

# Course Redesign Exercise Scenario

SIWI 2003: Blackboard @ GW Edition

You are teaching a course of about 25 undergraduates. The course is Introduction to Research Methods and it meets 2 times/wk for 1 hour and 15 mins per class session. The students are expected to write a 15-page research paper at the end of the class on a topic of their own choosing.

## **Learner characteristic considerations:**

- prior knowledge
- anxiety level
- motivation
- cognitive strategies

## **Goal**

At the end of the course, the students should be able to write a well-researched paper.

## **Objectives**

1. To be able to use the GW library facilities for researching the subject matter/topic.
2. To be able to conduct effective searches using WWW search engines and other online databases.
3. To be able to evaluate websites/resources for accuracy of information.
4. To be able to create an annotated bibliography.

## **Course Design Models**

The Program In Course Redesign (funded by a Pew Grant) has shown cost savings when implementing the models described below. These models were used as the framework for the course redesign scenario (described above). For more information about this project go to <http://www.center.rpi.edu>.

### *The Buffet Model*

- Customization of learning environment for students
- Students offered more learning options within each course
- Buffet-style learning options

### *The Fully Online Model*

- Model assumes that instructor must be responsible for
  - All interactions
  - Answering every inquiry
  - Comment or discussion personally
  - Can design and deliver multiple sections of a course (smaller classes)

### *The Supplemental Model*

- Retains class meeting times
  - Add Out-of-class activities (could be technology-based eg. Bb)
  - Add out-of-class activities and change in-class activities (creating active learning environment within class and out of class activities are geared toward making sure that the students are prepared for class)

### *The Replacement Model*

- Reduction in class-meeting time (key characteristic of model)
- Therefore, replacing the time with online, interactive learning activities
  - Replace some classes with online activities while keeping those that remain the same
  - Replace some classes with online activities while changing those that remain

## Discussion Summary (July 25, 2003 and August 14, 2003)

**Objective 1: To be able to use the GW library facilities for researching the subject matter/topic.**

Buffet Model	Fully Online Model	Replacement Model	Supplemental Model
<p><i>Orientation of library services and resources</i></p> <ul style="list-style-type: none"> <li>• Scavenger hunt (journal, picture, book) – paper or online or both</li> <li>• Tour by a librarian</li> <li>• Series of Assignments</li> <li>• Handouts – GW library (virtual or softcopy, Actual hard copy)</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics (survey)</li> <li>• General, lecture type content</li> <li>• Library – video conferencing, streaming</li> <li>• Web-rich methods – online Powerpoint (with audio)</li> <li>• Exercises such as readings (text, articles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint Presentations</li> <li>• Library Databases - Intro</li> </ul>	<ul style="list-style-type: none"> <li>• Link to Gelman list of guides</li> <li>• Project (Research Specific Topic)</li> <li>• Blackboard suggestions: Link in Content Area, Use Project Content Area</li> <li>• Orientation by Gelman Staff – Online catalogues</li> <li>• Blackboard Suggestions: Create a link (URL) on Bb for students to sign up</li> <li>• Have students submit articles etc. resulting from their online search</li> <li>• Prior knowledge would be gathered via survey</li> <li>• Blackboard Suggestion: use the survey feature to collect the information – anonymous and non-graded.</li> </ul>

**Objective 2: To be able to conduct effective searches using WWW search engines and other online databases.**

<b>Buffet Model</b>	<b>Fully Online Model</b>	<b>Replacement Model</b>	<b>Supplemental Model</b>
<ul style="list-style-type: none"> <li>• Register with Chat Groups and/or listservs</li> <li>• Powerpoint publication (Create and/or Discussion)</li> <li>• Class website as a Resource</li> </ul>	<ul style="list-style-type: none"> <li>• Project (research program)</li> <li>• Reading logs</li> <li>• Chat Rooms (guest speakers)</li> <li>• Discussion threads</li> <li>• Different versions of research information</li> <li>• What is the audience?</li> <li>• Peruse Databases: Aladdin</li> <li>• Virtual Tour @Gelman</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for Search – Web search</li> <li>• Search engines</li> <li>• Description of library Databases</li> <li>• Web pages</li> </ul>	<ul style="list-style-type: none"> <li>• Link to 3-4 Search Engines to search same Topic in Each with different search</li> <li>• Document the key words used for the searches</li> <li>• Blackboard Suggestions: Use Resources Via content area</li> <li>• Create different chat rooms based on the type of research being done</li> </ul>

**Objective 3: To be able to evaluate websites/resources for accuracy of information.**

<b>Buffet Model</b>	<b>Fully Online Model</b>	<b>Replacement Model</b>	<b>Supplemental Model</b>
<ul style="list-style-type: none"> <li>• Evaluate website</li> <li>• Finding unique subjects to discuss</li> <li>• Finding bad examples of accuracy of information</li> <li>• Provide an idea to create their own criteria for evaluation of websites</li> <li>• Can provide this in various formats (Lecture, Example, Discussion, Write)</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction evaluation</li> <li>• Exercises (assessment)</li> <li>• Quizzes</li> <li>• Small writing assignments</li> <li>• Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Sources, content, reliability</li> <li>• Online Journals (reliability and limitations)</li> <li>• Administrative side</li> <li>• Testing pre-knowledge</li> <li>• FAQ</li> <li>• Guest Speakers</li> <li>• Discussions</li> <li>• Student-student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Link to 2 or 3 websites for students to evaluate using structured criteria</li> <li>• Test or Exercise to Evaluate and engage in Discussion</li> <li>• Blackboard Suggestions: Course Link in Content Area, Testing and Discussion Boards</li> </ul>

**Objective 4: To be able to create an annotated bibliography.**

Buffet Model	Fully Online Model	Replacement Model	Supplemental Model
<ul style="list-style-type: none"> <li>• Creating a bibliography</li> <li>• Discussion boards</li> <li>• Class website</li> <li>• Brainstorming on what bibliography should look like</li> <li>• Samples on Blackboard (good and bad examples)</li> </ul>	<ul style="list-style-type: none"> <li>• Drafts and revision</li> <li>• Presentation</li> <li>• Powerpoint</li> <li>• Lecture Notes</li> <li>• Video conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorials for Students</li> <li>• Group Exchange</li> <li>• Assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Give Bibliography to Annotate</li> <li>• Student Annotate and Post</li> <li>• Peer Review of Work</li> <li>• Blackboard Suggestions: Use Files Discussion Boards</li> <li>• Also Link to Authoritative Site for Professors's Citations</li> <li>• Assignment: Generate a list of sources (use bibliography software to assist in this process)</li> </ul>