

Product Name MasteringGeography
Course Name World Regional Geography
Credit Hours Three

Key Results Students are more engaged with the interactive resources in MasteringGeography and explore the concepts more fully outside of class, resulting in higher levels of learning, retention, and student success.

Text

Diversity Amid Globalization: World Regions, Environment, and Development, 5e, Lester Rowntree, Martin Lewis, Marie Price, and William Wyckoff

Implementation

World Regional Geography is a survey of the world's regions emphasizing the spatial arrangements of resources, population, institutions, economic activities, and cultural landscapes, and their significance for distinctive regional problems. Students of any major may take this course. Both traditional face-to-face and online sections are offered. My goal in this course is to motivate students to explore course materials through self-guided learning, prompting more critical thinking and a deeper understanding of complex concepts.

I tested MasteringGeography during the summer of 2011 and adopted it for the fall 2011 semester. I like to use a wide range of activities to expose students to multiple approaches for learning course concepts—MasteringGeography provides the resources to accomplish that goal.

I make all MasteringGeography assignments available to my students at the beginning of the semester, and they are made unavailable two days before the corresponding exam. I give one homework assignment per chapter and include end-of-chapter, coaching, map, and video exercises. I use the item difficulty diagnostics to help select assignment problems.

Assessments

80 percent Exams (four)

20 percent MasteringGeography homework

Results and Data

Since we rotate teaching the course, I compared course results from fall 2011, my first full semester using MasteringGeography, to my last semester teaching the course without it in 2009. The results show that after using MasteringGeography, As and Bs increased and Cs, Ds, and Fs decreased. See figure 1.

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In addition, there is a strong correlation between students' MasteringGeography homework scores and their final course grades (see figure 2). It appears that effort and performance on MasteringGeography homework is a strong predictor of success in the course.

- More than 97 percent of students who scored at least 70 percent on the homework completed the course with an A, B, or C.
- Students who received a D or F in the course averaged a score of 50 percent on their MasteringGeography homework.

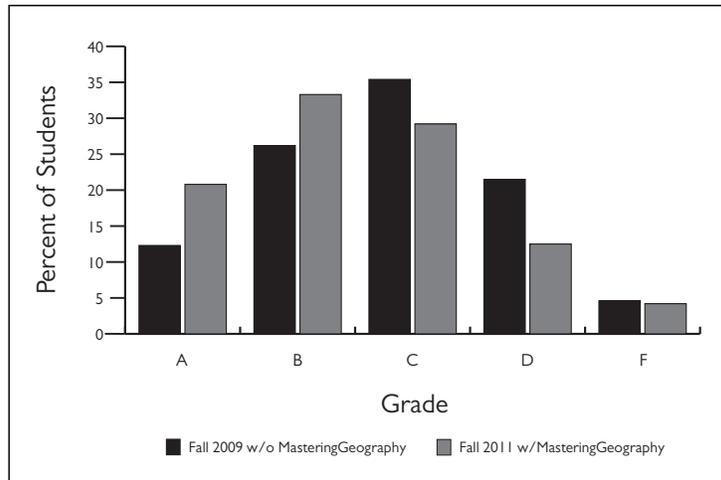


Figure 1. Grade Distribution before and after Implementation of MasteringGeography, Fall 2009 and Fall 2011

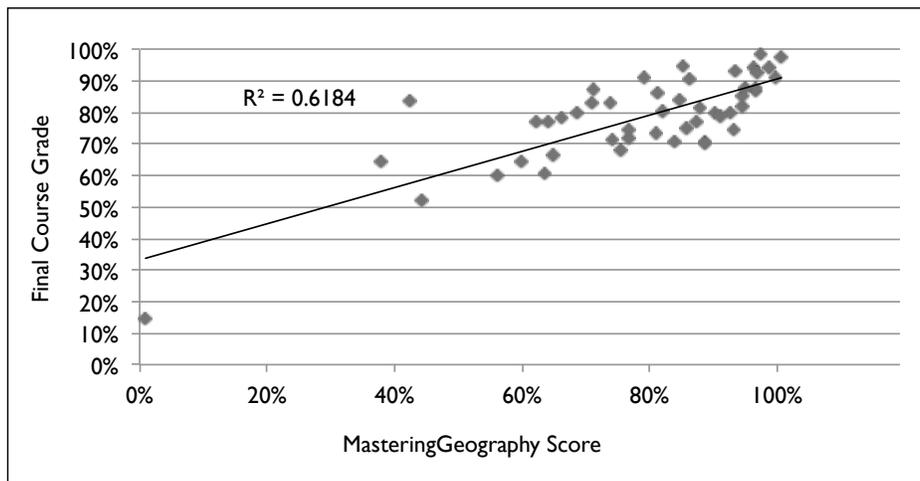


Figure 2. Correlation of MasteringGeography Homework Scores to Final Course Grade

The Student Experience

I find that my students overwhelmingly enjoy learning with MasteringGeography. They like to be exposed to the content in different formats, and find the interactive videos and map exercises more engaging than looking at the content in a print book. After adopting MasteringGeography, I saw both student interest and retention improve, along with course grades.

Conclusion

MasteringGeography facilitates self-guided learning as it's online and asynchronous, and students are able to work at their own pace. When students are able to spend time interacting with the course materials in different formats, they come to class better prepared. This, in turn, frees up class time because I needn't cover all of the concepts in lecture, and enables me to focus on more difficult concepts and to integrate more active learning.

*Submitted by Christopher Sutton
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