

2019-2021 Biennium Internal Budget Proposal Narrative

Division: Academic Affairs

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

Faculty Development Funding

- This is a revised version of a previously submitted budget proposal.
If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

This proposal was previously submitted as an Emergent Needs proposal. It is being resubmitted as it now aligns more closely with the new strategic plan.

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

At Western we have long struggled with the problems of 1) how best to help faculty improve their teaching and 2) how to respond to faculty requests for development support related to curriculum, use of Canvas and other technological tools, and how to effectively incorporate service learning into their teaching. Fortunately, three successful programs have been developed to address these problems:

1. **The Center for Instructional Innovation and Assessment (CIIA)/ATUS Faculty Development Summer Grant and Workshop;**
2. **The CIIA/ATUS/Extended Education (EE) Blended Learning Course;** and
3. **The Center for Community Learning's (CCL) Community Engagement Fellows Program.**

Unfortunately, the temporary funding upon which these programs were piloted has been exhausted. However, with years of assessment data documenting the success of each of these initiatives, an opportunity exists to sustain these successful services with base funding, thereby ensuring that Western faculty continue to receive assistance, support and guidance in how to improve their teaching.

More specifically:

Each of these programs helps faculty to improve their teaching at key moments in their careers.

1. **The CIIA/ATUS Innovative Teaching Summer Grant and Workshop** addresses two problems: 1) how to help current faculty improve their teaching by learning to use technological and web-based teaching tools, and 2) how to help mid-career faculty make improvements in their teaching. The CIIA/ATUS program solves these problems by bringing faculty together each summer for a week of training, peer-support and guided assistance in planning their classes. The program has been particularly useful for mid-career faculty who have sought support in updating their curricula and teaching methods. The CIIA/ATUS workshop receives extremely positive evaluations from participants, 100% of whom report that they would recommend it to a peer.

In addition to the advantages described above, this Faculty Development Summer Grant and Workshop has also assisted faculty in the development and use of open educational resources (OER) to improve instruction and replace expensive textbooks. In fact, so many faculty have used

the grant and workshop for this purpose that training in how to find and use OER materials is now part of the workshop and ATUS has funded follow-up workshops for faculty who wish to pursue this option more deliberately. This proved enormously valuable to the University this year as the state allocated funds to support universities in such efforts. Ultimately, our proven record of expertise in this area allowed us to secure a \$34,000 state grant to expand this program to serve additional faculty.

2. **The CHIA/ATUS/EE Blended/Online Learning Course** addresses the problems of: 1) how to help faculty improve student achievement by blending face-to-face instruction with effective on-line approaches; 2) how to get faculty comfortable with the blended/online format from both a student and faculty perspective; 3) how to ensure the quality of blended and online classes; and 4) how to best use relevant technologies including the advanced features of Canvas. The Blended/Online Learning Workshop solves these problems by providing a 5-week, “course” in best practices in blended and online learning that engages a faculty cohort in cross-disciplinary study, collaboration and dialogue regarding blended/online teaching strategies and resources.

A second workshop is offered for faculty who want additional opportunities to collaborate and to construct course artifacts or who have advanced knowledge of Canvas and want to further improve their courses via blended and technological enhancements. The Blended/Online Learning Workshop has been featured in a variety of conference presentations, has won an innovation award from the Northwest Academic Computing Consortium, and has also received rave reviews from participants, 100% of whom report that they would recommend it to other faculty. <https://westerntoday.wvu.edu/news/wvu-team-wins-award-for-innovation-in-educational-technology>.

The Center for Community Learning’s (CCL) Community Engagement Fellows (CE Fellows) is a program hosted by the Center for Community Learning, in collaboration with WWU’s Salish Sea Institute, Whatcom Community College, the Opportunity Council, and Whatcom County Libraries. This community of practice, initiated in 2015, facilitates the growth of effective, durable learning partnerships among regional universities and community partners. Fellows include higher education faculty and staff and community leaders working in government, non-profit organizations, P-12 schools, and other community organizations. They meet monthly in small cohorts to discuss effective design methods, forge new partnerships, and support each other in their ongoing work. This year the CE Fellows program includes 160 active participants.. CE Fellows has become a nationally-recognized exemplar for creating and facilitating equitable university-community partnerships informed by the needs and goals of community partners. In 2018 Western hosted a national conference in Bellingham to share the model more broadly. This conference was attended by representatives from University of Washington-Seattle, Western Washington University Bellevue College, University of Minnesota-Twin Cities, California State University-Monterrey Bay, North Carolina Central University, University of Texas at Arlington, the University of British Columbia, and Whatcom Community College. A more complete description of this year’s CE Fellows events and impacts, and a detailed budget request for next year, can be found here: [WWU Budget Request 2019-2020](#).

The CE Fellows facilitation team gathers information about the value of the program to participants through end-of-the-year reflective narratives. Each spring, each Fellow has the opportunity to write a reflection that captures their learning during the program, and progress with their campus-community collaborations. Reflections for each year are posted for public viewing on the Community Engagement Fellows website. (See: [Fellows Reflections](#).) The program’s website is here: www.cefellows.org.

Anticipated Outcome(s):

Funding this need is anticipated to result in the following outcomes:

Improved Instruction. Permanent funding for these faculty development programs will sustain them, permitting additional faculty members to receive training and support in improving their curricula and enhancing their courses each year. The methods and strategies taught in these faculty development programs are “evidence based” in that they have been demonstrated to positively impact student achievement. For instance, service learning is a documented “high impact” practice that has been repeatedly proven in peer-reviewed research studies to improve student engagement and learning.

In the most recent year of pilot funding for these programs, 12 faculty participated in the CIIA/ATUS summer program, 20 faculty participated in the Blended Learning course, and 129 combined Western faculty and community partners participated in the CSL Faculty Fellows program. With permanent funding we can sustain these levels of participation, providing rich faculty development for at least 50 faculty members a year.

Greater Equity in Educational Outcomes. Each of the faculty development programs in this proposal includes instruction in best-practice methods for teaching historically-underserved students, including low-income, first-generation, and students of color. Consequently, these opportunities are expected create more equity in educational outcomes for these students.

Sustained and Additional Recognition for the University. We are the only university in the state, and the only public university on the West Coast, to have been named to the President’s Honor Roll for Community Engagement for five successive years. In addition, we are one of the only universities in the state to have received the Carnegie classification for community engagement. This recognition is due, in part, to the CE Fellows program and to the faculty who have participated in the program. Faculty development in this area will enable us to sustain and further expand faculty expertise and participation in these efforts.

Legislative Recognition and Funding. The legislature has sought assurance that state universities are doing all they can to hold down the cost of textbooks and, specifically, to replace textbooks with OER materials when possible. As noted above, the CIIA/ATUS Innovative Teaching Summer Grant and Workshop, and the follow-up OER workshop, have positioned us well in this regard and has resulted in additional state funding. Permanent funding for these efforts will ensure that we are doing all we can to reduce the costs of course materials and that we remain competitive for these grants and at the forefront of this state effort.

Metrics: *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the [Overall Metrics](#) included in the university’s strategic plan, please indicate which specific ones here.)*

These initiatives contribute to the overall metrics to increase first-to-second year retention, the six-year graduation rate, the transfer four-year graduation rate, and Washington impact. In addition, we will continue to track the following metrics:

- Participant satisfaction in the Blended Learning course, the Innovative Teaching and OER Summer Grant programs, and the CE Fellows.
- Our surveys and focus group interviews with community partners.
- Total text-book cost savings for students resulting from the OER Summer Grant program.

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

The strategic plan comprises the strategic priorities of the office of the VPUE.

How does this proposal support the University Mission and Strategic Objectives? *(Please refer to the [2018-2025 Strategic Plan](#) and indicate which core theme(s) this proposal will help achieve.)*

This proposal directly supports institutional efforts to advance inclusive success, to increase Washington impact, and to enhance academic excellence. Apart from the core themes, each component of this proposal impacts strategic Goal 1, concerning a transformational education. In addition, the CE Fellows component directly contributes to Goal 2, regarding achievement of a deeper understanding and engagement with place. Finally, and as noted previously, each component includes education in evidence-based means of achieving equity in educational achievements and, in this way, contributes to Goals 3 and 4, concerning a caring and supportive environment, and institutional pursuit of justice and equity in policies, practices and impacts.

What are the consequences of not funding this proposal?

Not funding this emergent need would result in the following consequences:

- Faculty seeking assistance in enhancing their courses would not receive it.
- Faculty seeking peer support and mentoring for research writing would not receive it.
- Faculty development programs proven effective would not be sustained.
- Faculty opportunities for summer teaching grants would decline.
- Many faculty would remain unaware of evidence-backed approaches to improving student achievement, employing student-centered pedagogical approaches, and helping diverse students to succeed.
- Fewer faculty would build service learning into their courses; other faculty would initiate service learning activities without instruction in best practices, safety and risk management.

What alternatives were explored?

These faculty development initiatives have been supported through the Innovation Fund, through one-time dollars, through carry-forward dollars in the VPUE office, through co-sponsorship by academic deans, through a state grant and, where appropriate, through the Enrollment Fee. These alternatives are not sustainable. Moreover, now that these programs have proven effective, sustained base funding is more appropriate.

Which units (departments, colleges, etc.) will be involved?

These faculty development programs serve faculty from all colleges.

Equipment needed:

NA

For major (>\$25k) purchases, please provide the following information.

Item:

Click here to enter text

Purpose:

Click here to enter text

Cost:

Click here to enter text

Anticipated Useful Life:

Click here to enter text

Replacement Cost if any:

Click here to enter text

Human Resources (Complete the table below adding additional rows if necessary):

The Summer Grant, CSL and Blended/Online Learning faculty development programs entail no personnel costs as ATUS/EE and CIIA staff provide these services as part of their positions. Grants and stipends support the faculty participants and are the principal costs.

<i>Position Title</i>	<i>Total Headcount</i>	<i>Total FTE</i>	<i>Salary and Benefits per FTE</i>	<i>Total Cost</i>
<i>6 summer grants of \$4,000 for faculty participants and 32 faculty stipends of \$500</i>			<i>\$47,512</i>	<i>\$47,512</i>

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

\$13,500 for operating expense

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)

[Click here to enter text](#)

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

[Click here to enter text](#)

What needs can be accommodated within your existing space?

[Click here to enter text](#)

How much new space will be required?

[Click here to enter text](#)



BLENDED/ONLINE LEARNING WORKSHOP

WINTER 2018 REPORT

With support from the Office of the Provost, the Center for Instructional Innovation & Assessment (CIIA), Academic Technology & User Services (ATUS), and Extended Education (EE) provided two professional development workshops in Winter Quarter, entitled *Blended/Online Course Development and Design (5-week workshop)* and *Blended/Online Course Revision and Redesign (2-week workshop)*.

The goal of these blended-format workshops was to take the participants through the planning, design, and implementation process of creating or revising a blended and/or online course, provide an opportunity to experience elements of a blended, flipped, and online course, and give them the ability to develop strategies to produce content, materials, and assignments for blended and/or online courses on their own. Each successful participant received a stipend and a certificate of completion (per workshop). Participants were also welcomed to audit without the stipend or certificate.

"Participating in this course gave me the support and motivation to try to improve my online courses. It was most helpful to be able to join in with others who were also struggling and to feel I was not alone in the difficulties I have switching from one way of teaching to another."

"I honestly got so much out of everything you planned for our online and F2F time! I appreciated your pacing. Along the same lines, I loved that you were a team for multiple reasons: Wonderful modeling of collaborative teaching [and] Brought different expertise and perspectives [...]"

PROGRAM TEAM / WORKSHOP FACILITATORS

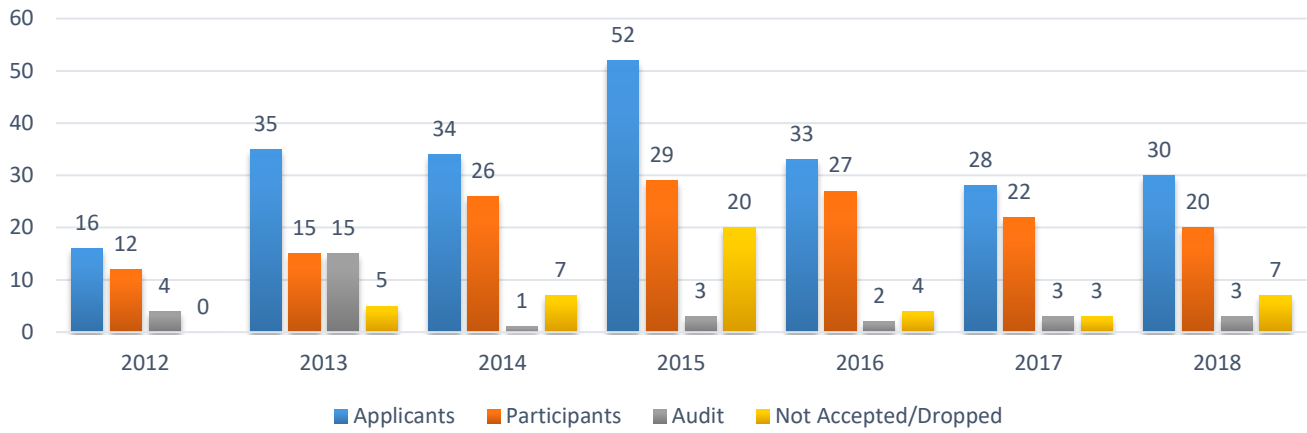
This team met regularly prior to the workshop to plan content and delivery, develop the workshop syllabus, all assignments and support documentation, and plan for workshop logistics.

- Andrew Blick, EE
- Justina Brown, CIIA
- Kevin Dixey, ATUS
- Curt Pavia, EE
- Chris Powell, ATUS

MEETING THE NEED

Each year, we continue to adjust our offerings and the model to meet the needs of as many instructors as possible.

Applicants and Participants over the Years (Combined Levels)



BLENDING COURSE DESIGN CONSIDERATIONS

In the development of this workshop, the facilitators drew upon several key resources in the literature and online (see workshop syllabus for complete list). A recent study, McGee & Reis, (2012*) lends particular credence to the design of this workshop. The study reviewed best practices in blended course design (or redesign) and revealed common principles and practices that can lead to successful implementation of blended courses. Not surprisingly, having clear, student-centered learning objectives, alignment between these objectives and course assignments and assessments, and meaningful, relevant use of technologies to support learning are key elements described in this study. In addition, by carrying out the blended/online learning workshop using the blended format, instructors get to see and experience a clear example of a blended course—something the authors of this study indicated is in great need.

"This has been a great class! I've wanted to learn more about blended and online course options, and this class gave me the opportunity not only to learn more about those approaches, but to practice many of the technology options out there."

*McGee, P. & Reis, A. (2012). Blended Course Design: A Synthesis of Best Practices. *Journal of Asynchronous Learning Networks*, 16(4), 11-18.

PARTICIPANTS

NAME	COLLEGE	DEPARTMENT	5-WK	2-WK	COURSE(S)
Justice Banson	CSE	CSCI	X	X	CSCI 102, 202
Hanmei Chen	CBE	ACCT	X		ACCT 341, 342, 343, 441
Sean Dwyer	CHSS	MCL	X	X	SPAN 201, 202, 203
Earl Gibbons*	EE	EE	X		N/A
Keith Hyatt	WCE	SPEL	X	X	SPED 474
Bridget Kelley	WCE	SPEL	X	X	SPED 463, 488, 498
Kristen Larson	CSE	PHYS-ASTR	X		ASTR 103
Christian Lee	CHSS	PHIL	X		PHIL 114, 115, 360, 403
Wang Li*	CHSS	MCL	X		CHIN 437A
Jen Lois	CHSS	SOC	X		SOC 339
Holly Olson	EE	AUAP	X		ESL
Tara Perry	CHSS	COMM	X	X	COMM 228, 303, 327
Judy Pine	CHSS	ANTH	X		ANTH 247
Jane Weston	CBE	MGMT	X		MGMT 313
Suzi Wright	WCE	TESL	X	X	TESL 401, 410
Julie Winter*	CHSS	MCL	X		GERM 301, 401, 402
Julian Wu	CHSS	MCL	X		EAST 201, 230

* Participants who "audited" the workshop (not for certificate or stipend).

WORKSHOP DETAILS

Participants spend around **6 hours per week on workshop tasks, assignments, and readings**. This time does not include additional time spent during the quarter on the development of courses.

In order to receive the certificate and stipend, participants are required to successfully complete the following tasks:

"I really enjoyed the interaction and diverse points of view from the variety of teachers in our class. Having never done an online course (or taken one!) I think I've got the basics and am prepared to jump in! Of course, nothing is easy the first time around, but I do think you've given me exposure to enough tools to make a success out of my potential online class."

"My impression of blended delivery has changed markedly; the workshop was an eye-opener to me in terms of the immense possibilities present in all the technology. I'm also impressed by how much scholarly thought and research has been applied to these sorts of adaptations!"

Blended/Online Course Development & Design	Blended/Online Course Revision & Redesign
<ul style="list-style-type: none"> • Active Participation Each Week • Online Teaching Survey Activity • Course Map • "Assignment" Assignment • Assignment Rubric • Open-Source Scavenger Hunt Wiki • Lecture Capture with Camtasia • Web-Conference Presentation • Blended/Online Syllabus Draft • End-of-Workshop Reflection and Survey 	<ul style="list-style-type: none"> • Active Participation Each Week • Self-Assessment and Principles of Course Review Activity • Course Revision Action Plan • Three Participant Designed Artifacts • Course Revision Tools and Strategies Activity • Student Engagement Tools and Strategies Activity • Peer-Review Activity • Course Revision Action Plan: Next Steps • Follow-Up Consultation

WORKSHOP GOALS AND OBJECTIVES

While the workshops share the same goals and objectives, participants explore more advanced tools and methods while working on individual projects in the "Revision and Redesign" workshop.

Goals:

- Be better prepared to deliver a course via blended and/or online learning format.
- Experience a blended course and online activities from the perspective of a student.
- Be familiar with blended/online learning best practices, examples, and open-source resources.
- Chunk course content for manageable delivery.
- Align objectives with content, learning tasks, and assessments.

- Explore strategies for learners to interact with one another via blended and/or online learning format.
- Develop a process for continual course improvement.
- Use tools in the learning management system (Canvas) effectively.
- Be prepared to use the support systems on campus.

Objectives (abbreviated):

Participants will be able to:

1. Describe the benefits and outcomes of blended/online delivery
2. Use instructional design strategies to plan, organize, and implement course content
3. Develop a course map to prepare to teach in a blended/online format
4. Experience a blended course including interactive activities and collaborative tools
5. Identify best practices, examples, WWU support, and open-source resources
6. Develop materials for use in future blended/online courses:
 - a. Syllabus appropriate for blended delivery
 - b. Faculty/student communication guidelines and technology requirements
 - c. Course assignments
 - d. Course content using appropriate media
7. Review strategies for assessing the effectiveness course, content, and activities.

WORKSHOP SCHEDULES

The workshop meetings are scheduled in various formats, color-coded as follows and on the following schedules.

Face-to-Face	Face-to-Face in Lab	Asynchronous Online (flipped lesson)	Asynchronous Online (online module)	Synchronous Online (web conference)
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BLENDED/ONLINE COURSE DEVELOPMENT & DESIGN WORKSHOP SCHEDULE

	Theme(s)	Tuesday	Thursday	Assignment(s)
<i>Week 1</i>	Introduction/Canvas Basics: Organizing Your Course	Introduction	Tutorial	Weekly Participation Weekly Online Activities Media Introductions Course Map & Workshop Plan
<i>Week 2</i>	Developing, Locating, and Presenting Content / Lecture Capture	OL-Asynchronous: On Your Own Canvas Pages, Modules, Camtasia	Developing and Curating Content	Weekly Participation Weekly Online Activities Camtasia Relay Posting
<i>Week 3</i>	Assignments and Assessments	Canvas Assignments, Rubrics, Grading, Quizzes, Peer-Review, Group Work	Assignments Web Conf.	Weekly Participation Weekly Online Activities Interactive Assignment Creation <i>(Choice: Peer review, Rubric, or Group) w/ Peer Review</i>
<i>Week 4*</i>	Synchronous Interaction	OL-Synchronous: Scheduled Web Conferencing Exploration (Day 1)	OL-Synchronous: Scheduled Web Conferencing Exploration (Day 2)	Weekly Participation Weekly Online Activities Consultation Engagement Strat. Disc. Web Conference Exploration
<i>Week 5</i>	Cool Tools & End of Workshop Wrap-Up	Cool Tools – Participant Requested Content	Wrap-Up Discussion	Weekly Participation Weekly Online Activities Draft Course Syllabus

* Individual, face-to-face consultations are arranged during Week 4.

BLENDED/ONLINE COURSE REVISION & REDESIGN WORKSHOP SCHEDULE

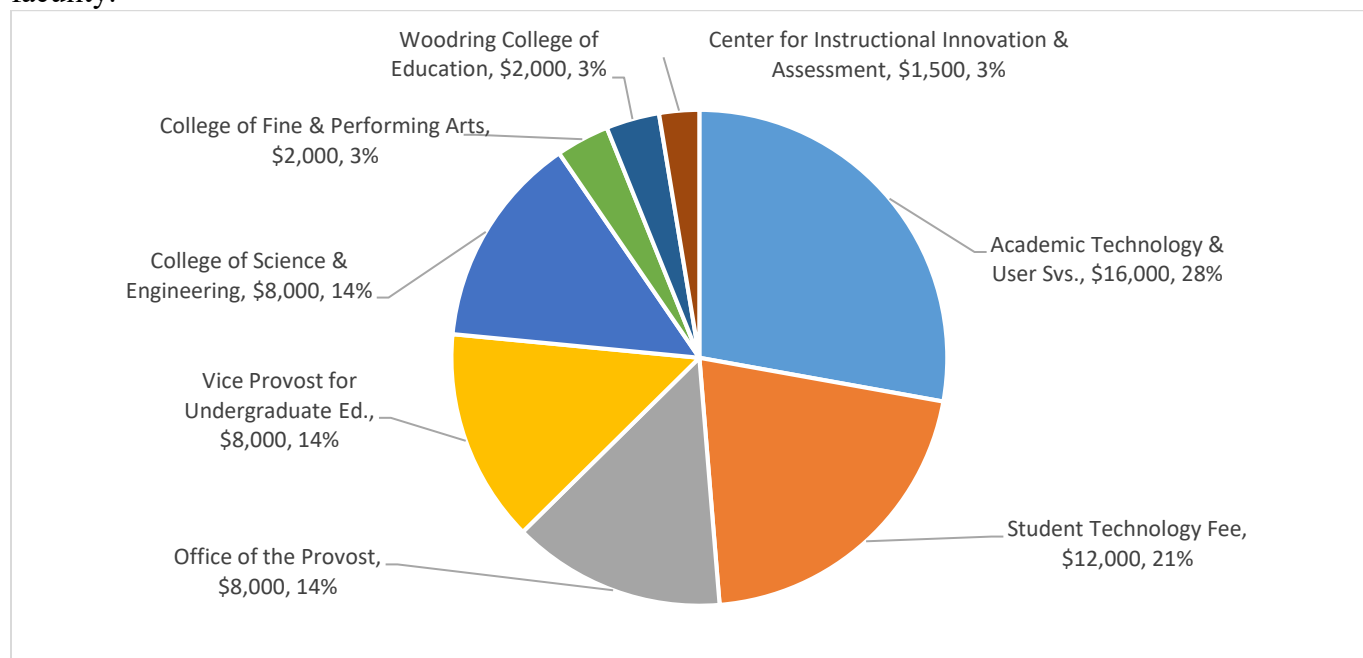
	Theme(s)	Tuesday	Thursday	Assignment(s)
<i>Week 1</i>	Planning for Review	Planning for Review: Reflection and Action Steps	Planning for Review: Student Engagement	Workshop Participation Self-Review of Course Course Revision Action Plan Course Artifact #1

<i>Week 2</i>	Planning for Redesign	Planning for Redesign: Feedback	Planning for Redesign: Peer Review and Wrap-Up	Workshop Participation Course Artifact #2 Course Artifact #3 Peer-Review
<i>Week 3</i>	Consultations and Next Steps	Consultations		Course Action Plan – Next Steps Consultation

Faculty Summer Grant Status Report

August 2016

Sixteen Western faculty participated in this year's *Faculty Development Summer Grant* program. This included **12** who expressed interest in using online tools to transform their courses, called Track 1, and **3** who participated in "Track 2: Alternative Digital Textbook," this year's new opportunity funded by the Student Technology Fee and ATUS. This was a tremendous feat considering the program did not have funding for this 7th year of operation. Gratefully, contributions from the following sources helped to bring the strongest program yet to our faculty:



Beginning with the 2017 program, the Provost's Office has committed to funding Track 1 of this program (6 full stipends, 4 split-funded stipends, and program costs).

Workshop

Justina Brown (Center for Instructional Innovation & Assessment) and John Farquhar (Academic Technology & User Services), as well as other members of the Teaching, Learning, & Technology team and Western Libraries delivered a week-long workshop series to the faculty awardees. Each workshop participant left the workshop series with a better understanding of the following:

- a clarified vision for his or her course enhancement
- how the course enhancement will support learning outcomes and teaching goals
- knowledge of Canvas technologies, especially to enhance collaboration and support evaluation
- how using flip technologies and online collaboration tools could support courses
- the value, potential, and challenges of open educational resources
- what projects could transpire with support from CIIA and ATUS

- a sense of community and support from the faculty group as well as from CIIA and ATUS

Workshop Schedule

Monday 6/13	Tuesday 6/14	Wednesday 6/15	Thursday 6/16	Friday 6/17
<p>Read for today: <i>Generation on a Tightrope</i></p> <p><i>Why OER Matters</i></p>	<p>Read for today: <i>Applying the Science of Learning to the University and Beyond</i></p>	<p>Read for today: Taking Teaching to (Performance) Task: Linking Pedagogical and Assessment Practices</p>	<p>Read for today: <i>Assessment that Promotes Learning</i></p>	
<p>Introductions Expectations</p> <p>Discussion of Readings</p> <p>“The Big Idea”</p>	<p>Bringing Big Ideas into the Syllabus</p> <p>Leveraging Technology & Discussion of Readings</p> <p>Peer Review of Homework</p>	<p>Performance Tasks & Discussion of Readings</p> <p>Assessment that Promotes Learning</p> <p>Peer Review of Homework</p>	<p>Discussion of Readings</p> <p>Peer Review of Homework</p> <p>Exploration and Brainstorming: Project and Assessment Plans</p>	<p>Review & Feedback</p>
<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Working Lunch</p>
<p>1-3: TRACK 1 & 2</p> <p>Canvas Commons</p> <p>What is OER & Beyond</p> <p>Curated Sources</p>	<p>Flip Technologies</p> <p>1-2: Track 1 & 2: Overview</p> <p>2-3: Track 1: Hands on (video, lecture capture)</p> <p>2-3: Track 2</p> <p>Dissemination/Cedar, etc.</p>	<p>1-3: TRACK 1</p> <p>Canvas/Evaluation Tools (modules, rubrics, mark-up tools, peer review)</p> <p>1-3: TRACK 2</p> <p>Tools for Creating & Publishing</p>	<p>1-3: TRACK 1</p> <p>Collaboration Tools (OneDrive, Google Apps, OneNote, WordPress, Canvas)</p> <p>1-3: TRACK 2</p> <p>Licensing/CC Publishing Options</p>	<p>Finish Review & Feedback</p>
<p>Homework due tomorrow: <i>What are the BIG Ideas?</i></p> <p>Leveraging Technology - Flipped Lesson</p>	<p>Homework due tomorrow: <i>T1: Rework Syllabus/Objectives</i></p> <p><i>Assessment Activities</i></p> <p><i>Peer Review</i></p>	<p>Homework due tomorrow: <i>T1: Build a Better Assignment</i></p> <p><i>T2: Build a Better Text</i></p>	<p>Homework due tomorrow: <i>Instructional Plan & Project Development</i></p> <p><i>Timeline</i></p>	<p>Workshop Complete</p>

Participants

Track 1: Course Transformation

NAME	DEPT	COURSE	SIZE	OFFERING	COLLEGE	FUNDING
Geneva Blake	Mathematics	MATH 240: Introduction to Statistics	450	F17	CSE	Provost
Laura Camacho	Music	MUS 104: Art of Listening to Music	300	F17	CFPA	Split
Jeremy Cushman	English	ENG 101: Writing & Critical Inquiry ENG 302: Introduction to Technical & Professional Writing	1700 +, 240+	All quarters	CHSS	Provost
Shirin Deylami	Political Science	PLSC 261: Introduction to Political Theory	355	F16, W17, S17	CHSS	College
Brandon Dupont	Economics	ECON 303: History of Economic Thought	100+	SU17	CBE	Provost
Hugo Garcia	Modern and Classical Languages	SPAN 450: Queer Voices of Latin America	25	F17	CHSS	College
Zenghui Liu	Accounting	ACCT 461: Auditing Theory and Practice	80	F16	CBE	College
Janet Mock	Mathematics	MATH 381: Elem Math Content and Methods I MATH 383: Elem Math Content and Methods III	180, 180	F17, W18	CSE	College
Brandon Peden	Physics and Astronomy	PHYS 161: Physics with Calculus I PHYS 162: Physics with Calculus II	60	W18	CHSS	Provost
Susanne L. Seales	Honors Program	HNRS 103: Major Cultural Traditions I HNRS 104: Major Cultural Traditions II HNRS 106: Major Cultural Traditions IV	24-30 each	F16, W17, S17		Provost
Peter Smith	Libraries	LIBR 201: Intro to Research Strategies	50	F17	CBE	Audit

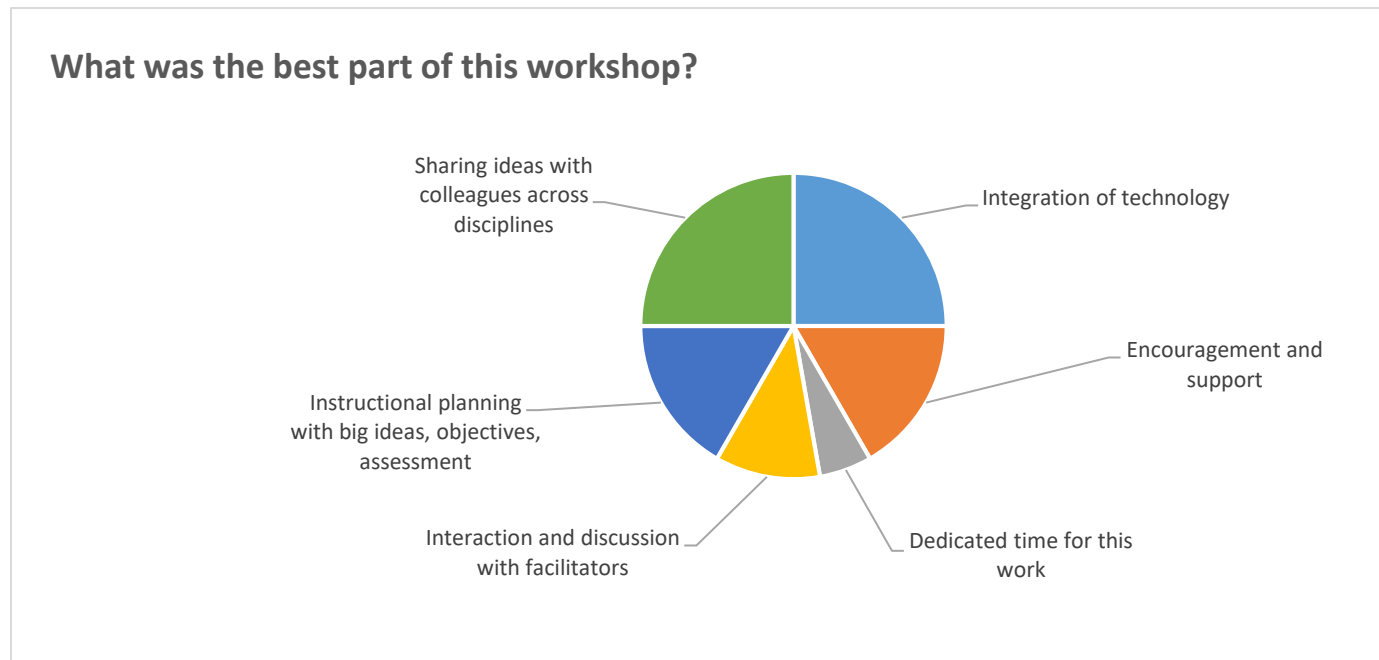
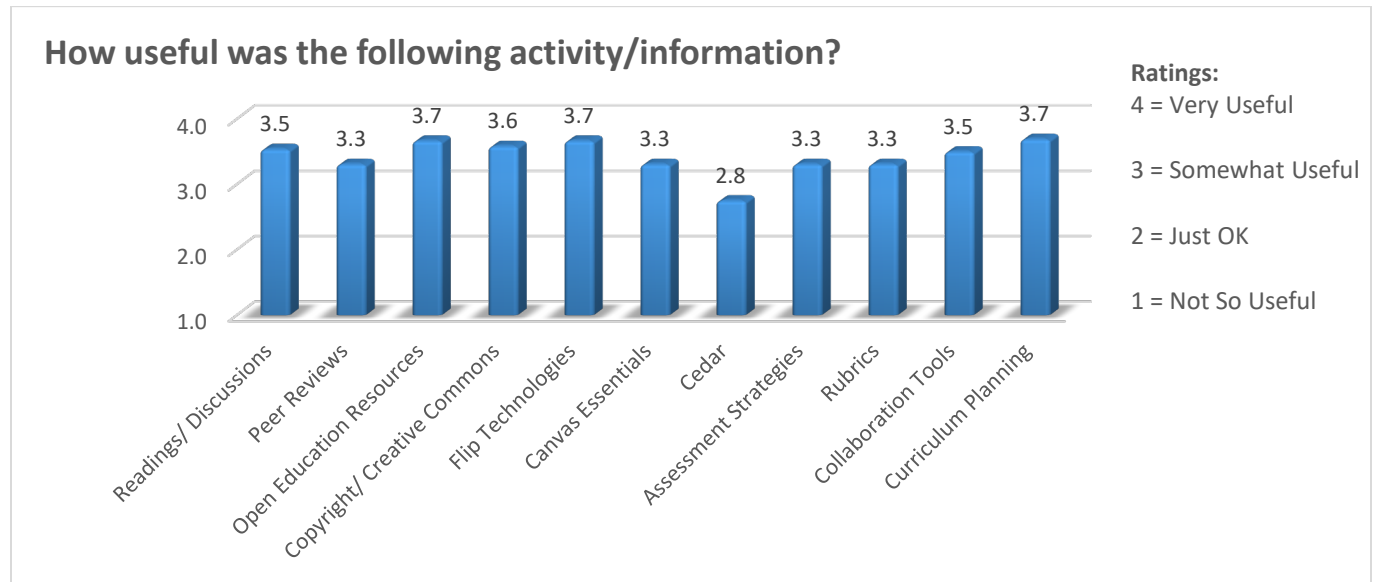
Claudia Wang	Health and Human Development	HLED 201: Human Lifestyle and Wellness HLED 350: Nutrition	70, 40	F17	CHSS	Provost
Melina Zahalka	Health and Community Studies	HSP 340: Introduction to Field Studies	110	F16, W17, S17	CSE	Split

Track 2: Alternative Digital Textbook

NAME	DEPT	COURSE	SIZE	OFFERING	COLLEGE	FUNDING
Javier Berzal de Dios	Art & Art History	A/HI 230: Visual Culture in 15 th -16 th c. Europe A/HI 231: Visual Culture in 17 th -18 th c. Europe	175	F17-W18	CFPA	STF
Kathleen Kuba	Anthropology	ANTH 201: Introduction to Cultural Anthropology	80	F17	CHSS	STF
Peggy Watt	Journalism	JOUR 350: Mass Media Law	120	SU17	WCE	STF

Workshop Evaluations

Workshop evaluations revealed much overall satisfaction with the process. In hopes of repeating the Faculty Development Summer Grant next year, workshop facilitators have examined the feedback and made notes for updates to next year's workshop.



Following are some comments that further illustrate the above themes in terms of what made the workshops most valuable to participants:

"The depth of discussion while sharing ideas and teaching strategies with peers across disciplines was the most useful experience. Many of us have assumptions about the content and presentation in the other courses our students are taking, but rarely do we get to understand and discuss the pedagogical processes that go into course design. Even though we were each focused on the transformation of a single course, I know that all of my courses will benefit from the diverse disciplinary and individual experiences that were shared in these discussions."

"I think the most exciting part of the workshop was the last day when I was able to see and hear how my colleagues had envisioned their courses at the end of the week... I expected a technology boot camp, but the conceptual focus will have an even more lasting impact on my teaching. The workshop was certainly a more significant learning experience than I had envisioned."

"Being in such an inspiring group of brave people trying to improve their classes, and meeting the amazing group of staff who are there to help us. I had no idea about some of the resources available through your crew, and learning about all the support available is going to be a huge help for improving all my courses over the coming years."

"I found the workshop extremely valuable and it expanded my ideas about methods of teaching and hearing others how they approach similar problem solving/assessment related activities."

"Learning about all the amazing tools we have available to us, and finally getting a chance (and the time) to spend investigating them... Also, finding out about the amazing support you provide for faculty. Makes working with technology much less daunting."

"In various ways, you thrust us into the role of the student again, and that was a fascinating, but painful, learning experience in and of itself."

"I had high expectations, and they were surpassed."

"These are the activities that make teaching at Western amazing."

"Super, super workshop. I think everyone should take it! You worked us hard, which was good, and I enjoyed the rigor. I have so little time to focus on teaching other than just getting through a quarter, that it was a real gift to be able to just learn more about pedagogy and technology..."

I will by all means recommend this workshop and anything else CII has to offer to my colleagues. Thanks again- you guys were really well organized and super informative,

and I really really enjoyed it, and learning from colleagues across campus was a wonderful bonus.”

“I thought the overall structure of the assignments was very good. I came out with a more focused instructional plan than I would have had I just spent all my time working on my course revision on my own (which was what I initially wanted to do).”

“The best part of the workshop were the instructors and their commitment to each one of the participants. Love the energy, the expertise shared, and the long-term commitment to helping us see through our projects.”

Next Steps

The following pages include information about each participant, the reworked “big ideas” for each course, and a brief description of the course enhancement and/or related projects. Many of the projects will involve follow-up development work or support from the CIIA and other units within ATUS, although all of these courses are offered this coming year.

Follow-up evaluation of course enhancements will be handled via online surveys implemented in the learning management system, Canvas. The CIIA will coordinate the selection of items and ideal timing for delivery with each instructor.

Participant Plans

Javier Berzal, Art & Art History

Courses: A/HI 230 (Visual Culture in 15th-16th c. Europe) & A/HI 23 (Visual Culture in 17th-18th c. Europe), Class Size: 175

Big Ideas

Central big idea: The Power of Images (art reflects and affects the sociopolitical values of its historical period and culture)

Interrelated topics in Renaissance and Baroque surveyes that themeatically explore this big idea:

1. Status of the artist: artists actively fought for the recognition of art-making as a prestigious activity, which they equated to science and philosophy.
2. Religious tensions: tensions affected (and were affected by) images, which themselves impacted people at a sociopolitical as well as existential level.
3. Images of power: pictures are effective and affective tools that can be deployed to legitimize or critique political structures.
4. Human body: how the body is represented expresses complex ideas regarding gender, sexuality, and our positions as humans in the world (vis-à-vis nature and God).
5. Experiencing and depicting space: art responded to geopolitical shifts; how techniques like linear perspective were developed to represent space, and what their significance was to the understanding of our environments in relation to our human sensory experience.

Course Transformation

- To create a robust course site that will operate as a centralized hub to guide students' work beyond prepping for quizzes while also incorporating multiple types of resources and sources of information.
- To find materials that will supplement the lectures and also to find ways to assess those materials (e.g. extra credit questions in the quiz).
- To identify neglected areas on which materials, like videos or games, could be created.

Developments and Changes

Method of Feedback & Plans

Geneva Blake, Mathematics

Course: MATH 240 (Introduction to Statistics), Class Size: 450

Big Ideas

6. Statistics is the science of gathering, organizing, analyzing, and interpreting data.
7. Data are collected from samples drawn from populations.
8. Randomness is an essential feature of the data collection process.
9. Variability is a key characteristic of data.
10. Visual displays of data (tables and graphs) illustrate patterns and relationships in variables.
11. Statistical models describe distributions of variables.
12. The process of statistical inference has a defined logic and structure.
13. Statistical significance is not the same as practical significance.
14. Correlation between two numerical variables does not imply a causal relationship.
15. Technology provides many useful tools for collecting, organizing, displaying, and analyzing data.

Course Transformation

- Develop and implement student-centered classroom activities that promote active learning of statistical thinking.
- Identify technology tools including interactive apps and software packages that students can use to explore statistical concepts and analyze data.
- Obtain a several data sets from multiple sources/topic areas to provide relevant contexts for exploring data, generating research questions, and formulating interpretations.
- Develop a data project using existing data sets that students will complete in three parts during the quarter.
- Pilot data tools and activities in one section of Math 240 in Fall 2017, with expanded implementation in two sections during Winter 2018.

Developments and Changes

Method of Feedback & Plans

Laura Camacho, Music

Course: MUS 104 (Art of Listening to Music), Class Size: 300

Big Ideas

1. Scope of Music:
 - Why does music/the arts matter?
 - Audience members fuel performers as performers fuel audiences.
 - A live musical performance is an emotionally unique event.
 - Classical music is approachable for everyone.
 - The musical arts act as a vehicle for human expression.
2. Analysis of Music:
 - The Art of Listening to Music is less about right vs. wrong and more about becoming an educated listener.
 - An understanding of the elements (building blocks) of music will enhance our enjoyment as listeners.
 - It is possible to discuss and describe music using precise, technical terms.
 - Any piece of music can be broken down into basic elements, such as pitch, rhythm, melody, harmony, meter, tempo, texture, dynamics, and form.
3. Relevance in Society
 - The musical arts act as a reflection of the constantly evolving social and political ideals of society.
 - Music enhances our understanding of different social groups and ideologies.
 - Understanding the roots of music will help to understand contemporary music.

Course Transformation

I can't find this in her submission ☹

Developments and Changes

Method of Feedback & Plans

Jeremy Cushman, English

Course: ENG 101 (Writing & Critical Inquiry) & ENG 302 (Introduction to Technical and Professional Writing), Class Size: 1700+ & 240+

Big Ideas

Writing looks different in different places and situations!

1. Writing is a meaning making activity rather than a conduit for meaning made elsewhere.
2. Writing is a social and rhetorical activity.
3. Writing is a way of enacting disciplinarity.
4. All writers have more to learn (revision forever!)
5. There is no such things as “writing in general”; therefore, there is no one lesson about writing that can make writing good in all contexts.

Course Transformation

English 101 is designed to be a workshop where students write--where they invent, practice, and then invent again. That is, it’s a class grounded in production rather than content. In that way, the course has incorporated born-digital assignments and classroom lessons. The trouble, however, surfaces when the course concepts get lost or are only tacitly understood by the students (and the Graduate Teaching Instructors). In response, I plan to:

- produce 4-5 highly polished videos outlining the course concepts that students watch before working with them in class
- That means I’m “flipping” the classroom.
- The videos serve as a resources students and instructors can return to as they perform their projects and evaluate that performance respectively.
- Because the Graduate students are the instructor on record for the course, my job is to create videos that shape important concepts without relying on my own teaching style or personality (or even my face).
- The videos need to support instructors as they make decisions regarding their students' learning.

Developments and Changes

Method of Feedback & Plans

Shirin Deylami, Political Science

Course: PLSC 261 (Introduction to Political Theory), Class Size: 355

Big Ideas

1. Ideology frames our political understanding.
2. What is democratic participation?
3. Liberalism is the essential theory of American political practice.
4. What are the limits of liberalism for the oppressed?

Course Transformation

Online Lectures: Produce 2 full-scale online lectures in order to flip classroom in, at least, two class days to make room for in class discussions and debates.

Online Concept Videos: Produce 2-3 short concept videos that illustrate a particular concept (liberty) throughout different readings and parts of the course. Linking these concept videos with readings and short in-class concept/reading quizzes.

Implement Rubrics: Implement Canvas rubrics for two short writing microtheme assignments on Canvas. I want to tweak current rubrics to fit more easily into Canvas and provide clarity for students in terms of expectations.

Developments and Changes

Method of Feedback & Plans

Brandon Dupont, Economics

Course: ECON 303 (History of Economic Thought), Class Size: 100+

Big Ideas

1. Markets are undergirded by ethical norms.
2. History shapes the way economic theory appears today/Ideas are path dependent.
3. Context matters – economic ideas and events interact with each other over time.
4. Modern economics reflects the social science methodology that has developed since the 19th century.
5. The history of economics helps us understand some of the most important questions about material living standards.

Course Transformation

Using TechSmith Relay, the instructor will create an online tool to help students with deep reading of a difficult historical text in economics. The idea is to teach them “how to read” early in the course by showing them a sample page or two of one of our readings, along with audio narration of how I might approach the reading and comments that could be made about it. Students will then use those skills to achieve the remaining learning objectives. I also plan to implement a flipped environment for some course content.

Developments and Changes

Methods of Feedback & Plans

Hugo Garcia, Modern and Classical Languages
Course: SPAN 450 (Queer Voices of Latin America), Class Size: 25

Big Ideas

1. What means “queer”?
2. Queer attitudes, discourses, and performances have always been present in Latin America, from colonial times to today.
3. Queer behaviors disrupts Latin American ideological discourses.
4. Latin America’s dominant ideologies have tried to silence queer voices.
5. The queer character, real or fictional, decenters power.
6. Latin America’s political commotions, from totalitarian governments to political revolutions, have had a problematic and ambivalent relationship with the queer subject.
7. Are queer discourses becoming normalized in Latin America?

Course Transformation

This class is a completely new addition to the core of contents in the Department of Modern and Classical Languages. Therefore, this class had to be created from ground zero. I created the concept, put together a large group of literary pieces (novels, short stories, poetry, theater plays, etc.) and films, created a representative selection, and organized the selected materials according to different thematic modules. This class will be taught as a cultural studies class, encompassing literature, film, social performances, and even linguistics associations with the queer theme of the class.

This class encompasses too much material and that brings the obstacles of availability and affordability. For that reason, my first task during the summer is to create a selection of the material for students to read. I will create a course pack to make sure students will have access to readings for the class. I also will be creating a short video as an introduction to the class and the field of Latin American Queer Studies in general.

Developments and Changes

Developed the text as planned with changes. Themes of Contemporary Art, Visual Art After 1980 was supplemented with videos, Skype presentations by artists, curators and professionals, as well as in person classroom speakers. Additional participation was encouraged through facilitating involvement with Canvas discussion boards, initiating a WWU Sculpture Collection website research project, produced and designed by students <https://wp.wvu.edu/wwuart109/2016/11/07/the-man-who-used-to-hunt-cougars-for-bounty-richard-beyer/>, as well as finishing the course with a new studio based assignment called Project NOW. I introduced more interactive exams; the first as a Take Home Exam and the second was done in groups of three in an open discussion format.

Methods of Feedback & Plans

I received a tremendous amount of positive feedback in class, on Canvas, as well as student testimonials. An overwhelming number of students enjoyed the course and the

feedback helped solidify the continuation of the two new projects: React, Research, Execute Website Project and Project NOW. In the Sculpture Collection Website the students in general did not like working in groups. In discussion with AJ Barse, Application Specialist in STC, going forward, I am going to limit the size of the groups to teams of two. The student's learned a tremendous amount and I was impressed by the posts that they created. Project Now was initiated by the obvious need for the students to express themselves after the outcome of the recent election. As noted by one student, "I just wanted to let you know that I thoroughly enjoyed my time in your class, and I hope that you continue to carry the projects you've began this year. The last project was my favorite, and I think it elicited a lot of emotions throughout the class. The topics we covered about the election, involving rage, confusion, frustration and hope, are extremely relevant to the world we live in today and I was more than thrilled to participate in the effort to express how I felt about it. This project was truly inspiring to me, and I hope others felt the same."

I plan on limiting the amount of artists shown in class and allowing more time for students to engage and discuss the artwork presented. My future plans for the course is to reverse the classroom.

Kathleen Kuba, Anthropology

Course: ANTH 201 (Intro to Cultural Anthropology), Class Size: 80

Big Ideas

1. Cultures are dynamic, changing systems.
2. Surprisingly, all human cultures have the same basic structures, even though cultures are so diverse.
3. Foragers, herders, gardeners, farmers, or industrialists – we are all part of one of these economies.
4. Who can you marry? Who do you call “mother”? Social organizations are a complex set of rules.
5. Political structures are shaped by economic and social strategies.
6. Appealing to the supernatural is present in all human societies.
7. Language and culture – the classic chicken and egg conundrum.
8. Crafts, visual arts, music, dance, drama – how do you express yourself?
9. Take a close look at a drum. Who made it? Can you identify the materials used? How is it used, by whom, when?
10. If a photo is worth a thousand words, how many words is an ethnographic film worth?
11. We are concerned about animal extinctions. What about ethnocide? Indigenous cultures and their languages are disappearing.
12. What happens when we no longer use racial categories?

Course Transformation

For the ANTH 201 Introduction to Cultural Anthropology section that is fully online, I would like to replace my two textbooks with online materials. Such an arrangement would save students money, plus having all aspects of the class accessible in a digital format is desirable. Both texts I use are very good; it will be challenging to find material of the same quality. I have been searching for a text or material to replace the text with summations of ethnographic reports for some time, and there is nothing available that I can adopt. Instead, I will research and write the eight “chapters” needed for fall quarter over the summer. I envision an extensive text illustrated with an assortment of maps, photographs, links to ethnographic articles, along with other links that will enrich the topics and student experience. As for the second text on the techniques and specifics of cultural anthropology, that is more challenging. Early searches turned up only one appropriate option and it addresses only half of the topics that are covered in the class and my current text. More research will be done to see if there is a more appropriate open, online text that is free for students. This text might continue to be used for the next academic year, to be replaced over another summer.

Methods of Feedback & Changes

Zenghui Liu, Accounting

Course: ACCT 461 (Auditing Theory and Practice), Class Size: 80

Big Ideas

1. Auditing improves the quality of financial information.
2. Auditing standards provide general guidance for auditors.
3. Auditors conclude their work by audit report/opinion.
4. Auditors must be independent from their clients.
5. Auditors have legal liability to their client and the public investors.
6. Auditors collect evidence to support their opinion.
7. Auditors document their audit procedures for legal and review purposes.
8. Auditors plan their audit carefully for efficiency and effectiveness purposes.

Course Transformation

I am currently teaching Acct 240, Acct 461. In the near future, I am going to take over Acct 467 and Acct 462. Here are some of my plans for my courses:

- Part a) flip the lectures. I plan to capture some parts of my lectures and put them on Canvas. Students will be able to view the videos before lectures. I will have more time for discussions in lectures.
- Part b) create an online recitations. A major problem for accounting courses is not enough practice time in lectures. This problem could be solved with the TechSmith Relay technology – online recitations.
- Part c) use the online quiz tool to evaluate the students’ understanding for part a) and part b).

Developments and Changes

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Methods of Feedback & Changes

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Janet Mock, Mathematics

Courses: MATH 381 (Elem Math Content and Methods I) & MATH 383 (Elem Math Content and Methods III), Class Size: 180 each

Big Ideas

Math 381

1. Problem solving is an important outcome of mathematics.
2. Problem solving improves with instruction in problem entry.
3. Teachers can facilitate an intuitive understanding of numbers known as number sense.
4. Models, including concrete manipulative models, provide various ways to think and operate mathematically.
5. Mathematical algorithms are historical and cultural, but share certain attributes.
6. Professional resources and national standards guide and inform our instruction.

Math 382

1. There are numbers between whole numbers.
2. Number sense can and must be developed for rational numbers.
3. Models are essential in helping children develop mathematical reasoning about rational numbers.
4. A working lesson plan can help us teach better.

Math 383

1. Statistics tell a story when we look at the data, between the data, and beyond the data.
2. Measurement requires developmental and conceptual thinking, not just procedures.
3. Algebra is seeing the world through generalizations.
4. Geometry sense is built through experience and careful task selection.

Course Transformation

Thanks to the Summer workshop, my primary course enhancement will be increased use of RELAY and blended teaching techniques to meet the needs of diverse learners.

Learning how to make annotated RELAYS using voice and video to scaffold and support students through spots in the mathematics of Math 381, 382 and 383 that I know are challenging is something that I hope will be beneficial to students. I plan to give a brief presentation of what I learned to colleagues in Math Ed as well as to instructors in Math 112 and 114.

Developments and Changes

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Methods of Feedback & Plans

Brandon Peden, Physics and Astronomy

Course: PHYS 161 (Physics with Calculus I) & PHYS 162 (Physics with Calculus II), **Class**

Size:

Big Ideas

Content

1. Physical systems are made up of individual “particles” that have certain (quantitative and measurable) properties.
2. Objects interact via forces, and the forces determine the motion of the objects.
3. Interactions between systems can change the properties of those systems.
4. Conservation laws constrain the results of interactions between systems.

Philosophy

1. **Model building.** Physical systems can be described by a set of quantities that obey some set of mathematical equations.
2. **Reductionism.** The behavior of complex systems can be understood in terms of the simpler behavior of constituent systems.
3. **Deduction and Induction.** Models for physical phenomena can be used to make predictions about the behavior of a system, and that prediction can be tested via experiment. Experimental observations can be packaged into a set of laws (or models) by observing general patterns in these experiments.

Process

1. Problem solving requires careful analysis of problem, solution, and assessment.
 - **A setup:** an understanding of the physical context of the problem, a choice of how to describe the system, and a plan of attack.
 - **A solution:** use the rules (physical laws, logic, mathematics) to find an “answer”
 - **Assessment:** make sure the answer makes sense in the original context of the problem.
2. We have access to these basic tools: basic physical laws, mathematics, and logic.
 - **Basic physical laws** (that are validated experimentally)
 - **Mathematics** (which constrains the relationships between objects’ properties)
 - **Logic** (internal consistency and coherence)
3. Conceptual understanding and mathematical proficiency are inseparable.
 - It is not possible to understand the concepts without understanding the math, and it is not possible to understand the math (as it is used in physics) without understanding the concepts.

Course Transformation

- I will record a sequence of 10-minute videos on problem-solving in physics tailored for content in Physics 161. General topics covered (mainly through examples) will include how to start and set up problems, how to develop a plan of attack rather than diving right in, how to “think like a physicist”, and how to assess the result in the context of the original problem. This will result in a large amount of class time freed up for in-class group problem sessions. These videos will use both screen capture (via Relay) and lecture capture.
- I will implement a series of assessments for these in-class assignments that include pre-questions and post-activity reflections on the pre-questions. This may include annotations of their answers to the pre-questions.
- Implement post-exam self-assessments. □Future planning: develop this same set of materials for Physics 162.

Developments and Changes

Methods of Feedback & Plans

Susanne Seales, Honors Program

Courses: HNRS 103 (Major Cultural Traditions I), HNRS 104 (Major Cultural Traditions II), & HNRS 106 (Major Cultural Traditions IV), Class Size: 24-30 each

Big Ideas

1. Although approached differently, critical thinking, informed opinions, and clear communication are crucial parts of life in all cultural contexts.
2. Complex texts and diverse voices give the reader a deeper understanding of the world.
3. Across the temporal and topographic expanse of the human experience, there have always been different ways of viewing/experiencing life (e.g. binary vs. non-binary, linear vs. cyclical, etc.).
4. The allure of our complex, mysterious, and ever-present past has always been our passion.
5. The intersectional dance between nature and society is central to the human experience.
6. Storytelling and performance are ways of explaining one’s place in the cosmos.
7. The impact of visual culture and that offshoot known as writing on the human experience.
8. Political structures and social hierarchies do not always fit into the obvious neat boxes.

9. Cross-cultural exchange – cross-cultural conflict – or both, are essential ingredients in society.
10. Philosophy is a way of explaining our place in the cosmos.
11. *But how did it all begin?* – we can find comfort in unanswered questions.

Course Transformation

The overarching goal of this grant work is to redesign significantly the more tradition elements of the Honors Freshman Sequence (Major Cultural Traditions), in a way that preserve crucial objectives and outcomes (including the rigorous standards of the program), and expands diverse content and online options. I would like to establish a standard for flipped learning in my classes, that is modeled on the Oxford University system of taking content in prior to meeting in small groups for discussion each week. This will require the adoption of crucial online and media content, including the creation of some online lectures of my own.

Developments and Changes

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Methods of Feedback & Plans

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Peter Smith, Libraries

Course: LIBR 201 (Intro to Research Strategies), Class Size: 50

Big Ideas

1. Authority is constructed and contextual.
2. Information creation is a process.
3. Information has value.
4. Research as inquiry.
5. Scholarship as conversation.
6. Searching as strategic exploration.

Course Transformation

The redesign of LIBR 201: Introduction to Research Strategies, to integrate the text *The Research Process: Strategies for Undergraduate Students*.

- Target dates include working with co-instructor, Shevell Thibou, through-out the summer to complete lesson plans in time for first day of classes, Fall 2017.
- Support and consultation will include interviews with RP text authors, exploration of Canvas options, and feedback from the Teaching and Learning Director.

Developments and Changes

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Methods of Feedback & Plans

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Claudia Wang, Health and Human Development

Courses: HLED 201 (Human Lifestyle) & HLED 350 (Nutrition), Class Size: 120

Big Ideas

1. Healthy is a dynamic condition. The definition of health has continuously changed over time.
2. Health is now viewed as a state of complete physical, mental, and social welling, but not just an absence of disease.
3. Healthy or unhealthy behaviors (e.g. physical active or sedentary lifestyle) have substantially different impact on people wellness status.
4. Healthy behaviors are learned and can be changed through SMART plans guided by theories (e.g. SEM, HBM, and TTM).

Course Transformation

Thanks to the Summer Teaching Development grant, my primary course enhancement will include the following two areas:

1. Use BIG IDEAS to develop course goals, learning objectives, health topics, and assessment strategies. Specially, I will add health contents that are directly related to Western students' everyday life including health behavior change theories (e.g., Social Ecological Model, Health Belief Model, and Transtheoretical Model or Stage of Change Model:), environment awareness, and techno-health (i.e., stay calm in a high-tech world)
2. In line with updated health contents, I will use appropriate instructional strategies (e.g., role play, field trip, interview, exercise practice, and creative activities) and develop new evaluation plans (e.g., small group presentation about nutritional guideline around the world, popular weight-management program, stress management for academic stress, financial stress, relationship difficulties, and workplace stress, etc.,)

Developments and Changes

Methods of Feedback & Plans

Peggy Watt, Journalism

Course: JOUR 350 (Mass Media Law), Class Size: 120

Big Ideas

1. The First Amendment protects our freedom of expression, with only narrowly-defined exceptions.
2. Without the freedom to think and speak, other rights are lessened.

3. It is deliberately difficult for public officials to win a libel case, because otherwise would impede our right and duty to speak truth to power, and cause a “chilling effect” on our exercise of First Amendment rights.
4. Access (“sunshine”) laws provide a variety of legal tools enabling citizens, residents, and journalists to observe what our public officials are doing, because *they* work for *us* (they are public servants; we are not “customers”).
5. Media regulation is limited and must be clearly defined; new forms of media (notable digital communications) raise new issues of their status.

Course Transformation

This is a revamping of Journalism 350 Mass Media Law, a five-credit course required of all journalism majors and minors. The course content already draws from current events, multimedia illustrations and court publications; now we’ll go a step further and replace the often-expensive law textbooks with online material made available through Canvas. Course materials will include current news coverage, articles in journalism trade publications and academic journals, and tools distributed through organizations such as the Society of Professional Journalists, the Electronic Frontier Foundation and ACLU, as well as the resources described in this workshop (Canvas Commons, MERLOT, Wikibooks and many others).

Developments and Changes

Methods of Feedback & Plans

Melina Zahalka, Health and Community Studies

Course: HSP 340 (Introduction to Field Studies), Class Size: 110

Big Ideas

1. Who you are influences how you interact with others.
2. You have transferable skills even in you don’t think you do.
3. There are numerous opportunities fitting your varied interests and experiences.
4. Legal and ethical situations will arise in the field, requiring thoughtful analysis and procedural knowledge.
5. Boundaries and dual relationships with clients must be acknowledged and ethically maintained.
6. Confidentiality is a legal and ethical obligation of HS professionals.
7. Health and safety procedures specific to the HS field will help protect you from illness and injury.
8. Vulnerable populations have specific attributes and considerations for mandated reporters.
9. Internships are a time to identify areas of interest, target areas for development, increase general service skills, and encounter new learning experiences.

Course Transformation

Previously, HSP 340 has been challenging for distance learners and face-to-face students as it's concepts require an enormous amount of praxis, despite it being a course in which the student population has neither experience nor theoretical foundations of service. While some minor changes to the course include mini-assessments throughout the quarter to offset the elimination of a high-stakes final exam and the development of role play activities to decrease the stress associated with community agency interactions, the majority of the course developments lie in creation of interactive videos.

The video series will be as follows:

- Ethical Dilemma Interactive Video Series
 - Two-part sections on Boundaries, Dual Relationships, and Confidentiality.
 - These include scenarios acted out on a screen behind the instructor, who periodically pauses the video, asks questions about decision making and analysis of the situation, and provides insights into what potential outcomes could be.
 - Students respond with their own assessments and courses of action in “90-Second Vlogs”, which are assigned video responses created by the student after they analyze the video using the National Organization of Human Services (NOHS) Ethical Guidelines as their guide.
- Stages of Internship Lecture Series
 - Brief, 1-2 minute, engaging internship stage descriptions
 - Anticipation
 - Exploration
 - Competence
 - Culmination
 - Disillusionment

Additional changes include:

- Gamification of dryer, memory-based content such as Universal Precautions
- A flipped model of instruction, in which reading and lectures are done at home and discussion and experiential activities (such as student panels and debates) fill class time.

Developments and Changes

Methods of Feedback & Plans