

# Managing the Workload in a Student-Centered Course

December 1, 2015

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# Student-Centered Learning

- Students are engaged with the content
- Instead of “covering” the content, using it to develop the skills they need to succeed
- Students collaborate and learn from their peers

# Think Like a Student

- Choices
- Multimedia
- Technology-Using their phones
- Organized, clear, concise
- Relevance (how does it relate to them?)
- To know we care

# Examples of Assignments/Assessments

## Each One Teach One

- assigned topic
- instructions
- discuss example
- Next class--students come prepared to write on newsprint (newsprint, markers, tape provided)
- students tape it on the wall and have 2 minutes to teach it to the class

## Pre-Assessment and Formative Assessment Tools:

- [www.Plickers.com](http://www.Plickers.com)
- [www.Pollev Everywhere.com](http://www.Pollev Everywhere.com)
- [www.Getkahoot.com](http://www.Getkahoot.com)

## Guest Speakers (Student Teaching Seminar)

- students write questions for the speaker before presentation date (speaker appreciates it)
- afterwards reflect as a class—what will you remember, what will you use this week?

## Smart Board Activity

- students create an activity to review content
- students learn Smart Board, develop content, establish rules, create teams
- students present activity (10-15 minutes)
- all students participate and like the competition!

- Journals**—students complete for every student's presentation
- teacher provides format of journal—3 questions
  - peer assessment—provided to teacher who determines the grade

**Reaction Papers**—on an article from the list

**Weekly Reflections**

- during student teaching—2 formats
- teacher uses for class discussions (questions, challenges, scenarios)

**Role play**

**Case Studies**

**Websites**

**Smart Board**

**Apps**

**YouTube Videos**

# Assessment for Evaluation of Presentations

Students developed the assessment to evaluate their health lesson presentations.

Small groups worked to determine the assessment criteria using the *Appropriate Practices in School-Based Health Education*.

The small groups discussed their results with the large group and the assessment form was created.

(Goal of this assignment—for students to become familiar with the document, *Appropriate Practices in School-Based Health Education*, and for students to have ownership of how their presentations would be evaluated.)



# Weekly Announcement

## Week 10

Posted on: Monday, November 2, 2015 9:22:10 AM EST

Hi Everyone,

A friendly reminder that the Chapter 10 and Chapter 11 quizzes are due today.

The Personal Change Plan Midpoint Progress Reports and the Discussion Board have been graded. Please see the rubric and my comments when you view your grade. Many of you posted excellent questions and comments during the discussion. Hopefully you found the discussion to be valuable and learned new strategies for accomplishing health goals. Thank you to all who responded to your classmates' questions during the discussion.

For the plan this week, see Module 10. Please notice there are 2 quizzes this week. Please remember that late work is not accepted.

Module 11 has also been posted and you are always welcome to submit the assignments early.

Have a wonderful week! Please let me know if you have questions.

Posted by: Luanna Norden  
Posted to: 201570 72859  
HEAL-110-OL1 (Fall 2015)

## Week 9

Posted on: Monday, October 26, 2015 9:34:54 AM EDT

Hi Everyone,

A friendly reminder that the discussion on the Midpoint Reports and the Chapter 9 quiz close today.

Thank you to all who completed the survey! Based on the results, the majority stated the course is meeting their expectations and they are happy with the organization of the course.

Most of the posts for the Lifetime Activities discussion were excellent. Hopefully you discovered a new activity you would like to try or were reminded of an activity that you enjoyed in the past and are now motivated to get started again. Thank you for your participation and for the interesting information about your activity.

For the plan this week, please see Module 9. Please notice there are 2 quizzes this week.

You will also see that I have posted Modules 10 and 11 for those who like to complete the assignments early.

I am in the process of grading your midpoint reports and the discussion board. I will have the grades posted soon.

Please let me know if you have questions or comments. Have a great week and enjoy the crisp fall weather!

Posted by: Luanna Norden  
Posted to: 201570 72859  
HEAL-110-OL1 (Fall 2015)



# Weekly Modules



[Module 7-October 13](#)



[Module 8-October 19](#)



[Module 9-October 26](#)



[Module 10-November 2](#)



[Module 11-November 9](#)



[Module 12-November 16](#)



[TED Talk Review-November 23](#)

This assignment (TED Talk Review) is due on Monday, November 30 and is worth 10 points. There are no assigned chapters or quizzes this week. Happy Thanksgiving!



[Module 13-November 30](#)



[Module 14-December 7](#)

## Module 7-October 13



### Module 7 Overview

This week we will be reading Chapter 8, The Joy of Fitness.

We will be having a discussion on Lifetime Activities. Your initial post is due Thursday, October 15. The discussion closes on Monday, October 19.

The Personal Change Plan Midpoint Report is due on Monday, October 19. Submit it through Assignments AND post it in your assigned Discussion Board group.

Optional: Watch the video, 23 and 1/2 Hours (This video was recommended in Module 3 too. It is worth watching).

Optional: Complete the Midterm Survey.



### Chapter 8-The Joy of Fitness

Read Chapter 8 in the textbook and view the Chapter 8 PowerPoint.



### 23 and 1/2 hours: What is the single best thing we can do for our health?



#### 23 and 1/2 hours: What is the single best thing we can do for our health?

Duration: (8:18)  
User: dextracovana - Added: 12/2/11

Watch Video



### Midterm Survey

Please take a few minutes to complete the midterm survey. Your answers are anonymous so please be honest. This survey is optional but your thoughts about how the course is going for you would be appreciated. The survey will close on Monday, October 19 at 11:59pm.



### Lifetime Activities Discussion



### Personal Change Plan Midpoint Report

The midpoint report is due Oct. 19 and is worth 24 points. You will need to submit your report through Blackboard AND post it in your assigned discussion group by October 19 at 11:59pm.



### Acts of Kindness Assignment

Continue recording your acts of kindness in your journal. The evaluation is due November 23 and is worth 10 points.



### Looking Ahead to Next Week

We will be reading Chapter 9 and completing a quiz.

We will be sharing and discussing our Personal Change Plan Midpoint Reports on the discussion board.

*"An investment in knowledge pays the best interest."*

Benjamin Franklin

# Online Course Examples

- 4 Discussion Boards—give choices; focus on what it means and add new information to it (rubric provided)
  - 1) Social Health – relationships or social media
  - 2) Lifetime Activity – select from list, teach it following the criteria
  - 3) Personal Change Plan Midpoint Report presentations (review and provide positive comments/encouragement on 4 classmates' presentations)
  - 4) Personal Change Plan Final Report presentations (review and provide positive comments/encouragement on 4 classmates' presentations)
- Semester Project (Personal Change Plan)—taking knowledge base to the next level (example and rubric provided)
- Videos (quizzes-graded by Bb)
- Ted Talks Review
- Review websites
- Review apps

# Lifetime Activities Discussion

## Guidelines for your Post:

- State a brief description of your activity
- Physical benefits
- Social/Emotional benefits
- Safety issues or disadvantages
- Physical restrictions—can you do this throughout your lifetime?
- Other important information (i.e. cost, equipment, facility needed, etc.)
- The source (website) of your information in case we want to know more.

Activities (Remember, everyone teaches a different activity so you will need to look at the discussion for your group to see which activities have already been selected.):

Swimming

Walking

Curling

Golf

Badminton

Snowshoeing

Disc Golf

Cross country skiing

Martial Arts

Indoor Cycling

Dance

Pickle ball

Pilates

Tennis

Weight Training

Hiking

Yoga

## Lifetime Activities Discussion Rubric

Element	Poor (0-1)	Average (2-3)	Excellent (4)
Knowledge and Understanding of Activity	Understanding of activity not evident. Addresses 2 or fewer guidelines.	Demonstrates understanding of activity. Addresses at least 3 guidelines and the source for more information.	Demonstrates a thorough understanding of the activity. Describes at least 4 guidelines and the source for more information. Posted by October 15 at 11:59 pm.
	<b>Poor (0)</b>	<b>Average (1)</b>	<b>Excellent (2)</b>
Response/Replies	Does not reply or replies to posts without reflection or additional information.	Replies to 1 student's post. Makes connection to own experience or adds new information.	Replies to at least 2 students' posts. Relates to own experience and/or adds new information. Answers all questions.



# Managing the Workload

Rubrics make grading clear, consistent, and fast. Students appreciate seeing the rubric with the instructions for the assignment. Developing the rubric takes time but is worth it.

Provide the right amount of information for students to understand.

Set policies and be consistent.

Review your courses and the projects/assignments that take the most time to grade and spread them out.

Utilize Mason resources (other faculty, CLUB, librarians, etc.)



# Lessons Learned

Ask students for their thoughts and feedback—they have great ideas (midpoint survey in online course, informal discussion)

Students like to use technology. If something does not work as planned, ask for help. Many students can tell us how to solve the problem in 2 seconds (and they like to help).

Add humor when possible. When students are laughing, they are engaged.

Apologize when you make a mistake. Students appreciate it.

Be clear, concise, consistent, fair, and firm.

Connect the dots throughout the course (it makes sense to you why students are learning it, so tell them—make it relevant).

# Challenges

- keeping up with technology and using it to enhance student learning
- assessing team projects
- adding humor to the online course

# Resources

Weimer, Maryellen. 2013. *Learner-Centered Teaching Five Key Changes to Practice*. San Francisco, CA: Jossey-Bass.

[www.facultyfocus.com](http://www.facultyfocus.com) (subscribe)