



ILLINOIS STATE UNIVERSITY

Illinois' first public university

We Gave Our Courses a Makeover; You Can Too!

Presenters (in order of appearance):

Claire Lamonica, CTLT

Julie Webber, Politics and Government

Adena Meyers, Psychology

Amy Robillard, English

Jamie Smith, Communication Sciences and Disorders



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Claire Lamonica, Center for Teaching, Learning, and Technology

INTRODUCTION AND CONTEXT



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She Asked

Hi, Claire,

I have an idea for a summer program, if you are in the market for new summer program ideas. I've done a couple of the Design/Redesign summer programs and they've been really helpful. Recently I was thinking about a course I've taught a bunch of times. There are a few spots where it's okay but not fabulous -- it might be better to rearrange a certain topic, or unearth a better textbook, or find a more engaging video example. At a certain point, though, the pull of inertia is strong. The unit works, the course evals are fine, the organization might seem a little weird but I can explain it, the textbook isn't perfect but I know it really well...

This is where I had my idea: **what if there were a CTLT summer program for mid-career faculty, with the goal of re-evaluating a course you've taught a bunch of times** (like 5 or more). What are the places where it's currently adequate but could be excellent? What has become a little stagnant that could be freshened up with some focused attention and outside perspectives?

Thanks for considering!

Jamie

We Answered

Give Your Course a Makeover is designed to help you breathe new life into an old course. Maybe it's a course that you've "tweaked" so often that now it feels out of kilter or "not quite right." Maybe it's a course you took over from a colleague, but haven't managed to make your own. Maybe it's a course that's always gone well, but the excitement is gone, and you're not sure you can face one more semester with one more set of students doing the same old things.

Give Your Course a Makeover is an opportunity to address any of these problems by applying the basic building blocks of course design to create a high-quality, engaging learning experience that meets the needs of Illinois State University's diverse community of (under)graduate scholars. Ideally, it will be a course you can't wait to teach!

Anticipated Workshop Outcomes

As the result of their participation in this workshop, faculty will:

- be able to describe for a colleague the basic building blocks for integrated course design
- have applied the basic building blocks for integrated course design to a course in need of a makeover
- have ensured that their made-over courses are appropriate for the institutional contexts within which they reside
- have ensured that their made-over courses meet the needs of Illinois State University's diverse community of (under)graduate scholars
- look forward to teaching their made-over courses in the near future
- feel prepared to make over additional courses in the future


(Some) Actual Workshop Outcomes

- A more student-friendly syllabus
- Increased attention to diversity and inclusion
- Revised learning outcomes
- New insights into course renewal

Thanks to my colleagues for sharing!

Adena Meyers, Psychology

ADDING A DIVERSITY LENS TO A GRADUATE STATISTICS/RESEARCH METHODS CLASS



Learning Objectives

- Acquire foundational knowledge that includes the **philosophy and logic behind various research and statistical methods in psychology**.
- Acquire **critical thinking skills** that will enable you to select appropriate design elements and statistical tests to answer various research questions.
- Acquire technical skills in data analysis (using SPSS) and scholarly writing (following APA style guidelines).
- Become proficient in **reading and interpreting research articles and designing studies**.
- Understand the connections among various statistical tests expressed as the General Linear Model.
- Gain an understanding of research as a team process and appreciate your own and others' contributions, while increasing your own ability to contribute to the process.
- **Interest in the methods and results sections of empirical articles** will increase.
- Gain an appreciation of the **strengths and limitations of various methods** for answering a range of research questions.
- Develop persistence in understanding, applying, and interpreting psychological research methods and statistics. This includes viewing failures as opportunities for learning and growth.
- Be able to self-monitor your understanding of research methods and statistics, recognizing what you know and understand and what you need to learn more about.



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Campbell & Stanley (1963)

R	O	X	O
R	O		O

Internal Validity (Strength of Causal Evidence)

External Validity (Generalizability)

Examples of Validity Threats

Internal

- Historicity
- Maturation
- Testing
- Instrumentation
- Statistical Regression
- Selection
- Experimental Mortality
- Selection Interactions

External

- Reactive or interactive effect of testing
- Interaction of selection and experimental variable
- Reactive effects of experimental arrangements
- Multiple-treatment (X) interference

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Henrich et al. 2010: The Weirdest People in the World

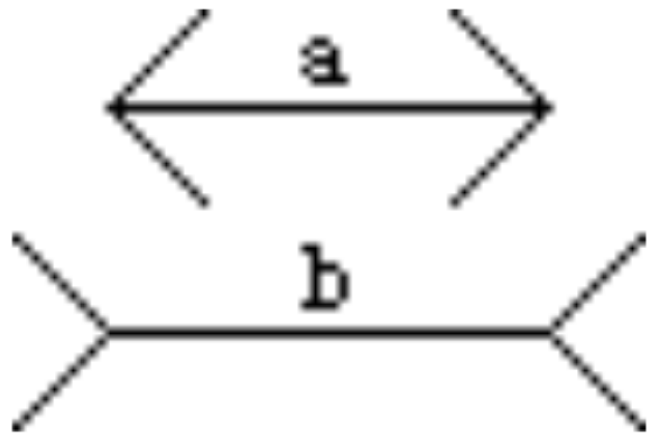
- W: Western
- E: Educated
- I: Industrialized
- R: Rich
- D: Democratic

Long Abstract

Behavioral scientists routinely publish broad claims about human psychology and behavior in the world's top journals based on samples drawn entirely from Western, Educated, Industrialized, Rich and Democratic (WEIRD) societies. Researchers—often implicitly—assume that either there is little variation across human populations, or that these “standard subjects” are as representative of the species as any other population. Are these assumptions justified? Here, our review of the comparative database from across the behavioral sciences suggests both that there is substantial variability in experimental results across populations and that WEIRD subjects are particularly unusual compared with the rest of the species—frequent outliers. The domains reviewed include visual perception, fairness, cooperation, spatial reasoning, categorization and inferential induction, moral reasoning, reasoning styles, self-concepts and related motivations, and the heritability of IQ. The findings suggest that members of WEIRD societies, including young children, are among the least representative populations one could find for generalizing about humans. Many of these findings involve domains that are associated with fundamental aspects of psychology, motivation, and behavior—hence, there are no obvious *a priori* grounds for claiming that a particular behavioral phenomenon is universal based on sampling from a single subpopulation. Overall, these empirical patterns suggests that we need to be less cavalier in addressing questions of *human* nature on the basis of data drawn from this particularly thin, and rather unusual, slice of humanity. We close by proposing ways to structurally re-organize the behavioral sciences to best tackle these challenges.

Example: Mueller-Lyer Illusion

Figure 1: Mueller-Lyer Illusion. The lines labeled 'a' and 'b' in each figure are the same length. Many subjects perceive line 'b' as longer than line 'a'.



College students and children in industrialized societies (e.g., US, Europe, South Africa) perceive line b to be larger than line a, but the illusion is either much less pronounced or absent in small-scale/foraging societies.

In Class Activity

- Group I: Contrast I (Industrialized vs. Small-Scale Societies)
 - Group II: Contrast II (Western vs. Non-Western Societies)
 - Group III: Contrast III (Contemporary Americans vs. Rest of the West)
 - Group IV: Contrast IV (Typical Contemporary American Subjects vs. Other Americans)
1. Which groups are being compared in this contrast?
 2. What does the research say about differences AND similarities between the groups in the contrast?
 3. What are the implications for research methodology?

Assessment Question:

In their article, “The weirdest people in the world?” Henrich et al. argue that the science of psychology is limited by its historical over-reliance on research participants who are W.E.I.R.D. (western, educated, industrialized, rich, and democratic). Which threat to validity described by Campbell and Stanley is most relevant to Henrich et al.’s argument? Explain. (Also be sure to indicate whether the validity threat you identified pertains to internal or external validity).

Amy Robillard, English

REVISING SIGNIFICANT LEARNING GOALS ACROSS CONTEXTS

Fink's Taxonomy of Significant Learning

- **Foundational Knowledge**—Understanding and remembering information and ideas
- **Application**—Developing critical, creative, or practical thinking skills
- **Integration**—Making connections between information, ideas, perspectives, people, or realms of life
- **Human Dimension**—Learning about oneself or others
- **Caring**—Developing new feelings, interests, or values
- **Learning How to Learn**—Becoming a better student, inquiring about a subject, becoming self-directed learners

<http://thepeakperformancecenter.com/educational-learning/thinking/blooms-taxonomy/taxonomy-of-significant-learning/>

ENG 283

Old goals

By the end of the semester, you will:

- recognize and name techniques that effective rhetors use to persuade their audiences
- understand and be able to articulate some of the tensions between the idea that, on the one hand, we speak language, and on the other, *language speaks us*
- understand how ideology functions in your everyday life, including the ways that commonplaces inform our collective understanding of logic and persuasion
- recognize the importance of rhetorical situation to any argument
- be conversant with rhetorical terms such as kairos, stasis, enthymeme, ethos, pathos, and logos
- have practiced strategizing your own rhetorical arguments and responding to classmates' arguments
- understand the relationship between the study of rhetoric and other aspects of English studies, including writing and literary study

New goals

By the end of the semester you will

- Be conversant with rhetorical terminology and techniques
- Use your understanding of rhetorical terminology to analyze other's rhetoric and to create your own persuasive materials
- **Begin to see the world and your place in it through a rhetorical lens**
- Recognize the effects of your language on others and the effects of others' language on you
- Feel empowered to engage in rhetorical analysis in a number of different rhetorical situations
- Understand the relationships among beliefs, values, and life experiences
- Remain curious about rhetoric's role in all aspects of contemporary life
- **Enthusiastically share your knowledge of rhetoric with friends and family.**

ENG 590: Seminar in Rhetoric and Composition Studies

By the end of the semester, you will

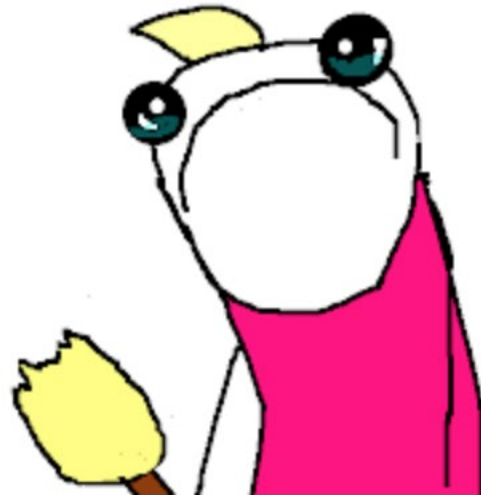
- Be familiar with the history of composition and rhetoric
- Be conversant with a number of issues central to the field
- Have a working knowledge of the field's journals and the scholarship they publish
- Understand all writing as dialogic, as a response to other voices
- Make connections between rhetoric and composition and other areas of English Studies
- Feel empowered to write in a number of response genres: e.g., peer review, response essays, review essays, book reviews.

Jamie Smith, Communication Sciences and Disorders

HIGH HOPES, SMALL STEPS


Course makeovers can be iterative

all fix
the things?



This image is a lightly modified version of a drawing by Allie Brosh, based on the images at <http://hyperboleandahalf.blogspot.com/2010/06/this-is-why-ill-never-be-adult.html>

Begin with the end in mind



Three-year-old girl tells a gripping story

3,113 views • Jun 29, 2018

110 0 SHARE SAVE ...

video found at https://www.youtube.com/watch?v=rncb_-isT4U

How would you like to revise a course you teach?
(90 seconds to reflect)

REFLECTION

Turn to a colleague and share your idea(s) for revising your course
(2 minutes each)

SHARING

What would you like to ask our panelists? What else would you like to say?
(Please be mindful of sharing the air with others who wish to comment.)

QUESTIONS, ANSWERS, COMMENTS

Thanks for Coming!

Claire, cclammon@ilstu.edu

Julie, jawebbe@ilstu.edu

Adena, abmeyer@ilstu.edu

Amy, aerobil@ilstu.edu

Jamie, jmsmit3@ilstu.edu