

## Designing D2L for Adolescent Psychology and Child Care Psychology

Sarah K. Sifers, Ph.D., Department of Psychology

It was a little bit difficult adjusting to *Desire2Learn (D2L)* from *Blackboard*. I did not find *D2L* as user friendly as I had blackboard, but there were some options that *D2L* has, that were not available on blackboard, such as anonymous surveys and discussions. Creating the course on *D2L* was not very difficult. It took me a little bit of time exploring, but I caught on pretty quickly and was able to tailor it to my needs. From there it was easy to upload course material and develop discussion boards and relatively easy to create anonymous surveys of student satisfaction, record grades.

I found that students did not use *D2L* as much as I had thought. First semester, student said that they did not use *D2L* and most did not even use *UCompass*. First semester students voted to have me simply email the lecture notes and handout to students who requested them. This was not too much work, but I felt like it really was not as effective of a means of communication as it could be.

Eventually, the final *D2L* for both courses included: all of my PowerPoint slides from class (including links for internet sites accessed in class), all handouts, students' grades, discussion boards for course material and anonymous feedback to the instructor, anonymous surveys for students to evaluate lectures, texts, videos, and activities at their leisure, and drop box for student assignments. A copy of the content of the *D2L* site for each class is included with this summary. I checked the sites for each class every day that classes were in session. This allowed me to follow discussions on the message boards, adapt to student feedback, and update course content and students' grades.

Students seemed to appreciate having access to PowerPoint slides and handouts on line as well as more rapid feedback on their grades. Student evaluations of *D2L* suggest that they found it, on average, “pretty helpful” and that they used it, on average, one to three times a week. Samples of student responses (unedited for grammar) include:

Some of my other teachers use this and I like it. However most of them don't take advantage of the grades section. I like that you post the grades. I get anxious when I don't know where I am at in the class. Thanks.

I really appreciate when instructors make class materials accesable on the net in case people are unable to make it to class somtimes. It makes school alot less stressful ecpecially with the amount of class info on your cite.

i really like this resource because it makes communicating with teachers easier and you can see what others are thinking about the class as well as what the teacher has to say about issues.

I like to use this source. It helps me out a lot because I commute to Mankato for classes, so it is nice to be able to get all of the stuff at home.

Not all responses were positive, though. One student commented, “it's nice to have but i [sic] don't use it often at all.”

Students occasionally made use of discussion boards to ask questions. Most postings were students asking questions about upcoming exams or assignments (e.g. formatting for papers, due dates, when grades will be posted, how to use *D2L*). Posting questions of my own resulted in only a slight increase in student use of the discussion boards. A couple of students who are typically fairly vocal in class responded to my questions, but no one responded to their posts.

Many of these responses were anonymous and were on questions clearly answered in class and/or the text. This was disappointing, but provided me with good information about the presence of students who were not taking an active role in their

learning. My response to this was to provide them with information about where to find the answers to their questions and follow-up with me if they still did not have their questions answered. Additionally, there were several instances of students posting the same question twice. After pointing this out to the class and asking students to read previous posts before posting, this stopped.

I found that I spent much more time than I had anticipated providing tech support to students. A number of students with questions about *D2L* contacted me rather than the *D2L* help desk. Fortunately, I was able to answer their questions, but I had not anticipated needing to provide this support to the extent that it was requested. The frequency of students asking for help with *D2L* resulted in me doing a brief *D2L* tutorial in class. In the future, I will do this as a standard part of the first day of class as it seemed to be beneficial for a number of students.

In summary, I will continue to use *D2L*. It took a little bit of effort to learn, but once I did, I found that it made my job of providing information to and communicating with students more efficient. Additionally, students utilized the resources, suggesting that they found them helpful.

## Child Care Psychology—PSYC/FCS 230

<https://mnsu.ims.mnscu.edu/d2l/orgTools/ouHome/ouHome.asp?ou=95057>

**Advisor Recognition** - Apr 4, 2005

If you have an advisor who is exceptional, please consider nominating her or him for the college of social and behavioral sciences advisor recognition award. Nominations can be submitted online at <http://www2.mnsu.edu/csocbeh/advisingU/nomination.html>. Or, you can request a form from Advising U. If you have any questions, feel free to contact Kelly Secola or Judy Olson-Passer at 389-2416.

Dr. Sifers

**►New Evaluations** - Feb 11, 2005

You can give anonymous feedback about the book, test, lecture, and more by taking an anonymous survey. Just click on the "survey" link above, then click on the survey you would like to take. Thank you for your time in giving me feedback so I can make this class better for you.

Dr. Sifers

**►Welcome!** - Jan 19, 2005

Welcome to Child Care Psychology. Please explore this site--it is a resource for you to use. Course materials are under content. You can submit work though the dropbox, check your grade, or join a chat. You can post messages (anonymously or with your name) to the instructor and students on the Discussions page.

**Course Content****Unit1.** . Child Care Psychology Introduction

- . [Child Care Psychology Syllabus](#)
- . [Child Care Intro Lecture](#)
- . [Parenting Process Lecture](#)
- . [Section 1 Reading Guide](#)
- . [Theories Strategies Style](#)
- . [Behavior Modification](#)
- . [Diversity Cultrues and Context](#)
- . [Culture and Parenting Handout](#)
- . [Exam I Study Guide](#)
- . [Section I Review](#)

**Unit2.** . Child Development

- i. . [Reading Guide 2](#)
- ii. . [Transition to Parenthood](#)
- iii. . [Pregnancy and Birth Video Guide](#)
- iv. . [Infants and Toddlers](#)
- v. . [Preschoolers](#)
- vi. . [School-age Children](#)
- vii. . [Adolescence](#)
- viii. . [Exam 2 Study Guide](#)

**Unit3.** . Parenting Programs and Strategies

- i. . [Reading Guide Unit 3](#)
- ii. . [Parenting the Strong-Willed Child](#)

- iii. . [How to Talk So Kids Will Listen . . .](#)
  - iv. . [Other Methods of Child Management](#)
  - v. . [Study Guide Exam 3](#)
- Unit4.** . Special Concerns
- i. . [Reading Guide 4](#)
  - ii. . [Single, Divorce, and Step-parenting](#)

#### Current Surveys

• [Pregnancy Video Evaluation](#)

• [Parenting Book Evaluation](#)

• [Exam Survey](#)

• [Lecture survey](#)

• [In-class assignment evaluation](#)

• [D2L evaluation](#)

• [Forehand and Long Evaluation](#)

• [How to Talk . . . . Evaluation](#)

• [The Next STEP Video Evaluation](#)

## Adolescent Psychology—PSYC 436

<https://mnsu.ims.mnscu.edu/d2l/orgTools/ouHome/ouHome.asp?ou=95055>

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► **New Opportunity** - Feb 16, 2005

You can give anonymous feedback about the book, test, lecture, and more by taking an anonymous survey. Just click on the "survey" link above, then click on the survey you would like to take. Thank you for your time in giving me feedback so I can make this class better for you.

Dr. Sifers

## Course Content

### Unit1. . Introduction to Adolescent Psychology

- . [Adolescent Psychology Syllabus](#)
- . [Graduate Adolescent Psychology Syllabus](#)
- . [Introduction to Adolescent Psychology Lecture](#)
- . [Science of Adolescent Development](#)
- . [Theories of Development Handout](#)
- . [Adolescent Biological Development](#)
- . [Cognitive Development](#)
- . [Exam I Study Guide](#)
- . [Section I Review](#)

### Unit2. . Social, Emotional, Personality Development

- i. . [Self, Emotions, Personality](#)
- ii. . [Gender](#)
- iii. . [Sexuality](#)
- iv. . [Taking it to the Net Questions](#)
- v. . [Morality Religion and Values](#)
- vi. . [Exam 2 Study Guide](#)

### Unit3. . Context and Development

- i. . [Exam 3 Study Guide](#)
- ii. . [Families](#)
- iii. . [Peers](#)
- iv. . [Schools](#)
- v. . [Achievement, Work, & Careers](#)
- vi. . [Culture](#)
- vii. . [Study Guide Exam III, part 2](#)

**Current Surveys**

- [Lecture Evaluation](#)

- [Exam Evaluation](#)

- [Book Evaluation](#)

- [Homework Evaluation](#)

- [D2L evaluation](#)

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## Designing D2L for Adolescent Psychology and Child Care Psychology

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- adjusting to D2L from blackboard
  - not as user friendly
  - some new options—anonymous surveys and discussions.
- creating the course not difficult—a little bit of time exploring
  - easy to upload course material and develop discussion boards
  - relatively easy to create anonymous surveys
- students did not use D2L as much as I had thought
  - first semester, student said that they did not use D2L -- email the lecture notes and handouts to students who requested them
- the final D2L for both courses included:
  - all PowerPoint slides from class (including links for internet sites accessed in class) and all handouts [**show content**]
  - students' grades--color coding makes submitting grades a cinch
  - discussion boards for course material and anonymous feedback to the instructor
  - anonymous surveys for students to evaluate lectures, texts, videos, and activities at their leisure
  - drop box for student assignments
- checked the sites every day that classes were in session
- Students appreciate having PowerPoint slides and handouts and rapid feedback on their grades [**show surveys**]

- they found it, on average, “pretty helpful”
- they used it, on average, one to three times a week
- Students free-form responses were mostly, but not entirely positive [**show samples**]
- occasionally made use of discussion boards [**show discussion boards**]
  - no real feedback
  - several questions about format of assignments, due dates, how to use D2L, when grades will be posted
  - most questions about upcoming exams-- were anonymous and on questions clearly answered in class and/or the text.
  - posting of my own questions resulted in only a slight increase in responses and no one responded to those responses
- much more time than I had anticipated providing tech support to students
  - me rather than the D2L help desk
  - brief D2L tutorial in class--in future, will do this as a standard part of the first day of class
- will continue to use D2L
  - it made my job of providing information to and communicating with students more efficient
  - students utilized the resources, indicated that they found them helpful