

APPENDIX: RECONSTRUCTED COURSES

Collaborative Curricular (re)Construction—Tracking Faculty and Student Learning Impacts and Outcomes Five Years Later

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Below in Tables A1 and A2 are brief descriptions of the courses that faculty and student partners revised/reconstructed, issues that FP particularly wanted to address, and the major changes that resulted from participation in C³.

Table A1. 2013/14 cohort courses

COURSE	COURSE DESCRIPTION / CRITICAL ISSUE(S):	MAJOR REVISIONS
BIOCHEMISTRY LAB (CHEMISTRY)	1 credit hour lab course 2 hours of lab per week 1 hour of lab recitation, delivered as lecture Issue(s): <ul style="list-style-type: none"> low quiz scores + poor conceptual understanding 	Flipped classroom model Lab-recitation is replaced by: <ul style="list-style-type: none"> group work in-class tutorials guided reading assignments SP helped identify learning objectives and write guides for readings
P3 SKILLS LAB (PHARMACY)	Lab + didactic component Hands-on practice: <ul style="list-style-type: none"> preparing and dispensing medication communicating with professionals counseling patients + safety Issue(s):	SP identified chief issues after experiences while on rotation More realistic cases were built that followed a single patient with multiple issues (e.g., diabetes + heart disease) Longitudinal cases as well (single patient over their

	<ul style="list-style-type: none"> • cases focus on patient with single disease • insufficient practice time 	lifetime) Online practice sessions for lab activities
POLICY, POWER, AND HEALTHCARE (NURSING)	<p>4 credit hour course that deals with</p> <ul style="list-style-type: none"> • the influence of financial, regulatory, and government policies on nursing • transition to values-based professionals <p>Issue(s):</p> <ul style="list-style-type: none"> • very foreign course to hands-on care-focused nursing students 	<p>Split into two, 2 credit hour courses</p> <ul style="list-style-type: none"> • using national nursing standards • using accreditation standards <p>Course incorporates visits to legislature, writing about a specific policy, and advocacy activities</p>
MUSIC THEORY III (FINE AND PERFORMING ARTS)	<p>3 cr. hr. course—last semester of musical theory with emphasis on composition</p> <p>Issue(s):</p> <ul style="list-style-type: none"> • textbook changing • students perform poorly on final project (original composition) 	<p>More scaffolding for composition (mini-exercises throughout semester)</p> <p>SP identified time taken and value of all assignments</p>

Table A2. 2014/15 cohort courses

COURSE	COURSE DESCRIPTION/CRITICAL ISSUE	MAJOR REVISIONS
GENERAL BIOLOGY II RECITATION GROUPS (BIOLOGY)	<p>General Biology taught in large 200+ person lectures</p> <p>Students in RG instead watch recorded lectures at</p>	<p>SP: need to sell students on the RG model and teach them how to succeed in a different kind of course</p> <ul style="list-style-type: none"> • communication of

	<p>home and come to special recitation</p> <p>Issue(s):</p> <ul style="list-style-type: none"> • bi-modal grade distribution • difficulty covering all material 	<p>ground rules for RG</p> <ul style="list-style-type: none"> • online quizzes • reduce amount of material each week
CHILD AND ADOLESCENT DEVELOPMENT (EDUCATION)	<p>3 credit hour course coupled with a 35-hour required practicum</p> <p>Issue(s):</p> <ul style="list-style-type: none"> • practicum not connected at all to course 	<p>Discussion time built into course to discuss practicum and how it connects to issues in child development</p> <p>More reflection for students doing practicum</p>
CARE MANAGEMENT (NURSING)	<p>5 hours a week on Mondays and Wednesdays, sandwiching clinicals</p> <p>Issue(s):</p> <ul style="list-style-type: none"> • lecture-based course • large sections of 90+ students 	<p>Active engagement strategies incorporated into the course:</p> <ul style="list-style-type: none"> • pre-lecture activities • group work • case discussions <p>Split the course into two smaller sections</p>
CONTRACTS I (LAW)	<p>Standard contracts course in Law School</p> <p>Very traditional and conservative pedagogy:</p> <ul style="list-style-type: none"> • all lecture • final exam is sole examination <p>Issue(s):</p> <ul style="list-style-type: none"> • 2–4 students fail course each term • no way to identify at-risk students 	<p>Introduced midterm exam</p> <p>Use of lecture capture system to record lectures</p> <p>Role-playing and creative activities</p> <ul style="list-style-type: none"> • e.g. write morals clause for sports contract