

# COURSE REDESIGN Cafe

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## DINNER MENU

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*"Course redesign you can really sink your teeth into!"*



# ~Starters~

## Student Clickers

It's called "comfort food" for a reason! The old standby in large classes – student response clickers – still delivers powerfully and has a place in today's class.

Trees, A. R., & Jackson, M. H. (2007). The learning environment in clicker classrooms: Student processes of learning and involvement in large university-level courses using student response systems. *Learning, Media and Technology*, 32(1), 21-40.



## Presentation Tricks

PowerPoint has come a long way, but we've got the scoop on how to use it even better, and can introduce you to tasty alternatives like Prezi.

Collins, J. (2004). Education techniques for lifelong learning giving a PowerPoint presentation: The art of communicating effectively. *Radiographics*, 24(4), 1185-1192.

## Maximizing Canvas Usage

Students complaining about disorganized courses, or otherwise finding ways to use Canvas as an excuse? This dish will help you re-conceive your class structure, perhaps even your entire curriculum, and will leave you hungry for more.

## Practice Makes Perfect

This is the ultimate in bite-sized wisdom about teaching! Make use of "distributed practice" and "practice testing" to leverage the latest research in "what works" for student learning. See <http://bit.ly/1jvOHZc> for more information.

## Interactive Techniques

Our top seller! This sampler platter provides strategies for involving students from their seats, even in very large classes. Over 200 tips are represented in one convenient package! See <http://www.usf.edu/atle/teaching/interactive-techniques.aspx> for more details.



# ~Main Courses~

## **Inquiry-Based Learning & Problem-Based Learning**

Sink your teeth into this meaty strategy that reverses the usual order of investigation. Instead of telling students facts and directions, we provide them problems to solve and help them accomplish the tasks themselves. Includes side orders of Problem-Based Learning, Case Studies, Simulations, and home-baked Micro-Scenarios.

Aditomo, A., Goodyear, P., Bliuc, A.-M., & Ellis, R. A. (2011). Inquiry-based learning in higher education: principal forms, educational objectives, and disciplinary variations. *Studies in Higher Education (ahead-of-print)*, 1-20.

## **Group Learning & Team-Based Learning**

From Buzz Groups to Formal Groups, or Team-Based Learning to Partnerwork, we've got all food groups covered here. Leverage the power of social learning for your curriculum, so you can have your cake and eat it too.

Osterholt, D. A., & Barratt, K. (2010). Ideas for practice: A collaborative look to the classroom. *Journal of Developmental Education*, 34(2), 26-35.

## **Flipped Classroom & Recorded Lectures**

BAM! Kick it up a notch with recorded lectures that let you deliver content to students online, BEFORE the class session, and then use your face to face time for more interactive pursuits that help students apply and practice the material, rather than just listen to it being explained.

McGivney-Burelle, J., & Xue, F. (2013). Flipping Calculus. *PRIMUS*, 23(5), 477-486.

## **Undergraduate Research**

Anyone can cook! And anyone can do undergraduate research too. No matter your field, there's a way to involve students in your disciplinary research, and the dividends it pays for both instructor and student are not to be missed.

Pierrakos, O., Zilberberg, A., & Anderson, R. (2010). Understanding undergraduate research experiences through the lens of problem-based learning: Implications for curriculum translation. *Interdisciplinary Journal of Problem-based Learning*, 4(2), 4.

## **Experiential Learning & Service Learning**

Everyone loves gustatory delights, but why stop with one sense? Involve all your senses with real-world experiences outside the classroom, from internships and field trips, to service-learning and community engagement.

Thiry, H., Laursen, S. L., & Hunter, A. (2011). What experiences help students become scientists? A comparative study of research and other sources of personal and professional gains for STEM undergraduates. *Journal of Higher Education*, 82(4), 357-388.



# ~Desserts~

## Multimedia Literacy

Knowing your way around audio, image, and video files may not seem as useful as knowing your way around a kitchen, but increasingly students expect rich media in their courses and seek out ways to create their own digital objects. As a digital immigrant, there are some specific software packages that can ease your transition into the world of digital object creation.

Johnston, B. & Webber, S. (2010). Information literacy in higher education: A review and case study. *Studies in Higher Education*, 28(3), 335-352.

## Content Curation

In the hyperlinked world of today's Internet, knowledge increasingly seems just a click away. Tomorrow's professor is just as likely to "assemble" knowledge (lectures, readings, videos) as to create it from scratch. Knowing how to curate these collections of resources is key, as is knowing where to look to find them.

Hylén, J. (2006). Open educational resources: Opportunities and challenges. *Proceedings of Open Education*, Utah State University Logan, Utah, 49-63.

## Gamification

Tangy, sweet, and tart all at once, this morsel is all about copying the things games do to make activities fun, like competition and leaderboards, and applying them to educational settings.

Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming model. *The Internet and Higher Education*, 8(1), 13-24.

## iPad Apps

Forget Candy Crush—the sweetest thing about this dessert is that these treats are gifts that keep on giving! There are apps directly useful for education, but loads more that have indirect benefits which will nonetheless make your life as an educator easier.

Hesser, T. L., & Schwartz, P. M. (2013). iPads in the science laboratory: Experience in designing and implementing a paperless chemistry laboratory course. *Journal of STEM Education: Innovations & Research*, 14(2), 5-9.

# ~Available Upon Request~

## Consultations & Classroom Observations

Have you had your teaching taste-tested recently? Maybe you would like to run your recipe for classroom success by someone else. Faculty can arrange collegial, non-evaluative classroom observations that are conducted by a member of the ATLE staff. In addition, ATLE is pleased to consult with faculty on a variety of topics including:

- Syllabus Development
- Assessment Strategies, Test Creation, Rubrics
- Lecture Hints and Tricks
- Classroom Management
- Course Design
- Learning Theories
- Student Motivation



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