2007-2008 Teaching Innovation Reassignment Report

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Redesign of Child Care Psychology

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1. Title: Redesign of Child Care Psychology (Assessment, Project-Based, and Educational Technology)

2. Abstract: I redesigned Psychology 230 (Child Care Psychology) to incorporate service learning, student journals, and online quizzing. I assessed student performance and evaluation of the original class and will assess student performance and evaluation of the redesigned class Fall 2008.

3. Description: I wrote an assessment of student learning and administered it as a pre- and post-test to student in the unmodified class (see attached), collected student evaluations at midterm and end of semester for the unmodified course (see attached), researched service learning at MSU and other institutions, volunteer opportunities in the Mankato area, created online quizzes on Desire2Learn, create journal assignments, wrote a supervisor evaluation and a syllabus for redesigned course (see attached), and analyzed data from the unmodified course (see reflection below). I will analyze and write up comparison of original and redesigned course for scholarly dissemination after teaching the modified course, Fall 2008.

4. Reflection: Participation in the evaluation component was not as high as I had hoped it would be. This small sample size will be a limitation in analyzing and interpreting my findings, but cannot be avoided without placing undue pressure on students to participate (which would be unethical).

I am concerned that I might find a ceiling effect on student evaluations. The midterm evaluations had a mean of 4.70 and the final evaluations had a mean of 4.82. While I am very pleased that student think so highly of the unmodified course, that only leaves a very small margin of possible improvement on a 5-point scale. It will be virtually impossible to have a statistically significant improvement on student evaluations.

The average change in score from the pre-test to the post-test was 4.17 ($SD = 1.84$) out of 20. This suggests significant learning in the unmodified course (a grade improvement of 21%--two letter grades). Again, I am concerned about ceiling effects as the mean on the post-test was 18.31 ($SD = 1.53$). The likelihood of obtaining a statistically significant difference is quite low because it will be hard for the majority of students in the modified class to get the necessary perfect grade—but it could happen. I look forward to seeing how the modified course turns out and preparing the findings for dissemination.