

Course Redesign: An Overview

Supplemental Model

“The supplemental model retains the basic structure of the traditional course.”

- Outside of class, students use drills, quizzes, and other activities to develop proficiency with course content.
- Time in class focuses on active learning through problem-solving and discussion of essential or difficult concepts.

Buffet Model

“The buffet model customizes the learning environment for each student.”

- Student learning plans are based on prior knowledge, learning style, and other personal factors.
- Customization options may include choosing class sections with different instructional approaches, finding an appropriate balance between face-to-face and online activities, and selecting among alternative assignments.

What is Course Redesign?

Course Redesign means using methods from the National Center for Academic Transformation for modifying courses to follow models that increase student success and reduce costs for institutions.

Redesigned courses

- 1) emphasize the use of active learning both alone and with peers to maximize student engagement in classrooms and online,
- 2) use technology to provide students with independent learning opportunities, including instruction, practice, and checking mastery of course material, and
- 3) provide ongoing interaction, assistance, and feedback from faculty and from graduate and undergraduate teaching assistants.

Fully Online Model

“The fully online model eliminates all in-class meetings.”

- Learners engage in a broad variety of technology-supported activities, such as viewing multimedia presentations and using interactive simulations.
- Institutions obtain significant resources, particularly automated practice and quizzing materials, from commercial providers.
- In addition to instructors and assistants, courses may make use of coordinators with administrative responsibilities.

Replacement (or Hybrid) Model

“The replacement model reduces the number of in-class meetings.”

- Students spend more time participating in online learning activities than in a traditional course.
- Classroom time is used for activities that work best in a face-to-face environment.

Emporium Model

“The emporium model eliminates all class meetings and replaces them with a learning resource center.”

- Learning takes place in a computer laboratory with instructional assistants.
- Students use electronic resources to become familiar with the course material.
- Some courses allow students to set their own schedules, while others require attendance at specific times.

Benefits of Course Redesign

Students may be more likely to pass a course the first time.

Students may be better prepared for subsequent courses.

Institutions may see improvements in DFW rates and overall retention and graduation rates.

Institutions may use classroom space more efficiently, thereby serving more students.

Institutions may offer courses at a lower cost per student.

About the National Center for Academic Transformation

The National Center for Academic Transformation bases its recommendations on research with numerous institutions of higher education.

Past and current programs:

- 1999–2004: *Program in Course Redesign*
- 2003–2006: *Roadmap to Redesign*
- 2004–2005: *Increasing Success for Underserved Students*
- 2006–2010: *Colleagues Committed to Redesign*

Key people are Carol Twigg, President, and Carolyn Jarmon, Senior Associate.

Course Redesign at UNC, Spring 2008

The UNC TLT Collaborative is leading the UNC Course Redesign Initiative, which is assisting participating campuses with their course redesign efforts. Most campus pilots from the first cohort, funded Spring 2007, are complete or in progress now.

The TLTC's support for this effort includes:

- Arranging for mentoring from campuses with redesign experience: UNC Greensboro, East Carolina University, and UNC Chapel Hill.
- Opportunities for all campuses to share information and resources through community activities, a collaborative workspace, and structured reports.
- Occasional small grants to UNC campuses to support redesign work.

Additional information is available at <http://www.unctl.org/initiatives/cri/index.htm>

To learn more, please contact

Hilarie Nickerson
Program Coordinator
UNC Teaching and Learning with
Technology Collaborative
hil@northcarolina.edu
919-787-2848

Additional Resources

Background readings from the National Center for Academic Transformation:

http://www.thencat.org/Rec_Reading.htm

Planning resources from the National Center for Academic Transformation:

http://www.thencat.org/R2R/R2R_Planning_Resources.htm

EDUCAUSE Review article examining each of the five redesign models and how they were implemented at different institutions:

<http://www.educause.edu/ir/library/pdf/erm0352.pdf>

Links to complete information about the 30 courses that were redesigned under the *NCAT Program in Course Redesign*, sorted by model and by discipline:

http://www.thencat.org/PCR/Proj_Model.htm

http://www.thencat.org/PCR/Proj_Discipline.html