

California State University, San Bernardino

CSUSB ScholarWorks

Innovative Course Redesign Grant Reports

Teaching Resource Center

Summer 7-6-2009

Nancy Glen CD Summer 2008

Nancy Glen

CSUSB, nglen@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/trc-cd>



Part of the [Higher Education and Teaching Commons](#)

Recommended Citation

Glen, Nancy, "Nancy Glen CD Summer 2008" (2009). *Innovative Course Redesign Grant Reports*. 43.
<https://scholarworks.lib.csusb.edu/trc-cd/43>

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Innovative Course Redesign Grant Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

2008 Summer Course Development Grant
Follow-Up Report

Submitted by:
Dr. Nancy L. Glen
Department of Music
CSUSB

The grant I received for the *Summer 2008 Innovative Course Development Grant* cycle was intended to redesign an existing CSUSB course, MUS 531, into a new course in both number and delivery system. The new course, MUS 370, would bear a new title: “Music for the Classroom Teacher”, and would have a reduction in the number of contact hours per week, from six hours per week to four hours per week.

Several problems existed in the old course, which could be remedied in the new design, but the shortened course contact time presented some new problems of their own. The new course would be heavily *activity-based*, and would provide less time for *in-class lectures* to cover information from the course textbook. Additionally, the previous course required a lot of paper/printing for course handouts and necessary documents, which was not cost-effective, and could not necessarily be deemed compliant to ADA standards, which are currently in the process of implementation on campus. The issue of student accountability for reading the textbook assignments was a concern, and there needed to be a way of accommodating this need without adding more paper documents to be produced by students, and graded by the professor.

The new design is outlined below with bullet points, with the resulting effectiveness listed in italics following the point made.

- The new course is delivered partially online through the *Blackboard* Delivery System on the CSUSB campus. The course website provides the syllabus, assignments, course documents (handouts), grades, announcements, and a Discussion Board feature for student postings. *This makes course materials available to students in a persistent format, which is also ADA compliant.*
- On the Discussion Board, students post a one-page summary of each chapter in the textbook as they read it. The postings are due by the beginning of the class on the day the chapter is discussed. The “lock” feature on the Discussion Board allows that no students can post summaries after the due date/time. They receive points for these summaries, which acts as a motivating factor. *As a result of being forced to read and understand (?) the information from the textbook chapters, students are must more involved in the short class discussions of the material contained in the textbook.*

- Course documents, handouts, active links, and any other materials students need to have for the course are scanned by an OCR scanner, and posted on the “Course Documents” section of the course website. Students can print the documents needed for class, and view links about materials or topics being discussed in class. *Obviously, printing and duplicating costs are eliminated through the Music department, and students can have the documents and links available to them to print whenever they want, and view the links repeatedly at their convenience.*
- During Fall Quarter 2008, when the pilot course was being taught, student grades on quizzes and the Final Exam, and final course grades were compared with those scores from the previous course format. Student performance was somewhat higher on all test documents, and the course grades were higher generally than before. *At the end of the pilot course during Fall Quarter 2008, a survey was given to students to see how they would respond to the new format. All but one student responding to the survey indicated that they liked the new format, and felt that they had benefited positively from being required to show substantive proof that they had read the textbook chapters before coming to class to discuss them. Handling the course in the new format was initially time-consuming for me to set up on Blackboard, but the material can be transferred each quarter to the new course format, with additions and editing completed easily.*
- Anyone teaching this new design in MUS 370 is required to use the hybrid format. To that end, I have created a template of the course syllabus and activities, and placed it on Blackboard. It can be made available to anyone teaching the course currently, or in the future. *Two other persons teach this course. One has refused to follow the format, even with coaching through ODL and myself. The other person is teaching a section of the course currently, and appears to be following the format.*