

Sarah Sifers Faculty Teaching Certificate II Course Redesign

Original Course:

1. Goals
 - a. Demonstrate, verbally and orally, knowledge of adolescent biological, psychological, and social development and ability to apply the knowledge to benefit youth
 - b. Express, verbally and orally, understanding of the impact of context, including culture, peers, family, and school on adolescent development and the ability to apply the understanding
 - c. Exhibit, verbally and orally, familiarity with both normal and abnormal adolescent development and their effects
 - d. Become an informed consumer of and apply research on adolescent development to understanding youth
2. Taught by:
 - a. Readings
 - b. In-class discussion
 - c. Interviewing an adolescent
 - d. Videos, audio diaries
3. Assessed through:
 - a. Multiple choice and essay questions (quizzes, test, and in-class questioning)
 - b. Paper applying material to interview of adolescent
 - c. Paper using academic sources to explore cross-cultural differences in adolescent development
 - d. In-class discussion

Redesigned Course:

1. Demonstrate:
 - a. Foundational knowledge regarding theories of development and research on adolescent development

- i. Taught by readings, lecture, discussion, application paper, videos, audio diaries, and case studies
 - ii. Assessed through multiple choice questions (quizzes, tests, and in-class) identifying examples of theories or expected outcomes, paper with the comparison of interviewee to typical adolescent development, and in-class self-assessment of learning
 - b. Application of theories of development and research on adolescent development to promote healthy, optimal development
 - i. Taught by discussion, in-class small group assignments requiring problem solving and reflection
 - ii. Assessed through essay questions (quizzes, tests, and in-class) asking students to solve a problem and provide the rationale—specific theories may or may not be given
 - c. Integration of different theories of development as well as research and theories to explain adolescent behavior and generate solutions for common problems
 - i. Taught by discussion and in-class small group assignments requiring problem solving and reflection
 - ii. Assessed through essay questions (quizzes, tests, and in-class) asking students to solve a problem and provide the rationale—specific theories may or may not be given
- 2. Express:
 - a. Foundational knowledge about the impact of context, including culture, peers, family, and school, on adolescent development
 - i. Taught by readings, lecture, discussion, videos, audio diaries, and case studies
 - ii. Assessed through multiple choice questions (quizzes, tests, and in-class) identifying examples of theories or expected outcomes and in-class self-assessments of learning
 - b. Application of research and theory regarding the impact of context, including culture, peers, family, and school, on adolescent development to promote healthy, optimal development

- i. Taught by discussion and in-class small group assignments requiring problem solving and reflection
 - ii. Assessed through essay questions (quizzes, tests, and in-class) asking students to solve a problem and provide the rationale—specific theories may or may not be given
 - c. Integration of research and theory regarding the impact of context, including culture, peers, family, and school, on adolescent development to explain adolescent behavior and generate solutions for common problems
 - i. Taught by discussion and in-class small group assignments requiring problem solving and reflection
 - ii. Assessed through essay questions (quizzes, tests, and in-class) asking students to solve a problem and provide the rationale—specific theories may or may not be given
 - d. Learn about the experiences of adolescents from different contexts, including different cultures, peer groups, family structures, and schools
 - i. Taught by videos, audio diaries, cases studies, and reflection
 - ii. Assessed through discussion of videos, audio diaries, and case studies as they relate to course material and paper looking at cross-cultural differences in development
 - e. Critically examine personal beliefs and values regarding the influence of context, including culture, peers, family, and school, on adolescent development
 - i. Taught by lecture on critical thinking skills, discussion, in-class small group assignments requiring arguing against one's personal beliefs, and reflection
 - ii. Assessed through students providing rationale for answers in papers, exams, quizzes, and in-class discussions, based on theory and/or research
- 3. Exhibit:
 - a. Foundational knowledge of both normal and abnormal adolescent development and their effects
 - i. Taught by readings, lecture, discussion, videos, audio diaries, and case studies

- ii. Assessed through multiple choice questions (quizzes, test, and in-class) identifying examples of theories or expected outcomes and in-class assignments
 - b. Application of theories and research regarding normal and abnormal adolescent development to promote healthy, optimal development
 - i. Taught by discussion and in-class small group assignments requiring problem solving and reflection
 - ii. Assessed through essay questions asking students to solve a problem and provide the rationale—specific theories may or may not be given
- 4. Become an informed consumer of and apply research on adolescent development by:
 - a. Exhibiting foundational knowledge of research methods and ethics
 - i. Taught by readings, lecture, discussion
 - ii. Assessed through multiple choice questions (quizzes, tests, in-class) identifying examples of theories or expected outcomes and in-class self-assessment of learning
 - b. Critically analyzing research on adolescent development in order to gain more foundational knowledge and apply the research findings to promote healthy, optimal development
 - i. Taught by discussion, in-class small group assignments requiring reading journal abstracts, problem solving, and reflection
 - ii. Assessed through essay questions (quizzes, tests, and in-class) applying results of research and paper using research results

Process/Reflection:

The first step of the redesign was to revise the learning goals. I used the dreaming exercises to imagine what my long-term goals are for the class. I found that my original goals were largely on track with my ideals for the class, but they were too vague to be useful. Hence, I revised the goals so that they would be useful in communicating my expectations to students and evaluating my performance as a teacher. Specifically, I redesigned the goals to be more specific (operationally defined) and to incorporate Fink’s Taxonomy of Significant Learning. This resulted in the goals having subparts.

The second step was to develop instructional methods that would foster the goals. Using the Holistic Active Learning Triad, I identified ways for students to gain information and ideas, experiences, and reflections that applied to the learning goals I had established. I had a good start on this, but was lacking some in the experience and reflection domains. Hence, I added a few more experiential and reflective components including case studies and in-class small group work.

The third step was to ensure that assessment methods targeted the learning goals and were learning opportunities rather than just rationales for assigning grades. In assessing the degree to which my current practices were consistent with Fink's four-point model of "Educative Assessment," I recognized that I could increase forward looking and self-assessment. Based on discussions in the FTCPII group, I also decided that my rubrics might not be effective criteria for students because of their formatting. Therefore, I decided to increase the use of forward looking in-class assignments (e.g., requiring students to apply the material in a situation they will likely face later in their lives). I also decided to include pre-planned self-assessments of learning (e.g., one-minute papers) rather than using them in a non-planned way.

The fourth step was assessing the degree to which I had a well-integrated course design. I believe that beginning with course goals resulted in a much more integrated redesign than the rather haphazard redesign I had previously made to this course. For example, using the "Castle Top" Diagram, I found that I had developed a balance of in-class and out-of-class activities that flowed well together (e.g., readings out-of-class → out-of-class quizzes to assess understanding of readings → applying material to problems in class → use of material on similar problems on in-class exam).

In summary, what began with simply revising course goals logically progressed into redesigning a significant portion of the course. Reading materials remained largely unchanged, but the structure of class time and methods of assessment changed to more accurately support the learning goals. I have not yet had a chance to implement this redesigned course, but will do so in the spring of 2007. It is my hypothesis that the revised course design will result in better student participation, higher course evaluations, and more effective long-term learning.