Managing the Workload in a Student-Centered Course

December 1, 2015

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Student-Centered Learning

• Students are engaged with the content
• Instead of “covering” the content, using it to develop the skills they need to succeed
• Students collaborate and learn from their peers
Think Like a Student

- Choices
- Multimedia
- Technology - Using their phones
- Organized, clear, concise
- Relevance (how does it relate to them?)
- To know we care
Examples of Assignments/Assessments

Each One Teach One

• assigned topic
• instructions
• discuss example
• Next class--students come prepared to write on newsprint (newsprint, markers, tape provided)
• students tape it on the wall and have 2 minutes to teach it to the class

Pre-Assessment and Formative Assessment Tools:

• www.Plickers.com
• www.Polleverywhere.com
• www.Getkahoot.com
Guest Speakers (Student Teaching Seminar)

• students write questions for the speaker before presentation date (speaker appreciates it)
• afterwards reflect as a class—what will you remember, what will you use this week?

Smart Board Activity

• students create an activity to review content
• students learn Smart Board, develop content, establish rules, create teams
• students present activity (10-15 minutes)
• all students participate and like the competition!
Journals—students complete for every student’s presentation
  • teacher provides format of journal—3 questions
  • peer assessment—provided to teacher who determines the grade

Reaction Papers—on an article from the list

Weekly Reflections
  • during student teaching—2 formats
  • teacher uses for class discussions (questions, challenges, scenarios)

Role play
Case Studies
Websites
Smart Board
Apps
YouTube Videos
Assessment for Evaluation of Presentations

Students developed the assessment to evaluate their health lesson presentations.

Small groups worked to determine the assessment criteria using the *Appropriate Practices in School-Based Health Education*.

The small groups discussed their results with the large group and the assessment form was created.

(Goal of this assignment—for students to become familiar with the document, *Appropriate Practices in School-Based Health Education*, and for students to have ownership of how their presentations would be evaluated.)
Week 10

Posted on: Monday, November 2, 2015 9:22:10 AM EST

Hi Everyone,

A friendly reminder that the Chapter 10 and Chapter 11 quizzes are due today.

The Personal Change Plan Midpoint Progress Reports and the Discussion Board have been graded. Please see the rubric and my comments when you view your grade. Many of you posted excellent questions and comments during the discussion. I hope you found the discussion to be valuable and learned new strategies for accomplishing health goals. Thank you to all who responded to your classmates’ questions during the discussion.

For the plan this week, see Module 10. Please notice there are 2 quizzes this week. Please remember that late work is not accepted.

Module 11 has also been posted and you are always welcome to submit the assignments early.

Have a wonderful week! Please let me know if you have questions.

Week 9

Posted on: Monday, October 26, 2015 9:34:04 AM EDT

Hi Everyone,

A friendly reminder that the discussion on the Midpoint Reports and the Chapter 9 quiz close today.

Thank you to all who completed the survey! Based on the results, the majority stated the course is meeting their expectations and they are happy with the organization of the course.

Most of the posts for the Lifetime Activities discussion were excellent. Hopefully you discovered a new activity you would like to try or were reminded of an activity that you enjoyed in the past and are now motivated to get started again. Thank you for your participation and for the interesting information about your activity.

For the plan this week, please see Module 9. Please notice there are 2 quizzes this week.

You will also see that I have posted Modules 10 and 11 for those who like to complete the assignments early.

I am in the process of grading your midpoint reports and the discussion board. I will have the grades posted soon.

Please let me know if you have questions or comments. Have a great week and enjoy the crisp fall weather!
Weekly Modules

Module 7-October 13

Module 8-October 19

Module 9-October 26

Module 10-November 2

Module 11-November 9

Module 12-November 16

TED Talk Review-November 23
This assignment (TED Talk Review) is due on Monday, November 30 and is worth 10 points. There are no assigned chapters or quizzes this week. Happy Thanksgiving!

Module 13-November 30

Module 14-December 7
Module 7-October 13

Module 7 Overview
This week we will be reading Chapter 8, The Joy of Fitness.

We will be having a discussion on Lifetime Activities. Your initial post is due Thursday, October 14. The discussion closes on Monday, October 19.

The Personal Change Plan Midpoint Report is due Monday, October 19. Submit it through Assignments AND post it in your assigned Discussion Board group.

Optional: Watch the video, 23 and 1/2 Hours (This video was recommended in Module 3 too. It is worth watching!)
Optional: Complete the Midterm Survey

Chapter 8- The Joy of Fitness
Read Chapter 8 in the textbook and view the Chapter 8 PowerPoint.

23 and 1/2 hours: What is the single best thing we can do for our health?

Midterm Survey
Please take a few minutes to complete the midterm survey. Your answers are anonymous so please be honest. This survey is optional but your thoughts about how the course is going so far would be appreciated. The survey will close on Monday, October 19 at 11:59pm.

Lifetime Activities Discussion

Personal Change Plan Midpoint Report
The midpoint report is due Oct. 19 and is worth 24 points. You will need to submit your report through Blackboard AND post it in your assigned discussion group by October 19 at 11:59pm.

Acts of Kindness Assignment
Continue recording your acts of kindness in your journal. The evaluation is due November 23 and is worth 16 points.

Looking Ahead to Next Week
We will be reading Chapter 9 and completing a quiz.
We will be sharing and discussing our Personal Change Plan Midpoint Reports on the discussion board.

*An investment in knowledge pays the best interest.*
Benjamin Franklin

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Online Course Examples

- 4 Discussion Boards—give choices; focus on what it means and add new information to it (rubric provided)
  1) Social Health – relationships or social media
  2) Lifetime Activity – select from list, teach it following the criteria
  3) Personal Change Plan Midpoint Report presentations (review and provide positive comments/encouragement on 4 classmates’ presentations)
  4) Personal Change Plan Final Report presentations (review and provide positive comments/encouragement on 4 classmates’ presentations)

- Semester Project (Personal Change Plan)—taking knowledge base to the next level (example and rubric provided)

- Videos (quizzes-graded by Bb)
- Ted Talks Review
- Review websites
- Review apps
Guidelines for your Post:

- State a brief description of your activity
- Physical benefits
- Social/Emotional benefits
- Safety issues or disadvantages
- Physical restrictions—can you do this throughout your lifetime?
- Other important information (i.e. cost, equipment, facility needed, etc.)
- The source (website) of your information in case we want to know more.
Activities (Remember, everyone teaches a different activity so you will need to look at the discussion for your group to see which activities have already been selected.):

Swimming
Walking
Curling
Golf
Badminton
Snowshoeing
Disc Golf
Cross country skiing
Martial Arts
Indoor Cycling
Dance
Pickle ball
Pilates
Tennis
Weight Training
Hiking
Yoga
# Lifetime Activities Discussion Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Poor (0-1)</th>
<th>Average (2-3)</th>
<th>Excellent (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding of Activity</td>
<td>Understanding of activity not evident. Addresses 2 or fewer guidelines.</td>
<td>Demonstrates understanding of activity. Addresses at least 3 guidelines and the source for more information.</td>
<td>Demonstrates a thorough understanding of the activity. Describes at least 4 guidelines and the source for more information. Posted by October 15 at 11:59 pm.</td>
</tr>
<tr>
<td>Poor (0)</td>
<td>Does not reply or replies to posts without reflection or additional information.</td>
<td>Replies to 1 student’s post. Makes connection to own experience or adds new information.</td>
<td>Replies to at least 2 students’ posts. Relates to own experience and/or adds new information. Answers all questions.</td>
</tr>
<tr>
<td>Average (1)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Excellent (2)</td>
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Managing the Workload

Rubrics make grading clear, consistent, and fast. Students appreciate seeing the rubric with the instructions for the assignment. Developing the rubric takes time but is worth it.

Provide the right amount of information for students to understand.

Set policies and be consistent.

Review your courses and the projects/assignments that take the most time to grade and spread them out.

Utilize Mason resources (other faculty, CLUB, librarians, etc.)
Lessons Learned

Ask students for their thoughts and feedback—they have great ideas (midpoint survey in online course, informal discussion)

Students like to use technology. If something does not work as planned, ask for help. Many students can tell us how to solve the problem in 2 seconds (and they like to help).

Add humor when possible. When students are laughing, they are engaged.

Apologize when you make a mistake. Students appreciate it.

Be clear, concise, consistent, fair, and firm.

Connect the dots throughout the course (it makes sense to you why students are learning it, so tell them—make it relevant).
Challenges

- keeping up with technology and using it to enhance student learning
- assessing team projects
- adding humor to the online course

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