Pegasus Innovation Lab
DIVISION OF DIGITAL LEARNING
UCF | UNIVERSITY OF CENTRAL FLORIDA

Summative Course Review

Part I. Faculty Self-Reflection

Please complete this section and share with your Instructional Designer.

Name: [Faculty Name]

Department: Biology

College: Sciences

Department Chair: [Chair Name]

Course Number: BSC2010C M

Course Title: Biology 1

Semester to be Taught in New Format: Now teaching it in Spring 19

New Course Modality:

- ☐ Reduced Seat Active (RA)
- ☒ Mixed Mode (M)
- ☐ Fully Online (W)
- ☐ Face-to-Face (P)

Additional Attributes:

- ☒ Personal Adaptive Learning (PAL)
- ☒ Active Learning
- ☒ Open Educational Resources (OER)
- ☒ e-Textbook

Please reflect on how your course redesign will impact student success in 250 words or less. In your explanation please address the following two questions:

1. How did you implement online, blended, adaptive, and/or active learning strategies?
2. Which of the following goals of the initiative does your new course design address?
   - ☒ Increasing successful completion rates in benchmark courses
   - ☒ Improving student success, retention, and satisfaction
   - ☒ Targeting key courses such as success marker, foundation, and STEM
   - ☐ Increasing classroom utilization

Please describe how your course has changed as a result of the redesign process. If you are redesigning a new M or RA modality, please describe the integration of the online and face-to-face components of your new course design. If you also applied any of the additional attributes (PAL, Active Learning, OER, or e-Textbook), please site those as part of your artifacts. ***When***

explaining your design modifications, please include screenshots and/or direct links to your Webcourse to help illustrate and provide evidence of completion.

Summative Course Review

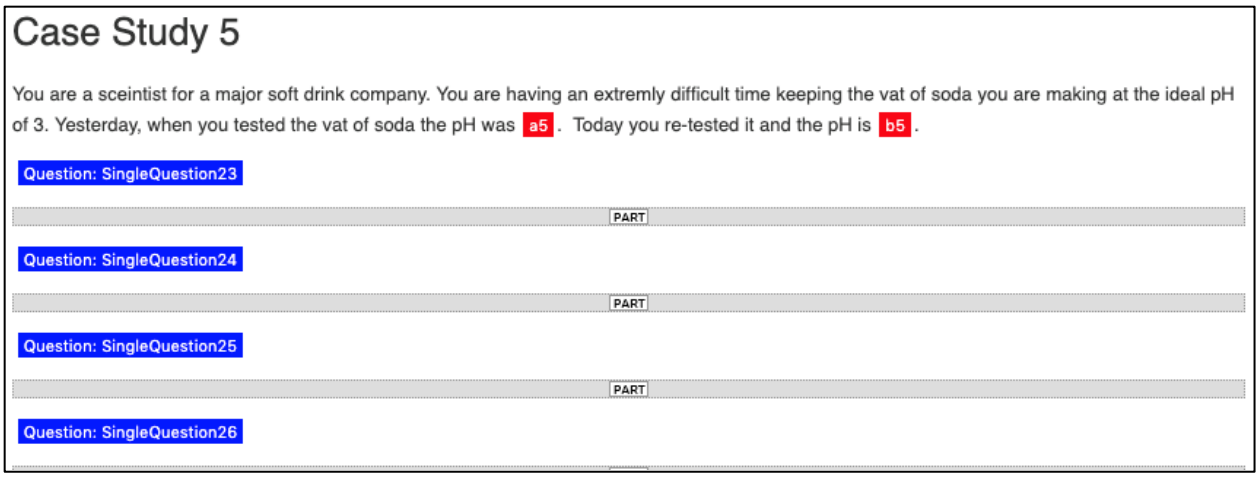
BSC2010C is a majors Biology course which is taught to thousands of students. Normally I teach between five to seven sections a year. The course was totally redesigned as an active learning class using RealizeIT as the content delivery method. I built, from the ground up, every module using my own content and OER resources. Eleven of the fourteen chapters are taught using RealizeIT. The initial three modules in the course involve new and remedial information to allow for unification of skills within the class. The modules from Proteins through the end of the material present only new content. I use case studies to help students master the material in addition to more traditional types of questions. Many compound questions are utilized. Due to the number of students, many of the questions are randomized and utilize a huge range of variables. Students read in the e-book, do the RealizeIT modules and then come in for active learning exercises every other week, followed by an in-lecture quiz assessment to determine their progress.

At this point three times during the semester, they are learning the topics totally online in RealizeIT and those topics are not covered in lecture. Due to TA and UTA staffing constraints during active learning in 450 person, fixed seat auditoriums, we can only manage the every other week format for active learning, currently. We are working toward increasing that frequency.

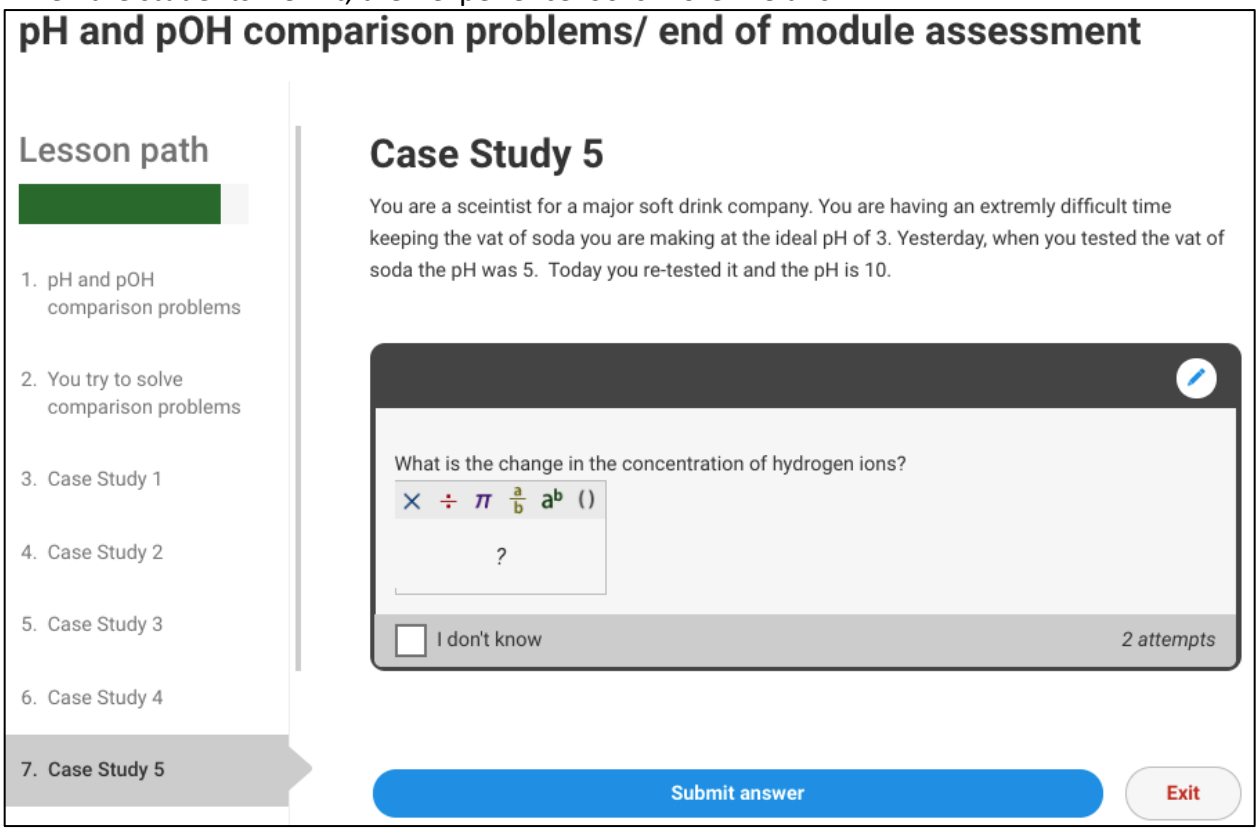
The results have been amazing. The "DF" rates are around 10% in most of my classes. Previously they were about 12-15%. The W rates are harder to control in large freshman classes as they tend to withdraw for other than academic reasons, still they are also low. The modes on test grades have gone from about 65-70% to 80%-90%ranges. Students have written to ask me to keep RealizeIT open so they can use it to study for exams and quizzes. I want to be in contact with Dr. Dziuban and Dr. Moskal soon, as there are several research studies and papers that I can see coming out of this process. I already have a lot of preliminary data that is very positive.

Screenshots of Case Study in Realizeit

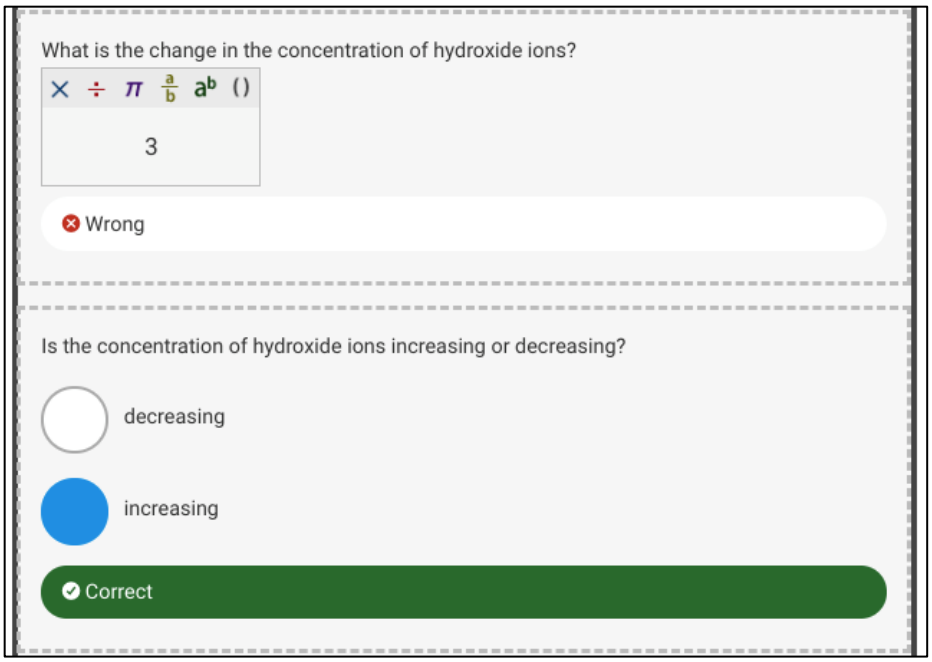
In the below image, the red boxes are variables which are generated by the system to randomize the experience for the students. The blue boxes are placeholders for the questions.



When the students view it, their experience looks more like this:



The students are asked questions while being guided through the case studies, many of which are composite (multi-part) questions:



Please describe any outstanding tasks that must be completed before teaching this course in the new format.

None. I do hope to be able to teach this course in a future summer B term semester in RA format also.

Please describe any future tasks that may need to be done after teaching this course in the new format.

As mentioned above, I want to be in contact with Dr. Dziuban and Dr. Moskal soon, as there are several research studies and papers that I can see coming out of this process. I already have a lot of preliminary data that is very positive.

Additional Comments:

Thank you for providing this opportunity. It is revolutionizing teaching!

Upon completion of this section, please contact your instructional designer to schedule a consultation for Part II. Please provide a copy of your new syllabus that reflects your redesign changes with this form when you meet with your instructional designer.

Part II. ID Review and Consultation

To be completed by instructional designer prior to submission to the review committee.

Instructional Designer: [Name]

Date of final ID consultation: [Date]

In our consultation we:

- ☒ Reviewed Part 1 of this form for completeness and accuracy:
- ☒ Course Items Reviewed:
  - ✓ Course content is in alignment with the learning objectives
  - ✓ Course assessments align with the learning objectives
  - ✓ Course has clear interaction and engagement strategies
  - ✓ Course has a clear structure & directions
  - ✓ A UDoIt report was run and accessibility issues were addressed
  - ✓ Copyright best practices implemented
- ☒ Provided feedback on course content changes or suggestions
- ☒ Confirmed plan for addressing any outstanding tasks
- ☒ Discussed potential for Quality Review (for W courses)
- ☒ Reviewed course for emphasis on student success
- ☒ Discussed research opportunities
- ☒ Discussed ongoing support and resources for course development
- ☒ Confirmed course redesign aligns with goals of the DL CRI
- ☒ **Confirmed course is ready to be taught in the semester identified in Part 1**

Comments (optional):
I am thrilled that [Instructor Name] and her course are a part of the CRI. [She] has done amazing things with her course in the new M modality, especially when it comes to her use of Realizeit. As she is currently using it in her 2019 Spring course, she tells me her students love it and have also been performing better on other assessments after using the system. With her robust case studies, Lightboard videos, OER content, and more inside of Realizeit, it is no wonder why [she] has received positive student feedback and has seen an increase in student success in her course.

Instructional designer, please notify the iLab that Part II is complete and forward this form and new syllabus to iLab@ucf.edu for the committee to approve.

Part III. Review Committee Approval

The Review Committee met on and ☐ Approved ☐ Conditionally Approved ☐ Did Not Approve the disbursement of funds at this time.

Comments: