

Greetings, TSU Faculty.

**Tarleton State University**  
*Striding Towards the Future*



**Course Redesign**  
**Cohort VII**

You are invited to participate in our next faculty cohort for Course Re-Design. The goal of Course Re-Design is to intentionally transform instructional delivery by increasing student engagement to provide a deeper and more meaningful learning experience. Course Re-Design is not a one-size-fits-all approach, but rather a model that can be tailored by you, the content of your course, and the needs of your students.



Over 60 faculty have already redesigned courses at Tarleton. We hope to add you to that number! If you are interested in learning more about Course Re-Design or in applying to be part of CRD Cohort VII (set to commence on May 16th), please view the attached information and visit the [Course Re-Design Cohort Application](#).

Applications for CRD VII are due by Friday, **March 31, 2017**. Notifications will begin April 7, 2017.

**Faculty**  
**Fellows**



Tarleton State University

Center for Instructional Innovation  
The Faculty Fellows & Division of Instructional Design

**Course Re-Design Cohort VII at Tarleton State University**

# **Tarleton State University**

***Striding Towards the Future***



## **Course Redesign Cohort VII**

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# Introduction

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“Generation Next,” “Generation Y,” and “Millennials,” the names commonly attached to the current generation of students, have presented every college campus with challenges specific to academic engagement. This generation is the most ‘socially connected’ ever, and is commonly characterized as being “digital natives” because they grew up with the Internet, smart phones, video games, and near instantaneous global dissemination of information. The development of instructional methods and activities that accommodate the characteristics of this generation is imperative to the success of these future students. Carl Wieman (*Change*, September/October 2007) points out that the traditional lecture method is not an effective form of instruction in reaching these students. He also claims it is an inefficient delivery system that does not employ the professor’s time well. The goal of establishing Course Re-Design at Tarleton is to create a group of professors from diverse disciplines and backgrounds to address a reformation in traditional classroom delivery aimed at reaching this vastly different generation of students.

In order to achieve this reformation, it is proposed that a succession of **Cohorts to Enhance Student Learning (CESLs)** made up of diverse faculty teaching a range of courses across the disciplines be formed. These groups of faculty, sometimes referred to as “Faculty Learning Communities,” “Communities of Practice,” “Faculty Cohorts,” etc., are groups of higher education instructors from different backgrounds and disciplines working together **to encourage excellence in teaching and learning**. This proposal outlines the resources necessary to accommodate the needs of a CESL in their Course Re-Design efforts as part of our recently launched Faculty Development Initiative.

Next Generation

## Course Re-Design

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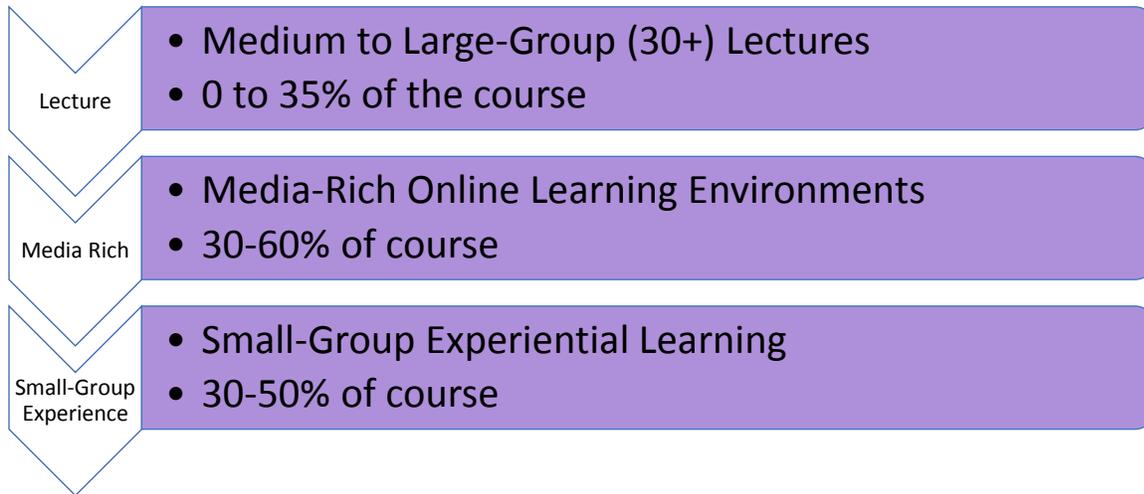
Course Re-design appears under various names at campuses around the country, and involves a top-down dismantling and reconstruction of a course. The goal of this reconstruction is to make a ‘better’ course that will increase academic success by increasing student engagement and providing deeper and more meaningful learning experiences. In the book *Next Generation Course Re-Design*, Turner and Carriveau (2010) state that the reduced **lecture** portion of a re-designed course should be used to: create interest and motivation; clarify and expand upon knowledge rather than deliver content; model the acquisition of knowledge that is idiosyncratic to that field; and present the most likely concrete and lower level concepts to scaffold learning of the most difficult higher level concepts.

The **online environment** should be used to: acquire lower-level learning to free up time for in-class experiential learning; chunk content to overcome working memory limits; provide low-stakes assessments such as quizzes for practice and confidence building; provide psychomotor experiences such as drag and drop exercises; and provide concrete experiences that are guided and efficient.

Finally, the **experiential learning** pieces of the course can range from simple group projects to true problem-based learning. This strategy is used to: introduce an emotional component; analyze, evaluate,

and synthesize information; present and defend newly acquired hypotheses; and provide collaborative, cooperative academic activities that encourage thinking critically from multiple perspectives.

A brief model of Course Re-Design:



## Cohorts to Enhance Student Learning (CESL)

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A pilot group of 14 faculty undertook the challenge of Course Re-Design in the initial CESL in May 2011. The process required that faculty members apply and be approved to participate in the pilot program. This pilot program was made up of a cross-section of undergraduate and graduate level courses. A second Course Re-Design Cohort comprising 10 faculty members launched in 2012. The third cohort launched in 2013 with 11 additional faculty members. Cohort IV added 8 additional faculty members in 2014. Cohort V added 9 more faculty members in 2015. In 2016 Cohort VI added another 8 faculty members.

Because of the time-intensive nature of the project, the process also includes a stipend to the instructor for participating in all CESL activities and completing the Course Re-Design project. (*\*Stipend of \$1500 paid in May 2018*)

## Measuring Success

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Success of the project can be evaluated using the following measures:

### **Student Grades**

While student grades are not always seen as a valid measure of student success, students, parents, legislatures, and graduate schools are very interested in a final grade or grade point. The University of

North Texas found that the number of students 'succeeding' in a class (i.e. those passing with a 'C' or better) increased in re-designed courses by at least 10% (*Change*, November/December 2009).

### **Student Retention**

Persistence to complete a course is an important indicator of the success of the project. DWF rates in a course can be measured to see if there is improvement in a re-designed course.

### **Student Course Evaluations**

Course evaluations can be used to gather quantitative and qualitative data on student affect for the re-design model. At UNT, approximately 75% of students enjoyed the 'next generation course' more than the traditional lecture method. (*Change*, November/December 2009).

### **Student Surveys**

Besides information gathered on the standard course evaluations, student surveys designed to measure learning engagement and affect can be used.

### **CESL Faculty Surveys**

Data should also be collected from the faculty participating in the Course Re-Design project to measure satisfaction and gain insights for making the process better.

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# Timeline for Cohort VII

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The following is a proposed timeline for implementation of Course Re-Design Cohort VII at Tarleton:

