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PSYC 210

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Fayetteville State University
Impact of Integrated course Design
Report Completed After Course Completion

Name: Samantha Daniel, Ph.D. **Semester (revised course was taught):** Spring 2011

Course Title and Description: PSYC 210: General Psychology

- 1. Explain the impact your “In-Depth Analysis of Situational Factors” had on your approach to the course.**

This course is a broad survey course that fulfills core and major requirements. Thus, I used the situational factors to tailor the course to a variety of students with different majors to peak their interest in psychology and derive its relevance to their majors (e.g., focused discussions on application of material and used examples from various disciplines). Realizing that most students are underclassmen, I provided much structure and a variety of assignments to meet various learning styles (e.g., exams, critical writing assignments, quizzes, participation). I also encouraged students to utilize the CRISS lab and Writing Center for additional assistance, which many did throughout the course.

- 2. Explain the impact of the Taxonomy of Significant Learning (foundational knowledge, application, integration, human dimension, caring or valuing, and learning to learn) on your development of learning goals.**

This course covered all 6 components of the taxonomy. The course was heavier on foundational knowledge, however. There were many opportunities to “learn how to learn” in this course as we covered ways to study and acquire information, employed quizzes and study guides that they can use their notes/books, and gave them time to develop self-directed learning skills (e.g., recommending CRISS lab, Writing Center, and participation in University Sponsored Events). They were exposed to application of materials as we strove to apply all material to real life situations in class and in critical writing assignments. Many of their writing assignments and exam questions involved direct application of principles in the course. Because it is psychology, the human dimension and caring components were very important as the students were encouraged to apply materials to themselves and others in a caring way. Lastly, we attempted to integrate material by connecting psychological principles to other disciplines and real life situations (e.g., their last critical writing assignment asked them to discuss how material learned in this class related to and helped them in their major).

- 3. Explain the impact of ICD on your assessment/feedback activities in the course, including the FIDeLity criteria.**

Assessment was conducted through formal and informal means (e.g., class assignments, tests, class participation). Feedback was geared to help them improve performance and enhance understanding. I gave feedback in a timely manner to help students improve their grade and provided them with opportunities to meet individually with me to discuss the course (which many did). This course employed auditive and educative assessments. Auditive assignments included quizzes and exams to ensure understanding and retention of information. Educative assignments included writing assignments geared towards understanding of self and others, as well as application of psychological principles to real world situations. I also engaged in educative assessment through student participation over the course to explore of real life situations presented and discussed in class (e.g., used instructional videos, group activities, University sponsored events).

4. Explain how ICD influenced your teaching and learning activities.

ICD helped me broaden the activities I used in the classroom to facilitate learning. Specifically, I integrated more group discussions, research participation, instructional videos, and in class activities to deepen learning and application of material rather than relying as heavily on the traditional lecture format. I also integrated student feedback over the course of the semester to improve the classroom climate and understanding of material. This made the classroom much more enjoyable and helped students grasp material better.

5. Explain how you sought to integrate teaching and learning activities with learning goals.

All teaching activities were directly aligned with learning goals. Such activities included lecture, group discussion, in class activities, out of class participation in University sponsored events, in and out of class participation in research, exams and quizzes, and critical writing assignments. These activities helped students achieve the overarching learning goal of being able to learn, apply, and evaluate general psychology principles within the context of their lives and future careers.

6. Explain whether ICD had an impact on your own satisfaction in teaching the course.

ICD encouraged me to step outside of the tradition lecture format that I was accustomed to as a student and experiment with new teaching strategies to facilitate deeper learning. It also encouraged me to focus on teaching students how to be life-long learners. Most of them appreciated the efforts to help them learn how to learn. With this, hopefully they will take what they have gained from this class and use it in the future. Collectively, I am very pleased with this style and how it has impacted my students over the course. I think lecture is definitely easier, but ICD is much more fun for the class, and subsequently, me as a teacher.

7. Summarize any evidence you have on the impact of the re-designed course on student learning.

ICD likely improved class attendance and participation in this course. Although there still were days where only 20 out of 45 students attended, these were few and far between in comparison

to my attendance in this course last semester. It was also evident that the students were more engaged in the material when we varied the format of classes than last semester. Moreover, the average exam scores improved from the 60 range to the 70 range for most exams in comparison to exam scores last semester. Also, attendance in university sponsored events improved.

8. Other comments

ICD is an interesting and effective approach at holding teachers more accountable for course design and student learning. It has taught me to be more intentional with every lecture, assignment, and activity I use in the classroom. I think it has helped increase my critical thinking about learning and classroom climate as well as that of my students. I will continue to use some of the ideas from ICD throughout my professional career.