

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*

NAME	MSU Affiliation	PROJECT ROLE
Carolyn Hayter hayterca@msu.edu	Doctoral Student	Development team leader, coordinated recording of lectures, helped create and load content, helped with the design, .
Andrew Salterelli saltarel@msu.edu	Doctoral Student	Development team member, helped with the design, educational technology features
Sarah Rowe stebbesa@msu.edu	Teaching Assistant	Taught the course for 4 semesters
Brandon Blinkenberg	No longer affiliated	Producer for the development of the course

Which Competition Are You Entering (select one):

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:

SEMESTER	# STUDENTS
Fall 2011	83
Spring 2012	66

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.

Welcome to CEP 260: Dynamics of Personal Adjustment

The purpose of this course is to critically examine how individuals adjust to and interact with their personal and social environments. The course will introduce relevant theory, research, and practice related to adjustment, while providing a better understanding of the dynamics operating within yourself and in your interactions with others. Within this framework, topics such as personality, mental health, communication, cultural diversity, love, relationships, and sexuality will be examined. We hope that this course will be a valuable learning experience for you!



Early Welcome Message: CEP 260

Final Project Resources

Introduction

Week 1 - Introduction to the Course

Unit 1 - Dynamics of Adjustment

Week 2 - Adjusting to Modern Life

Final Project Description

Due 1/24 at 11:59 pm

Week 3 - Theories of Personality

Week 4 - Stress and Coping

Unit 2 – The Interpersonal Realm



Final Project PROPOSAL Drop Box

Due Tuesday, February 7 at 11:59 pm



Final Project Proposal Revisions



Week 5 - The Self



Week 6 - Social Thinking and Social Influence



Week 7 - Interpersonal Communication



Week 8 - Friendship, Love, Marriage, and Intimate Relationships

Unit 3 - Developmental Transitions



Week 9 - Gender and Behavior



Week 10 - Development in Adolescence, Careers and Work



Week 11 - Development and Expression of Sexuality

Unit 4 - Mental and Physical Realm



Week 12 - Psychology and Physical Health



Week 13 - Psychological Disorders



Week 14 - Psychotherapy



Week 15 - Finish Final Project

Complete Work on Final Project



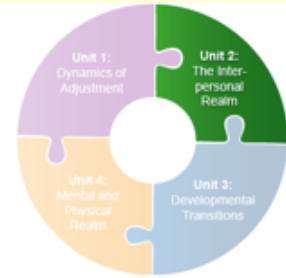
Week 16 - Finals Week

Final Project Drop Box

The organization of a weekly chapter is displayed below:

Session Overview

Communication skills are highly relevant to adjustment because they can be critical to happiness and success in life. During this week, we begin with an overview of the communication process and then turn to the important topic of nonverbal communication. We will discuss ways to communicate more effectively and examine common communication problems. Finally, we will look at interpersonal conflict, including constructive ways to deal with it.



Objectives

1. Discuss how interpersonal communication is important to adjustment.
2. Describe the components of the communication process.
3. List five general principle of nonverbal communication.
4. Describe the significance of nonverbal sensitivity in interpersonal interactions.
5. Describe barriers to effective communication.

Exploring the Big Ideas :: Due TUESDAY by 11:59pm

During the first few days of this lesson, you will explore the big ideas by reading and writing *independently*. Use the following check boxes as a way to monitor your progress.

The Personal Reflection is due **TUESDAY by 11:59pm**.

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[Part I](#) | [Part II](#) | [Part III](#)

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[Personal Reflection: Communication Barriers](#)

Digging Deeper :: Initial Post Due THURSDAY by 11:59pm, Replies Due SATURDAY by 11:59pm

During the next few days of this lesson, you will dig a bit deeper into the material by going beyond your textbook, exploring real-life situations, and *working cooperatively and collaboratively with a group*.

The Initial Post to the Discussion Forum is due **THURSDAY by 11:59pm**.

TWO Replies in the Discussion Forum are due **SATURDAY by 11:59pm**.

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[Interpersonal Communication & Technology](#)

[Discussion Rubric](#)

Testing Your Knowledge :: Due SATURDAY by 11:59pm

The following quiz opens Thursday at 12:00am.

You must complete the following quiz *independently* at **SATURDAY by 11:59pm**.

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[Week 7 Quiz](#)

Optional Poll for the Coming Week

After completing the quiz, feel free to complete this anonymous poll that explores the content of the coming week.

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[Poll Opinions](#)

Resources

- [Avoid Misunderstandings](#) - A Dozen Rules of Thumb for Avoiding Intercultural Misunderstandings
- [Communication Studies Resources](#) - From the University of Iowa, this listing of online communication studies resources provides an extensive index of links covering both verbal and nonverbal communication.

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.