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CRCJ 361-D1

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

Name: Sarah Brightman_____ Semester (revised course was taught): Spring 2010

Course Title and Description: CRCJ 361-D1: Comparative Criminal Justice

A theory-based comparison of the American criminal justice system with a number of selected criminal justice systems from around the world. Emphasis will be placed on how the social organization of a specific society affects the definition of crime and the administration of justice.

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

   The "In-depth analysis of situational factors" was very useful for revising this course mainly because the revised course was to be delivered in a different deliver format (online). It helped me to think about what strategies I would use to translate what I do in a face to face course to an online format. Assessing where the course fits into the larger curriculum, including thinking about the pre-requisites, I was able to gauge what knowledge I could expect the students to enter the class with and what areas they would not have prior knowledge of.

   Assessing the characteristics of the learners was helpful because it made me think more about how online student would be different from my face to face students because students select online courses to fit different schedules than on campus students. Understanding that these students might be older than face to face students and have more world experience than younger, on-campus students, they may have had different experiences with countries outside the U.S. that I could draw from.

   Assessing my characteristics was very useful for transition to an online format because it made me think about how I am open and flexible to learning and implementing new strategies for teaching. It also helped me to realize how much I use online resources (such as videos and websites) when I am planning a course, which would very easily translate to an online class.

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.**

   The review of the Taxonomy helped me to separate the different ways I help students learn in the courses I teach. Beyond foundational knowledge, having to think about the different ways I would help students to learn how to apply the concepts from the course to the world they see around

them was very helpful in designing the assessments for the course. This made me think about what the students would be *doing* in the class, rather than passively absorbing foundational information. Furthermore, integration was helpful for me to think about how to get students to see that what happens in other countries impacts us in the U.S. and vice versa. The Taxonomy validated for me the need to engage my students with the human dimension and caring for people in other countries and to see that they are not different from themselves. Finally, thinking about the category learning to learn was really useful for developing an online course because I could design assessments that first instructed students on places to go to find information about other countries and then instruct them to identify new places where they could go to find similar sources of information.

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

I found the implementation of the FIDeLity criteria in an online class to be easier than in a face to face class. With the online class I designed weekly discussion boards which I was engaged in on a daily basis, therefore my interactions with my students were incredibly frequent. Therefore I could immediately comment on their posts and provide them with ways to improve their posts prior to receiving their grades. The discussion boards were a weekly assignment, and therefore frequent. In addition to the discussion boards, the students wrote papers where I would provide discriminating feedback which the students used to revise and resubmit the assignments. Finally, all feedback I give students is presented to them lovingly, meaning that I let them know that although I may have them make a lot of changes to their work, I also tell them what they did well and always let them know that I am here to support them and to help them grow as students.

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

In addition to the above discussed ways that ICD has influenced my teaching and learning activities, ICD has provided me with the freedom to explore my full teaching potential. The way I was taught to teach in graduate school was very similar to some of the things associated with ICD, however much of it was taught to me informally, through the experiences with teaching all of us graduate students shared. ICD has and helped me to name as well as implement my teaching philosophy in a more organized and thoughtful way. It has also validated my approach and inspired me to continue to grow as a teacher.

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

I have sought to integrate teaching and learning activities with learning goals through the use of multiple strategies. For example, for the foundational knowledge learning goal “Understand the importance of historical, political, economic, social and religious factors on criminal justice systems” I engaged the students with a variety of teaching and learning activities. I assigned a reading on the on the history and formation of the police in six countries. I also assigned video clips about global policing which describe the history of policing with in its economic, social and political context. I

then posted a discussion board question where the students were asked to describe the historical background for the police in the country they were assigned for their semester long project. By using these three learning activities I was able to demonstrate to the students why these factors were important to the formation of the police in different countries through the reading and videos. I was also able to have them learn how to find information for a different country and write about why it is important. I found that the process of creating a table identifying the Learning Goals and Teaching and Learning Activities was very beneficial to developing and implementing the course.

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

ICD validated the teaching strategies I have used in face to face classes all along. The use of multiple strategies, such as activities, videos, using the internet, discussion, and lecture, are important tools for enhancing student learning. I have also learned that having Learning Goals such as the Human Dimension and Caring are valid in the classroom. In the past I have been discouraged from asking students "How they feel" about something they have learned and this has always frustrated me. ICD has shown me that this is a valid teaching goal.

ICD has taught me how to translate what I have done in the classroom to the online environment. Designing a course in this way has made the process more organized and thoughtful. When I created the course I already had carefully thought out activities and assignments. This allowed me to focus more on the engagement with the students which was very satisfying. I have also taught this course face to face since the online redesign and felt that I was able to improve my teaching in this context as well.

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

There were 23 students in the online Comparative Criminal Justice course redesign. Of those, 17 (74%) earned a final grade of A, B or C. The five students who earned an F did so because they did not participate in the discussion boards or failed to turn in numerous assignments. When I taught this course face to face, out of the 34 students enrolled in the course 29 (85%) earned and A, B, or C. While the data from the redesign show's a decrease from the face to face course, the high percentage indicates to me that for my first time teaching online, ICD was effective. In addition, I feel I can continue to use ICD to improve my face to face and online instruction effectiveness.

My course evaluations for the online course redesign also provide evidence of student learning. For example, for the question "My learning increased in this course?" 65% of students responded "Very Effective". When asked, "Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content)", 74% of students responded "Very effective". For the question "This course helped me to think independently about the subject matter..." 65% of the students responded "Very effective". Finally, for the question "This course actively involved me in what I was learning?", 65% of

the students responded “Very effective”. These results indicate to me that despite the lower final grades than the face to face course, the overall design of the course was effective from the student’s perspective. Given all of this, I will continue to implement ICD when I plan my classes.