

## HOW TO REDESIGN A COLLEGE COURSE USING NCAT'S METHODOLOGY

### Expanded Table of Contents

#### I. The Essential Elements of Course Redesign

- Redesign the whole course and establish greater course consistency.
- Require active learning.
- Increase interaction among students.
- Build in ongoing assessment and prompt (automated) feedback.
- Provide students with one-on-one, on-demand assistance from highly trained personnel.
- Ensure sufficient time on task.
- Monitor student progress and intervene when necessary.
- Measure learning, completion, and cost.

#### II. Getting Ready to Redesign

- Assess Your Institution's Readiness to Redesign
  - Campus Support
  - Financial Support
- Prepare to Develop a Plan
- Establish a Course Redesign Team
- Take Advantage of NCAT Resources
  - Background Reading
  - Redesign Case Studies
  - Campus Visits
  - Redesign Scholars
- Readiness Checklist

#### IIIA. Six Models for Course Redesign: Those Most Frequently Used

- The Supplemental Model
- The Replacement Model
- The Emporium Model

#### IIIB. Six Models for Course Redesign: Those Less Frequently Used

- The Fully Online Model
- The Buffet Model
- The Linked Workshop Model

#### IV. New Instructional Roles

- Undergraduate Learning Assistant
- Course Assistant
- Early Intervention Specialist
- Preceptor

- Course Coordinator
- Training for New Instructional Personnel

#### V. How to Reduce Instructional Costs

- How redesign leads to reduced instructional costs
- How to calculate the time instructors spend on the course: The Scope of Effort Worksheet
- Three ways to restructure the course to reduce instructional costs
  - Have each instructor carry more students
    - a. By increasing section size or
    - b. By increasing the number of sections each instructor carries for the same workload credit.
  - Change the mix of personnel from more expensive to less expensive.
  - Do both simultaneously.

#### VI. How to Create Small within Large

- Teams and Group Work
- Student-Response Systems (Clickers)
- Individualized Instruction via Online Tutorials
- Mastery Quizzing
- Modularization

#### VII. How to Assess Student Learning

- How and when to obtain the data
  - Parallel Sections (Traditional and Redesign)
  - Baseline Before (Traditional) and After (Redesign)
- Measures to use
  - Comparisons of Common Final Exams
  - Comparisons of Common Content Items Selected from Exams
  - Comparisons of Pre- and Posttests
  - Comparisons of Student Work Using Common Rubrics

#### VIII. How to Compare Completion Rates

- Definition
- Why grades are not valid comparative measures of student learning
- Why look at both completion rates and measures of student learning

#### IX. How to Address Specific Faculty Concerns

- Faculty Role
- Faculty Workload
- Faculty Training
- Faculty Resistance

#### X. How to Deal with Technological Issues

- How to Choose Software
- Access Codes and Financial Aid
- Textbooks
- Computer Literacy
- Student Computers
- Students Doing Things Other Than Coursework In Class

#### XI. How to Ensure Student Participation

- Introducing the Course Redesign
- Attendance/Participation
- What to Do When Students Won't Do the Work
- What to Do If Students Don't Like the Redesign

#### XII. Planning and Implementing the Redesign: A Timeline and Checklist

- Four phases of implementing a course redesign
  - Planning and Development
  - Conducting a Pilot Term
  - Making Revisions to the Redesign Based on the Pilot Experience
  - Fully Implementing the Redesign in All Sections of the Course
- Planning and Implementation Checklist
- Building Consensus among All Stakeholders

#### XIII. Developing a Written Redesign Plan: Why It's Important

- Redesign Model and the Eight Essential Elements of Course Redesign
- Changes to the Traditional Course Structure
- Learning Materials/Software
- Assessment Method
- Course Completion Forms
- Cost Reduction Strategy and the Cost Planning Tool.
- Ongoing Consensus
- Timeline
- Project Budget

#### XIV. Building and Maintaining Consensus

- Initial and Ongoing Faculty Consensus about the Redesign
- Initial and Ongoing Consensus among Campus Offices
- Initial and Ongoing Consensus among Senior Administrators
- Ensuring Sustainability: The Fundamentals
  - Executive Leadership
  - Faculty Leadership
  - Ongoing Data Collection
  - Ongoing Communication
  - Orientation of New Personnel
  - Financial Plan
- Sustainability Checklist