



MY ‘SUPERSIZE YOUR COURSE’ STORY

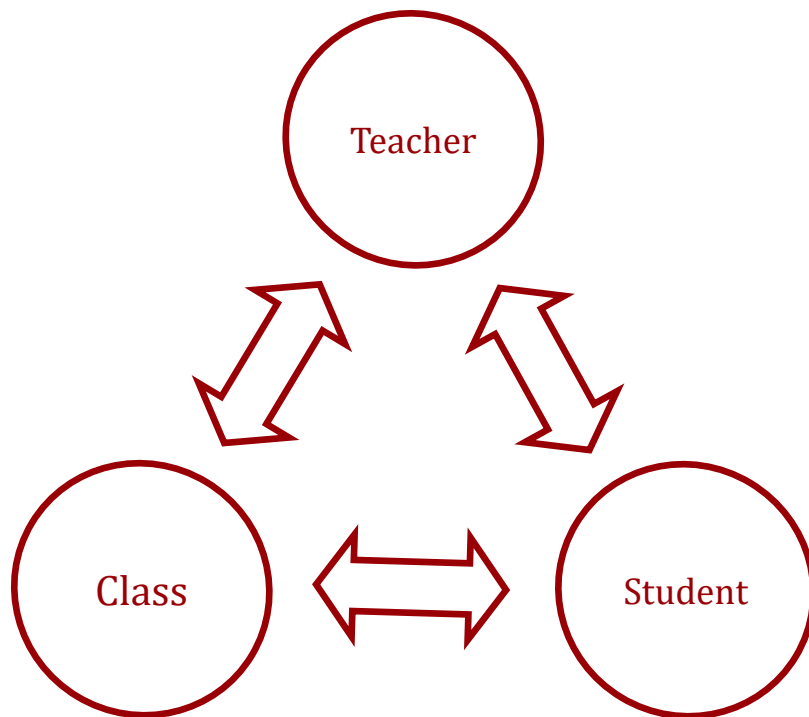
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2016 Teaching and Learning Symposium



ILLINOIS STATE
UNIVERSITY

Illinois' first public university

My Teaching Philosophy



- Learning is an interactive, active, and collaborative process, the responsibility for which is mutually shared
- Create a safe, engaging, challenging learning environment
- Employ a variety of delivery methods, which rarely includes traditional lecture



Course Context

- KNR 171 – Recreation Leadership
- One of two introduction courses that Recreation and Park Administration majors are required to take in their first semester
- Sets the tone for the RPA journey
- I had taught two sections of this course at ISU each of the previous four semesters

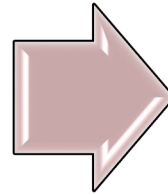


Course Aims

- Throughout the semester, we aim to answer three BIG questions:
 - What is the meaning of leadership?
 - Who am I as a leader?
 - And what does a successful facilitator do in the leisure services field?
- We answered these questions through:
 - High individual engagement expectations
 - Class meetings consisting of discussion and hands-on practice of skills
 - High feedback on individual development
 - Two-stage group facilitation project that tended to be the highlight of student learning
 - Personalized attention from the instructor

My 'Supersize' Challenge

Previous Semesters
Averaged 20-25
students per
section



Fall 2015 Semester
41 and 43 students
in my two sections

- How do I maintain the high expectations for engagement?
- How do I support each student's individual leadership development throughout the semester?
- How do I maintain the integrity of the group facilitation experience?



IN SHORT, HOW DO I ACCOMPLISH
WHAT I THINK IS PEDAGOGICALLY
IMPORTANT WITHOUT KILLING MY
SANITY IN THE PROCESS?



How I Approached the Supersize

- **First Step: One day of panic**
- **Second Step: Meet with CTLT for Individual Consultation to organize my thoughts and establish priorities**
- **Third Step: Make intentional adjustments**
 - Individual engagement => Class engagement
 - Streamlining learning: Elimination of midterm, project piece, course topics
 - Increased use of self assessment and reflection on individual leadership development
 - Enhanced use of established student mentors



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Individual engagement => Class engagement

KNR 171 Class Engagement Guide

Use this guide to inform your interactions and participation in each class. Grades in between those noted here may be distributed. Notice that our class engagement takes into account the quality and quantity of our contributions to our learning community. Note: If particular students display engagement noticeably above or below the class's engagement, their individual engagement grades may be adjusted accordingly.

Engaged learning	100	The class as a group consistently displays the "wow" factor, achieving and going above and beyond the indicators for "95" engagement
	95	A majority of the class members play primary active roles in small group work and large group discussions while still listening to others
		Comments consistently advance the level and depth of the dialogue Class members seek to solicit the input of others Group dynamic is highly engaged and energetic Exceptional performance on in-class and out of class work as a group
	90	Class members always participate actively in small group work Many different class members usually contribute to large group discussions
		Comments occasionally advance the level and depth of the dialogue Many different class members actively listen to comments of others Group dynamic is engaged and energetic Strong performance on in-class and out of class work as a group
	85	Class members almost always participate actively in small group work Some class members contribute to large group discussions
Comments are relevant, but sometimes comments do little to move the dialogue forward Some class members display interest in comments of others Group dynamic is fairly neutral in terms of engagement and energy Average performance on in-class and out of class work as a group		
80	Class members sometimes participate in small group work but at other times are tuned out Few class members contribute to large group discussions Many class members display lack of interest in comments of others Group dynamic is low in terms of engagement and energy Below average performance on in-class and out of class work as a group	
	50	This grade is the base grade for being physically present in class Class members rarely, if ever, contribute to class at all and/or display negative group dynamic Unacceptable or no work on in-class and out of class assignments as a group



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Enhanced use of student mentors

- Student mentors helped facilitate previous semesters' large group discussions as smaller group discussions
- Each student mentor assigned to specific group of students as 'go to'
- Student mentors trained how to 'wander' during small group activities
- Student mentors oversaw and assisted with assessment of group facilitation experiences – rubrics adjusted



What I Learned

- Still believe that this course is best suited for class sizes of 20-30 students
- Mid-semester and end-of-semester student evaluation comments and rating were consistent with previous semesters
- Only noticeable change to workload was grading load
- Should embrace every opportunity to streamline and focus course learning