once for each chapter, instead of having to click on each different section. *We will use the Moodle gradebook to make finding grades easier.*
2. Maybe have a tutorial video on how to use all of the features. *We are developing some videos showing the features of MPL.*
3. MyPsychLab could add a chat room for students of the same class to communicate with each other to possibly study or get random questions answered. *We will activate the Moodle Discussion forum to allow student to talk with each other.*
4. An assignments list. *We have added a list of all assignments in the course calendar on the Syllabus and will demonstrate this function in the class and during the new optional My Psych Lab orientations to be held on 4 afternoons during the first two weeks of classes.*

3. **Impact on Cost Savings**

(How much you saved cost by redesigning, and kinds of cost saving strategies you used such as changes in the overall time spent by the instructors including faculty, GTAs, and undergraduate assistants, use of instructor time to improve student learning, use of classroom space, etc.)

Our major savings were in use of classroom space. We have priority use of Rowe 130 (300 seats) from 11:00 to 12:15 throughout the week. With a traditional format, we could offer two sections of the course during this time, one on MW and one on TR. In the fall of 2011, we will offer four sections during that same time (one M, one W, one F, and one TR) and we have the potential to offer as many as five sections if we eliminate the traditional course in the future.

During the pilot semester, each instructor spent much more time on the course than would normally be the case with the traditional course. The instructors of the two hybrid sections attended each other’s F2F meeting, met once a week to plan the face-to-face sessions, and the entire team met once a week for an hour or more. We anticipate that the time commitment from instructors will eventually go down, and in the fall we hope to achieve some
time savings by making use of undergraduate teaching assistants as well as a graduate
teaching assistant.

4. **Lessons Learned**

1. **Pedagogical Improvement Techniques**
   (Issues you faced to implement new teaching methods)
   a. There was little consistency across sections of the course as to the material
covered and the amount of work required from students to perform well in the
course.
   b. The reduction in staffing availability pointed to the need for more standardization
   across all sections of the course.
   c. The instructors were feeling that students were not taking responsibility for their
   own learning and therefore were uninterested in contributing to the course and
   working to make the education experience beneficial.

2. **Cost Reduction Techniques**
   (Issues you faced to implement cost saving strategies)
   a. The major cost reduction is in the release of classroom space for other classes.
The Hybrid format frees the large classroom (297 seats) for an additional course
to be taught. Rather than using the room for 7.50 hours per week it is used for
3.75 hours per week. This allows another course to be taught in the room.
   b. Another saving will be realized as the course is developed due to a reduction in
   preparation time. During the first 2-4 semesters the time invested is more than
   usual in a course, but we anticipate that after the 5th term the time will be
   substantially less.

3. **Implementation Issues**
   (Advice for other people wanting to redesign their course)
   - **Activities/Strategies that worked best**
     1. There appeared to be more electronic interaction between the instructor and
     student but it was more in the form of problem solving than actual instruction.
     Most of the interaction revolved around registering for the course through the
     publishers web page. This problem has been resolved by the publisher through
     in roll out of a custom portal to register for MPL
     2. Students felt the activities online assisted them in their coursework.
     3. An unexpected benefit of the redesign was the ability of any of the instructors to
     present another’s course in an emergency. This situation has lead to the use of
     a co-teaching model within the hybrid sections for the Fall 2011 term.
   - **Activities/Strategies that worked least well**
     1. We did not leave enough lead time to address problems or develop the overall
     course profile.
     2. There was no clear learning goals established before the course began.
     3. There were few students in attendance for the F2F meetings. The average
     attendance was between 25-40% of the enrollment. This was an unforeseen
     results of the redesign.

5. **Sustainability**
   (How you are going to sustain/expand the new course format, and the kinds of activities you
   are doing currently to achieve sustainability)
We will have one graduate teaching assistant to help with all sections of the course each term. Hopefully this same graduate student will be able to work with the course for a full year. The graduate student will be responsible for the training and supervision of 5 Undergraduate Teaching Assistants. The cost of the Graduate Teaching assistant will be covered by the department.

Beginning in the Fall 2011 term we hope to recruit and train 5 undergraduate teaching assistants. The 5 undergraduate students will earn course credit for PSYC 3806 (Fall 2011 & Spring 2012) or PSYC3808 (beginning Fall 2012). The undergraduate students will help with the maintenance of the course, meet with students who need additional assistance with the technology, and assist faculty with course administration. We hope to have regular office hours for both the graduate student and the undergraduate teaching assistants for walk-in assistance to enrolled students. The graduate teaching assistant will supervise the undergraduate teaching assistants and will attend the weekly instructors meeting for guidance and training.

There is a need for better technical support for students. To this end the development team is investigating the possibility of training UNCC’s Student Help Desk in the basics of using software for e-textbooks from the various publishers.

The Psychology department currently has a learning center for assistance with course content.