


The background is a deep blue gradient with a curved horizon line. On the left side, there are several 3D puzzle pieces, one of which is dark blue and stands out. Wavy, metallic-looking lines are scattered across the scene, suggesting a complex or interconnected system.

# Motivating Faculty to Employ Course Redesign at The University of Memphis

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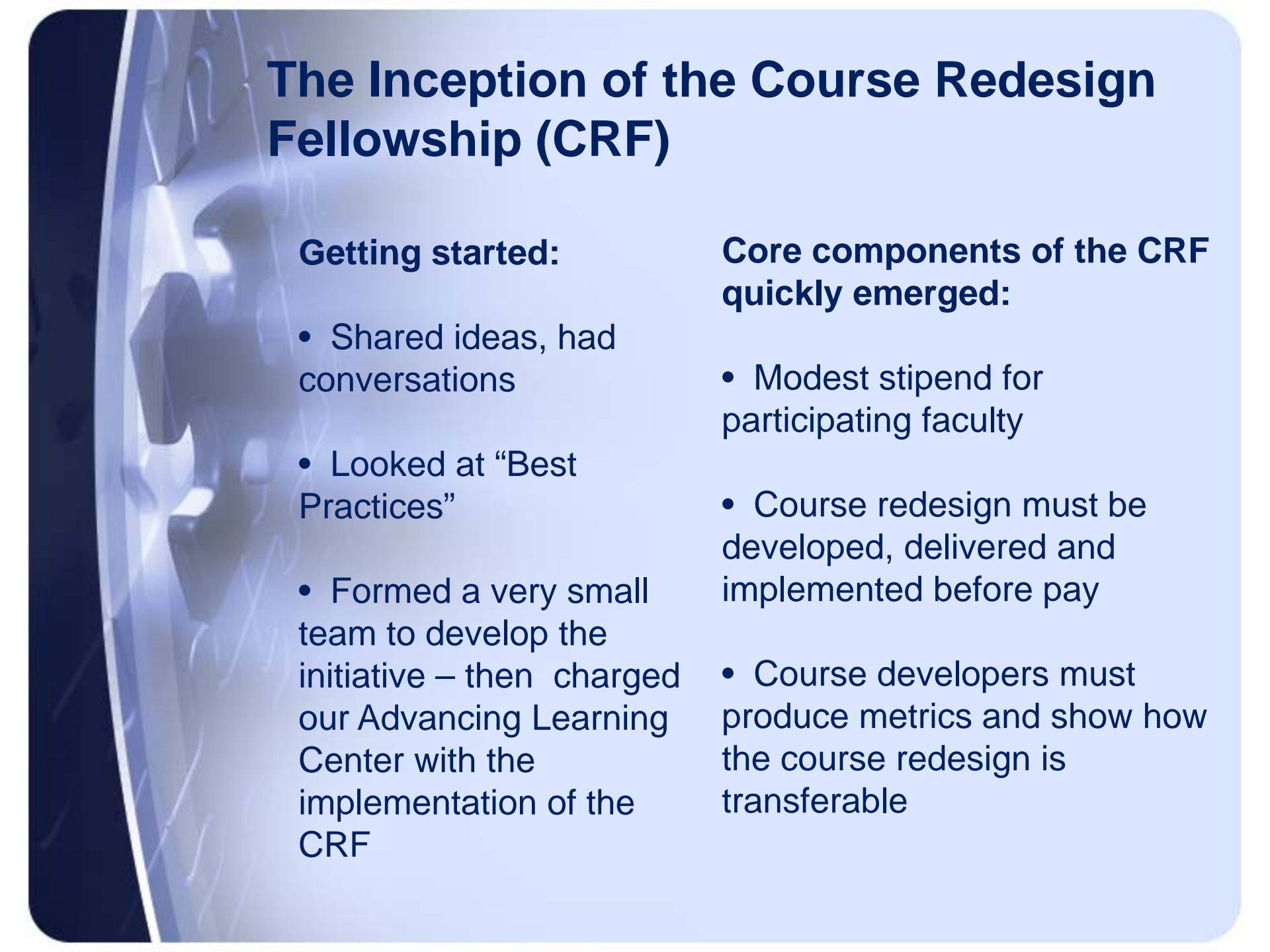
# The Inception of the Course Redesign Fellowship (CRF)

Two problems we were trying to solve:

- How do we get more faculty to embrace new tools and technologies to enhance the “teaching and learning” experience?
- How do we raise the success rate of our lowest performing courses?

**Goal: Student Success – *Provide distinctive learning experiences that foster lifelong success***

**Goal: Research and Creativity – *Cultivate the scholarship of discovery, integration, application, and teaching to advance knowledge and enhance society***



# The Inception of the Course Redesign Fellowship (CRF)

## Getting started:

- Shared ideas, had conversations
- Looked at “Best Practices”
- Formed a very small team to develop the initiative – then charged our Advancing Learning Center with the implementation of the CRF

## Core components of the CRF quickly emerged:

- Modest stipend for participating faculty
- Course redesign must be developed, delivered and implemented before pay
- Course developers must produce metrics and show how the course redesign is transferable



# Process Overview



## How the 'Call' was developed & distributed

- Developed by ITD & Provost jointly
- Distributed to all faculty via email
- Key Points in "Call"
  - Goal to improve student success
  - Reflect best practices in pedagogy & technology
  - Peer impact & knowledge transfer
  - Formal assessment of changes in student success
  - Payment staged upon completion of effort

## Funding & Financials

- Award Money:
  - \$2,000 per course for redevelopment
  - \$1,000 for assessment
  - \$250 for technology resources
- Original Plan
  - ITD & Provost split 50/50 for up to five (5) projects (\$15,000)
- Stimulus Funds “Bump”
  - Extended funding to 19 courses(\$57,000)

## Selection Process & Awarding

- Open to all full-time faculty who taught Undergraduates
- Competitive selection process based on quality of proposal (endorsed by chair)
- Evaluation committee:
  - ITD, ALC, TLAC (faculty committee), Provost
  - Additional Stimulus money changed things
- Results
  - 23 course proposals submitted, 19 funded (Most were new contacts.)



# Design of Program



## Who was involved

- Selected CRF faculty – 19 faculty members/ groups were selected, including:
  - Nursing
  - MIS
  - English
  - Math
  - Art History
  - Criminal Justice
- ALC Consultants
- Faculty/ IDT Doctoral Student



## Milestones For CRF

- Weekly Reflection on wiki: June 8 – July 27
- Personal Project Plan
- Technology Resource List
- Schedule Technology Training Time
- Redesigned Syllabus
- Project Problem Identification
- Assessment Plan
- Show & Tell to Mentors prior to teaching class
- CRF faculty teach redesigned course (summer or fall)



## Course Redesign Evaluation

- Goal Statement
- Project Context & Rationale for the Redesign
- Results
- Student Feedback
- Next Steps
- Overall Impression of the Redesign from Faculty Perspective

# What We Learned from Initial Course Evaluation

- American Lit to 1890 & Introduction to MIS taught in Summer 2009
- Goal of redesign was to
  - introduce visual and multi-media content, make course more engaging and interactive with Clicker technology
  - increase voluntary attendance rates, student performance, improve quality of group work, increase student proficiency with collaboration tools, & increase student satisfaction with the course
- Used online collaboration tools (Google Docs), Clickers and online discussions

A blue-toned 3D graphic featuring a central puzzle piece, a glowing beam of light, and abstract wavy lines.

# Recommendations



## Recommendations & Lessons Learned

- Do not accept “proxy” submissions (e.g., submitted by department chair on behalf of faculty)
- Provide “work” expectations earlier in the proposal cycle
- Future course redesigns must include the implementation of new, emergent technologies. Will be more specific about this in future.
- Future course redesign faculty must provide the details surrounding how they plan to make their course transferable to another section or course.