AT&T FACULTY-STAFF AWARDS IN INSTRUCTIONAL TECHNOLOGY
2011-2012 Faculty-Staff Competition
Course APPLICATION FORM

Course Identifier: (e.g. TLC801) _________ CEP 260 _________

Course Name: _The Dynamics of Personal Adjustment_

Department: CEP__________________  College: _Education__________________

Primary contact name, phone number, and email *(normally this will be the lead instructor)*

_Dr. Evelyn Oka, 432-9613, evoka@msu.edu_

Faculty and Staff Involved in Developing and Offering the Course *please list full name, position at MSU, email address, and project role for each person*

<table>
<thead>
<tr>
<th>NAME</th>
<th>MSU Affiliation</th>
<th>PROJECT ROLE</th>
</tr>
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<tbody>
<tr>
<td>Carolyn Hayter</td>
<td>Doctoral Student</td>
<td>Development team leader, coordinated recording of lectures, helped create and load content, helped with the design, .</td>
</tr>
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<td><a href="mailto:hayterca@msu.edu">hayterca@msu.edu</a></td>
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<tr>
<td>Andrew Salterelli</td>
<td>Doctoral Student</td>
<td>Development team member, helped with the design, educational technology features</td>
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<tr>
<td>Sarah Rowe</td>
<td>Teaching Assistant</td>
<td>Taught the course for 4 semesters</td>
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<tr>
<td>Brandon Blinkenberg</td>
<td>No longer affiliated</td>
<td>Producer for the development of the course</td>
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Which Competition Are You Entering (select one):

_X FULLY ONLINE COURSE (no required face to face component)_

___ BLENDED/HYBRID COURSE (some face to face learning is replaced by online learning)

___ TECHNOLOGY-ENHANCED LEARNING INNOVATION (one specific technology innovation in a face-to-face or online course)

Semester(s) offered in 2011-2012 and number of students enrolled:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th># STUDENTS</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>83</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>66</td>
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Please address these categories:
I. Course Description (400 word limit)
(broadly, what does the course teach, how is student performance assessed, what aspects of the course are online or technology-enhanced)

The purpose of this course is to critically examine individuals’ psychological adjustment during common developmental transitions (e.g., adolescence, marriage, employment) as well as when experiencing challenges in their personal and social environments (e.g., stress, identity development). The course will introduce relevant theory, research, and practice related to adjustment, while providing a better understanding of the dynamics operating within individuals and in their interactions with others. Within this framework, topics such as personality, mental health, communication, cultural diversity, love, relationships, and sexuality will be examined.

Student learning is assessed across 3 sections of the course:

Exploring the Big Ideas: Individual (20 pts/week, due by Tuesday, 11:59pm)
The first section of each week will introduce the topics, content, and issues for the week. Activities consist of readings, a video PowerPoint presentation, and a personal reflection activity. The purpose of these assignments is to help explore and apply the big ideas of the chapter to a student’s own life. Most assignments will consist of open-ended personal reflection questions that are worth 20 points.

Digging Deeper: Group Discussion This second segment provides an opportunity to engage in an activity with a group of classmates to apply the concepts and then engage in a discussion. You will be graded on your original post and subsequent discussions with classmates.

Testing Your Knowledge: Individual Quizzes. The third part of the week provides an opportunity to assess what students learned by completing weekly quizzes covering the material presented that week. All quizzes will consist of 15 multiple choice and/or true/false questions. Quizzes cannot be completed late. These are individual assessments and you are expected to abide by the University’s Honesty and Academic Integrity policies.

Students will also complete a Final Project, which, is a semester-long self-change project or an in-depth analysis of an adjustment issue.

This is a fully online course.

II. Learning and Interaction Goals of the Course or Technology-enhanced Innovation
(what learning and interaction outcomes did you hope to achieve in your use of technology, why is this an award-worthy course or technology-enhanced learning innovation)

We hoped to provide efficient ways for students to interact with the material and to consider the personal implications of the course concepts for their psychological adjustment individually (Exploring the Big Ideas segment), as well as opportunities for students to share their ideas with others students in the small groups (Digging Deeper). The weekly online quizzes were a method to provide ongoing progress monitoring of their learning as well as targeted and immediate feedback.

III. Points of Interest and Innovation
(Please discuss course highlights and including URLs and/or screen shots of key components of the course or technology-enhanced learning innovation you want to bring to the attention of the
judges. Possible outstanding aspects of the course might include student interaction, rich media content elements, interactive learning objects, assessment, effective incorporation of polling and surveys, facilitated teamwork, peer review, portfolio creation, etc.)

Course Organization: the course is organized into 3 main sections that provided the same structure for each week of the course. The first part, Exploring the Big Ideas, corresponded to work completed individually (course readings, PowerPoint lectures, and reflection activities). The second section, Digger Deeper consisted of a discussion activity and participating in a discussion forum with a small group.
The organization of a weekly chapter is displayed below:
2. The use of check boxes: The Check dat widget was used to help students keep track of their work completion.

3. The incorporation of a variety of materials that includes video, readings, and PowerPoint presentations.

4. The course PowerPoint lectures were presented by 6 different instructors, providing a
diversity of perspectives and instructors.

5. The use of small groups that stay constant for the entire semester, allows the development of small communities within the larger course. These teams provide a safe place for students to share their ideas and reflections on the course material and to take risks with their ideas.

IV. Accessibility

(It is not a requirement that winning entries be accessible to learners with visual, auditory, mobility, and cognitive disabilities. However, if your course content or technology-enhanced learning innovation is accessible, or if it incorporates an innovative approach to accessibility, please describe.)

V. Evidence of Effectiveness with Students

(Please include evidence such as comparative test scores, SIRs results, short student letters of support, your own observations of project or group performance, etc.)

Please see attached SIRS forms from Fall 2011, the most recent available.

VI. Plans for Sustainability

(Describe future plans for your course or technology-enhanced learning innovation.)

We continue to fine-tune the course and make revisions given student feedback. For example, we have made adjustments to the timing of the quiz and offered students the option of video office hours (via Skype). We review the course through weekly (Fall semester) and bi-weekly (Spring semester) supervision meetings with the instructors. Each summer, we make larger revisions to the course based on the prior year’s feedback.